

PE Curriculum Intent, Implementation and Impact 2022-2023



Intent

The intent is to create a curriculum that is based on real life experiences encouraging children to ask big questions about their world. That they learn to grow as artists, historians, musicians, designers, coders, scientists, writers, readers, mathematicians...and flourish as lifelong creative thinkers. The curriculum serves the needs of the children, building courage, compassion and independence to be a champion for what they believe in. They are courageous advocates for themselves and others in the local and global community. Through the PE curriculum we foster wisdom, hope, cooperation and dignity to enable every child to flourish in the fullness of life.

At Canon Pyon CE Academy we believe that:

- Children should develop competence to excel in a broad range of physical activities
- Children should be physically active for sustained periods of time
- Each student should be engaged within every PE lesson, sport and activity
- We should promote and demonstrate the benefits of a healthy, active life and give every student the opportunity to participate and improve their physical ability
- Should lead, officiate and participate within lessons to give opportunities to develop sportspersonship and leadership.

What PE looks like in our School:

- Inspiring and challenging lessons
- Children working independently and in groups
- Children who are responsible, competent, confident and creative
- Opportunities for critical thinking and discussion
- Cross curricular and discrete lessons
- Creative work, exploring ideas and recording experiences

By the end of EYFS pupils will:

Physical development is one of the three prime areas in EYFS. Each prime area is divided into Early Learning Goals, for physical development these are:

- **Moving and handling** - skills enabling children to show good control and coordination in large and small movements. Children are able to handle equipment and tools effectively, including pencils for writing.
- **Health and self-care** - children knowing the importance of good health which includes physical exercise and a healthy diet. Children are able to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

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By the end of Key Stage 1:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.
- Be competent and confident and extend their development of balance, agility and coordination

By the end of Key Stage 2:

- Apply and develop a broader range of skills
- Link skills to make actions and sequences of movement
- Communicate, collaborate and compete with each other
- Evaluate and recognise their own success
- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best
- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Perform safe self-rescue in different water-based situations

Implementation

This is how it works:

- Lesson provided through discrete lessons on a theme through each half term
- Clear progression of skills developed throughout school
- Progression of knowledge developed each year
- Children are given opportunities to develop skills at the end of the lesson which are competitive or not if they choose so

This is what adults do:

- Teachers show enthusiasm for the subject regardless of personal capabilities
- Curriculum leader evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.
- Create a positive learning environment to encourage discussion and personal opinion
- Staff CPD, assessment of students, team teaching and lesson observations

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- Raise the profile of PE throughout the school with House Games, after school and lunch time clubs
- Intra phase competitions to allow all students to compete
- Intra school competitions to encourage 'less active' children to compete in PE
- Ensure a safe working environment
- Look for opportunities to use specialists and outside providers when necessary

This is how we support, challenge and ensure all children can access the curriculum:

Our Christian vision challenges all subject leaders to reflect on ensuring that the English curriculum helps all pupils to belong and access learning, appropriate to their needs and abilities. Inclusion and *belonging* is a thread that runs through every area of the school enhanced by collaboration between senior leaders, subject leaders, the SENCO, class teachers, support staff, external agencies, parents and most importantly, the child. At Canon Pyon Church of England Academy, every teacher is a teacher of SEND and every leader is a leader of SEND.

Special Educational Needs and Disability (SEND)- Including the Lowest 20% of Learners

We firmly believe that *Quality First Teaching* is the solid foundation on which effective SEND provision is built. The first step to children having access to a broad and balanced English curriculum is through appropriate differentiation by skilled and nurturing teaching staff, who have ambitious expectations of their own teaching and students' learning. Differentiation is not a simply case of providing different worksheets, for example. Differentiation is adapting the work, success criteria or support given to help children achieve or make progress.

Differentiation- or adaptations- may include:

- Alternative tasks
- Different objectives or goals within a task
- Resources or learning aids
- Amount of adult support within a task
- Frequency of monitoring within a session
- Time given to complete tasks
- Style of language used
- Style of questioning used
- Use of peer support
- Classroom organisation and grouping
- Level or style of feedback given

Differentiation takes many forms to help learners to *belong* within lessons, *believe* in their ability and *behave* in a way that applies their skills. Further support to help inclusion and overall pupil progress in this subject area may include:

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- Targeted intervention programmes, which have a proven and measurable impact on progress.
- Have specific 1:1 or small group intervention, including support from Learning Mentor
- Celebration of achievement, as well as attainment
- Time given, as appropriate, to any emotional or behavioural support that may-in turn- be barriers to learning in this subject area
- Monitor pupil attitudes to subject and using pupil voice to ensure that learners have ownership of subject area/tasks
- Specific enrichment activities, visits or events planned/attended in order to suit the needs and interests of specific groups of learners
- Pupil progress meetings, involving the pupil(s) and any relevant adults
- Data analysis, whether this is quantitative performance data from tests, for example, or qualitative data from questionnaires or monitoring observations
- The provision of good quality and relevant training for all staff members.

