



P.E: Intent, Implementation and Impact Statement.



This document outlines: the intent and rationale behind the PE curriculum, how to deliver it and how to measure pupil progress.

School Curriculum Intent:

For our learners our curriculum provides:

- a value-based curriculum, building from a foundation of Christian values developed at the Infant School (C of E), and enhanced at the Junior School (Community), to prepare our learners to be inclusive, respectful of themselves and others, and enable them to contribute fully within our modern, multi-cultural, British society;
- responsible citizens, successful learners and confident individuals;
- opportunities to enrich the life of our learners and provide vibrant experiences to make learning real, to open their minds to wider worlds beyond their own, and to enable them to empathise with each other, and others in different circumstances, from different backgrounds, places and times;
- a linked, language-rich curriculum to develop deep understanding and cultural capital;
- development of characteristics to enable them to contribute fully within their school and wider community, now and into the future;
- skills to develop positive relationships, and high expectations of behaviour; enabling everyone to be the best possible versions of themselves;
- a range of knowledge and skills to be equipped for the next stage of education.

PE Intent:

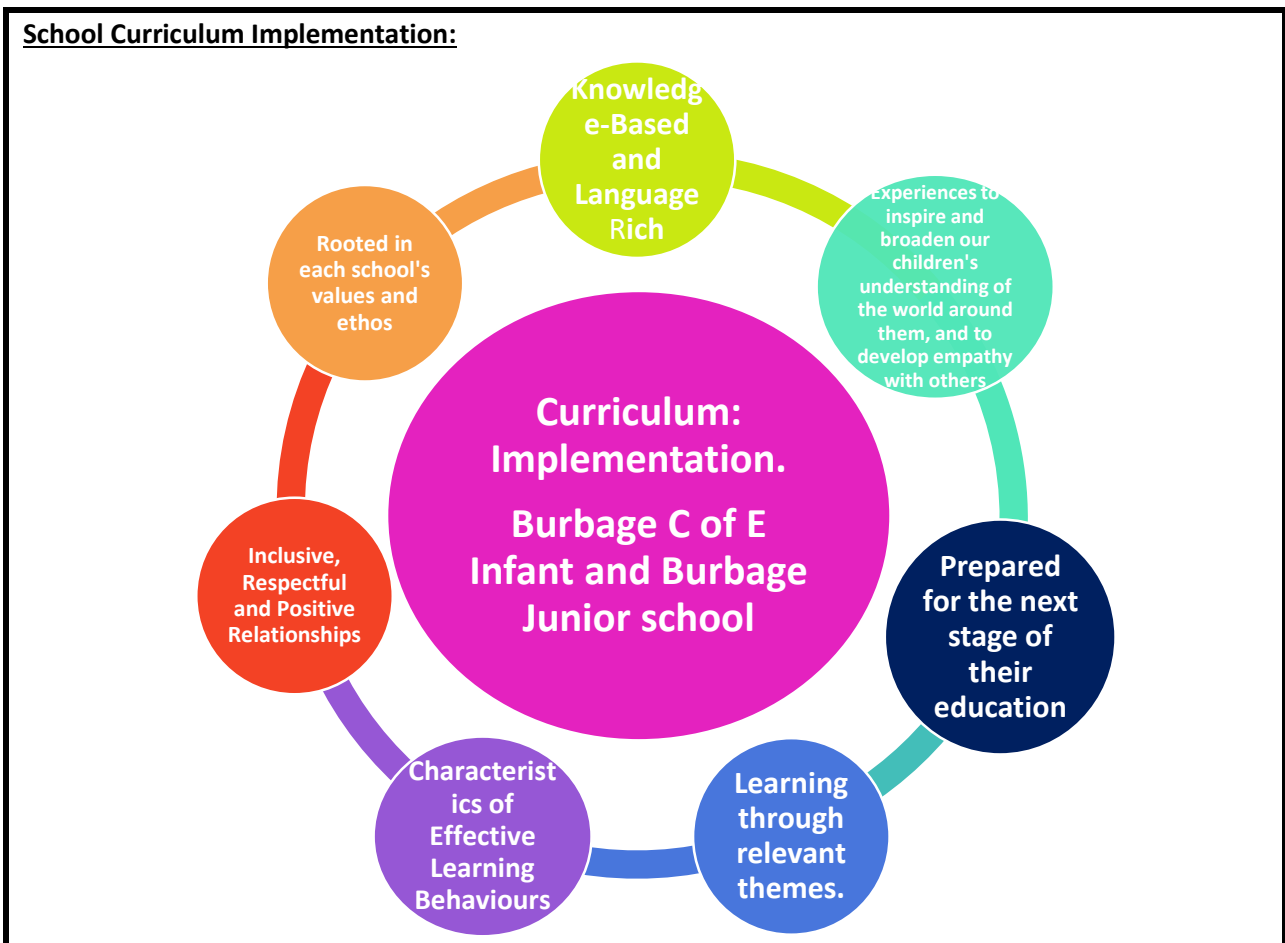
At Burbage Junior school we use a mixture of Real PE, Get Set for PE and Swim England.

With a national emphasis on increasing physical activity and a healthy lifestyle for children, Physical Education is a high priority for us at Burbage Juniors. In becoming a Real Legacy school, we have a broad and ambitious curriculum which is designed to promote the teaching and development of the knowledge and skills needed for pupils to lead a healthy and active life. PE lessons encourage pupils to persevere with physically demanding activities leading to success in sports, gymnastics, dance and swimming. We aim to provide opportunities for pupils to become physically confident to support health, fitness and well-being.



