Curriculum intent:

In Saints Peter and Paul CPS we want our children to love physical education and sport. Our aim is to ensure children receive a broad and balanced curriculum so that they have the knowledge, understanding and skills to succeed in life. Also that they have the resilience and inquisitiveness to further develop their love of learning. We want to equip them with not only the minimum statutory requirements of the physical education National Curriculum but to prepare them for the opportunities, responsibilities and experiences of later life.

**Curriculum implementation:**

Our PE curriculum has been built and the learning opportunities and assessment objectives for each year group have been established to ensure progression and repetition in terms of embedding key learning, knowledge and skills. **For example, we focus our teaching on five main strands of physical education; dance, invasion games, gymnastics, striking and fielding games and athletics. These are revisited throughout the child’s time in primary school which gives pupils the chance to progressively build on their skills and knowledge. In addition to this we provide specialist swimming teaching to pupils in Year 4, Year 5 and Year 6 and expert yoga sessions for Year 2 and 6 in Spring term.**

PE lessons are taught discretely but staff will sometimes make meaningful links across subjects. Staff are given their topic titles and learning intentions and are asked to make their own judgments when they will teach each unit across the year. They link prior knowledge to new learning to deepen children’s learning. F**or example, in Year 4, the children were learning about the Romans in their History lessons therefore the class teacher chose to teach a unit of dance based on the Romans during the same half term.**

**Each class is timetabled to receive a weekly PE lesson, however other opportunities for physical fitness are available throughout the day such as The Daily Mile and after school sports clubs. Children are also encouraged to take part in intra and inter school competitions which enable them to grow in confidence and resilience as well as learning other key life skills such as team work.**

**Curriculum impact:**

We use both formative and summative assessment throughout a half term for PE. The assessment objectives for each key stage have been mapped out and further broken down for each year group and each topic. This means that skills in PE are progressive and build year on year.

Our staff use PE assessment grids to systematically assess what the children know. The assessment criteria is based off the learning objective and key success criteria for each lesson. These assessment sheets then inform summative assessment judgements for each topic.

Assessment information is collected and analysed at the end of every half term. This process provides an accurate and comprehensive understanding of the quality of education in PE.