

Physical Education Curriculum Rationale 2023/24

At Our Lady of the Assumption Catholic Primary School we are athletes! We want our children to love physical education and sport. We want them to have no limits to what their ambitions are and grow up wanting to be personal trainers, nutritionists, sports journalist or gold medal winners. We want them to embody our core values. We all believe that: “if you can believe, you will achieve and consequently succeed”. The PE curriculum has been carefully crafted so that our children develop their sporting capital. We want our children to remember their PE lessons in our school, to cherish these memories and embrace the opportunities they are presented with! Recently, girls within years 5-6 participated in the **‘Liverpool World Cup’** football tournament. After showing great resilience and determination they won the overall competition. As a result, many who participated are now actively looking to find local football teams. In addition, the Year 6 boys won the **‘Belle Vale and Netherley’** football competition after showing great resilience. Bringing physical education alive is important at Our Lady of the Assumption Catholic Primary School and we actively promote physical education in all aspects of school life.

Curriculum Intent

The PE curriculum promotes curiosity and a love and thirst for learning. It is ambitious and empowers our children to become independent and resilient – like all curriculum areas.

We want to equip them with not only the minimum statutory requirements of the physical education National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life. For example, in the autumn term, Year 6 children visited **Kingswood Colomendy**. They participated in many outdoor activities and had to work in teams to solve many challenges. They battled all weathers to achieve their goals and even had to find the courage to battle their fear of heights. To further demonstrate our commitment to providing broader experiences of a range of sports and activities, we offer extra-curricular clubs three times a week (including cricket and multi-sports). This has attracted huge numbers and has led to many children taking a more active approach to Physical Education.

We want our children to use the vibrancy of our great city to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. We achieve this by placing British Values and our core values placed at the heart of everything we do. This often feeds into the PE curriculum as everyone is respected and participates during all games and activities.

We enrich their time in our school with memorable, unforgettable experiences and provide opportunities which are normally out of reach – this piques their interests and passions. For example, many pupils take the opportunity to participate in the **‘South Liverpool Swimming Tournament’**. They managed to make it to the city finals, did fantastically well and really enjoyed the experience. We firmly believe that it is not just about what happens in the classroom, it is about the added value we offer to really inspire our children.

Curriculum Implementation

In March 2023, a complete audit of the PE curriculum was conducted. On the back of the findings from this audit, the PE curriculum has been carefully built and the learning opportunities and assessment milestones for each year group crafted to ensure progression and repetition in terms of embedding key learning, knowledge and skills. As a result of this, we have now begun to implement the scheme 'Get Set for Education', which works in unison with the PE coaches within the class. This brings a consistent and progressive approach across the school, as well as a varied curriculum. For example, we focus our teaching on several main strands of physical education, such as; **dance, invasion games, gymnastics, fielding games, athletics and net games (among others)**. These are revisited year on year where pupils progressively build their skills and knowledge. In addition to this we provide specialist swimming teaching to pupils in Year 3, 4, Year 5 and Year 6.

Physical Education subject specific characteristics, which we expect the children to demonstrate, have been developed and shared with all stakeholders. These characteristics underpin all work in PE and form a focal point for display areas and provide a common subject specific vocabulary for staff and pupils. These characteristics are:

- **The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.**
- **The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.**
- **High levels of physical fitness.**
- **A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.**
- **The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.**
- **The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.**
- **Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.**
- **A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.**
- **The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.**

We work closely with our staff within school to organise curriculums that suit our pupils and help them achieve throughout PE lessons. Teachers are best placed to make these judgements. Staff help develop year group specific long-term curriculum maps which identify when the different subjects and topics will be taught across the academic year. The vast majority of subjects are taught discretely but staff make meaningful links across subjects.

They link prior knowledge to new learning to deepen children's learning. Moreover, our children are taught the right, connected knowledge.

Our short-term plans are produced on a weekly and daily basis. We use these to set out the learning objectives for each lesson, identifying engaging activities and resources which will be used to achieve them.

Staff teach PE twice a week. This helps to ensure sufficient time is allocated to PE and that PE subject matter can be revisited frequently. We believe that by crafting our curriculum this way, we improve the potential for our children to retain what they have been taught, to alter their long-term memory and thus improve the rates of progress they make. As well as this, 2 specialist PE teachers come in once a week to take lessons, as well as supporting teachers in their lessons.

Curriculum Impact

We use both formative and summative assessment information in every PE lesson. Staff use this information to inform their short-term planning and short-term interventions. This helps us provide the best possible support for all of our pupils, including the more able. The assessment milestones for each phase have been carefully mapped out and further broken down for each year group. This means that skills are being assessed independently and collectively to generate a detailed picture of each pupil which will be built on each year.

Our staff use PE formative assessment grids electronically to systematically assess what the children know as the topic progresses and inform their future planning. These formative assessment grids then inform summative assessment judgements for each topic and allow subject and key stage leaders to analyse for any additional support that may be needed.

Assessment information is collected frequently and analysed as part of our monitoring cycle. This process provides an accurate and comprehensive understanding of the quality of education in PE. A comprehensive monitoring cycle is developed at the beginning of each academic year. This identifies when monitoring is undertaken. Monitoring in PE includes: lesson observations and/or learning walks as well as regular discussions.

All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.

**At Our Lady of the Assumption Catholic Primary School, we
are ATHLETES!**