



## PE - Intent, Implementation and Impact

At St Matthew's we believe that the basic principle of an effective curriculum is that learning makes a change to long term memory. The intent is that our PE curriculum facilitates the delivery of this basic principle. In order to do so a strategic approach, based on pedagogical research, must be in place.

### Intent

We intend for our curriculum to be broad and ambitious and believe that children should be provided with a wide variety of sporting opportunities to help develop a passion for physical activity, irrespective of their needs or background. Our PE curriculum is intended to be well-planned and sequenced, allowing children to progress both their substantive knowledge and disciplinary knowledge, as well as evidencing a skills progression throughout their Primary PE journey. Disciplinary Knowledge refers to the knowledge of how to perform a specific skill or task, it is automatic. Substantive Knowledge involves "knowing that". Recalling information from substantive memory involves some degree of conscious effort – information is consciously brought to mind. It is the who, what, where, when and why of learning.

### Implementation

From entry into St Matthew's, all children experience the PE curriculum. Subject specialists from an outside agency called Junior Jam come into school every Tuesday (KS2) and Wednesday (KS1) to teach PE. Children in EYFS are taught PE in lessons led by their class teacher in addition to varied experiences they have throughout the day in continuous provision. Most children will take part in 2 hours of physical activity per week; depending on the Junior Jam schedule, some classes will receive an additional 1 hour of PE per week over a half term, led by their class teacher. There are many ways that our physical activity time is enhanced:

- Active break and lunchtimes - where children will partake in activities organised by a member of staff outside.
- Active Maths or English lessons
- Residential educational visits (Year 6 Hothersall Lodge) & in-school visits from outside agencies.
- Bikeability (Year 5)

Children are encouraged to 'self-assess' their learning against given criteria. In PE this takes the form of verbal feedback shared with teachers within a lesson as well as peer assessment shared when reviewing performance.

### Impact

As the children travel through their Primary PE journey, they become increasingly more physically confident and develop an awareness of what their bodies can do. As they build and master their basic fundamental movement skills, they then begin to apply these to specific sports where they are encouraged to think both tactically and creatively in the latter end of their journey. In learning key skills, they develop the ability to break these skills down to coach each other and 'self-assess' using verbal feedback, which grows a physical and mental confidence which seeps into all areas of the curriculum.