



The Crescent Primary School Curriculum

Subject: PE

Intent: What are we trying to achieve with our (subject) curriculum?

What are our objectives?

What do we want pupils to know and do by the time they leave?

At The Crescent Primary, our vision is that our children will develop values and transferrable life skills based around key areas of development including personal, social, cognitive, creative, physical, health and fitness skills. Weaved throughout opportunities to take part in healthy competition is to provide all children with high quality PE and sport provision. It is our vision for every pupil to succeed and achieve their potential as well as to lead physically active lifestyles.

How is the curriculum plan set out/structured and how will it be implemented?

We want children to fall in love with being physically active, by putting them at the heart our learning. Our curriculum enables a progressive learning journey for our children to progress through and across our six sets of skills including personal, social, cognitive, creative, physical, health and fitness skills. The development of these skills enables children to reach our core aims for PE and contribute to our school values and healthy habits for learning. Each week, children will have one RealPE/RealGym/RealDance lesson with their class teacher and one lesson with the PE specialist.

How does PE reflect national policy? (British Values / PSHE)

We intend that through engaging in PE, our pupils will develop an awareness of cultural differences and develop a tolerance of diversity within society. We also hope that through their learning of PE, our children will be open-minded and adventurous in all aspects of their life and learning. We do this through the RealPE holistic approach. We have adopted a curriculum that is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life.

How does PE cater for disadvantaged and minority groups?

RealPE is an inclusive curriculum for every child because every child deserves to be physically active. The RealPE platform promotes engagement and gives examples of all backgrounds within its animations and videos.

To what extent have we made the objectives clear and does everybody know them?

We share the learning objectives prior to every lesson - which is prioritises stage not age. We endeavour to shift the responsibility to the learner - so they take control of their learning journey.

It is our aim at The Crescent Primary to develop and encourage:

- **Competence and confidence** for every child to reach their potential in a broad range of physical activities
- Children who **enjoy** and are motivated to be physically active regularly and for sustained periods of time
- Engagement in competitive sports and activities
- Children and the school community to lead healthy and active lives

This learning journey is reflected not only in how and what we teach, but also in what we value and assess as progress and achievement.

We strive to inspire our pupils through fun and engaging PE lessons that are enjoyable, challenging and accessible to all. We want our pupils to appreciate the benefits of a healthy and physically active lifestyle.

'The curriculum and the school's wider work support pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle, helping them to know how to keep physically and mentally healthy.'

Pupils are able to make and build links between elements of learning through repetition of previously learnt language, skills and learning behaviours within following lessons. The learning objectives we share within RealPE allow children to access them and use them across the curriculum, sports and life.

Implementation: How do we deliver our (subject) curriculum?

How does our current curriculum match our intention?
High quality teaching and learning in PE is characterised by a broad, holistic approach where the aim is to develop the 'whole child'. Real PE has therefore been built around an assessment framework with clear learning journeys which develops a range of personal, social, physical, health & fitness, cognitive and creative abilities. Such 'abilities' also help align PE with whole school aims and other key agendas. The tables below show the learning journeys used to support and celebrate pupils' progress in their personal and social skills.

What cross-curricular links are there?

Resilience, perseverance, social skills, key vocabulary, numbers ... EVERYTHING. Our RealDance units have a range of multi-cultural music and themed dances. Throughout the pupils' journey through our school, they will experience a range of expert dance workshops - lead by professionals - including Egyptian and African dances.

How are we encouraging progression as pupils move through the school? How do we differentiate our subject for different ability groups?

Fundamental Movement Skills forms a central spine throughout real PE curriculum. It is a progressive programme designed to include, challenge and support the development of Fundamental Movement Skills at all ages, stages and abilities. There are over 200 physical challenges organised into 12 Stations and 6 progressive coloured levels, covering a range of balance, coordination and agility areas that transfer into all sports and enables assessment and monitoring of progress.



Are subjects staffed appropriately? Are staff trained?

Does the subject have adequate time and resources?

Real Legacy provides CPD opportunities.

Online resources and tools to help and support staff.

Teaching standards - We use a tool called learning nutrition to ensure teachers and pupils are confident and knowledgeable. Along with lesson plans, modules and webinars are easily accessible online.

Teachers use the RealPE platform that allows them to focus on learning - there are 54 weeks of lesson plans for each teacher -that also include additional activities to increase resource base. This covers core RealPE, dance and gym.

We have foundation which is linked to our EYFS framework and real leaders, all of which align to the same intent.

