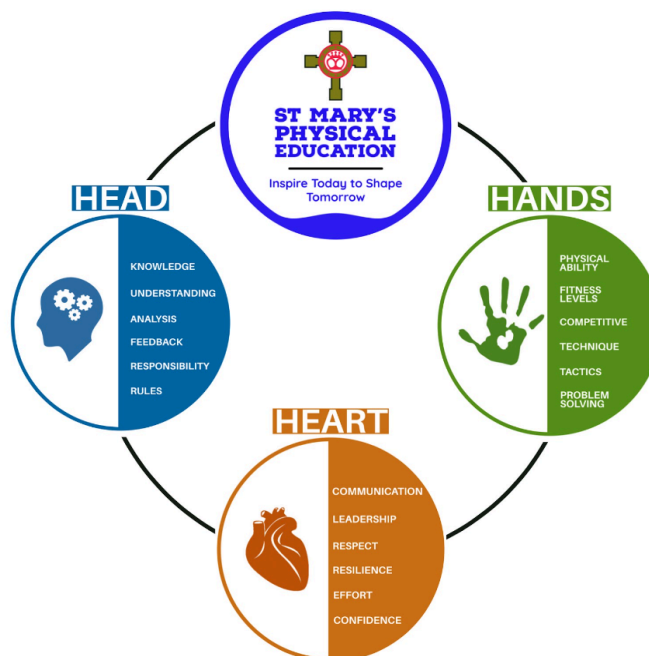


# PE Curriculum Statement

Subject Leader - Justin Bingham



## Intent

St Mary's Middle School offers a PE curriculum that strives to provide a broad range of experiences that helps the pupils engage and progress within a positive environment. Through our Head, Heart, Hands model, we endeavour to improve pupils' physical and mental performance in a range of sports and physical activities whilst nurturing their personal skills.

Our core curriculum also has personal skills and fitness units of work that are thread throughout the year. Emphasising how important these areas are for the pupils long term physical, social and emotional development

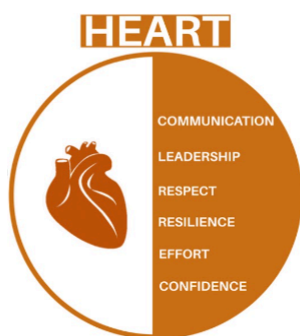
## Implementation



### Head

- Knowledge - the know-how to apply declarative facts, such as applying the tactics to a practice situation or modified game.
- Understanding - the ability to recognise the importance and impact of the physical, social and emotional elements of PE.
- Analysis - pupils have the opportunity to analyse personal and peer performance using a range of techniques.
- Feedback - constructive feedback using PE specific vocabulary is a key aspect of the pupil's development.
- Responsibility - displaying responsible traits across a range of experiences and scenarios.
- Rules - the implementation and understanding of rules across a wide range of sports and activities

## Implementation



### Heart

- **Communication** - pupils have the opportunity to experience a range of communicative methods
- **Leadership** - leadership opportunities are provided to the pupils in both curricular and extra curricular areas
- **Respect** - through a range of individual and team based activities pupil's are encouraged to display respect in all areas of PE.
- **Resilience** - pupils are taught how resilience can play a key part in both individual and team play scenarios.
- **Effort** - pupils' ability to demonstrate a high level of effort towards their development is core to our PE curriculum.
- **Confidence** - we foster the pupil's confidence in a well balanced manner, giving the pupil's the opportunity to become more self aware of their ability.

## Implementation



### Hands

- **Physical Ability** - pupil's physical ability is developed across a wide variety of areas.
- **Fitness Levels** - fitness levels are developed in a fun, exciting and developmental way with a key focus on long term benefits.
- **Competitive** - learning to become competitive in a well balanced way is fundamental to the development of a pupil's ability to challenge themselves in a healthy way.
- **Technique** - technique plays a key role in the physical development and understanding of how various sports and disciplines are performed.
- **Tactics** - understanding how tactics and strategies play a key role within a competitive environment
- **Problem Solving** - developing the ability to problem solve allows pupils to enhance and adapt performance and outcomes

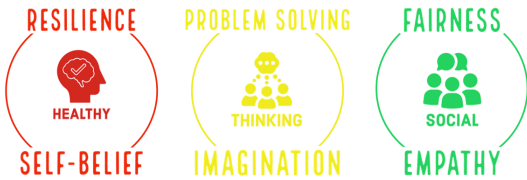
# Implementation

## Personal Skills

Each year group has a tailored personal skills programme that helps them to progressively develop personal skills through PE.



### YEAR 5 PERSONAL SKILLS



### YEAR 6 PERSONAL SKILLS



### YEAR 7 PERSONAL SKILLS



### YEAR 8 PERSONAL SKILLS



# Implementation

## Fitness

Each year group have their own area of fitness development.



MY BODY & ME

TESTING FITNESS

NUTRITION

YOGA

CIRCUIT TRAINING

MEANING OF FITNESS

WARM UPS, COOL DOWNS AND STRETCHES



COMPONENTS OF FITNESS

CARDIOVASCULAR FITNESS

FLEXIBILITY & BALANCE

SPEED & REACTION

AGILITY & COORDINATION

POWER & STRENGTH

WARM UPS, COOL DOWNS & STRETCHES



AEROBIC ENDURANCE

COOPER TEST [ASSESSMENT]

PACING

HEART RATE

RUNNING & BREATHING TECHNIQUE

COOPER TEST [BASELINE]

WARM UPS, COOL DOWNS & STRETCHES



TRAINING METHODS

FINAL ASSESSMENT [PRACTICAL]

FINAL ASSESSMENT [PLANNING]

PLYOMETRICS

CARDIO & SAQ

MUSCULAR STRENGTH & ENDURANCE [SETS & REPS]

WARM UPS, COOL DOWNS & STRETCHES

## Impact

The impact of St Mary's PE curriculum is measured and driven through:

- **Assessment-Driven Development** - use of continued formal and summative assessments to create positive and meaningful targets for student development, ensuring a tailored approach to each student's progress. This is tracked through the pupil's PE Assessment booklets.
- **Feedback** - pupils receive feedback that's based on technique, performance and decision-making.

Whole class feedback offers live feedback, normally based on performance. Strengths and misconceptions are identified. When misconceptions are identified, targets are set depending on the activity and skill set of the individual or group.

1:1 feedback is used to identify strengths and areas requiring improvement within an individual's performance. This can be either physical or verbal. Pupils receive *continuous feedback* during the performance of a skill or movement and *terminal feedback* after a skill or movement.

**Pupils are given the opportunity to develop their ability to offer constructive feedback in the form of peer assessment and self assessment. They're provided a framework to work from and encouraged to develop this framework into a more tailored approach suiting themselves and their peers.**

- **Participation - pupils are encouraged to track their engagement and participation in extracurricular clubs, sporting fixtures and each of the school's termly sports days.**
- **Improved Skills and Knowledge - pupils demonstrate a deeper understanding of sports rules, strategies, and health principles, alongside improved physical ability.**
- **Enhanced Emotional and Social Skills - Students showing greater teamwork, resilience, respect, and responsibility both in and out of PE classes.**