



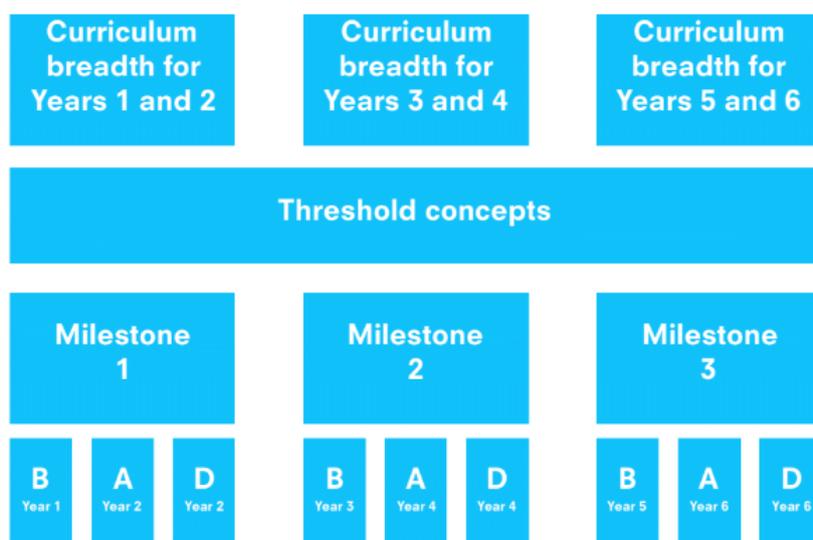
Vision

Our Physical Education curriculum ensures that children are active, understand healthy living (including mental health) and have the opportunity to develop life-long skills through physical education. They will have:

- 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.

Intent

The curriculum is underpinned by the three drivers: a clear list of the breadth of topics that will be covered; the 'threshold concepts' pupils should understand; criteria for progression within the threshold concepts and criteria for depth of understanding.



The curriculum is carefully planned and sequenced to ensure that children develop a secure knowledge base through opportunities to retrieve key knowledge. A simple sequence of retrieval practise: fluency (basic questions), reasoning/problem solving (advanced questions) and elaboration (deeper questions) should exist in all learning.

The Breadth of study, Threshold Concepts, Milestones for Progression and the Long Term Learning Structure for PE are included within this document.

Implementation

Our Physical Education curriculum design is based on evidence from cognitive science; three main principles underpin it:

- 1) learning is most effective with spaced repetition.
- 2) Interleaving helps pupils to discriminate between topics and aids long-term retention.
- 3) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time. Some of our content is subject specific, whilst other content is combined in a cross-curricular approach. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practise for previously learned content.

Impact

As active participants in sport and performance, at the end of each Milestone, the vast majority of pupils have sustained mastery of the content, that is, they remember the majority of it and are skilful in their use of it; some pupils have a greater depth of understanding in terms of tactics and appropriate use of skill. Children have had the opportunity to learn a wide range of physical skills, children have acquired the basic building blocks for the competence, confidence, and motivation, to try many physical activities and sports.