We create an environment that allows pupils to focus on learning. The teaching materials do not create unnecessary

workload for staff, reflect the school's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.'

Staff Confidence

Pupil Engagement

Pupil Progress

Profile and Broader Impact of PE

Impact: What difference is our (subject) curriculum making to pupils?

How well are children learning the content of the curriculum and how do we know?

Understanding their bodies, making them become lifelong learners. COGS.

Evidence: How do we know?

Through regular journal looks I can monitor that teachers are delivering high quality PE lessons from the RealPE platform. Conducting regular learning walks and analysing staff questionnaires helps to ensure continued CPD for all staff and our pupils are suitably challenged and physically active. Progress is measured through data tracked on INSIGHT at each milestone data drop.

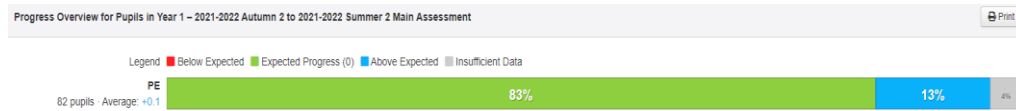
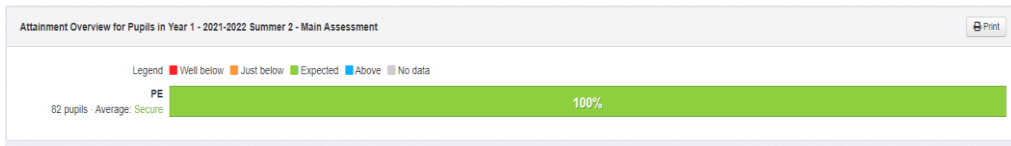
At each milestone data drop, teachers will assess their children on INSIGHT using below, close to, secure, or beyond. As subject lead, I will then analyse the data to find any common gaps in year groups and action these with year group leaders.

As well as this, all objectives that are covered across the year are on INSIGHT for teachers to track after each lesson / FUNS station/ objective is taught. This allows me to see if pupils have achieved their expected outcomes.

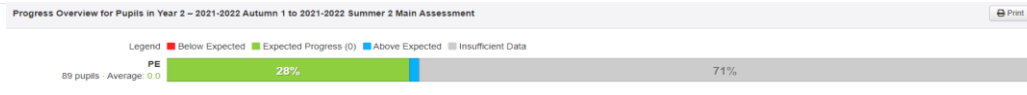
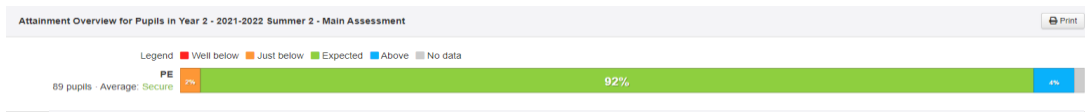
The yearly overview enabled learning to develop their knowledge year on year. Each year groups long term plan is designed to link with each-others. For example, Year 3 4 5 and 6 will all begin the year recapping skills and learning nutrients learnt the previous academic year and build upon these with new vocabulary. This helps promote

consistency across the school and helps children to see links between each year group, especially when they have siblings in alternative year groups. The curriculum is designed and sequenced to build knowledge and skills.

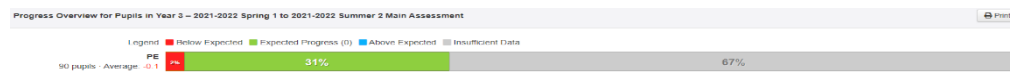
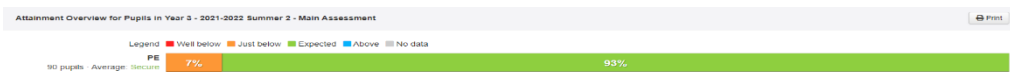
Year 1



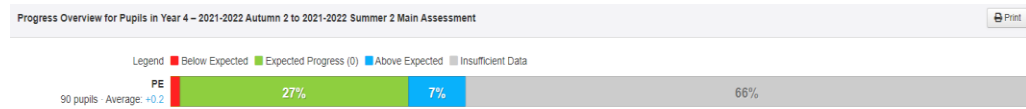
Year 2



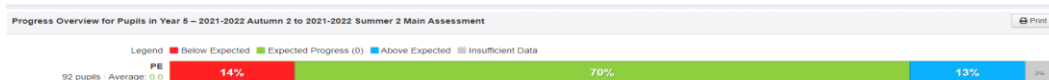
Year 3



Year 4



Year 5



Year 6

