

## Our Lady of Walsingham

### Curriculum intent, implantation and impact statement for Physical Education

**Our Lady of Walsingham School believes that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health.**

Intent	Implementation	Impact
<p><b><u>FULL POTENTIAL</u></b></p> <ul style="list-style-type: none"> <li>To deliver high-quality teaching and learning opportunities that enables all children to achieve their personal best.                             <ul style="list-style-type: none"> <li>- Learning is differentiated to support the needs of every child.</li> </ul> </li> </ul> <p><b><u>CONFIDENCE TO MAKE THE BEST CHOICES</u></b></p> <ul style="list-style-type: none"> <li>- Children are at the forefront and have direct impact on their learning within lessons and through pupil voice.                             <ul style="list-style-type: none"> <li>- pupils to become physically confident and develop resilience in a way which supports their health, fitness, mental health and well-being.</li> </ul> </li> <li>Staff have a clear understanding of the National Curriculum, through regular CPD, the use of expert external coaches (NSport), and whole school curriculum maps.                             <ul style="list-style-type: none"> <li>- Giving EVERY child the physical literacy, emotional and thinking skills to achieve in PE, Sport and life.</li> <li>- Children develop and apply fundamental movements within every lesson.</li> <li>- Children are active throughout each PE lesson.</li> <li>- EYFS lay strong foundation focusing on</li> <li>- fundamental movements, fine and gross motor skills.</li> </ul> </li> </ul> <p><b><u>LIFELONG LOVE OF LEARNING</u></b></p> <ul style="list-style-type: none"> <li>Learning is supported and enhanced through a</li> </ul>	<ul style="list-style-type: none"> <li>Pupils participate in two quality PE lessons each week.</li> <li>Real P.E supports cognitive well-being, focusing on personal, social, cognitive, creative, physical and health and fitness.</li> <li>Opportunities to differentiate through their own learning through different coloured FUNS cards. Children can take control of their own learning and development.</li> <li>All teachers will share and use the same values and rewards.</li> <li>Subject expertise, through regular CPD &amp; Twilight sessions (for individuals, the subject leader and whole staff) ensures that Physical Education is taught effectively.</li> <li>Teachers use the Jasmine Real PE Planning documents to support them in their planning. These documents are progressive, coherent and apply fundamental movement skills which are year group appropriate.</li> <li>Children are given wider opportunities to build character and embed values through regular teamwork activities, competitive sport competitions and Sports Day.</li> <li>Children are encouraged to participate in the varied range of extra-curricular activities we have on offer. (breakfast club, lunch-time competitions, after school clubs)</li> </ul>	<ul style="list-style-type: none"> <li>PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. All children are provided with the skills and given opportunities to demonstrate improvement to achieve their personal best.</li> <li>A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities.</li> <li>Children become stewards of their own learning and support peers to continue to improve and excel</li> <li>Teachers are able to see the areas they have achieved and gaps which need to be re taught.</li> <li>Children are assessed termly on the 6 areas of cognitive development using the Multi-ability Cog Assessment alongside an assessment on their Fundamental Movement Skills.</li> <li>The children experiencing meaningful links to different clubs and sports from the wider community, open opportunities for them to join outside of school.</li> <li>Percentage of children attending clubs and competitions is the highest it's ever been.</li> <li>Increasing self confidence in their ability to manage themselves and their bodies within a variety of movement situations and to increase</li> </ul>

