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| Physical Education Curriculum Design | | | | | |
| Curriculum Intent | | | | | |
| At S.S John and Monica we recognise that Physical Education is essential to everyday life, critical to both physical and mental health, wellbeing, social skills and physical literacy for a range of lifelong experiences and encounters. We aim to provide a high-quality physical education with an inclusive approach so that all children:   * develop competence to excel in a broad range of physical activities * are physically active for sustained periods of time * engage in competitive sports and activities * lead healthy, active lives (National Curriculum, 2013)   It is our intent to provide children with a high-quality, broad and challenging Physical Education curriculum with the development of children’s: physical literacy, fitness, physiological awareness, self-regulation, and high-levels of participation at the centre of each PE lesson. We believe that all pupils can succeed in Physical Education. We don’t believe that there are individuals who can do sports and those that can’t. A positive teacher mind-set and strong subject knowledge are fundamental for student success in Physical Education. By building confidence, resilience and a passion for PE, we can show that whatever your prior experience or talent, PE is accessible and enjoyable for all.  ‘*‘*Physical education plays a critical role in developing well-rounded, healthy children and young people.’  ‘As teachers, we have the opportunity to set children up for lifelong enjoyment of games, athleticism, and activity while also helping them grow their social and cooperation skills, self-evaluation, and goal-setting abilities.’ The PE Hub, 2020.  ‘A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.’ DFE, 2013. | | | | | |
| Curriculum Implementation | | | | | |
| At SS John and Monica all Physical Education policy follows recommendations and guidance as set out by the NC, AFPE, PE hub and updates of current affairs via our Schools Games Organiser. Our policy and lesson design follow a research and best practice model.  The PE curriculum follows a progressive development of skills; within lessons, across units and across Key Stages. Within lessons this incorporates: vigorous activity, skill-based learning, ambitious activities involving self and team goals, awareness of impact on health and well-being, elements of competition, and self/ peer/ teacher-assessment for reflective learning. Each unit across all year groups follows a ‘Head, Hand, Heart’ approach to skill progression and intention for learning that represents physical ability, mental capacity and emotional understanding. Differentiation is implemented through the STEP Framework:Space Where the activity is happening E.g. modify the space by increasing or decreasing the area in which a task is to be performed or changing the distance or areas in which to score points.  Task  What is happening? E.g. modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task.  Equipment  What is being used? E.g. modify the equipment by changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment.  People  Who is involved? E.g. modify the people involved by having children work alone, with a partner, bigger teams, smaller teams, as leader or follower, on different activities, or in a small group.  Maybe the more confident gymnasts could be jumping from higher apparatus or a developing group of netballers could be challenged by playing on a bigger court.  Reward system in PE is both a reflection of personal achievement and talent, and also in line with School Games Values: Honesty, Respect, Self-Belief, Passion, teamwork and Determination. This provides for a more inclusive celebration of achievement.  The curriculum overview covers all areas of learning for all year groups, and lends itself to School Games Festival competitions within and across year bands at the end of each unit. For this reason, areas of learning within PE are carefully planned to embed skills and demonstrate clear progression across year groups, with a conscious effort made to incorporate a range of sports throughout a child’s school experience.  This has been achieved through areas of learning: Gymnastics, Dance, Games, Athletics and OAA being taught during the same term for each year group including reception, where fundamental movement skills taught correspond with skills embodied within areas of KS1 And KS2. In addition to this: Years 1 and 2, Years 3 and 4, and Years 5 and 6 will be learning the same sports on a 2-yearly basis. This provides for: intra-school competitions, clear outcomes at the end of each unit, and increased correspondence between teachers to share good practice and gain a greater understanding of the curriculum in relation to prior learning and further development.  Current guidance promotes the incorporation of fostering positive mental health and well-being within Physical Education curriculum, therefore the school has adopted a proactive approach through ensuring that children and staff practise strategies for managing stress, anxiety and low-mood. This is achieved through timetabled mindfulness as a whole school initiative, and seeks to address current issues impacting on children’s mental health. | | | | | |
| Curriculum Impact | | | | | |
| We aim for all children by the end of each key stage to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Both formative and summative assessment is used each term to determine if this is the case. This ‘data’ is shared with senior leaders during curriculum lead meetings each term. Children who are not meeting either age related/ key stage expectations or prior attainment are targeted through STEP differentiation and within lessons to help them to succeed.  However, the main impact of our Physical Education curriculum here at S.S. John and Monica’s will be on children’s high-levels of participation, self-belief and confidence in physical activity. It is our aim to nurture body and mind with the understanding that children’s wellbeing relies upon the co-occurring nature of both. Promoting children and staff’s positive attitudes towards Physical Education, where children learn to embrace challenge and problem-solving, and have high aspirations, will embed interchangeable and transferrable life skills that benefit children‘s learning across the primary curriculum. | | | | | |