

Physical Education Curriculum Statement

Intent

Our Physical Education curriculum has been specifically tailored to meet the unique context of our school. It is designed to be broad and balanced, providing all pupils with the opportunity to master their learning and deepen their knowledge, making sense and giving purpose as to why we learn about P.E.

At Broughton Jewish we believe that Physical Education helps to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical well-being in our children now and for their future. Physical fitness is an important aspect of leading a healthier lifestyle. It teaches self-discipline and that success is only achieved through hard work, resilience and determination. It is our intent to teach children life skills that will positively impact their future. We want to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.

The key strands of the subject that pupils will learn through the school's age-related expectations are to:

- develop competence in a broad range of physical activities and the possibility to excel
- improve their physical fitness over time
- engage in competitive sports and activities
- lead healthy, active lives.

Implementation

Physical Education is taught through the framework of the 2014 National Curriculum. The principles and content of its requirements have been carefully placed at the heart of the school's programme of study in P.E.

Pupils at Broughton Jewish participate in quality PE and sporting activities weekly with lots of enhancement at lunchtimes as well as before and after school. Class teachers deliver weekly PE lessons with a range of skills and opportunities. Children participate in weekly miles around the playground to build fitness levels. Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. We provide opportunities for all children to engage in extra-curricular activities before, during and after school. This is an inclusive approach, which endeavours to encourage not only physical development but also well-being.

The curriculum framework is broad and balanced and ensures all 6 strands of the P.E National Curriculum are taught. These plans are closely linked to the school's Age-Related Expectations (ARE's) in Physical Education for each year group, which allows a consistent application of the curriculum throughout the Key Stages.

A curriculum coverage file is kept for each cohort. This enables both class teachers and the subject leader to monitor coverage and identify progress made throughout the lifetime of a cohort in the school. A whole school system is used which links the ARE to each child's learning during their P.E curriculum lessons.

In Physical Education, assessment of pupil progress is undertaken against the age-related expectations for Physical Education. This includes any final pieces of work and any whole class assessment that staff might

undertake. The outcomes of these assessments are used by class teachers to evaluate the quality of coverage of the ARE in Physical Education and to inform aspects of learning that need to be strengthened to improve the quality of provision and to enhance pupil progress.

Impact

Our PE curriculum aims to improve the wellbeing and fitness of all children at Broughton Jewish, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-discipline and that to be successful they need to take ownership and responsibility of their own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives.