

PE Curriculum Rationale

As a Catholic school, our aim is that every child achieves their full potential as an individual made in the image and likeness of God. This encompasses every dimension of the child: spiritual, moral, social, academic, physical and artistic. In PE, children will learn the importance of an active lifestyle. They will learn and apply the skills needed for the different disciplines within the PE curriculum and develop their physical confidence. Children will be inspired to challenge themselves when working independently and with others, including teams. They will develop a positive attitude towards competitive sport, valuing fairness and respect.

INTENT



Alignment to National Curriculum

The St Thomas PE Curriculum aligns with the National PE Curriculum, covering sports and exercise activities that focus on the main aspects of; Fundamental Movement Skills, Sport Specific Skills, Competition, Reflection and attaining Personal Best. Swimming is provided in Key Stage 2. Outdoor and adventurous activity challenges are complemented by the residential visit to The Hollowford Centre.



End Points

By the time pupils move on to secondary school, they will be able to apply and develop a range of skills. They will be able to communicate, collaborate and compete with each other and understand how to improve, evaluate and recognise their own success.



Sequencing

Our PE curriculum has been carefully sequenced so that children build skills year-on-year in the core themes of Fundamental Movement Skills, Physical Development, Tactical Understanding, and Teamwork. Although the National Curriculum for PE does not sequence the disciplines in the primary curriculum across different year groups, topics are taught to align with the competition calendar for Links School Sport Partnership, with the aim of preparing children to participate and compete in a variety of sports and activities.



Addressing Social Disadvantage

Many of our children come from a background where physical activity and sport are valued. However, as this is not true of all children, Sports Premium funding is used to provide opportunities for activity and competition within the school day for those that would otherwise be at a disadvantage.

A key focus in the coming years will be girls' participation in football and we are working with the Billy Sharp Foundation to promote this.



Local Context

Sheffield is the home of many world class sporting venues and the city also hosts a variety of competitive sports events. This rich heritage, alongside the many parks, woodland and local sports grounds, provides a culture where physical activity is a part of everyday life. We are lucky to have large grounds, including a field with marked football pitch, and use these to offer a variety of sporting opportunities to children.

IMPLEMENTATION



Pedagogical Approaches

We ensure that key learning and outcomes are identified before the lesson. These, along with key terminology, are shared with the children before the lesson and referred to throughout. Lessons always begin with a warm up, usually led by the children. The teaching sequence begins with the revision of skills learnt in previous lessons. It then moves on to the modelling and practicing of new skills which are then applied independently in a more challenging way (such as a game in games, or a sequence of movement in gymnastics or dance).



Teachers' Expert Knowledge

PE sessions are delivered by trained professional sport coaches. The demonstration of good subject and curriculum knowledge is a requirement in the DfE teaching standards. There are regular opportunities for CPD through our local sports partnership. In addition to subject and curriculum knowledge, training on health and safety is also addressed.



Promoting Discussion and Understanding

Throughout the lesson, children are encouraged to work collaboratively to plan, adapt, improve and evaluate their own performance and the performance of others.



Knowing More and Remembering More

Knowledge and skills build from year to year and it is important that pupils can remember and use knowledge and skills from previous learning. Teachers identify and share the key vocabulary and learning for the lesson. Children are able to use this vocabulary when planning, adapting, improving and evaluating their own performance and the performance of others.



Teacher Assessment

Teachers, through observation on a lesson-by-lesson basis, measure impact. This is judged against the outcomes highlighted at the beginning of the lesson and is shared throughout the lesson.

IMPACT



Approach to Assessment

Primarily, children are encouraged to self and peer assess. This will be against the criteria shared at the start of the lesson.



Performance Data

The only performance data collected in PE is for swimming in KS2. This is required for the Sports Premium annual report.



Pupils' Work

Pupils' work in PE is practical, but occasionally, pupil's class performances are photographed for the class blogs. Photographs of sporting events appear in the school newsletter.



Talking to Pupils

The PE curriculum leader talks to pupils in all year groups as part of the monitoring cycle to gauge their attitudes towards the PE curriculum, the knowledge, skills and understanding they are retaining, and the wider opportunities that they have been able to experience.

Links / References