



St Jude's Catholic Primary School

We live, love and learn together joyfully in Jesus' name.

PE Curriculum: Statement of Intent

'All pupils leaving primary school should be physically literate and have the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.' – Primary School Sport.

<i>Intent</i>	<i>Implementation</i>	<i>Impact</i>
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent, which drives the ongoing development and improvement of all curriculum subjects. All staff will have a full understanding of the National Curriculum POS for PE. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. 	<p>Our teaching sequence will:</p> <ul style="list-style-type: none"> • Include a variety of warms up – children to develop their knowledge of why this is important and how their bodies start to change. • Review most recent learning in PE and make explicit links to how it will help in future lessons. • Demonstrate skills which need to be developed, including key teaching steps. • Explain key vocabulary and the meaning to children. • Modify tasks using the STEP principles to ensure all tasks are accessible for all children. • Adaption and change of resources to challenge pupils when exploring a skill. • Provide opportunities for the children to work interactively and individually. • Provide opportunities for children to take a lead role in evaluating their performance and others. 	<p>Pupil voice will show:</p> <ul style="list-style-type: none"> • A developing understanding of skills and techniques needed to complete activities at an age-appropriate level. • A secure understanding of key techniques and methods for each strand of the physical education curriculum. • A developing understanding of progression, with vocabulary which supports and extends their knowledge. • Confidence in discussing and evaluating strengths and weaknesses in their own and others' performances. • A deeper understanding of what it means to lead healthy and active lives. • A feeling of inclusion and enjoyment for the subject of PE and demonstrates participation in competitive sport.

	<ul style="list-style-type: none"> • Maintain a high MVPA (Moderate to Vigorous Physical Activity) rate to ensure children are physically active for sustained periods of time, following the SHARP principles for guidance. • Cool down – children to develop their knowledge of why this is important. 	
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more. • Ensure an appropriate progression of skills is in place over time so that pupils are supported to be the best they can be, and challenge teachers to support struggling athletes and extend more competent athletes • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. • Monitor and review teaching and learning regularly through pupil discussions, staff questionnaires and lesson observations. • Ensure that any support provided by external agencies are reviewed to evaluate their impact on teaching and learning within the school. 	<p>Our Classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate and quality equipment for the delivery of each area of the curriculum. • Encourage and promote healthy lifestyles. • Be organised effectively, allowing children to work in a variety of scenarios and group sizes that supports the development of their knowledge and skills. • Foster an inclusive ethos, making all children feel positive about their progression and personal development. • Nurture a fondness for being physically active through positive and engaging experiences with an appropriate level of challenge. 	<p>Displays around school will show:</p> <ul style="list-style-type: none"> • Snapshots of lessons where children have been developing skills and knowledge. • A varied and engaging curriculum which develops a range of skills. • Celebrates pupil’s successes within lessons by congratulating pupils who have excelled for sporting achievements. • Clear progression of skills in line with expectations set out on progression grids. • The development and progression of knowledge through the strands of the curriculum. • Opportunities for children to apply their skills within competitive settings. • Positive affirmations to encourage a positive mental attitude towards sport and being physically active.
<p>The class teacher, with support from the curriculum leader, will:</p> <ul style="list-style-type: none"> • Create a long-term plan which ensures appropriate progression of knowledge, skills and vocabulary from the progression grid. 	<p>Our children will be:</p> <ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. 	<p>The curriculum leader and senior leaders will demonstrate the impact that quality provision has by:</p> <ul style="list-style-type: none"> • Celebrating the successes of pupils. • Collating appropriate evidence over time which evidences that pupils know more and remember

<ul style="list-style-type: none"> • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate for ages that they teach, and they are of high quality standard, falling in line with health and safety standards. • Be a positive role-model for all pupils in their attitudes towards PE and participate within lessons that are run by coaches, learning and growing in their abilities. 	<ul style="list-style-type: none"> • Able to critique their own work because they know how to be successful. • Safe and happy in P.E lessons which give them opportunities to explore their own creative development. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on skills and knowledge. • Able to talk about how to perform a variety of skills 	<p>more, and that they understand what a healthy lifestyle is.</p> <ul style="list-style-type: none"> • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.
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