

# Curriculum Statement of Intent

## Teaching and learning of: Physical Education



INTENT

Here at Thorpe, we were determined to explore an approach and supporting resources that would directly align with the vision and values of our school. We know active, healthy children achieve more. It was essential that Physical Education supported the philosophy of our School, developed the whole child and that every pupil felt included, challenged and supported. We wanted a programme of training and materials that, with the subject leader's guidance and mentoring, enabled all teachers and support staff to deliver exciting and engaging lessons with the confidence over time to deliver outstanding outcomes for all children. It was essential for us that we could demonstrate and evidence clear impact of learning, perceptions and positive behaviours and make the very best sustainable use of our sports premium spend. We believe we can create an enabling environment in PE where young people feel included, valued, challenged and supported to achieve their maximum potential, in school and in life. The schemes we have chosen to share our ambition and have a vision to create positive relationships with physical activity for life. Their vision is to redefine what's possible for PE, Sport and physical activity through a new, positive and inclusive culture. Our PE curriculum philosophy and approach which helps ALL our children develop their physical literacy, emotional and thinking skills to achieve in PE, sport and life. It places the learner at the heart of practice with the ultimate goal of transforming how we teach PE, applying all of the high quality learning and teaching skills that have become the norm in other subjects. It supports teachers and other practitioners to make small changes that will have a significant impact on their learners.

Alongside REAL PE we chose to adopt the Get Set 4 PE scheme of work. We have found that this complements the REAL PE scheme well, this gives our children a blend of fundamentals along with the opportunity to put them into practice in a sports environment, which the Get Set 4 PE scheme gives us. We have included a more structured breaktime in the afternoon for KS1 children due to them having just 1 PE lesson a week, we are looking at using the sports premium budget to accommodate this and are looking to include opportunities such as scooters.

Underpinned by

### Sports Premium

We have used sports premium to upgrade a lot of the facilities in the playground including playground markings, a trim trail on the KS1 playground and a climbing wall on both the key stage 1 and key stage 2 playgrounds. We are also using sports premium to deliver more after school clubs and offer a wider range of activities with more structure at afternoon breaktime for KS1 children.

### Wider Curriculum

We feel it's very important to have an approach on developing the whole child in our REAL PE lessons, we have really noticed a difference in our children with how they are communicating, general positive attitudes towards each other in how they are learning to give peer to peer constructive feedback and praising and encouraging each other. The 6 learning focus within this scheme link really well with our Learn to Learn subject.

### Active children

We deliver at least one sports club every day which are free of charge. We also give children the opportunity to participate in a variety of sports and activities at lunchtimes including hockey, basketball, tennis, football cricket and skipping ropes.

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<b>IMPLEMENTATION</b>	<b>SEND</b>	<b>Questioning</b>	<b>Competitive sport</b>
	PE lessons are differentiated to make sure it suits the needs of every child, the REAL PE scheme with the colour coded challenges caters to every child's needs well. All children know that if a challenge isn't suited to their ability, they have the option to go back or forwards with their learning.	Teachers questioning in PE lessons aim to gain greater understanding and depth of knowledge. Every REAL PE lesson begins with the teacher asking the children to reflect to the rest of the class on the current learning focus for the term and objectives of that learning focus which is then practiced alongside the skill throughout the lesson.	Children are encouraged to participate in competitive sport. There are house competitions led by PE lead every term in which Key Stage 2 children can sign up to. There are a range of competitions run such as Cross Country, Cricket, Volleyball, Rounders as well as school sports days towards the end of the academic year. In addition to this we participate in regular trust wide sports fixtures which helps build the relationship between ourselves and schools within our trust. We also participate in numerous Peterborough School Games events.
	<b>Schemes of work</b>	<b>Active Children</b>	<b>Whole Child Approach</b>
	We feel the two schemes of work we have selected to be part of our curriculum complement each other well by giving children the opportunity to apply the fundamentals learnt in the REAL PE scheme within a sports-based environment in the Get Set 4 PE scheme. For example, children may learn the skipping motion within the footwork section of the REAL PE scheme, then practice that further by applying it as part of learning how to perform a lay-up in basketball.	As previously stated, the school are focused on making this a priority by using a range of initiatives such as using sports premium funding to install new play equipment and continue with the school leadership programme to promote active lunch and breaktimes.	There is a huge drive this year in PE to really push a whole child approach to every PE lesson which we will have a big focus on children's social, personal, creative, cognitive, physical skills and knowledge of Health and Fitness. Every Real PE lesson will focus on two things, the skill and the learning focus. This is to embed the process of making children physically literate as well as improving children's attitude towards learning and improving their learning behaviours.

<b>IMPACT</b>	Over time we will see a progression in children's general ability in PE but also in their creativity, social, personal, cognitive and physical skills as well as an improvement in knowledge of health and fitness, we have already seen an improvement in many of these areas through the scheme of work being taught.			
	<b>Pupil Voice</b>	<b>Evidence in knowledge</b>	<b>Evidence in skills</b>	<b>Breadth and depth</b>
	Children give feedback every lesson about their experiences in their PE lessons to gauge their understanding of the lesson taught. We have also introduced a PE floor to evidence children's work and children can document what they've learnt.	Teachers can see in lessons the impact of each lesson in not only physical attributes but whole child improvements such as social skills. These may also be visible with a reduction in behavioural issues school wide.	Children and teachers notice the progression of skills through making their way through the different challenges which are colour coded and once completed know what to do next. All children in KS1 AND KS2 are aware of the colour progression of skills system and what to do once a challenge is completed.	The curriculum builds year on year and a very clear learning journey is visible that the children and teachers teaching are also aware of. Every activity within each PE lesson is related to not only the physical attributes being worked on in that unit but also the learning focus. We also linked the learning behaviours with what is being taught from the get set 4 PE scheme. For example, creative skills being taught alongside gymnastics.