



PE Curriculum: The Big Picture

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

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| Implementation How do we organise learning. | PE Pillars of progression: → | Motor Competence | | | Rules, strategies and tactics | | | Healthy participation | | |
| | Approaches to learning: → | <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> | |
| | Whole curriculum dimensions: → | <i>Healthy lifestyle – A sense of belonging – Diversity – Teamwork – Physical challenge</i> | | | | | | | | |
| | Statutory expectations (NC) | Develop competence to excel in a broad range of physical activities | | Are physically active for sustained periods of time | | Engage in competitive sports and activities | | Lead healthy, active lives | | |

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| Impact How well are we achieving our aims | Evaluating impact | 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? | Pupils are contributing to improving their fitness. | Do all pupils have the knowledge & understanding to make healthier lifestyle choices? |
| | Accountability measures | <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 pupils</i> | <i>Staff and pupils share ambitious targets and goals</i> | <i>Leadership unit of work. Pupils take on roles within lessons</i> | <i>Lessons contain physically demanding activities for all</i> | <i>Key units link directly to short & long term effects of exercise and reasons for exercise</i> |