

Subject Leader Curriculum Intent, Implementation and Impact Overview			
Subject: PE		Subject Leader: Nick Bensaid Helen Cordner	
Intent	Research link	Implementation	Impact
At Barksbury Federation we teach children the skills needed in life that will have a positive impact on their future selves; offer them the opportunities to be able to fulfil a healthy and active lifestyle; and feel confident in their own abilities.	Change for life Schools should, 'Provide every child with a positive experience in an environment where the young person feels motivated, competent and confident.' Mental Wellbeing by Youth Sports Trust A positive association exists between academic and physical activity levels of pupils. Children are struggling with their mental health while grappling with the pressures of social media, shifts in personal relationships, and a decline in empathy and resilience. Meanwhile, one in five children are now classed as obese by the time they leave primary school. We know that sport, play and physical activity hold the key to tackling so many of these challenges. https://www.youthsporttrust.org	<u>Structure to successful learning:</u> Our Learning Values of Perseverance, Respect and Collaboration, and Code of Conduct will underpin the whole of the PE Curriculum. Perseverance: Children are encouraged to persevere in all aspects of physical education, understanding that there are a variety of sports which have different skill set, some coming more naturally than others. Respect: Children are taught the importance of respecting all ability levels within the class, especially during group work. Children respect the different rules of each sport to maintain the sports integrity and show mutual respect to all adults. Collaboration: Physical Education is an excellent opportunity for children to work collaboratively.	Children are engaged and able to fulfil an active lifestyle. Children make social and academic progress in PE by the end of the academic year. Key Stone 1 Children retain knowledge that is pertinent to PE. Children will build on progression of knowledge and skills to evaluate their own performance. Key Stone 2 Children to transfer skills learnt in one sport to another to improve performance. Key Stone 3
	Participating in competitions at school can help teach children about the importance of teamwork, commitment to a task, cooperation and respect for the opponent. https://novakdjokovicfoundation.org The focus is on the process rather than the outcome (on the learning and values development of the young person rather than the result) High Quality Competition Principles – School Games	Children work within groups to complete skill based tasks, as well as in teams in a competitive environment. KEY STONES KEY STONE 1 ENGAGEMENT Varied sports and presentation of lessons inspire children. High expectations of all children, irrelevant of ability and fitness, allow full engagement within each lesson.	Children apply skills to other sports. Children work collaboratively within a team when competing. Key Stone 4

<p>The Federation deliver high quality teaching and learning opportunities to motivate and challenge all children to participate and succeed in Physical Education.</p> <p>Children develop skills which they steadily build upon throughout their learning experience at Balksbury Federation and beyond.</p>	<p>Our Afpe accredited resources link together to ensure physical literacy is being developed over a variety of areas of Physical Education.</p> <p>Primary PE Planning Child Development</p> <p>Pupils must be encouraged to remain actively engaged in PE and school sport, and be helped to maintain their interest in sport outside of school by participating regularly in activities in local clubs and community sports facilities. Ofsted. Beyond 2012: outstanding physical education for all</p>	<p>KEY STONE 2 DEVELOPING KNOWLEDGE AND SKILLS</p> <p>Children develop knowledge of variety sports and build upon previous skills learnt.</p> <p>From Year R to Year 6 it is important for the children to develop skills and ideas in all area of P.E. Teachers are aware of previous learning and next steps required. A clear progression of knowledge and skills within all areas allows children to develop and secure their understanding and ability to apply skills.</p> <p>Alongside an assessment model, lessons are clearly structured and transference of previous knowledge and skills are ensured.</p> <p>KEY STONE 3 INNOVATION</p> <p>Children articulate which skills have been learnt and how they could be transferred into other sports. They are able to create mini games to develop their skills, giving them opportunities to express what they know and how they can challenge themselves to take their learning further.</p> <p>KEY STONE 4 EXPRESSION</p> <p>Children create a show case of achievements and performances for Dance and Gymnastics across the federation. Input from Performing Arts Lead for Dance planning.</p> <p>The Federation provide children with the opportunities to participate in competitions within Level 1, 2 and 3 and through local competitions. Give families an opportunity to celebrate achievements.</p> <p>Regular visits by external coaches support the teachers' skills across the federation.</p>	
--	--	--	--