

# PE Curriculum Statement



*“Physically educated persons are those who have learned to arrange their lives in such a way that the habitual physical activities they freely engage in make a distinctive contribution to their wider flourishing.”*

James MacAllister

## **Active bodies, bright minds: inspiring an enduring love for fitness and sport**

### **Intent – What we are trying to achieve?**

Our intent in teaching Physical Education (PE) is to inspire, encourage, and nurture a love for physical activity, helping children develop the passion, enjoyment, and motivation needed to lead active and healthy lives. We aim to guide students towards thoughtful participation in sports, encouraging them to be purposeful in their activities and to appreciate the outcomes of their efforts.

We strive to offer children a wide variety of physical activities, helping each child discover what they enjoy within the framework of a high-quality, well-rounded, and progressive curriculum. This, combined with diverse extracurricular opportunities, positively impacts their focus, attitude, and overall achievement.

At Orchard, we want to foster a sense of community, for children to feel a sense of belonging and worth, with everybody participating, and that this can be achieved through sport; through sporting opportunities in after-school clubs, inter-house and inter-school competitions and festivals, as well as through signposting to local clubs in the Castle Donington area.

### **Implementation – How do we translate our vision into practice?**

#### **Ambitious - Planning & Design**

- Our PE curriculum covers all of the relevant National Curriculum (2014) requirements for each key stage.
- For PE, we use published planning resources to ensure coverage across each subject over time and to support pupils in their acquisition of knowledge, vocabulary and skills in a well-thought out and progressive manner.
- PE is planned to foster physical fitness, teamwork, personal growth, and a positive attitude towards leading an active lifestyle. It encourages students to develop coordination, strength, and flexibility while also promoting social skills such as cooperation, communication, and sportsmanship. Through a well-rounded curriculum, PE aims to instill discipline, resilience, and self-confidence, helping students appreciate the value of physical health and well-being throughout their lives.
- A blocked curriculum approach has been implemented in the school, with PE being taught twice a week to ensure coverage and progression across a number of curriculum areas.
- Meaningful links with other subjects are made where appropriate to ensure that the PE curriculum is a rich base of factual knowledge and vocabulary that helps pupils to make connections within a 3D model.

#### **Enjoyable – Enrichment through a thematic approach**

- The acquisition of knowledge in PE is achieved through a range of high quality, engaging and memorable learning opportunities supplemented by enrichment opportunities to widen experiences to enable our pupils to reach their full potential.

- Enrichment through stimulating and ‘memorable experiences’ such as themed days, Sports Day, one-off events, assemblies and visitors are built in to make learning in PE ‘enticing’ and to engage, immerse and hook the children into their learning experience. We also ensure a degree of flexibility to enable us to respond to opportunities as they arise.

### **Relevant - Progression**

- We rigorously drive home knowledge which underpins pupils’ learning in PE and enables the progressive use and application of skills in a range of contexts.
- Connections between concepts provide the basis for progression. The curriculum framework across each phase (EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2) has been carefully mapped to set out the necessary knowledge that will be taught, and how these essential concepts develop cumulatively throughout each unit.
- In light of educational research about cognitive load, horizontal, diagonal and vertical links have been plotted within our curriculum to ensure that pupils revisit key information and concepts in different contexts, subjects and at different ages. These logical connections are planned purposefully and explicitly to build the structure of our curriculum and enable staff to refer back to prior learning on which new layers of knowledge can be successfully laid.

### **Nurturing – Personal Development & Wellbeing**

- SMSC (Spiritual, Moral, Social and Cultural development) as well as Character Education is a 'golden thread' that runs throughout the PE curriculum.
- Through the use of special acknowledgement events, as well as our PE curriculum, we aim to develop outward-looking pupils who are able to engage in learning about themselves and have an understanding of the wider world and its complexities.
- In addition, PE lessons are designed to encourage collaborative problem-solving which develop our school values and provide challenge, ambition and perseverance, as well as self-management and resilience.
- A varied timetable for extra-curricular activities for Sport is offered by the school enabling the children to extend their range of experiences.

### **Creative – Teaching & Learning**

- Rosenshine’s Principles of Instruction play a key role in developing knowledge and skills so that children know more and remember more over time across all subject areas of the curriculum:
  - Present learning in small, coherent steps
  - Ask key questions
  - Provide explicitly clear and excellent examples
  - Guide children’s practice
  - Systematically check children’s understanding
  - Obtain a high success rate
  - Provide scaffolds for challenging activities
  - Provide opportunity for independent practice
  - Review learning monthly/ weekly
- We recognise that not all learning needs to be captured in the written form and or by every child. Video or sound recordings, photographs or conversations/observations are often just as valuable in demonstrating understanding.

- Assessment in PE is made throughout the year using learning observations and formative assessments of pupil performances.

### **Inclusive – Success for all**

- PE lessons are designed to provide our pupils with the scaffolding required to access the learning at all levels.
- Teachers ensure that any form of differentiation is appropriate and does not place a glass ceiling on learning for any child, no matter their ability or needs.
- Where necessary, individual adaptations are made to meet the needs of children with high levels of SEND.

### **Impact – What is the impact of our curriculum on the students?**

- The impact of our PE curriculum extends far beyond physical fitness.
- It promotes holistic development, enhancing children's mental well-being, social skills, and self-esteem.
- By offering a broad range of activities, our curriculum helps children discover and nurture their individual strengths, building confidence and resilience.
- Regular participation in physical education fosters improved concentration, behavior, and academic performance, while encouraging a lifelong commitment to health and fitness.
- Respect for individuals, teams, officials and coaches is also developed. Additionally, through teamwork, competition, and collaboration, children develop valuable life skills such as leadership, communication, and perseverance.
- Ultimately, our PE curriculum aims to equip students with the tools to lead active, healthy, and balanced lives.