

Curriculum Principles in Physical Education

We know that our children need:			
To develop their understanding of the wider world.	To raise aspiration for all.	To develop their vocabulary	
We know this because:			
Our local community consists of mainly White British families who may not have much experience of the wider world. Therefore, we have a strong focus on diversity and inclusion throughout our curriculum.	Because parts of the local area measure lower than national average for education, skills and deprivation we want to promote ambition and aspiration to support our children and community to be the best they can be.	We understand that on entry a spoken language for a number of children is below that of the national average for their age, this is why we focus on developing pupil's vocabulary.	
These are important to ensure our children:			
Have an understanding, interest and respect for the diverse world which they live in and treat others how they would want to be treated. Develop an understanding of and make links between the school community, local community, wider community, global community becoming aware of their place within society. Are SUCCESS ful, well rounded, responsible young people who make a positive contribution to their community and beyond.	Continually strive to learn more, know more and be the best version of themselves. Grow as confident, independent and resilient learners who embrace the challenges of today, tomorrow and beyond. Work together so that all can achieve their potential with the knowledge that SUCCESS is in our hands.	Are confident, articulate and successful communicators. Can articulate their knowledge, learning and understanding as well as thoughts and opinions with ease and fluency. Can achieve SUCCESS throughout the curriculum and the wider world by constantly developing speech and language. Have a love and a passion for reading.	
Therefore, our curriculum is based on the following principles:			
Memory (inc. knowledge) Children need to have a rich body of knowledge in their long-term memory which forms the building blocks for making progress and acquiring higher-level skills. Our ambitious curriculum has been carefully sequenced by subject leaders with clearly identified sticky knowledge and key concepts that are revisited continuously so that pupils know, remember and understand more. With this knowledge embedded in their long-term memory our	Opportunities We want our children to learn about the best of what has been written, played, performed, painted, created etc. To have experiences that galvanise and support the acquisition of knowledge back in the classroom. Cultural capital is not just about trips and expensive visits. Weekly assemblies enhance pupil cultural capital ie: reading, RE, wider curriculum and Picture News assemblies.	Vocabulary (inc. Reading) Vocabulary and reading are at the heart of the curriculum. Our curriculum is carefully planned so that children develop their vocabulary. Early Reading is built upon and embedded over time. This develops a wide range of vocabulary and a love of reading. To access the wider curriculum and acquire the important knowledge our children are taught a wealth of vocabulary throughout all subjects.	Equality and Equity Equality is a key principle as we want to ensure that all pupils access an ambitious curriculum and want to achieve the best possible outcomes for all groups of children including SEND, PP, protected characteristics and sexuality. Our curriculum is designed to develop a deep understanding of the wider world so that children are respectful, knowledgeable and understand the importance of treating each other equally.

<p>children will be ready for the challenges and opportunities of the future.</p>			
<p>In Physical Education this is evidenced through:</p>			
<p>KKPDs mapped out learning from F1 to Yr 6 – more ambitious than National Curriculum. An P.E curriculum that begins in F1 and builds on year on year. The opportunity to continuously revisit prior learning. Use of assessment tools to help retain children’s learning. Asking key questions about previous learning. Links to P.E throughout the curriculum. Learning for life KKPDs include understanding around leading a healthy lifestyle. Assessment opportunities to identify gaps in learning/ knowledge.</p>	<p>Learning about a variety of sporting athletes and links made to these during P.E lessons. Learning about specific sporting events / tactics that athletes have used within their sport. Opportunities to participate in out of school sporting events. KS1 and other individual children have opportunities to visit Forest School and develop holistic learning. Various in school events such as Opportunities to participate in a wide range of sporting activities with after school clubs – some led be external specialist. Year 3/4 – Handball / Football club Year 5/6 – Handball / Girls football Residential trips give children opportunities to exercise with activities which they would not normally encounter. Army day provides the children with physical activity which challenges problem solving thinking. Sports day allows all children to compete competitively and receive praise for doing so.</p>	<p>A vocab rich lesson whereby children are reminded of key vocabulary each session. Vocabulary focuses on not just sporting vocabulary but also around leading a healthy lifestyle and the positive impacts of exercise / healthy dieting. Non-fiction books relating to different sports on classroom bookshelves. P.E display has vocabulary on for children to refer to and be reminded of. Links to science and learning for life with vocabulary around leading a healthy lifestyle. Curriculum topics such as Ancient Greece provide vocabulary relating to physical education and comparisons to dieting compared to our lives.</p>	<p>Quality first teaching of P.E allows all children to access the learning. Learning is scaffolded up, so all children aspire to know and learn more. Children learn about another country, the people, cultures, and traditions. All children have access to the use of a varied equipment, which can be adjusted to suit attainment. Support provided in lessons for children when required to allow all children to make progress. ‘Sports day’ planned into the yearly map to allow all children to be immersed in P.E.</p>

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