

## Matching the curriculum to Plymouth CAST's Design Principles – (Physical Education)

### Our intent for P.E. and Sport at St John's

At St John's School, we strongly believe that children should understand the importance of undertaking physical activity in order to develop a healthy lifestyle and the benefits that come from this. It is also important to us that they develop a lifelong love for being physically active and for participating in sport and exercise. Our aim is for all children to have equal access to high quality PE provision across the school, as well as many extra-curricular opportunities. We are members of the Tiverton Community Learning Partnership School Games and compete in a wide range of sporting competitions against other local primary schools.

We were awarded the Gold Award in the School Games scheme for the last two years (2018-2019 and 2019-2020) and are aiming for Platinum next year (2020-2021).

Each class is timetabled to have two sessions of curriculum PE a week  
(or whole afternoon of swimming for 1 half term per academic year) .

Our PE curriculum ensures that the children progress and improve their physical skills capabilities by undertaking a range of different sports and active education that cover all of the elements of the National Curriculum and develop their core skills.

Our wide ranging PE curriculum and extra-curricular sporting opportunities help every child to flourish and enable us to embed our core gospel values such as courage, humility, kindness and integrity.

Design Principle	Design Principle Met? (Y/N)	Comment/Evidence/Example
The curriculum delivers our vision and enables our mission	Y	PE intent (above) references links to gospel values of integrity, kindness, courage and humility and by allowing every child to flourish within PE (Shine!). Within sport and games, the children are actively taught and encouraged to show and some of the Gospel Values which make them a good team player, develop their individual talents alongside the talents of others with whom they are working and show courage to try out new skills and games. Through PE teaching, children develop the knowledge and skills to lead an active lifestyle, work as part of a team and has high aspirations for all children to access sport and games (e.g those with SEND).
Our Gospel Values permeate the curriculum and daily life	Y	
Catholic life is explicit and fundamental to every aspect of school life	Y	
Laudato Si is a continuous element	Y	PE teaching encourages children to lead an active lifestyle and promotes the need for being active in lifelong learning. Being active, in turn helps children to recognise their impact on the wider world (e.g walking to school rather than travelling by car, riding their bikes etc).  Teaching in PE focuses on leading a healthy lifestyle through being active, healthy eating, emotional health and well-being and recognising the long term gains of being active and enjoying sports and games with others.
The curriculum is at least as broad and ambitious as the National Curriculum.	Y	Our PE curriculum ensures that the children progress and improve their physical skills capabilities by undertaking a range of different sports and active education that cover all of the elements of the National Curriculum and develop their cores skills.  Our PE curriculum also matches the PEDPASS scheme for the development of physical skills across schools in Devon. This ensures progression between year groups, building on prior knowledge, ability and attainment
The curriculum is broad and ambitious for all children including those who are disadvantaged and those with SEND	Y	
Knowledge of vocabulary; knowledge of concepts and	Y	

<p>ideas drawn from subjects; knowledge of interconnected webs of concepts/ideas/vocabulary is explicitly planned for.</p>		<p>in previous year groups.</p> <p>Progression maps designed by the PE leader alongside the Devon PEDPASS scheme, make teaching and learning explicit for class teachers delivering, defining the vocabulary, subject content and making progression links clear.</p> <p>Core Tasks within the PEDPASS scheme allow teachers to assess children's prior learning and build upon this with activities to suit the needs and abilities of pupils in the class, whilst clearly stating age appropriate learning and vocabulary for each year group to be taught.</p> <p>Our PE curriculum offer was changed in 2018-2019 to reflect a wider range of sports and games, encouraging participation for all, including those who were previously inactive or with low activation levels, those with SEND and more able children, who already participate at a high level within sport outside of school. Including Yoga onto the curriculum this year allowed many children who had previously been inactive in PE lessons to enjoy taking part and achieve within PE lessons and extra-curricular sporting opportunities. 56% of children who were previously inactive or had not attended a club before have now attended a physical extra-curricular</p> <p>Specialist sports coaches provided CPD for teachers to develop their teaching in a wider range of sports and games and helped staff to explore how to ensure differentiation and different levels of learning could be present within a taught PE session. Specialist coaches worked alongside all teaching staff from EYFS to Y6 to deliver a wide range of sporting activities, including Yoga, Dance, Rugby Tots, Games, Gymnastics and Swimming.</p>
<p>The curriculum enables the mastery of a body of subject specific knowledge defined by the school.</p>	<p>Y</p>	<p>We are members of the Tiverton Community Learning Partnership School Games and compete in a wide range of sporting competitions against other local primary schools. Our PE curriculum and sports chosen to be taught within our PE curriculum, reflect the KS3 and KS4 curriculum at our feeder</p>
<p>The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge for future</p>	<p>Y</p>	

<p>learning and employment</p>	<p>high school and match the competitions offered, allowing us to send teams to participate in competitive sport and preparing our children for later PE learning at secondary school. The Y5/Y6 netball team qualified for the Devon Finals at the School Winter Games. We also held x2 lifesaving sessions in July 2019, for 23 x Y6 children who had achieved the 50m swimming distance.</p> <p>Working alongside the SGO (School Games organiser) at the local High School, the PE leader has designed a curriculum that prepares all children for future PE teaching, whilst allowing all children to find a love of sport through a wide range of sporting activities offered.</p> <p>100% of classes Y1-6, 83% of children in Y1-6, 78% of PP pupils have now attended sports events organised by TCLP against other local Tiverton Schools.</p> <p>Sports such as Yoga and Golden Mile, were introduced to encourage all children to be active and achieve within sports and games St John's are placed 11<sup>th</sup> in the South West Golden Mile School's leader board and 89% of children have achieved at least their 5 mile distance this year. 85% of pupils (Y1-Y6) access the Golden Mile lunchtime clubs. with 61% of PP children access Golden Mile Club.. 56% % of children who were previously inactive or had not attended a club before have now begun the Golden Mile.6% of children who were previously inactive or had not attended a club before have now attended a physical extra-curricular</p> <p>Percentages of children attending physical extra-curricular clubs are rising term by term</p> <p>Autumn Term 2019 = 57%</p> <p>Spring Term 2020= 63%</p>
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		<p>Lunchtimes are more active (x5 days) with a range of free physical clubs being run for <b>all</b> children to participate in.</p> <p>76% of PP children access a physical lunchtime club at least x1 a week</p> <p>85% of all children access a physical lunchtime club (dance, golden mile, football, running, sports crew playground challenges etc).</p>
The curriculum enables children to develop an in-depth understanding of topics – a mastery approach	Y	<p>The PE teaching programme and medium term plans, start from children's prior physical knowledge and sporting ability and are developed and built upon by the next teaching block (e.g. Rugby Tots at EYFS develops into Tag Rugby within KS2).</p> <p>Teaching in all areas of PE (games, gymnastics, dance outdoor education and swimming) are progressional and children develop and build upon their prior learning, referring to what they have already learnt and how this impacts on their new learning (e.g. how the rules for movement with the ball in netball</p>
The 'discipline' of each subject shows children how to develop the knowledge and skills to become 'historians, artists, musicians, linguists, geographers, mathematicians, scientists, professional sportsmen and women etc	Y	<p>Our commitment to offering high quality PE opportunities for every child was recognised when we were awarded the Gold Award in the School Games scheme for the last two years (2018-2019 and 2019-2020) and are aiming for Platinum next year (2020-2021).</p> <p>Developing children as future sports men and women is built into our curriculum and the gospel values taught through PE and our mission for life long learning. We aim for all children to develop a love for sport and games at a level they enjoy and continue to engage in physical activity in later life.</p> <p>Participation in competitive sport at school level also encourages children to recognise success, team work and aspiration (and losing!) as an individual and as a team member. At St John's, every child has the opportunity to represent the school in sporting and games activities at competitive and</p>

		<p>non-competitive levels. Children's own achievements in sports and games outside of school is also recognised in whole school achievement assemblies, in the school newsletter and on the school PE display boards.</p> <p>Visiting Sporting Heroes (Ex-Olympians, Para-Olympians and local sports people) show children how high level participation in sport can be achieved and encourages children to set their sporting aspirations for future life.</p>
Literacy and mathematics are identified and exploited across the curriculum so that much learning is in context and applied	Y	<p>Although PE, has no formal links to English and Maths, class teachers are introducing vocabulary (tier 3) across all subjects including PE. Children are taught technical vocabulary, set for each year group and this is then revisited and extended in the next year group – (e.g forward roll – tuck roll).</p>
Topics, syllabuses, learning activities, texts, visitors, media, examples, discussions etc are carefully chosen to be fully inclusive and inline with our vision, mission and values	Y	<p>Other subjects, such as Maths, RE, History etc are taught and links made when discussing sports and PE, such as the formation of the Olympics (Ancient Greece) and angles in balances in Gymnastics. Class Teachers use their PE progression maps in conjunction with their long term class plans for other subjects to plan when links can be made in the children's learning.</p> <p>Sports Week, allows the children dedicated time to focus on cross curricular PE across the week, building in other curriculum subjects. Children may write a biography or fact file on a famous sporting hero, research a country in the Olympics/World Cup or plan a presentation about their classes' favourite sport.</p> <p>Last year, we invested in and we will continue to teach a programme called Fun Triton. The aim of this programme is to link the PE, Science and PSHE curriculum together. This programme allowed the children to explore how to lead active healthy lifestyles and the effect of this on their mental well-being.</p>
Children are effectively prepared for tests and public examinations	Y	<p>Although, there are no formal tests for PE in Primary School, children are assessed in their swimming ability at the end of Y6 and this is reported to</p>

