



PHYSICAL EDUCATION CURRICULUM INTENT, IMPLEMENTATION & IMPACT

CURRICULUM INTENT

We define 'curriculum' as everything our children experience as they journey through our school, so that they become children who:

Are kind and loving citizens	Are courageous, resilient learners	Aspire to be the best they can be	Are numerate and literate	Can express their thoughts and communicate effectively
Use what they learn to make a positive difference	Have a strong sense of their place in the world	Respect and care for the natural environment	Develop a sense of self-worth	Acquire appropriate knowledge and skills

PHYSICAL EDUCATION CURRICULUM INTENT







It is our intention that all children will experience a high quality PE curriculum which inspires all pupils to succeed and be the best they can be in sport and other physical activities , so that they become children who:

Develop a respectful attitude that encourages fair play, good sporting behaviours and a resilience to cope with both success and disappointment	Engage with the outdoor environment to improve physical and mental health	Are confident and competent when participating in a wide range of sporting activities that extend stamina, strength, speed, flexibility and cardiovascular health	Can communicate their opinions and critically evaluate theirs and others work
Recognise the impact of a healthy active lifestyle on their body and mind	Can express themselves in an artistic and aesthetic way within movement	Challenge stereotypes and have a greater understanding on the impact sport can have on uniting us as local, national and global citizens	Are capable of undertaking physical activity for sustained periods of time

PHYSICAL EDUCATION CURRICULUM IMPLEMENTATION

We design our PE curriculum so that it reflects our individual school context and the needs of our children, as well as delivering the statutory requirements of the Early Years Foundation Stage Framework (EYFS) and the National Curriculum. We have made deliberate curriculum choices driven by our PE curriculum intent.

Learning will be planned and delivered through:	PE Vision Statements which outlines the PE intent,	PE Overview which identifies when planned units of work	A Progression of Skills document for PE, identifying key knowledge	Medium Term Plans with well-sequenced learning journeys carefully	Rich, inclusive memorable learning experiences,	Quality First Teaching (QFT) with appropriate
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	implementation and impact and identify our chosen approaches and resources	should be taught across the school	and skills in a carefully planned sequence	matched to clear learning objectives	with carefully planned enrichment and purposeful outcomes	challenge and support
Learning will be organised through:	Early Years Foundation Stage (EYFS)					
	Personal, Social & Emotional Development		Physical Development		Expressive arts and design	
	National Curriculum (Years 1 to 6)					
	PE strands					
	Fitness & Health		Dance	Orienteering		Swimming
	Gymnastics		Athletics		Invasion Games	Striking & Fielding Games
School specific components reflect the context of our school:	Get Set 4 PE 		Outdoor Education Including Hampshire Outdoor Education 		North Hants School Games / NEHAVS (North East Hampshire Area Village Schools)	
	Outside providers / specialist teachers    					
PHYSICAL EDUCATION CURRICULUM IMPACT						
We draw together evidence from a variety of sources in order to evaluate how well children have learned, remembered and applied the intended knowledge and skills as outlined in our curriculum intent. These include:						
EYFS outcomes	Observations of children in various aspects of school life		External validation and inspection reports		Foundation Subject Assessment Sheets	
Governor monitoring evidence	Stakeholder Questionnaires	Learning Walks & Lesson Observations		Pupil Conferencing	Other anecdotal evidence	