

Caton St Paul's C of E Primary School PE Curriculum Statement

INTENT	<p>At Caton St Paul's C of E Primary School, we intend that all children should have access to a high quality Physical Education (PE) curriculum and PE should be an integral part of the whole school curriculum. We intend that all pupils: Are inspired to have a love of PE and sport in order to raise the level of physical activity of our pupils. Develop the skills and attitudes needed for every child to fulfil their full potential and experience lifelong participation in physical activity and healthy living. To ensure that all pupils develop physical literacy and the fundamental knowledge, understanding and skills, to excel in a wide range of physical activities by providing a broad, balanced and inclusive curriculum with opportunities for all. That the school's Christian values underpin the PE curriculum in relation to character development through the participation in physical activity.</p>																		
	<p><u>Vocabulary:</u> Our intention for vocabulary in PE is to expose all pupils to year specific key language. Teachers will share with pupils the vocabulary that they will be required to use within the lesson. Pupils will be expected to use the vocabulary both verbally and in written form, to discuss, reason and communicate in lessons, both independently and collaboratively. Teachers will allow children time to verbalise their thought processes and will encourage correct use of PE vocabulary when doing this.</p>	<p><u>Knowledge/Skills:</u> The intentions of PE in school is to create a knowledge and skill led PE curriculum. Throughout their time at CPS pupils will be given regular opportunities to practice and apply their PE knowledge and skills. They will be able to draw upon their PE knowledge both in PE and across subjects in our curriculum through a range of practical, collaborative and written work.</p>	<p><u>Progression:</u> Teachers will plan lessons that cover the K&S that are expected for each year group. Teachers planning and teaching will ensure they are covering National Curriculum Programmes of Study for each year group including Early Learning Goals, knowing what has been taught the previous year and what are the next steps in K&S for the next year group. Teachers will use Lancashire Scheme of Work and Lancashire KLIPS document, to plan lessons that build upon K&S to ensure there is a deep understanding so that all children master the learning. Mixed age planning will incorporate K&S for each specific year group, meeting the needs of all the children and thereby sequencing learning.</p>	<p><u>Concepts:</u> The intention of CPS is that children will learn and understand how to be physically literate now and into their future adult life. They will learn to explore, explain and demonstrate: Fundamental Movement Skills, healthy active lifestyles, composition, choreography, performance, principles of play in invasion. Net/wall, striking/fielding games, to jump for distance, throw for distance and run for speed/distance. Children will learn and experience how to be adventurous and know how to survive in different contexts.</p>															
IMPLEMENTATION	<p><u>Inclusive teaching and learning:</u> In PE all teachers will implement adapted and personalised teaching approaches, materials and resources that accommodate the learning needs of all pupils.</p> <ul style="list-style-type: none"> - Personalised work (adult support, challenge, resources) so that all children can achieve. - Access to resources and equipment to support their acquisition of PE K&S - Provide opportunities for PE to be linked to other curriculum areas where possible and relevant. 	<p><u>Subject coverage/curriculum:</u> The PofS set out within each domain in the NC and ELGs framework will be used to ensure children are exposed to the objectives required. Teachers implement teaching using the Lancashire SofW. We implement a 'spiral' approach in our PE curriculum – deeper understanding, connections, revisiting, recapping. The progression document acts as a basis for teachers' planning. It is tightly planned to ensure the breath and balance of K&S are covered over time. Teachers follow the progression documents closely and only change from it with the approval of the Subject Leader.</p>	<p><u>Resources:</u> The implementation of higher quality teaching and learning in PE is supported by all teachers having access to the Lancashire SofW online and as a paper copy. The school has purchased the Passport for PE App on which the SofW is uploaded. All teachers use this in the planning, delivery and assessing of PE lessons. In addition there is a resource library on the app to use for CPD. PE equipment is very well resourced for all Key Stages. Teachers share other quality resources to complement the planning and teaching of PE including: Youth Sport Trust, Primary PE Leaders Hub, Premier League Stars, FA, Lancashire Cricket, Lancaster Korfball Hub, EnjoyaBall, Street Dance, Divali Dance, Lancaster and Heysham School Sport Network, local Outdoor Adventure Company, access to Carnforth Swimming Pool, School Games.</p>	<p><u>SMSC:</u> The moral development of our pupils is an important thread running through the PE curriculum. Pupils are provided with opportunities to use their PE skills in real life contexts applying them in PE lessons, inner school and inter school competitions. Children will develop positive sporting behaviour and show great sportsmanship within PE lessons, breaktimes, lunchtimes, extra curricular clubs and competitions. Children will also develop their communication, teamwork, discipline, commitment and perseverance, which are all fundamental to PE. Our Christian Values are, promoted throughout PE at CPS. Children develop a sense of belonging and self esteem through team work and a sense of community identity through taking part in school events.</p>															
	<p><u>Local context:</u> PE is important because of its' real world context. Pupils are taught about the local environment and given opportunities to investigate and make links to the wider world. Children are encouraged to discover their locality through different external stimuli (trips, visitors and strong links to local clubs and events). We utilise high quality coaches to support curricular and extra curricular opportunities for all children. Children participate in Outdoor Adventurous Activities in local places: the River Lune, Coniston, Caves and Rock Climbs, local cycle road safety, Carnforth Swimming Pool, Lancashire Active Mile.</p>	<p><u>Adaptations and Prioritisation:</u> We have recalibrated our PE curriculum to take account of missed learning and to secure firm foundations before moving to new learning. PE planning will consider disrupted schooling in the past two academic years and focus on ensuring basic skills and knowledge are secure. Informal assessments at the start of each lesson will guide the teaching for that unit. The Daily Active Mile is undertaken by all year groups and the teaching of FMD will continue to be taught in Year 3.</p>	<p><u>Evidencing teaching and learning:</u> Evidence of PE will be taken in the form of photographs and videos on the PE App. Teachers will have evidence of teaching through their annotated planning and skills progression documents</p>	<p style="text-align: center;"><u>Primary and Early Years overview</u></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 25%;">EYFS</td> <td colspan="2">Hopping, jumping, running Throwing over and underarm</td> </tr> <tr> <td colspan="3">Primary National Curriculum</td> </tr> <tr> <td>Key Stage 1</td> <td>10 FMS</td> <td>OAA, Athletics</td> </tr> <tr> <td>Lower Key Stage 2</td> <td>Invasion, net/wall, striking/fielding games</td> <td>Dance, Gymnastics, OAA, Athletics</td> </tr> <tr> <td>Upper Key Stage 2</td> <td>As above</td> <td>Swimming</td> </tr> </table>	EYFS	Hopping, jumping, running Throwing over and underarm		Primary National Curriculum			Key Stage 1	10 FMS	OAA, Athletics	Lower Key Stage 2	Invasion, net/wall, striking/fielding games	Dance, Gymnastics, OAA, Athletics	Upper Key Stage 2	As above	Swimming
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<p>By the end of the Early Foundation Stage and each Key Stage, pupils are expected to know, apply and understand the skills and processes specified in the subject of PE (EYFS and National Curriculum)</p>																			
IMPACT	<p><u>Pupil voice:</u> Our whole school curriculum approach means listening to the voices of everyone in the school community. This includes children as well as parents, carers and school staff. Our children can offer unique perspectives on what it is like to be part of a PE lesson involving them in decision making, thereby facilitating a sense of empowerment and inclusion. A questionnaire will be sent out to all children and staff to assess participation in physical activity and canvas opinion. These responses will be used to assess the impact of our current curriculum and make any changes necessary to engage and inspire our children. Our Year 6 pupils carry out roles as Playleaders and form the School Sports Games Committee.</p>	<p><u>Knowledge:</u> Children will have the K&S to lead active and healthy lifestyles, participate in OAAs, survival and self rescue and understand and master the principles of play in the Games for Understanding categories: invasion, net/wall, fielding/striking and be able to apply them to games activities played and other activities in the PE curriculum. Children will be able to compose gymnastic sequences and choreograph dances.</p>	<p><u>Skills:</u> All children will have the skills and resilience to enable them to participate in a wide range of physical activities. By the end of KS2 children will be able to swim 25m and perform self rescue in the water. Children will be able to perform simple and then more complex dance and gymnastic sequences and master athletic activities involving jumping and throwing for distance and running, participate in OAA activities and orienteering. All children will have participated in sporting competitions at different levels.</p>	<p><u>Cultural capital:</u> Our children face unique economic, environmental, and humanitarian challenges. We equip our children with the knowledge, skills, understanding and experiences, to enable them to have a positive experience, fulfil their potential and continue to participate in physical activity into later adult life. We try to ensure we offer our children the opportunity to meet and learn about a variety of sports people who come into school from different background and cultures. Children will take part in inter and inner school competitions and festivals, as well as local community events such as the local hospice running event, community school sports day and community running club.</p>															

