



PHYSICAL EDUCATION (PE) Intent

The PE curriculum is designed to inspire and engage all pupils into participating in physical activity. It gives pupils the chance to take ownership of their own health and fitness along with incorporating healthy choices into their lifestyle. This curriculum is ambitious for all, including those for whom some adaptations are made.

The curriculum focusses on the development of agility, balance and coordination, healthy competition and cooperative learning through appropriate challenge and support. Pupils develop a knowledge of these fundamental skills and are able to apply them into competitive situations as well as developing teamwork and collaboration. The curriculum supports them in being physically confident and understanding how this contributes to their overall health and physical and mental well-being. Pupils are physically active for sustained periods of time.

The curriculum content builds progressively through the themes of:

- **Motor competence**
- **Rules, strategies and tactics**
- **Healthy participation**

Subject specific language is taught so that pupils use specialist and technical vocabulary to question, provide feedback on performance, apply strategy and communicate effectively within a team. Pupils engage in a range of activities so that they can make personal choices and develop a lifelong love of physical activity, sport and exercise. These include:

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|----------------|-------------------------|-------------------------|
| • athletics | • gymnastics | • striking and fielding |
| • badminton | • hockey | • swimming |
| • ball skills | • invasion | • tag rugby |
| • basketball | • net and wall | • target games |
| • cricket | • netball | • team building |
| • dance | • outdoor | • tennis |
| • dodgeball | • adventurous | • volleyball |
| • fitness | • activities | • yoga |
| • fundamentals | • rounders | |
| • golf | • sending and receiving | |

All children, have swimming instruction during their time in school which enables them to swim competently, confidently and proficiently, with a range of strokes, over a distance of at least 25 metres.

Pupils develop:

- **'substantive knowledge'**, which is the knowledge and **subject-specific vocabulary** concerning movement, rules, tactics, strategies, health and participation. This knowledge is not a list of disconnected facts; it is explicitly linked to the content being taught.
- **'disciplinary knowledge'**, is the know-how to apply substantive knowledge. This might include applying the tactics to a practice situation or modified game.



We promote the **cultural development** of pupils by providing a range of opportunities to participate in and respond positively to sporting and cultural activities. This includes extra-curricular activities for all. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Overall Reading Enhanced Curriculum Intent

Our reading-enhanced curriculum excites pupils to ask questions and learn new knowledge and skills. Our curriculum builds **pupils' substantive and disciplinary knowledge progressively over time**, from the moment they start school in the Early Years. It prepares them well for the Key Stage Three curriculum.

The reading-enhanced curriculum has **reading for purpose built into all learning**. Units of work have a high-quality, age-appropriate driving text assigned that is used as the catalyst to impart curriculum knowledge and promote questioning. These texts are carefully selected to engage, inspire and deepen understanding. Alongside this, supplementary texts and bespoke knowledge organisers enable pupils to enrich their knowledge, subject-specific vocabulary and curriculum skills. **Every curriculum session includes reading for purpose**, from either the driving book or a supplementary text. Pupils then use this as a stimulus to discuss new knowledge, deepen their enquiry skills and form links in their learning.

The long-term plan is devised so that there are clear subject links within a unit, enabling pupils to make **connections in their learning**. This is also the case with the subject strands, where skills correlate with other subjects. For example, the skills within similarities and differences in history work parallel with making comparisons in geography.

Pupils learn subject content in the reading-enhanced curriculum prior to accessing the reading strategy texts. For example, in the Year 5 Democracy unit, pupils learn about the Gunpowder Plot. This prepares them with background knowledge for reading *Black Powder* in Year 6. This ensures that pupils have a further opportunity to demonstrate knowledge in a different context, build schema and reinforce retention of knowledge.

Pupils master knowledge progressively through each year, phase and key stage. The needs of all pupils have been carefully considered when setting this ambition. This ambition remains high but **may be adapted by support and resources, for example, for those pupils with SEND**.

The **most important knowledge we expect pupils to remember is identified as take-aways** in each subject. Reinforcing our strong belief in fostering enquiry, all units have an **overarching Big Question** as its title and each session has a **threaded Big Question**: all of which are used to assess pupil progress.

Influential people are also paramount to the curriculum and are used in all subjects. These are selected to span different eras and link directly to the unit of work pupils are learning. By incorporating a diverse range of people (e.g., historians, scientists, entrepreneurs), new learning is put into a real-world context, developments within a subject historically are seen and pupils are given an insight into how their learning impacts on the world around them and **inspires them to pursue future careers**.



Throughout the REC curriculum, we take every opportunity possible to **promote pupils' spiritual, moral, social and cultural development.**