



# Chulmleigh PE Curriculum: The Big Picture

<b>Intent</b> What we are achieving.	<b>Curriculum values:</b> →	<b>Inclusion</b>	<b>Participation and Engagement</b>	<b>Enjoyment</b>	<b>Very High Expectations</b>	<b>“Be the best versions of themselves” philosophy</b>
	<b>Curriculum aims:</b> →	<b>Successful Learners</b> <i>To make progress, achieve and strive in PE whilst enjoying the subject.</i>		<b>Leadership</b> <i>To learn skills that will enable them to lead themselves and others to fulfilling lives.</i>	<b>Healthy Lifestyle</b> <i>Developing habits for a healthy, active lifestyle.</i>	<b>Teamwork</b> <i>Work with anybody and everybody.</i>
	<b>Focus on learning:</b> →	<b>Attitude and attributes</b> <i>Develop resilience, determination, adaptability, and confidence</i>		<b>Skills</b> <i>Tier 2 vocabulary, social skills, collaboration, listening skills and peer assessment.</i>		<b>Knowledge and Understanding</b> <i>Lifelong involvement in physical activity.</i>
	<b>The curriculum will...</b> →	<b>Provide opportunities for all</b>	<b>Create a platform for competition and performance</b>	<b>Be broad and balanced</b>	<b>Promote strong mental health</b>	<b>Challenge and inspire</b>

<b>Implementation</b> How do we organise learning.	<b>PE Pillars of progression:</b> →	<b>Motor Competence</b>			<b>Rules, strategies and tactics</b>			<b>Healthy participation</b>	
	<b>Approaches to learning:</b> →	<i>Ability groupings</i>	<i>Teaching to strengths</i>	<i>One curriculum serves all</i>	<i>Peer assessment</i>	<i>Independent thinking</i>	<i>Live feedback</i>	<i>STTEP differentiation</i>	<i>House cohesion</i>
	<b>Whole curriculum dimensions:</b> →	<i>Healthy lifestyle – A sense of belonging – Diversity – Teamwork – Physical challenge</i>							
	<b>Statutory expectations (NC)</b>	<b>Develop competence to excel in a broad range of physical activities</b>		<b>Are physically active for sustained periods of time</b>		<b>Engage in competitive sports and activities</b>		<b>Lead healthy, active lives</b>	

<b>Impact</b> How well are we achieving our aims	<b>Evaluating impact</b>	Are all abilities challenged?	Does every pupil participate and engage in PE?	Does every pupil enjoy PE?	High expectations for all pupils	Is every pupil a leader?	Students are contributing to improving their fitness.	Do all pupils have the knowledge & understanding to make healthier lifestyle choices?
	<b>Accountability measures</b>	<i>STTEP differentiation High ability are sign posted</i>	<i>‘No note’ policy Spare kit available House competitions</i>	<i>Classcharts monitors behaviour ‘Sense of achievement’ is instilled into students</i>	<i>Staff and students share ambitious targets and goals</i>	<i>Leadership unit of work. Students take on roles within lessons</i>	<i>Lessons contain physically demanding activities for all</i>	<i>Key units link directly to short &amp; long term effects of exercise and reasons for exercise</i>

