



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 all children should become physically literate through a broad range of traditional and non-traditional physical activities.</p> <p>By the time they leave primary school, pupils should understand the benefits of regular exercise and develop enthusiasm for at least one sport or form of physical activity.</p> <p>PE also supports children's physical and emotional wellbeing, helping them regulate their feelings through movement-based activities, including praying and meditation. As they progress, they learn to work with others, follow rules, and apply tactics with increasing confidence.</p> <p>Our enriched PE curriculum also develops character. Taking part in competitive sports with other Harrow schools teaches pupils to win and lose respectfully, showing consideration for teammates, competitors, coaches and officials. In addition, the development of our KS1 outdoor area keeps our youngest pupils active, helping them build strong foundations in movement and confidence. Through these experiences, children learn to recognise their strengths and areas for improvement, becoming reflective and resilient young athletes.</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 teaching support 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, netball, hockey, gymnastics and swimming in Year 3.</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 lifestyles and will be able to participate in a range of sporting activities with confidence.</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 balance & movement. 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 performance element of the PE curriculum provides valuable opportunities for children to express themselves creatively. Through exploring the quality of movement in dance, gymnastics and games, pupils are encouraged to use their imagination, communicate ideas and develop confidence in how they move.

Building on this, children are supported to draw on prior knowledge and skills, applying what they already know to new contexts and situations. This process requires creative thinking and problem-solving, helping them develop a deeper understanding of movement and how it can be adapted, refined and improved over time.

Alongside developing creativity, our curriculum emphasises the importance of physical health as an essential part of a balanced education. Understanding how the body works during exercise, such as the heart pumping faster to supply oxygen, the lungs increasing their breathing rate and the body using stored nutrients for energy, enables pupils to appreciate the scientific processes that keep them healthy. Regular physical activity strengthens muscles and bones, boosts concentration and mood, supports a healthy weight and enhances overall wellbeing. By learning how exercise benefits both body and mind, children are empowered to build positive, lifelong habits.

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 and PE coach. Teachers assess children's recall of their learning to assess how effectively knowledge and skills have been embedded and mastered. Swimming is assessed by experienced coaches at our local swimming pool provision on a weekly basis in Year 3, and shared with our teachers.

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

All children's summative assessments are recorded termly on Insight Tracker by teachers.