



National Curriculum Aims	National Curriculum Aims
<p>The 2014 National Curriculum for Physical Education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Develop competence to excel in a broad range of physical activities • Children are physically active for sustained periods of time • Children engage in competitive sports and activities • Children lead healthy, active lives. 	<p>A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for children to become physically confident in a way which supports their health and fitness.</p> <p>Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p>

Intent	Implementation	Impact
<p>At HPS we believe children should all learn to be physically literate through a wide range of traditional and non-traditional physical opportunities.</p> <p>By the time children leave primary school they should have secure knowledge of the wide-ranging benefits of regular exercise and should have developed a passion and enthusiasm for one or more sports or forms of exercise.</p> <p>Children will be able to use PE to help regulate their physical and emotional health through activities such as: praying and meditation. They will have learnt how to work and play alongside others following and implementing rules and tactics more successfully as they progress.</p> <p>They will have learnt to win and lose well showing respect to teammates, competitors, coaches and officials and be able to identify both own and others strengths and areas for development.</p>	<p>Our curriculum plans sequences of learning that will challenge prior learning and help children construct secure knowledge and understanding as well as develop and improve their skills.</p> <p>Each week children have opportunities to focus on indoor and outdoor PE and sporting activities which cover the full range of areas of study outlined in the National Curriculum. In Key Stage 1 and 2, classes benefit from a specialist teacher for PE and sport.</p> <p>Curriculum planning provides children with opportunity to learn and take part in a range of traditional sports such as: football, net- ball, hockey, gymnastics and swimming in Year 4, and non-traditional games such as: dodgeball and golf.</p> <p>Prior knowledge is always revisited before introducing new ideas. Our curriculum offer is further enhanced through a wide range of opportunities for physical activity in our active playgrounds and through our range of extracurricular opportunities such as: multi sports and tennis.</p>	<p>The impact and measure of this is to ensure that children at HPS are equipped with knowledge and understanding of how to lead fit and healthy lifestyles and to develop a good sense of competition in favoured sporting activities. Children will recognise the links between being active and maintaining good physical and mental health and well- being.</p> <p>At HPS, we want the children thoroughly enjoy learning about PE and sport, therefore encouraging them to undertake new life experiences now and in the future.</p> <p>Children will be able to clearly articulate how to maintain healthy and active life- styles and will be able to participate in a range of sporting activities with confi-dence.</p>

Knowledge and Skills

Knowledge of PE refers to the understanding and interpretation of key concepts relating to fundamental physical movement, knowledge of the effects of exercise on the body as well as the rules and tactics associated with common traditional and non-traditional physical activities and sports. This includes the correct and accurate use of key vocabulary associated with physical activity.

In PE, knowledge is sequential and progressive through from **EYFS to Year 6**. Some substantive knowledge is transferable between sequences for example children will develop their ability to throw with speed, accuracy and over increasing distances in games such as netball, basketball and cricket and also in athletic disciplines such as javelin. Children will learn balance and control in games such as netball, in outdoor and adventurous challenges and also in gymnastics and dance. Teaching will reference back where this is the case and prior knowledge will be established to ensure it is effectively built upon.

In PE the disciplinary knowledge is the interpretation and application of the movements, rules and tactics attached to different physical disciplines, activities of sports. Disciplinary knowledge also covers children's ability to evaluate and judge performance including the quality of movement. For example: when children know how to effectively execute a shot on a basketball hoop they can evaluate the possible outcomes and likely success of different types of shot.

Creativity

Our curriculum for the performance element of our PE curriculum provides opportunity for children to express themselves creatively. Exploring the quality of movement in dance, gymnastics and games allows children to express themselves creatively.

Drawing on prior knowledge and skills to apply to new contexts and situations requires creative thought from our children.

At HPS, curriculum planning encourages and supports achieving natural links between PE and other subject disciplines such as Science and History. These links are deliberate and purposeful. They are created naturally and never forced. For example: children measure, record and compare heart rates during different types of physical activity when studying the human body in science.

Assessment

At HPS tracking children's progress throughout their school life is vital in order to establish their acquisition of knowledge and skills. At HPS, learning always starts with the children's prior knowledge and any misconceptions they may have. Class teachers decide upon the most appropriate age-related way of obtaining the children's prior knowledge. Units of work are then personalised to the children.

Misconceptions that arise throughout the unit are identified and addressed appropriately by the teacher. As a school we are currently exploring approaches to assessing children's recall of their learning to assess how effectively knowledge and skills have been embedded and mastered.

In PE, in addition to teachers' own on-going formative assessment based on observations during lessons and per each strand; in addition to this, we encourage children to self and peer-assess their learning and progress.

Our SHINE Curriculum follows our school values: service, gratitude, excellence, compassion, integrity, respect