

PE Curriculum

The approach is based around six principles:

1. Belief that every child can and will achieve. **2. Focus** on reasons why children can succeed, rather than excuses about why they will fail. **3. Preparedness** to make a cultural shift. **4. Awareness** that the children's life chances depend on success in English. **5. Ability** – fixed ideas are removed about innate ability. Opportunities rather than genetics. **6. Potential** to learn in increased through effort.

INTENT	IMPLEMENTATION	IMPACT
 <p>Alignment to National Curriculum</p> <p>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. As seen in the Curriculum Map for 2019-20 (Table 1.) the ordering of activities is based around the Youth Physical Development Models for males and females (Table 5, and Table 6.) to maximise areas of physical development at the right age.</p>	 <p>Pedagogical Approaches</p> <p>Each lesson uses a combination of: Direct Training Behavioural model, used when first introducing the new skills through using the teachers expertise knowledge and experience to show and involve children in the completion or skill set towards a desired goal: Problem Solving Model, used once the skill is understood and exhibited in a practical situation, which aids further development of the skill taught in an environment where pressure promotes active and quick problem solving to achieve a task. Using these two models prepares children for the intensity of sport as well as freedom to develop their own individual understanding of when and where to use each skill. It also promotes the use of communication, teamwork and tactic application to help achieve the desired goal.</p>	 <p>Approach to Assessment</p> <p>Physical Assessment Screening: This will take place as a pre-and post screening process in which the children will complete physical test which the Fundamental Movement Skills of Speed, Agility, Power and Flexibility. This gives the children the opportunity to strive for personal best, whilst attaining evidence on growth and progression. This will be completed by KS1 and KS2 children. Sport Psychology Skills Questionnaire: The questionnaire will take place at two points in the year which will focus on the development on the children psychology skills. The questionnaire is based on the Athletic Coping skill inventory, developed by Smith et al. (1994). The assessment highlights the following performance factors which are fundamental factors of both learning and sport development:</p>
 <p>End Points</p> <p>By using the National PE Curriculum as the base for the design of the St Thomas Curriculum, it allows the school to shape the future for the children to provide a healthier, fitter and empathetic lifestyle for each pupil progressing to the next stage of their physical literacy development. 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. To apply their taught knowledge to competitive situations with the correct sportsman-ship. To have the confidence to join external activities and clubs around the Yorkshire and Derbyshire region to either further their development or learn a completely new skill. To have the knowledge and understanding of how physical activity can have a positive impact on a wide variety of subjects, not only in school but in the outside world. -To lead a healthy and active lifestyle.</p>	 <p>Teachers' Expert Knowledge</p> <p>Using expertise along with the National Curriculum the lesson blocks have been categorised below. This allows all objectives to be covered to coincide with the National Curriculum. Fundamental movements, Fundamental dance, Sport related movements, Invasion games, Sports day Preparation, Gymnastics, Athletics, Rackets sports, Striking and fielding CPD sessions and coaching plans are offered throughout the year via the School Sports Games programme to highlight and upskill teachers to high standards ready for lessons. The interventions will also become separate CPD sessions, so children maximise their learning potential.</p>	 <p>Performance Data</p> <p>Children with significant gaps in their knowledge. Children will be able to recall all knowledge and apply skills linked to the criteria. Engagement, developing skills and tactical knowledge/understanding.</p>
 <p>Sequencing</p> <p>Through a whole school approach, careful consideration is given to sequencing and progression of content across year groups/subjects. We use an evidence-based approach in planning our programme of study, looking for links and creating optimum pathways for knowledge retrieval and retention which allow children to apply this in wider contexts. Sequencing in the PE curriculum balances Youth Physical Development Models (Table 5 & Table 6.) with the dates of External Events (Table 3) to work through the development and progression of learning a new skill at the start of the term to then represent the school at an external event, whether that be in a competition or festival environment. This also allows for a quick individual self-reflection of performance, skill level and understanding.</p>	 <p>Promoting Discussion and Understanding</p> <p>Regular, structured opportunities for discussion with partners and in groups, as well as opportunities for independent reflection, video analysis and feedback.</p>	 <p>Pupils' Work</p> <p>Coach ability: Is the child open to learning from instructions, accepting constructive feedback without becoming upset. Concentration: Does the child become distracted easily when put in new and unexpected situations, in both practice and competition. Confidence and Achievement Motivation: Is a child positively motivated to achieve their aspirations and exhibits self-confidence in their own skills. Peaking Under Pressure: When challenges and placed in a pressure situation does the child perform well. Freedom from Worry: Does the eagerness and pressure to do well in PE cause the child to worry about failing and its consequences in sport.</p>
 <p>Addressing Social Disadvantage</p> <p>With sport and exercise being recognised for more than its physical benefits on health, it is important that the curriculum targets other areas to maximise growth and understanding. It is important that PE develops a platform to. To set the foundation of a healthy lifestyle for future generations. Give children the understanding of how psychology can effect technical and tactical development and future growth mind-set traits. Develop leadership skills that can encourage better peer learning and understanding which can be beneficial to the overall curriculum.</p>	 <p>Knowing More and Remembering More</p> <p>Each term a retrieval lesson will be built in to provide opportunities for children to apply knowledge of the sport and skills. Assessment tasks will require children to justify links between different sports and skill sets across the curriculum, and how they can carry learnt knowledge into different sports and different subjects.</p>	 <p>Talking to Pupils</p> <p>Children will be encouraged to answer questions and communicate with their peers regarding PE. Based on the information they have been taught the children will be able to transfer the information to other relevant activities (Tactical skills, Physical skills and Physiological skills).</p>
 <p>Local Context</p> <p>During the term the children have opportunities at representing the school at an external event against other schools in the area. This helps introduce the children to competition and helps develop a competitive edge as well as pride in their own ability. It also introduces the children to sportsmanship in a different environment where self-discipline, respect and responsibility play a big part in how children participate in teams. The festival events are also held locally and regionally. At festivals children are encouraged to try new skills and interact with others, developing social skills. It introduces children to other pupils from different schools where they may have different values but also been taught slightly different techniques which can encourage peer learning.</p>	 <p>Teacher Assessment</p> <p>All above will be carried out as a PE evaluation Sheet (See curriculum progression document) There will be an overall PE assessment completed at the beginning of the academic year and at the end. Sport and Unit Specific assessment will be carried out after every unit of work completed in PE.</p>	<p>Links / References</p>
