

# Church Hill School PHYSICAL EDUCATION Curriculum Implementation

## Wellbeing

We believe fostering positive mental health and wellbeing is the foundation for all learning and growth. Our curriculum, including the 'hidden curriculum' of school culture, supports all pupils to develop a positive self-image and equips them with the knowledge and skills they need to look after their mental and physical health.

**Respectful**

**Friendly**

**Determined**

**Kind**

**Courageous**

**Tolerant**

**Planning**

**Teaching**

**Assessment**

**Review and  
Development**

**Inclusion and  
diversity**

**Cultural Capital  
and Partnership**

Our curriculum will use learning themes linked to the national curriculum objectives. Each theme focuses on 3 key words that frame the success criteria of the unit.

Each unit will have a MT plan with clear outcomes and objectives set out. Suggested LOs and Lesson plans with diagrams will support and suggest ways to achieve the objectives of the unit for the teacher to adapt.

Focusing on the 3 core outcomes in the learning theme allows teachers to spend time on developing deeper understanding for their students

A spiral PE curriculum will focus on revisiting these learning themes with added complexity and different concepts to build on knowledge and understanding.

Our planning will focus on our 4 strands of holistic PE: Physical ME, Social, ME, Thinking ME and This is ME

Learning objectives should be shared and represented visually for children to be aware of their learning journey. Key questioning should focus on the teacher facilitating this process.

Pedagogical approaches should be appropriate and support targets of children being active for at least 80% of the lesson.

A games-based approach in many of our units will motivate children and develop wider cognitive and social skills more effectively.

Support staff should be actively engaged in supporting the teaching in all PE lessons.

Children should be aware of options to adapt tasks for their level of confidence.

Children will be assessed using our 4 holistic curriculum areas against objectives set out in the MT plan.

Continuous assessment against the learning objective and success criteria should be ongoing in each lesson through observation.

Assessment will impact future teaching within the lessons and in the upcoming lessons. Tasks will be adapted in the moment for individuals and affect the focus of the next lesson.

Children will build their understanding of how to assess their own progress and adapt tasks in a variety of ways to suit their stage of development.

Assessment will affect groupings, support, challenges and intervention groups

Progress in the 4 learning areas will be recorded and monitored at the end of each unit against key stage expectations.

We will monitor teaching through lesson observations conducted by the PE lead and Barnet PE consultant.

Staff training and development will include:

Team teaching and meetings with selected members of staff each half term.

Mentoring of PE team with PDP meetings, reading tasks linked to current research and target setting.

Curriculum areas will be reviewed each term within the PE team and the team will discuss where they need to be developed or changed based on feedback and assessment of children

Subject lead and assistant lead to complete PE specialism courses and take active role in CPD sessions within the local area and online.

We will ensure everyone is included in our sessions through:

An inclusion section in planning and assessment documents.

A variety of differentiation options included in lesson plans allowing children to adapt tasks.

Including a range of different, accessible equipment.

Planning in and fully utilising support staff to support the learning in PE sessions effectively.

A holistic curriculum that supports the celebration and development in wider PE areas rather than just physical skills.

Displays and assemblies that celebrate everyone's achievements in PE

Participation in inclusive sports events.

We will build links with local community through sports clubs that can provide further physical opportunities for families and students.

Events, competitions and festivals within and outside of school

Cultural capital will be developed through creating exciting sporting/physical experiences within schools and outside events e.g. fun run, dance festival

We will embrace current sporting events achievements taking place around the world. E.g. world cup, Olympic Games.

Our curriculum will link to sports and physical activities that take place in different cultures all over the world.

Physical activity and PE will build links across the curriculum.