

PE Curriculum

We believe that every child should have the opportunity to take part in physical activity on a regular basis and become more physically confident and competent throughout their years at our school. We believe it is an essential part of providing a truly well-rounded education and that it is vital for the development of a child's social, emotional, physical, and educational needs. We hope that, through the range of sporting opportunities, our children will develop a love and passion for health and physical activity ready for the next stages in their lives. The approach is based around these principles: belief that every child can and will achieve; awareness that the children's life chances are impacted by their health and wellbeing; ability is not fixed and potential to learn is increased through effort.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to National Curriculum	As a school, we use Real PE to support teaching and learning in PE. This is aligned with the National Curriculum. Swimming is taught by specialist swimming instructors provided by Sheffield Swimming Service. Real PE supports our teachers in delivering lessons that help to raise standards and allow all pupils to achieve their full potential. It provides flexibility, the opportunity to create a bespoke curriculum, and gives excellent supporting material for teachers.	Pedagogical Approaches	The pedagogical approaches to the teaching of PE are closely aligned to the approaches and principles of teaching in other subject areas, with the key elements being: <ul style="list-style-type: none"> • Deliberate and intentional retrieval of previous knowledge to build on previous learning • Regular checkpoints and formative assessments to tailor lessons to the needs of pupils • Positive relationships that create the conditions conducive to effective learning • High levels of subject knowledge 	Approach to Assessment	We understand that learning happens over time rather than in a single lesson. As a result of our carefully designed and planned curriculum, pupils' develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Assessment is done formatively during lessons, and at the end of each lesson teachers will assess the children's current level of skills. Degree of mastery of these skills will be recorded and used to inform teacher judgment after each unit.
End Points	Having mastered the PE curriculum and ethos the children will be able to exhibit an excellent knowledge and understanding of fundamental movement skills, sport-specific skills, and how to apply them to a variety of activities. These skills and knowledge have been specified as endpoints for each year group. They will apply their taught knowledge to competitive situations with the correct sportsmanship. They will have the knowledge and understanding of how physical activity can have a positive impact on a healthy and active lifestyle. Pupils will be inspired to have lifelong participation in activity/sport.	Teachers' Expert Knowledge	Teachers are given regular opportunities to access CPD. The subject leader provides regular updates to staff. The culture of the school promotes openness and honesty in relation to proactively seeking support; this may be reflected in PDM content, and discussions between colleagues.	Performance Data	There is no published data for PE at primary school. The school tracks foundation subjects broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end of year report.
Sequencing	Careful consideration is given to sequencing and progression of content across year groups, looking for links and creating pathways for knowledge retrieval and retention which allow children to apply this in wider contexts. Sequencing in the PE curriculum ensures that each year group has the opportunity to build on their skills each year.	Promoting Discussion and Understanding	Pupils are given regular opportunities to explore and discuss questions at an age-appropriate level. Teachers use their strong knowledge of the progression in the curriculum in order to ask questions that lead children to develop the skills we intend to promote. Teaching actively promotes recall and retrieval strategies to commit knowledge to long-term memory. There are regular, structured opportunities for discussion with partners and in groups, as well as opportunities for independent reflection, video analysis and feedback.	Pupils' Work	Pupils' work in PE can be captured through photographs or video primarily for reflection and feedback or for celebration and sharing of success.
Alignment with EYFS	Physical development is a prime area of the statutory framework of EYFS as physical activity is vital in children's all-round development, enabling them to pursue happy, healthy, and active lives. Children have	Knowing More and Remembering More	Children are encouraged to reflect on previous learning and use that to explain their current understanding. Retrieval practice is built in to provide opportunities for children to apply their knowledge of the sport and skills.	Talking to Pupils	The subject leader will measure impact through a cycle of monitoring focusing on: planning, discussions with pupils and discussions with teachers. Pupils will have the opportunity to talk about their work, their

	regular opportunities in provision to develop both fine and gross motor skills. YR at Sacred Heart also have timetabled access to the sports hall where skills are developed following the Real PE scheme. Children are given opportunities and experiences to enable them to meet the expected level of development.				enjoyment and understanding of the lessons, and how much they can recall, and their responses will be used to evaluate the quality of teaching.
Local Context	Pupils have the opportunity to represent the school in competitions against other schools in the area. We signpost children to local clubs, involve local coaches, and utilise local facilities. Many of our pupils access external clubs and we celebrate their successes out of school and build upon these.	Teacher Assessment	Teachers assess formatively in each lesson according to the assessment outcomes in Real PE. Children will have opportunities to evaluate and recognise their own success and teachers will carry out formative assessment for learning through the use of checkpoints. Activity design allows children to demonstrate their progress. Teachers endeavour to carry out live feedback in line with research about which forms of marking and feedback have most impact. We keep track of children's progress against the assessment outcomes.		