



Intent	Implementation	Impact
<p>At James Elliman Academy, it is our intent that PE is inclusive, enjoyable and equips children with long lasting life skills. They will develop key skills through engaging in an enriched learning experience.</p> <p>The curriculum map outlined on the Get Set 4 PE platform has been ordered to promote a gradual progression of units and skills that will be taught by the sports coach and during teacher led lessons.</p> <p>We use the Sports Grant and after school sports clubs to ensure that all pupils have access to:</p> <ul style="list-style-type: none"> • developing competence to excel in a broad range of physical activities • being physically active for sustained periods of time • engaging in competitive sports and activities • leading healthy, active lives. <p>Our PE curriculum reinforces our six school values: resilience, integrity, democracy, creativity, gratitude and diversity to allow children to develop transferable skills across the whole curriculum.</p>	<p>Children are taught in accordance with the 2014 NC for PE:</p> <p><u>Key Stage 1</u></p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. <p><u>Key Stage 2</u></p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • taught to swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] and perform safe self-rescue in different water-based situations. 	<p>PE assessment is ongoing throughout every PE lesson and across the curriculum to help teachers with their planning, lesson activities, targeted pupil support and enable appropriate challenge to all children.</p> <p>Pupils are given feedback and next steps to respond to in order to personalise learning and provide them with opportunities to edit and improve their skills and understanding.</p> <p>The impact will be measured through:</p> <ul style="list-style-type: none"> • Lesson visits - demonstrating children’s enthusiasm about and engagement with their learning. • Pupil Voice - evidence children’s enthusiasm for the subject, aspirations for PE based career choices and children’s abilities in recalling and applying their PE knowledge to a range of contexts. • Discussions with pupils • Assessment – observations of lessons and after school clubs. • PE theory worksheets. • Improvement in techniques and understanding of their role within a team or as a solo sports person. • Goal setting and achievement • compare their performances with previous ones and demonstrate improvement to achieve their personal best.