At Burbage Junior School PE provides all pupils, including SEND and disadvantaged pupils, with the opportunity to learn how to be successful participants in physical activity. Pupils will understand what physical activity looks and feels like and how, with practice and coaching, they can improve their individual skills to reach high quality outcomes. During PE lessons pupils will practise the skills needed for a particular sport or other physical activity and will be physically active for a sustained period of time. Pupils will have the opportunity to engage in a broad range of competitive sports and activities to ensure they have opportunities to excel.

Implementation



PE Implementation:

The PE curriculum has a clear aim and pupils have carefully planned and sequenced opportunities to develop and interact in a supportive environment through constant high-quality and prolonged learning. The aim of PE is not to prepare elite athletes; instead, it is to enable children to flourish at each



stage of their education. As with all curricular subjects, developing competence is positively associated with motivation.

Competence to participate is conceptualised as three pillars of progression.

Pillar 1: Motor Competence. This is a person's ability to make a range of physical actions which include coordinating fine and gross motor skills. These enable pupils to participate in everyday activities as well as to play and participate in physical activity.

One of the outcomes of the PE curriculum is that pupils are taught how to make confident and controlled motor movements. Where children possess greater prior knowledge and experiences, they are taught how to develop their existing competencies through well-planned and sequenced challenges.

The curriculum provides sufficient and well-designed opportunities for pupils to improve their motor competence which come primarily from opportunities within the PE curriculum. The outcome of a content appropriate curriculum, where children are confident and successful, will see increased levels of pupil activity.

All staff provide high-quality instruction, opportunities to practice, and feedback to enable all pupils to develop their motor competence in a wide range of physical activities. For some activities, pupils need hours of practice in order to develop their competencies. This might mean that progress should be considered across years as well as within teaching sequences. This can be achieved through structured PE lessons.

Fundamental Movement Skills - Pupils need to develop a good level of Fundamental Movement Skills in the primary years.

FMS can be categorised as:

- locomotor skills - such as running and jumping
- stability skills - such as twisting and balancing
- manipulation skills - such as throwing and catching.

Burbage Junior School considers the progression from simple to complex patterns of movement, and establishes security at each stage.

Once children are competent with the FMS, they will have the confidence and skill to participate in more complex activities and contexts.

Pillar 2: Rules, Strategies and Tactics

Pupils will be taught how to move intelligently as well as competently. This involves responding to the needs of the context. Pupils will be explicitly taught the rules, strategies and tactics involved with different types of activities.

Tactics are the decisions made about how, when and where to move. Tactics are closely related to motor competence and are only successful where pupils can perform the necessary movement.

Not all physical activities have rules or tactics, but all have strategies for success. These are less time-dependent and can have a broader relevance beyond playing games.

Pillar 3: Healthy Participation



Pupils need to be able to make connections between their knowledge of health and how it applies to physical activity. Without this knowledge, they will struggle to make informed decisions about how to participate in physical activity in a healthy way.

Pupils' physical motivation will be increased by teaching how the body works, so that they can understand the relationship between activity and its effect on the body. By developing knowledge pupils are enabled to make informed decisions about being physically active.

Types of knowledge.

Declarative knowledge:

'Knowing what' This includes factual knowledge about movement, rules, tactics, strategies, health and participation. This knowledge is linked to the content being taught, rather than be a list of disconnected facts.

Procedural knowledge: 'Knowing how' This is knowing how to apply declarative knowledge and is best practised through demonstration or participation.

The two are linked yet important in their own right. Pupils will be taught the links between both types of knowledge. Teachers (through the use of Real PE) will teach in way that brings together the two types of knowledge. Where appropriate and relevant, teachers will highlight how what has been taught can be applied in particular circumstances.

Declarative knowledge is insufficient in itself: it is not enough to know what to do if you are unable to do it. Pupils require a certain amount of declarative knowledge before they can apply it. An example would be children knowing and understanding tactics but being unable to execute because of their inability to perform the required motor skill.

Impact:

School Curriculum Impact:



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| Pupils who take responsibility for their own actions and make a positive contribution to society. |
| Knowledge of British and global society beyond their own through the curriculum. |
| Able to use technology effectively and safely. |
| Excellent behaviour and attendance. |
| Healthy lifestyle choices- safe, healthy and fulfilling lives. |
| All children to make good progress from their starting point. |
| Pupils who enjoy learning and can independently explore and enquire. |



PE Impact:

At Burbage Junior School, we use a range of formative and summative assessment approaches to ensure assessment captures the range of knowledge that pupils need.

All pupils, including SEND and those who are disadvantaged, should talk enthusiastically about their successes during PE sessions. Pupils should talk about working hard to develop a skill and pride in accomplishment. Pupils should be happy to take on physical challenges and confident that these will contribute to their health and fitness. They will have a range of strategies for solving problems and show resilience to keep going when they find activities challenging. Pupils will understand the benefits of working in different group dynamics and have the confidence to lead and support others.

In PE, all our pupils are encouraged to share ideas and value those of others. Through PE and Sport, we learn to work together and support all team members inclusive of all abilities and cultural backgrounds. Respect for all is a key concept at the heart of all learning in PE.

The values of Respect, Inclusivity, Integrity, Excellence and Enjoyment are key features of all PE and school sport sessions. They are promoted and discussed in sports assemblies, PE lessons and competitions. Moral values are developed with an emphasis on fair play and pupils learn what constitutes good sportsmanship. Pupils are aware that they must accept differences and resolve conflicts quickly in order to achieve success.

At the end of each term a formative assessment is carried out across the school and their progress of each child noted. This enables children that are falling behind their peers to be given extra sessions to promote the 3 pillars mentioned earlier.

By the end of KS2 children will have:

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- A healthy lifestyle.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, evaluating what needs to be done to improve, motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE.
- A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.