

Pollington-Balne C of E Primary School Curriculum Statement

Physical Education

‘Physical fitness is not only one of the most important parts to a healthy body, it is the basis of dynamic and intellectual activity’
JFK

Intent	Implementation	Impact
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
The schools’ senior leadership team will: • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • 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.	Our typical teaching sequence will: • Weekly review: Brief review of learning covered in previous lesson/s • A cycle of lessons for each subject, which carefully plans for progression and depth (engage, develop, teach and apply) • Specify key vocabulary to be used and its meaning in relation to the sport being taught • Evaluate their learning.	Pupil voice will show: • A developed understanding of the methods and skills of different sports and what is needed to be successful in them. • A secure understanding of the key techniques and methods for each key area of the curriculum. • A progression of understanding, with appropriate vocabulary which supports and extends understanding • Confidence in discussing P.E, their own work and identifying their own strengths and areas for development
The curriculum leader will: • Ensure that a high level of teaching of P.E is being conducted by the school staff and sports coach. • Ensure that there is a clear progression of skills and vocabulary from EYFS to Y6	We will: • Provide appropriate quality equipment for each area of the curriculum. • Be organised so that pupils can work in small groups or whole class as appropriate to	Displays around school and lessons will show: • Pupils have had opportunities for practise and application of skills and knowledge. • A varied and engaging curriculum which develops a range of historical skills.

• To ensure that there is an opportunity to practise skills at an appropriate level • To ensure that there is an opportunity to implement our knowledge and skills.	support pupils in their development of their skills.	• Clear progression of skills in line with expectations set out in the curriculum map. • That pupils, over time, develop a range of skills and techniques across all of the areas of the P.E curriculum.
The class teacher, and other staff responsible for delivery of the programme, will, with support from the curriculum leader: • Create a long term plan which ensures appropriate coverage of knowledge, skills and vocabulary from the progression grid. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. • Will encourage the children to think, reflect, debate, discuss and evaluate their skills.	Our children will be: • Engaged because they are challenged by the curriculum which they are provided with. • Metacognitive who can overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as an athlete 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 skills and knowledge • Develop skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills.	The curriculum leader will: • Celebrate the successes of pupils through planned displays. • Collate appropriate evidence over time which evidences that pupils know more and remember more. • 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.