



## *PE Intent, Implementation and Impact Statement*

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*Our Vision is of an inclusive, happy and successful school at the heart of the local community. Together, our families and staff help our children to become confident, independent learners that care for themselves, each other and the environment around them. Be brilliant, be bold, be kind and together we will believe, learn and achieve.*

**Subject title and name of Lead: PE Rachel Haines**

### **Curriculum Intent**

At Marlborough St Mary's, our engaging, active curriculum is inclusive, experiential and rooted in our Christian values. We enrich children's learning through practical, cross-curricular experiences that spark curiosity and resilience, enabling every child to thrive. We place a strong emphasis on the fundamental skills of reading and talk, ensuring our pupils develop a love of reading that opens doors to knowledge and imagination and the ability to communicate with clarity, confidence and respect. We want our pupils to feel a strong sense of connection: to each other, their families, our school and the wider community. Through partnerships with local schools, businesses and community groups, children learn to see their place in the wider world and understand how they can contribute positively to it. We also believe that joy should be at the heart of childhood. Our curriculum is deliberately designed to create moments of happiness, wonder and delight - experiences that make pupils smile, laugh and love learning.

Our curriculum is challenging, sequential and aspirational for all. It builds knowledge and skills over time while linking learning to real-life experiences. In doing so, we support children to grow independence, creativity and self-belief, preparing them to take their place as responsible and compassionate citizens of the Marlborough community and as citizens of the wider world.

### **Subject Intent**

At Marlborough St Mary's, we want all pupils to have positive, meaningful experiences of physical activity that inspire a lifelong love of sport. All children will recognise that physical activity is essential to a healthy lifestyle and will understand how this, combined with healthy eating, supports both physical health and mental wellbeing. Each child will experience a wide range of sports and physical activities appropriate to their age and stage, enabling them to develop fundamental skills, fitness and confidence within a safe, purposeful and stimulating environment.

Our PE curriculum is strengthened by our four foci: **Talk, Read, Connection and Joy.**

- **Talk:** Pupils learn to communicate clearly and respectfully, discussing tactics, reviewing performance, and using accurate vocabulary to express their ideas and reflections.
- **Read:** Children engage with written instructions, visual guides, rules of games and athlete stories, helping them deepen their understanding of skills, strategy and healthy living.
- **Connection:** We harness sport's unique ability to build relationships. Pupils learn cooperation, tolerance and teamwork, applying our school values not only in lessons but in clubs, festivals and competitions. Through links with local clubs, sports leaders and the wider community, children understand how sport connects them to each other, their families and the world beyond school.
- **Joy:** Childhood should be filled with happiness. We intentionally design PE experiences that spark joy — memorable moments that make children smile, laugh and love being active simply for the pleasure of it.



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We want every child to recognise their own strengths and areas for development, and to support others in reaching shared goals. Through competitive opportunities delivered in a caring, safe and supportive environment, pupils will learn to “win well” and “lose well,” taking pride in their efforts and achievements. Strong partnerships with local clubs will continue to ensure that children have further opportunities to thrive in their chosen sports.

### **Curriculum Implementation**

Teachers ensure that learning objectives link directly to the PE progression document and the timetable set by the PE Lead and PE Coach. All pupils have two PE lessons each week, with one taught alongside our PE Coach.

Lessons are creative, engaging and varied, with teachers and the PE Coach using high-quality questioning — including *think, pair, share* — to ensure pupils understand each learning objective. Planning is inclusive so that children with differing skill levels, fitness levels and disabilities can participate fully.

### **Talk and Read are embedded throughout lessons:**

- Pupils engage in purposeful discussions about technique, teamwork and problem-solving.
- Where appropriate, instructions are presented in written format so pupils practise reading to understand and carry out tasks; for example, instructional cards in a tri-golf circuit.
- In dance, a broad range of vocabulary (e.g., synonyms for verbs such as *fly* or *walk*) is explored to help children express movement creatively.

Assessment focuses on core skills that will give all children the physical literacy they need to take part confidently in any sporting activity. Teachers and the PE Coach establish strong behaviour expectations to ensure safety, and pupils understand how to keep themselves safe during physical activity.

Warm-ups and cool-downs are built into every lesson, modelling the importance of caring for the body. When appropriate, pupils lead these routines. Teachers and the PE Coach model their thinking when demonstrating skills (e.g., explaining safe body positions in gymnastics).

Teachers and the PE Coach make connections to wider learning such as nutrition, wellbeing and emotional regulation. They also create opportunities for children to demonstrate school values in real sporting contexts.

All pupils will be able to explain, in age-appropriate language, what happens to their bodies when they exercise. Extra-curricular opportunities, including lunchtime and after-school sports clubs, ensure every child has access to additional physical activity.

Through our commitment to **Connection**, all children will have taken part in both intra- and inter-school festivals or tournaments by the end of Year 6, and will have experienced coaching from community specialists such as Marlborough Tennis Club or Marlborough Youth Football Club.

Ongoing professional development supports staff knowledge and aligns with our School Development Plan.



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### **Impact**

Pupils enjoy their PE lessons and feel pride in their personal achievements. They demonstrate improved fitness, confidence and physical literacy, and can identify their own next steps. Children recognise the contribution they make to the school's sporting life and celebrate the success of all.

Our four foci are evident in their outcomes:

- They **talk** with confidence about their learning.
- They **read** to support their understanding of skills, rules and routines.
- They feel a **connection** — to their peers, their families, the school and the local community — through shared sporting experiences.
- They experience **joy**, developing positive attitudes towards physical activity that will last beyond primary school.

Notable moments of effort, teamwork and success are recorded on Dojo and shared with families and the wider community.