



Intent, Implementation and Impact of the PE Curriculum

Intent

At Stonehill School, we recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles. The intent of the PE curriculum here at Stonehill is to provide all children with high quality PE and sport provision. It is our vision for every pupil to succeed and achieve their potential, to see their own personal development grow, as well as to lead physically active lifestyles. It is our job to inspire our pupils through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. We want our pupils to appreciate and know the benefits of a healthy and physically active lifestyle. Through our teaching of PE, we will provide opportunities for pupils to develop values and transferrable life skills such as fairness and respect, which are key in becoming a responsible citizen, as well as providing them with opportunities to take part in competitive sport.

Aims:

1. To develop physically competent learners
2. To develop creative learners
3. To develop healthy and active learners

We look to achieve these aims through a clear focus on the 3 pillars of PE. We have simplified these for the children:

Pillar 1: Motor Competence (Hands)

Pillar 2: Composition, rules, strategies and tactics (Head)

Pillar 3: Healthy participation (Heart)

Hands, Head and Heart simplifies these pillars so they are accessible to all children in the school.

Implementation

Planning

We use Striver as our PE scheme of work

1. Long term:

Our long term plan shows the units being taught each half term in each year group. The units are from the Striver scheme of work. This long term plan is set by the PE coordinator after consulting with each class teacher and outside agencies.

2. Medium term planning:

The Striver scheme of work is split into units. Each unit is taught over a half term (2 units per half term). The aim is to ensure 2 sessions of PE teaching per week (1 for each unit).

3. Short term planning:

Each unit is split into 6 lessons. These are all accessible to the teacher/coach on their iPad, with clear instructions and diagrams to help with organisation and technique.

These start with a **personal best activity** set for each child to complete to the best of their ability. Their score is logged, with the aim of taking the same task and improving their score at the end of the unit. This should allow children to see how they have developed throughout the unit to achieve a new personal best.

Assessment

1. Summative assessment:

Children are assessed in each unit through the Striver online assessment tool. Teachers assess whether each child is working at the expected standard (EXS), working towards the expected standard (WTS) or working above the expected standard (GDS).

2. Formative assessments:

Teachers are continually assessing children's learning during lessons. They use the STEP approach to PE differentiation to adjust lessons to enable children to make progress.

STEP approach:

Space, Task, Equipment, People

Space – Where the activity is happening? E.g. modify the space by increasing or decreasing the area in which a task is to be performed or changing the distance or areas in which to score points.

Task – What is happening? E.g. modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task.

Equipment – What is being used? E.g. modify the equipment by changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment.

People – Who is involved? E.g. modify the people involved by having children work alone, with a partner, bigger teams, smaller teams, as leader or follower, on different activities, or in a small group.

Impact

What impact has the above had on:

- The quality and technique of skills in a variety of physical activities?
- The tactical and creative thinking a child shows?
- Children's understanding of being healthy?
- The ability to show key life skills which are transferable to other areas of life?
- Children's determination to better themselves?
- A child's enjoyment of PE and their desire to continue being physically active?

The overall aim is to install these elements in a lifelong love of physical activity and a healthy lifestyle.

We can check impact through:

- Assessment for learning within the lesson
- Assessment of learning (logged on the Striver App)
- Improvements in Personal best activities
- Learning walks
- Pupil voice

Written by Nick Phillips (PE Subject Leader).

This will be reviewed annually with staff and governors.