



## **The intent, implementation and impact statement for the delivery of the PE curriculum** **Our Vision for Emmanuel**



To create a welcoming Christian community where every child is viewed as a special person created and loved by God. Every member of our school community is valued for who they are and empowered to be the best they can be. We support every child to develop into lifelong learners who are resilient, socially skilled, and successful in all aspects of their lives.

'Start children off on the way they should go, and even when they are old they will not turn from it.' (Proverbs 22:6)

At Emmanuel, we provide an ambitious curriculum, challenging all children to aspire to be the 'best they can be'. All children learn in a highly inclusive environment which engages them to achieve great outcomes and reach their potential. We provide the children with a broad and balanced curriculum where the substantive and disciplinary knowledge the children need to acquire is coherently planned and sequenced allowing knowledge to be built on and embedded. Due to the careful sequencing of the curriculum, the children use their prior knowledge to allow them to learn new concepts. This curriculum design, supports all children to be courageous when faced with new challenges.

As Paul said in his letter to the Philippians 'I can do all things through him who strengthens me.' (Philippians 4:13 ESV)

### **Emmanuel's curriculum intent for PE**

Our intent aims to ensure that all pupils:

1. develop competence to excel in a broad range of physical activities
2. are physically active for sustained periods of time
3. engage in competitive sports and activities
4. lead healthy, active lives.

This reflects the disciplinary knowledge set out in the national curriculum (2013) for PE.

For our intent to be reached all pupils will be able to:

1. use running, jumping, throwing and catching in isolation and in combination
2. play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
3. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
4. perform dances using a range of movement patterns
5. take part in outdoor and adventurous activity challenges both individually and within a team
6. compare their performances with previous ones and demonstrate improvement to achieve their personal best.

This reflects the substantive knowledge set out in the national curriculum (2013) for PE.

Our intent is to ensure that all pupils gain success against the composites (end points/final outcomes) set out in the national curriculum to enable them to be secondary ready and flourish in their next step of their physical education. Our implementation sets out how we will achieve our intent for PE.

### **The implementation of our PE Curriculum**

#### **Our Curriculum**

Our curriculum has been designed to ensure that all pupils make progress towards achieving the desired end points set out in the national curriculum by the end of key stage 2. They will do this through acquiring the substantive and disciplinary knowledge which has been broken down into coherently sequenced component parts. When the pupils acquire the knowledge required to be successful against each component, this learning will then be built on sequentially to ensure that each small step leads to all pupils attaining the desired end point (composite). Our PE progression documents set out the sequence of learning.

The curriculum has been designed with the concept of memory in mind. Our curriculum is designed to ensure the children know and remember more by incorporating a 'spiralised' curriculum where concepts are revisited to facilitate learning being transferred into the long-term memory. Concepts are consistently revisited and regularly reviewed with retrieval practice being central to our curriculum. Content and concepts are revisited and built upon throughout academic years and year groups. The curriculum has been planned coherently to enable children to become experts in art.

Our curriculum develops physical education through 2 main areas - Real PE and Games/Sports. This meets the expectations set out in the National Curriculum ensuring that substantive and disciplinary knowledge are revisited and embedded to enable children to apply them to a range of areas within school and in the wider community.

### **Real PE**

This program has 6 key areas that look to develop the whole child.

- Physical
- Creative
- Cognitive
- Social
- Personal
- Health and Wellbeing

Each area is revisited across each year group so knowledge is sequenced and built on coherently. The sequence of learning is evident in our progression documents for PE.

### **Games and sports**

We use the 'Get Set 4 PE' programme to support our children to receive a high quality games education to meet the aims of the national curriculum

The games the children will take part in are:

- OAA (Outdoor Adventurous Activities) & Team Building
- Fundamentals, Fitness & Athletics
- Balls skills, Handball & Netball
- Yoga, Dance & Gymnastics
- Football
- Cricket, Rounders & Tennis

All classes across school focus on the same sports to enable us to implement our spiralised curriculum to ensure the children knowledge progresses in a sequential, coherent manner. The sequence of learning is evident in our progression documents for PE.

### **Teaching**

Our teachers focus on teaching simply, practicing thoroughly, feeding back constructively and embodying excellence. The teaching strategies employed across school are used to facilitate the pupils to know and remember more.

<b>PE Provision</b>	
<b><u>Individual lessons</u></b>	<p>Our PE lessons follow a structure of retrieval and review of prior knowledge leading to the teaching of new content through carefully sequenced precise small steps. Children are provided with the opportunity to practice what they have learnt and apply their knowledge to a game situation.</p> <p>Within each lesson, children will revisit the prior learning that will have the biggest impact on creating links and gaining success against the current learning objective. Following the review section, new learning is delivered in small steps which are planned progressively throughout the lesson. Within this part of the lesson, concepts are precisely modelled. Within this part of the lesson, we carry out the process of 'I do, we do' to allow concepts to be modelled carefully before the children carry out guided and independent practice. Finally, the children will then apply their independent practice while taking part in a game.</p> <p>A key component of each part of every lesson is the teaching of accurate PE vocabulary to support the children to evaluate their own outcomes as well as the work of others.</p>
<b><u>Inclusive PE provision</u></b>	<p>We have an ambitious PE curriculum which is highly inclusive and supports all children to gain success and reach their potential. All new learning is based on the current year groups programme of study and support is provided to all the children to gain mastery over new concepts through the accurate, intentional deployment of resources. Our coherently planned curriculum will be used to ensure the learning is pitched accurately for all children therefore allowing all to be included in lessons to access new learning.</p>

### **Assessment**

The accurate assessment of children's PE knowledge is critical to ensure all children have the required background knowledge needed to access the next component identified in our progression documentation. We use assessment tools to accurately identify gaps in pupil knowledge to ensure that precise support is provided to enable all children to gain mastery over each concept.

Assessment for learning: assessing as we teach by observing and questioning to inform next steps needed for each pupil to make progress against the learning objective.

Assessment as learning: we use ongoing assessment strategies such as retrieval practice and generative learning activities to consolidate learning and help children deepen knowledge in the long term memory.

Assessment of learning: we carry out a pre-assessment of children's background knowledge to accurately plan a series of lessons taking into account the children's starting points and their existing schema. Teachers then assess the children's knowledge throughout lessons and provide constructive feedback to ensure all pupils make progress against the learning objective. At the end of each unit of PE, teachers will make a summative judgement about attainment of all pupils against substantive and disciplinary knowledge set out in the progression documents.

### **Desired Impact of our PE curriculum**

At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group as identified in the knowledge set out on the progression grids. Through this careful scaffolding of learning, the children's knowledge will be built on to ensure they attain the end of Key Stage 2 composites set out in the national curriculum.