



PE: Intent, Implementation & Impact Statement

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

Intent

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.

At Burbage C of E Infant School, we aim to offer high quality physical education for all of our pupils. We want to inspire children to succeed and excel in competitive sport and other physically demanding activities. We will provide opportunities for the children to become physically confident in different contexts as well as develop and improve their levels of fitness for their physical health. The school will provide opportunities for the children to compete in sport and other activities to build their character and embed our school values which will support them by developing their mental health and wellbeing.

We aim to encourage spiritual development through PE. Being physically active encourages the children to “look in” and have a desire to improve oneself, to “look out” when working in teams and with others with a shared goal and also to “look up” in the belief of a greater good guiding and supporting our aims.



Loving



Living

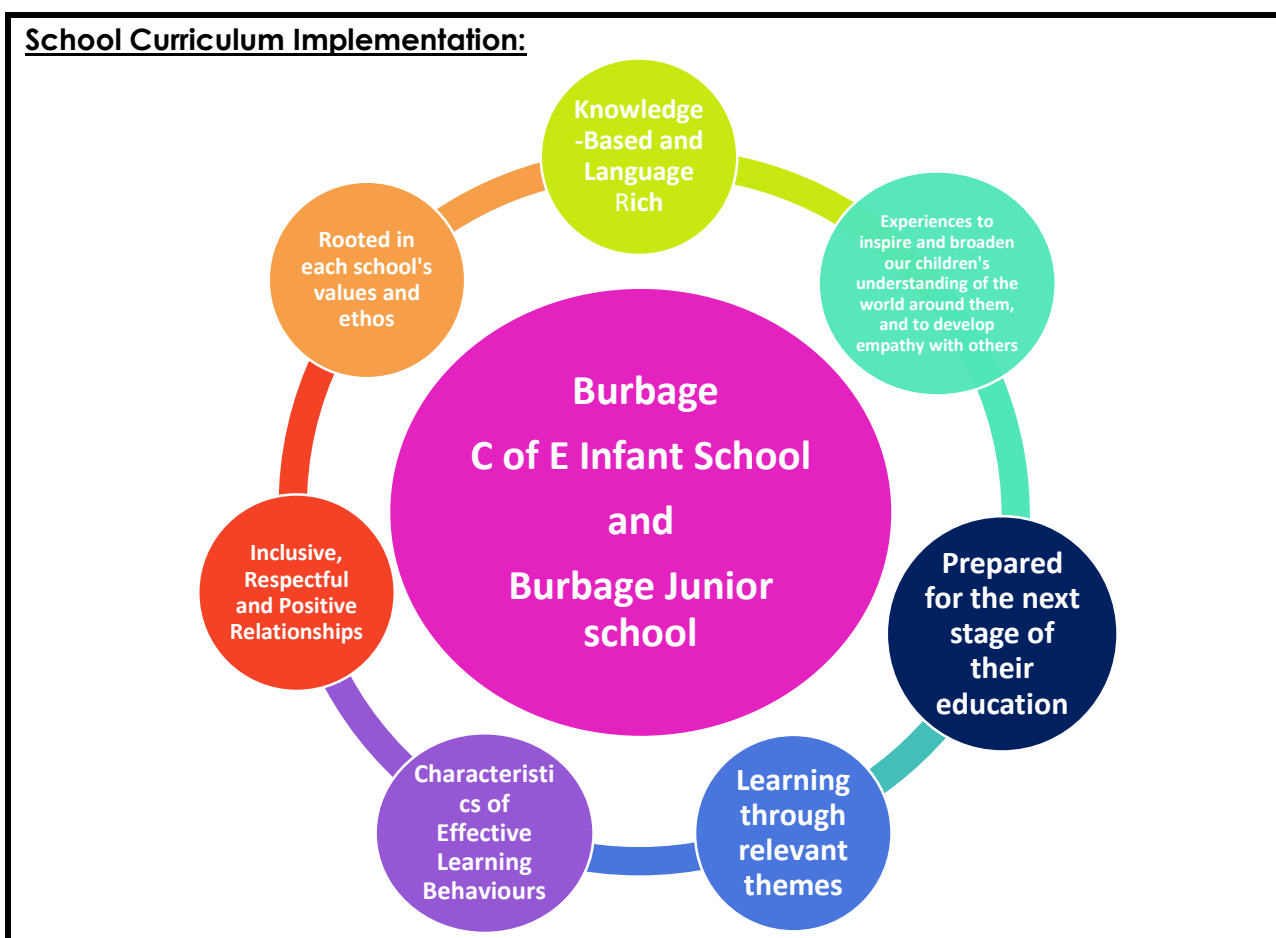


Learning

As a school we aim to promote a positive ethos around physical activity and sport to encourage a life-long participation to improve their overall, long-term health.

Our intent is underpinned by our school vision 'Loving, Living, Learning'. We intend for children to love and enjoy PE to ensure they reach their full learning potential.

Implementation



Aims of our PE curriculum:

We recognise the importance PE plays in the curriculum and are committed to providing all our children with opportunities to engage fully in physical education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle.

Teaching and Learning:

PE lessons encourage children to compete against themselves and others whilst being challenged in order to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning.



Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure all pupils:

- develop competence to excel in a broad range of physical activities;
- are physically active for sustained periods of time;
- engage in competitive sports and activities;
- lead healthy, active lives.

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school. The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term).

The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.


PE is taught in two different sessions each week. One session is delivered by a class teacher and the other by our school sports coach. Each year the children will encounter a school competition on "Tournament Day." This is developed based on the skills they have been taught throughout the year and gives the children the chance to experience competition in a fun and relaxed way. As a school we monitor which sports clubs are well attended and deliver these as after-school events, in which, PP children are offered free spaces to attend. We have sports leaders in Year Two who are trained in how to deliver fun, engaging and active stations on the playground during a lunchtime each week to encourage active participation of our children. As a school we take part in wider community events such as maypole dancing at the Burbage Common Open Day.

EYFS

We encourage the physical development of our children in our Reception classes as an integral part of their work. As these classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. We also deliver the "Big Moves" programme which supports the development of fundamental movement skills as an additional strategy alongside the PE curriculum. Each child in EYFS will have the opportunity to undertake the programme and will also be able to repeat it during the summer term if gaps are identified in their assessments.



Impact

 <p>Prepared for the next stage of their education</p>	School Curriculum Impact: 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.

Assessment

Our teachers assess the children's work in PE, both by making informal judgements - as they observe them during lessons - and through assessing against the specific objectives set out in their lesson plans. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Get Set 4 PE progression of skills document, progression ladders and knowledge organisers.

Monitoring and Reviewing

The planning and co-ordination of the teaching of PE is the responsibility of the subject leader, who:

- supports the quality of teaching and learning;
- evaluates the strengths and areas for development in the subject through staff and pupil voice questionnaires;
- reviews evidence of the children's work and observes PE lessons.

The quality of teaching and learning in PE is monitored and evaluated by the subject leader and is overseen by the curriculum leader.

Based on pupil Interviews, our children have always had a positive attitude towards PE and that the children leave our school inspired by PE and with a love of it and desire to go forward with doing well in PE.