		<p>the LEA and government. In 2019, 84% of children could meet the Government target for swimming confidently and competently over 25m. Many children exceeded this, with 5 children swimming over 1 mile.</p> <p>EYFS children are given a score against the Physical development ELGs at the end of their Reception Year. Last year, 100% of EYFS children achieved the ELG for Physical development and 34% of pupils exceeded the National requirements for PE at the end of EYFS.</p> <p>Every child, is given an attainment level in PE at the end of each year group (WT ARE, ARE or Above ARE) and this is reported to parents on their summer term report. Class Teachers handover children's abilities in PE to the next class teacher, allowing their prior level of attainment to be built upon in the next year group.</p>
Children are effectively prepared for the next stage of education	Y	Our PE curriculum and the sports chosen to be taught within our PE curriculum, reflect the KS3 and KS4 PE curriculum at our feeder high school and match the competitions offered, allowing us to send teams to participate in competitive sport and preparing our children for later PE learning at secondary school.
Every child learns about the world of work and further study	Y	Visiting Sporting Heroes (Ex-Olympians, Para-Olympians and local sports people) show children how high level participation in sport can be achieved and encourages children to set their sporting aspirations for future life.
Where appropriate, literacy and mathematics are found and exploited across the curriculum so that much learning is in context and applied – the development of individual subject knowledge, understanding and skills takes primacy	Y	<p>Although PE, has no formal links to English and Maths, class teachers are introducing vocabulary (tier 3) across all subjects including PE. Children are taught technical PE vocabulary, set for each year group and this is then revisited and extended in the next year group – (e.g forward roll – tuck roll).</p> <p>Other subjects, such as Maths, RE, History etc are taught and links made when discussing sports and PE, such as the formation of the Olympics</p>

		<p>(Ancient Greece) and angles in balances in Gymnastics. Class Teachers use their PE progression maps in conjunction with their long term class plans for other subjects to plan when links can be made in the children's learning.</p> <p>Sports Week, allows the children dedicated time to focus on cross curricular PE across the week, building in other curriculum subjects. Children may write a biography or fact file on a famous sporting hero, research a country in the Olympics/World Cup or plan a presentation about their classes' favourite sport.</p>
Quality learning experiences drive learning	Y	The PE teaching programme and medium term plans, start from children's prior physical knowledge and sporting ability and are developed and built upon by the next teaching block (e.g. Rugby Tots at EYFS develops into Tag Rugby within KS2).
Children are taught to retain, recall, apply and explain their learning	Y	Teaching in all areas of PE (games, gymnastics, dance outdoor education and swimming) are progressional and children develop and build upon their prior learning, referring to what they have already learnt and how this impacts on their new learning (e.g. how the rules for movement with the ball in netball)
Assessment systems support teachers in identifying and addressing gaps in pupil learning across the curriculum	Y – to be developed further	<p>Every child, is given an attainment level in PE at the end of each year group (WT ARE, ARE or Above ARE) and this is reported to parents on their summer term report. Class Teachers handover children's abilities in PE to the next class teacher, allowing their prior level of attainment to be built upon in the next year group.</p> <p>As a school, we are now exploring developing the use of assessment systems in the wider curriculum. We currently use Core tasks on the PEDPASS schemes and our progression maps to assess children's attainment in PE, and are now looking to develop this further in a tracking system.</p>



		<p><i>This will allow class teachers to identify gaps within individual and class learning in PE and as subject leaders allow us to monitor and set targets for individuals and classes across the school.</i></p> <p><i>In 2019, we invested in I-pads for PE assessments, allowing teachers to record evidence of the children's learning and abilities within PE, and upload them onto the tracking system we were using. Since, the academy have moved away from the tracking system used, and we are now looking at how to develop this further.</i></p>
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