



PE at Spire Junior School



Curriculum Statement

Intent of the PE curriculum

The central aim of our school curriculum is to develop the whole child and shape their minds for positive learning experiences about the world around them. We strongly believe in encouraging curiosity, exploration and developing a strong sense of self-identity.

At Spire Junior School PE is taught in the context of the school curriculum intent:

For our children to develop physical literacy and apply fundamental movement skills within every lesson, we want children to maximise active opportunities throughout PE lessons.

Children are at the forefront of each lesson so they can have a direct impact on their learning throughout the year.

We would like staff to have a clear understanding of the Real PE philosophy and utilise resources through support from PE coordinators, CPD, a CSSP PE specialist and NB from Create development.

Another of our aims is for learning to be enhanced through an extensive after-school club timetable allowing children to experience a wide variety of sporting opportunities.

During the school day we plan for children to be active at regular intervals and we want staff to understand and appreciate the importance of the positive effects of active learning on the brain.

We aspire to increase the number of children who are active and engaged at lunchtimes, leading to a healthy lifestyle which is achieved by eating sensibly, being aware of the dangers of drugs, smoking and alcohol and exercising regularly.

Further to this, we would like children to take the initiative by becoming excellent young leaders, organising, officiating and evaluating what needs to be done to improve, motivate and instilling excellent sporting attitudes in others. We hope these positive attributes will leave a lasting legacy both in and out of school.

Implementation of the PE curriculum

Our curriculum at Spire is carefully planned and organised so as to promote a deep understanding of the projects and concepts that we cover through quality first teaching. We do this by equipping our pupils with the skills and qualities they need to thrive both within the curriculum and within the wider world.

At Spire Junior School our PE curriculum is designed to engage all learners within PE and is done through the Real PE format.



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When implementing our PE curriculum:

- Children develop and apply fundamental skills and movements within every lesson.
- Children can challenge themselves in every lesson or make a task more manageable if it is too difficult.
- Children are at the forefront and have direct impact of their learning within the lesson.
- Staff have a clear understanding of the Real PE scheme through support from PE coordinators, CPD, a CSSP PE specialist and NB from Create development.
- Each half term has a specific focus which we call the '6 cogs'. The 6 cogs are Social, Physical, Health and Fitness, Creative, Cognitive and Personal.
- Learning is enhanced through an extensive after-school club timetable.
- Learning is differentiated to support the needs of every child.
- Swimming and water safety is taught in Year 4.
- Sports Premium Funding is spent effectively to develop a lasting legacy for PE and Sport in school.
- Cross-curriculum links are made through enrichment days.
- Archery linked to survival (Stone Age and Iron Age)
- Fencing linked to battles (Vikings, Romans)
- Martial arts linked to Shang Dynasty
- Tea dance linked to WWII
- Children encouraged to be active throughout the school day.
- Staff understand importance of active learning.
- Children are able to lead their own active play.
- Children enjoy PE and Sport and it is used as a vehicle for positive mental health and wellbeing.
- Continue to employ a play leader to structure activities at lunch times.
- Teach through PSHCE and now the healthy snack policy has been relaunched, monitor it.

School Sport:

- Children given the opportunity to compete in competitive sport and represent the school.
- Targeted approach to identifying groups of children to access school sport at various levels of motivation, competence and confidence aligned to a physical literacy approach.
- A wide range of after-school clubs driven by the pupil voice.

Impact of the PE Curriculum

We are confident our curriculum is successful in the teaching and learning of PE through a variety of monitoring and feedback activities which have taken place through school.



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There is currently one PE co-ordinator who is regularly trained and updated in this fast moving subject area. Alongside the SLT, they are responsible for measuring the impact of PE as well as ensuring that PE is used as a vehicle for whole school improvement.

Assessment is an integral part of the teaching and learning process in PE and Spire Junior School. We focus on clear learning outcomes related to the curriculum and Real PE scheme. Teachers, therefore, are continuously and formatively assessing skills, attitudes, knowledge and understanding.

Our intent is aimed at driving forward whole school improvement. These measures and indications of impact include:

Physical Education

- Regular verbal feedback and effective formative assessment techniques are used within lessons to praise and ensure children are applying the correct technique/skill.
- Termly learning walks to support teacher confidence and children's next steps.
- Children become mini coaches of their own and their peers learning. They support their peers to continue to improve and excel.
- Understand the impact that physical activity has on their own body (linked to science and PSHCE)
- Through the Physical Education Action Plan and Governor Reports, pupil voice and regular reviews can be made to explore the impact of any improvement initiatives.
- Measurable impact of swimming to increase the number of those who can swim 25m.
- Children become more active and continue to do so in adulthood.
- Children continue to lead active lifestyle and realise the importance of activity to support learning.
- Children become more active during playtimes and are given the opportunity to take on leadership roles to encourage the next active generation.
- Children are proud of sporting achievements and want to be more active for the betterment of themselves.
- Children enjoy activities provided for them and give them a love of sport and activity.
- Pupil's attitudes to learning improve as a result the pedagogical approach within physical education lessons. Explicit links are made between learning behaviours (i.e. edit, improve, refine performance) within PE and how these traits and values can become embedded across wider curricular.
- PESSPA plays a vital role in whole school values and has a direct impact on the School Improvement Plan.
- Staff feedback and confidence in the delivery of lessons has increased since the implementation of Real PE.



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The programme is regularly evaluated by the PE coordinator. This takes place through a variety of methods, including learning walks, observation, discussions with PE specialist, pupil feedback, analysis of learning nutrition wheels and targeted team teaching. The views of the pupils, teachers and parents are assessed through questionnaires, and will be used to make changes and improvements to our programme and extra-curricular offer on an ongoing basis.

Staff receive teaching and learning monitoring and support from the PE coordinator.