<p>range of curriculum sporting activities e.g. Rugby, football, tennis, gymnastics, athletics, dance, hockey and adventurous activities.</p> <p><b><u>SPIRITUAL AND MORAL INDIVIDUALS AND GOSPEL VALUES</u></b></p> <ul style="list-style-type: none"> <li>• To provide opportunities for all children to be physically active for sustained periods of time and be able to make informed decisions to lead healthy and active lives.</li> <li>• Teaching children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.</li> <li>• Develop the Real PE values of respect, passion, teamwork, determination, honesty and self-belief</li> </ul> <p><b><u>ASPIRE TO ACHIEVE</u></b></p> <ul style="list-style-type: none"> <li>• Take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, instilling excellent sporting attitudes in others;</li> <li>• Swimming and water safety is taught throughout KS2 and extra opportunities are taken to continue to improve 25m swimming percentage.</li> <li>• Sports Premium Funding is spent effectively to develop a lasting legacy for PE &amp; Sport at school.</li> <li>• Cross-curriculum links are made explicit through the whole school focus on outdoor learning. <ul style="list-style-type: none"> <li>- Integrating core and foundation subjects into P.E lessons.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Through Northamptonshire School Sports, entering a variety of school sports Level 2 and 3 competitions including those that are exclusively for SEN.</li> <li>• Sports Crew (year 3 upwards) to lead and encourage games, competitions and personal best challenges at lunch times.</li> <li>• Year 5 to have weekly swimming lessons, the classes taking it in turn each term.</li> <li>• Sports Premium Funding is used to increase physical competency of staff and children and also provides staff with resources, cpd and high-quality equipment.</li> <li>• Active Maths has been purchased for the next three years to encourage learning Maths through being active.</li> </ul>	<p>understanding of the importance of a healthy lifestyle.</p> <ul style="list-style-type: none"> <li>• Real PE allows for them to develop as part of a team, learning how to communicate with others and work together. It allows them to cope with disappointments, being able to communicate in an appropriate manner and adhere to rules and regulations.</li> <li>• Pupils have access to out-of-school competitions through School Games, the School Games formats are adapted for ALL children to take part and there are specific SEN competitions that we can send children to.</li> <li>• We are able to develop some of our children with leadership roles, increasing their confidence and self-belief.</li> <li>• Most year 6 pupils leave school with the skills to self-rescue in the water and swim 25 metres competently.</li> <li>• Class heat maps show that children are becoming more active for longer sustained periods.</li> </ul>
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	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
FS	<b>Personal</b> Coordination Footwork <b>Static balance</b> One leg	<b>Social</b> Dynamic balance to <b>agility</b> Jumping and landing <b>Static balance</b> seated	<b>Cognitive</b> Dynamic balance On the line <b>Static balance</b> Stance	<b>Creative</b> Coordination Ball skills <b>Counter balance</b> With a partner	<b>Physical</b> Coordination Sending and receiving <b>Agility</b> Reaction/Response	<b>Health and            Fitness</b> <b>Agility</b> Ball chasing <b>Static balance</b> Floor work
		Gymnastics			Tennis	
Year One	<b>Personal</b> Coordination Footwork <b>Static balance</b> One leg	<b>Social</b> Dynamic balance to <b>agility</b> Jumping and landing <b>Static balance</b> seated	<b>Cognitive</b> Dynamic balance On the line <b>Static balance</b> Stance	<b>Creative</b> Coordination Ball skills <b>Counter balance</b> With a partner	<b>Physical</b> Coordination Sending and receiving <b>Agility</b> Reaction/Response	<b>Health and            Fitness</b> <b>Agility</b> Ball chasing <b>Static balance</b> Floor work
External coaches	Tennis	Active maths	Dance-cognitive	Active maths	Dance- physical	Active maths
Year Two	<b>Personal</b> Coordination Footwork <b>Static balance</b> One leg	<b>Social</b> Dynamic balance to <b>agility</b> Jumping and landing <b>Static balance</b> seated	<b>Cognitive</b> Dynamic balance On the line <b>Static balance</b> Stance	<b>Creative</b> Coordination Ball skills <b>Counter balance</b> With a partner	<b>Physical</b> Coordination Sending and receiving <b>Agility</b> Reaction/Response	<b>Health and            Fitness</b> <b>Agility</b> Ball chasing <b>Static balance</b> Floor work
External Coaches	Real dance	Real gym	Tennis	Real Dance	Real Gym	Rounders
Year Three	<b>Personal</b>	<b>Social</b>	<b>Cognitive</b>	<b>Creative</b>	<b>Physical</b>	<b>Health and</b>

	<b>Coordination</b> Footwork <b>Static balance</b> One leg	<b>Dynamic balance to agility</b> Jumping and landing <b>Static balance</b> seated	<b>Dynamic balance</b> On the line <b>Coordination</b> Ball skills	<b>Coordination</b> Sending and receiving <b>Counter balance</b> With a partner	<b>Agility</b> Reaction/Response <b>Static balance</b> Floor work	<b>Fitness</b> <b>Agility</b> Ball chasing <b>Static balance</b> Stance
	<b>Tennis</b>	<b>Dance</b>	<b>Active maths</b>	<b>Games</b>	<b>Dance</b>	<b>Active maths</b>
<b>Year Four</b>	<b>Personal</b> <b>Coordination</b> Footwork <b>Static balance</b> One leg	<b>Social</b> <b>Dynamic balance to agility</b> Jumping and landing <b>Static balance</b> seated	<b>Cognitive</b> <b>Dynamic balance</b> On the line <b>Coordination</b> Ball skills	<b>Creative</b> <b>Coordination</b> Sending and receiving <b>Counter balance</b> With a partner	<b>Physical</b> <b>Agility</b> Reaction/Response <b>Static balance</b> Floor work	<b>Health and Fitness</b> <b>Agility</b> Ball chasing <b>Static balance</b> Stance
	<b>Cricket</b>		<b>Tennis</b>			
<b>Year Five</b>	<b>Cognitive</b> <b>Coordination</b> Ball skills <b>Agility</b> Reaction/Response	<b>Creative</b> <b>Static balance</b> Seated <b>Static balance</b> Floor work	<b>Social</b> <b>Dynamic balance</b> On the line <b>Counter balance</b> With a partner	<b>Physical</b> <b>Dynamic balance to agility</b> Jumping and landing <b>Static balance</b> One leg	<b>Health and Fitness</b> <b>Static balance</b> Stance <b>Coordination</b> Footwork	<b>Personal</b> <b>Coordination</b> Sending and receiving <b>Agility</b> Ball chasing
	<b>Tennis</b> <b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Swimming</b>	<b>Tennis</b>	<b>Swimming</b>
<b>Year Six</b>	<b>Cognitive</b> <b>Coordination</b> Ball skills <b>Agility</b>	<b>Creative</b> <b>Static balance</b> Seated <b>Static balance</b>	<b>Social</b> <b>Dynamic balance</b> On the line <b>Counter balance</b>	<b>Physical</b> <b>Dynamic balance to agility</b> Jumping and	<b>Health and Fitness</b> <b>Static balance</b> Stance	<b>Personal</b> <b>Coordination</b> Sending and receiving

	Reaction/Response	Floor work	With a partner	landing <b>Static balance</b> One leg	<b>Coordination</b> Footwork	<b>Agility</b> Ball chasing
	<b>Cricket</b>	<b>Real Dance</b>	<b>Teach Active</b>	<b>Real Dance</b>	<b>Tennis</b>	<b>Netball</b>