



PE Curriculum Intent, Implementation and Impact

Subject Lead: P. Cairns

Intent:

- Subject leader has a clear oversight of the PE curriculum coverage and ensures that the curriculum meets national requirements.
- The subject lead ensures staff intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills.
- We intend to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values.
- Our curriculum aims to improve the wellbeing and fitness of all children, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.
- The leader is fully aware of the progression across year groups and sequential planning; they have thought about what end points the curriculum is building towards, what pupils will be able to know and do at those end points, and how leaders have planned the curriculum accordingly.

Implementation:

- The long term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.
- Pupils participate in two high quality PE lessons each week, covering two sporting disciplines every half term.
- Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.
- Each year a small group of Year 6 children are invited to become Sports Leaders for the school. They develop into sporting role models for the younger children, assisting with playtimes, our annual sports day and any other sporting activities.
- Children in KS2 swim once a week throughout the year and Y6 carry out a water safety course.
- We launched the “Daily Mile” in 2017. This has had a positive impact on both the children’s physical and mental wellbeing.
- Through rigorous monitoring of the subject, the leader is confident that teaching within the subject is strong and promotes the acquisition of key knowledge, building on prior learning; through observations, work scrutiny and pupil discussions

- The subject leader ensures they provide appropriate CPD, providing up to date messages from the LA - leading professional development, providing guidance and support to colleagues; and attends the PE conference each year.
- The subject leader will oversee assessment and hold teachers to account.
- The subject leader will look at the sports premium and ensure expenditure is pertinent to meet the needs of our pupils.

Impact:

- Through close monitoring, the effectiveness of teaching has a positive impact on learning and standards; we help motivate children to participate in a variety of sports through quality teaching that is engaging and fun.
- The subject lead has an evidence file showing first-hand evidence of how pupils are doing, drawing together evidence from the interviews, observations, work scrutinies and documentary review; thus from our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports.
- We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.
- The subject lead has successfully evaluated and summarised all aspects of the subject to define next steps for improvement from their action plan.
- The expenditure of the sports premium will show a positive impact for all pupils

How we support SEN

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

We are committed to :

- An inclusive curriculum enabling all children to experience a full and rich school life.
- A school environment with diversity at its heart, celebrating difference and achievement.
- Acceptance and tolerance underpin every level of core and wider curriculum.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our SEND policy and information report.