



*'Don't you know that your body is the temple of the Holy Spirit, who lives in you and who was given to you by God?' (1 Corinthians 6:19)
The body is seen as a gift from God, being 'fearfully and wonderfully made' (Psalm 139:14) if we are to be able to live life in all its fullness, then the physical fitness, which is the product of regular exercise and a balanced diet is crucial. Olympic values of excellence, friendship and respect align closely with core Christian values.*

At St. Mary's we intend for the aspirational Physical Education curriculum to enable pupils to leave St. Mary's with:

- ✓ The knowledge of how to lead an active, healthy life
- ✓ The skills to transfer from familiar sports to an increasing number of sporting and physical activities.
- ✓ An understanding that physical activity supports individual well-being and promotes living well in community.
- ✓ The ability to demonstrate the core Christian values of dignity, justice and endurance, including with activities which do not match natural aptitudes.
- ✓ The personal motivation and enthusiasm to lead a physically active life and be able to make connections between this and other areas of learning.

Implementation: How do we deliver the PE curriculum?

- ✓ Pupils are taught key knowledge and skills in clear progression as part of a 2-year cycle, linked closely to the National Curriculum with learning focussed on key concepts of skill, fitness, resilience and sportsmanship
- ✓ Pupils are taught to be fluent in the vocabulary of PE: flexibility, strength technique, control, agility, coordination and balance as they understand the importance of exercise on both physical and mental health, including the need to demonstrate and stamina when undertaking exercise or playing sport at length.
- ✓ Pupils are equipped to understand the ways in which key skills are used in the domains of dance, gymnastics, games (invasion, net, wall, striking & fielding) swimming, athletics and outdoor and adventurous activities.
- ✓ Pupils focus on the School Games values, which align closely with both the Olympic values and our Core Christian values. These sport values are: self-belief, honesty, passion, respect, teamwork and determination.
- ✓ Links are made with other subjects where possible, including the Science curriculum with a focus on the importance of exercise for health
- ✓ Pupils are taught 2 PE lessons per week by either the class teacher, sports lead or other specialist coach,
- ✓ Lessons taught by the class teacher use the REAL PE scheme of work; a child-centred, values- based approach which ensures that all pupils set personal challenges and have a positive attitude towards PE
- ✓ Pupils in Years 3 and 4 undertake swimming lessons for 1.5 terms per year.
- ✓ All lessons are inclusive, including the use of additional adults where appropriate to ensure all pupils can engage fully with learning
- ✓ Lessons are supplemented by a range of fully- inclusive after school clubs and wider opportunities, such as Disability Awareness Day, which offers the opportunity to experience wheelchair basketball.
- ✓ Pupils compete in a range of intra and inter school competitions, including as a result of our membership of local school sports partnerships
- ✓ The sequence of learning includes opportunities to work collaboratively as well as individually, using transferrable knowledge and skills.
- ✓ Formative and summative assessment enables careful planning of next steps, with consolidation opportunities built into the sequence of learning.
- ✓ Quality First Teaching will enable all pupils to make progress, enhanced through appropriate CPD and training, along with subject monitoring and supportive subject leadership.

Impact: What difference is the curriculum making to our pupils?

- ✓ Pupils will achieve good progress based on prior starting points.
- ✓ Pupils will be ready to progress to the next stage of their learning in PE.
- ✓ Pupils will be excited by and engaged with PE, having a resilient attitude towards both individual challenge and team sports.
- ✓ Pupils will have competency and flexibility to adapt their tactics and use prior knowledge to support learning.
- ✓ Pupils will have made connections within and between subjects and understand the way in which humans can demonstrate core values whilst achieving the health benefits associated with fitness.

Impact is measured by the triangulation of lesson observations, work scrutiny and pupil voice in addition to assessment outcomes. Subject leader analysis establishes successes, targets and areas for development at individual, class and whole-school level.