Other Pupil Groups- Including More Able and Talented (MAT) and the Highest 20% of Learners

We believe that all children have individual gifts, interests and talents. Some children may exhibit a skill that is advanced in comparison to their peers. As a result, such pupils will require a higher level of challenge in order for them to *belong*, be included within English sessions and have their needs met. More able and talented pupils (MAT) will also receive differentiation and support appropriate to their needs.

Adapting tasks and providing opportunities to help all children to achieve well will also depend on the diversity of the groups of learners that are represented at Canon Pyon Church of England Academy.

Groupings of learners that could identify trends, spikes or dips in overall progress may include:

- Forces children
- Gender
- Behavioural needs
- Children with emotional needs
- EAL children
- Age (i.e summer born)
- Attendance
- Family support
- LAC
- Ethnicity
- Those experiencing tragedy or loss
- Low self-esteem

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This list is not exhaustive and neither are the methods mentioned in how learners can be catered for in this subject area. We are a listening school and are constantly reflecting on feedback from adults and children, with the constant goal of helping all learners.

Impact

This is what you might typically see:

- Happy, engaged learners showing resilience
- Children demonstrating transferable skills, knowledge and expertise
- Lessons which are, creative and fun fostering a love of learning
- Children demonstrating a rich vocabulary
- Curious children who ask questions and take part in discussions
- Children who understand the importance of making mistakes and persevering to work through problems
- Confident children who are willing to persevere
- Self-motivated children

This is how we know how well our children are doing:

- Informal judgements based on observation during lessons.
- Teacher assessments and feed back
- Photo and video evidence of challenges and progress
- Targeted use of TAs, where available, to help and support children when required
- Annual assessments in line with the National Curriculum in England 2014
- Summative assessment discussed during transition meeting with next class teacher

This is how PE contributes to the spiritual, moral, social and cultural development of the child:

- Learn about codes of conduct, rules, etiquette, fair play, unwritten rules and sportsmanship.
- Have opportunities to develop leadership skills.
- Develop respect for others.
- Explore role models in sport
- Play as part of a team.
- Participate in intra-school competitions.
- Develop effective communication skills.
- Have opportunities to participate in inter-school competitions.
- Are given leadership opportunities.
- Celebrate successes both in and out of school.
- Develop a sense of pride in playing/competing as part of the school community, independently or as part of a group

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- Reflect on and implement the British Values and Citizenship which are implicit in every aspect of PE.

Cultural Capital:

At Canon Pyon CE Academy, Cultural Capital is a term to describe the tools that students will need to learn in order to be successful in the world of work, in relationships forged throughout life and as a valued contributor to society as a whole. These tools consist of knowledge gained, behaviours learned and skills mastered and it is our job to ensure that all learners have the opportunity to develop these attributes through their school experience.

We plan to enrich a student's development in the following areas to increase their 'Cultural Capital balance'.

- a. The extra-curricular programme related to sports and well-being;
- b. The celebration of sporting achievement including personal fitness and competitive sport;
- c. Cycling proficiency training;
- d. Activities available for unstructured time, including lunch and break times;
- e. Activity-based residential.

Impact of the teaching:

At Canon Pyon CE Academy, we ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. All children are provided with the skills and given opportunities to demonstrate improvement to achieve their personal best. Our pupils are physically active and this has positive implications on their learning in the classroom.

- Children understand how to lead a healthy lifestyle and understand the importance of exercise.
- We hope children enjoy PE and develop a love of sport, and physical activity, that they pursue outside of school and in future life outside of primary school.
- All pupils understand the values and importance of fair play and being a good sports person.
- Year 6 pupils leave school with the skills to self-rescue in the water and swim 25 metres competently.
- Confident children who can talk about PE
- Children who are enjoying their learning within PE
- Stronger understanding of personal development as well as the benefits of daily activity and PE
- Children developing and practicing their skills on top of regular PE lessons.