



Intent, implementation, and impact Statement: Physical Education at Burford CofE Primary School



At Burford, we are **'Rooted in love, growing in trust and blossoming with courage, prepared to flourish in God's world.'**

The importance of understanding that each of us is rooted in love is not under-estimated at Burford:

'Love always trusts, always hopes, always perseveres.'
Corinthians 13:7

Trusting in love gives us the courage to be ourselves. Courage is from the Latin 'coeur' which means 'To tell the story of who you are with your whole heart'. Our intention is for our pupils to leave Burford prepared for 'Life in all its fullness' and ready to tell their own stories.

Our Christian vision has driven us to create a bespoke curriculum for our pupils that pursues the acquisition of wisdom, knowledge and skills alongside educating for aspiration, dignity, and respect. It is also our intention to nurture a sense of community, so that all members of our school develop a deep sense of belonging, both locally and within the wider world. We believe that these attributes will support our pupils to live well together and flourish, as they move on to High School and beyond.

Our curriculum offer is therefore divided into three focus areas: **'Head, Heart and Hands'**:

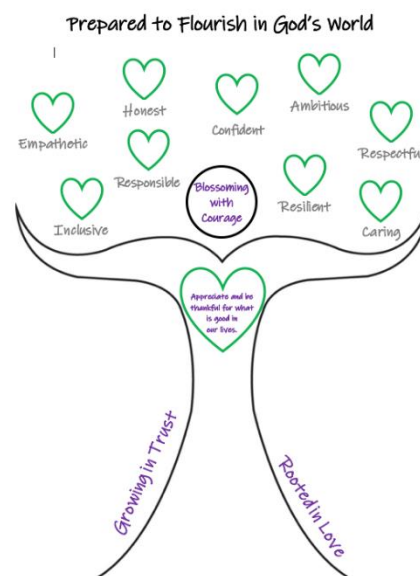
Head – Rigorous academic study. Enabling pupils to learn more and remember more, creating a change in long-term memory.

Heart – Living wholeheartedly. Choosing our own path, free from stereotyping; being curious, aspirational, confident and resilient.

Hands – Courageous advocacy. Developing a greater awareness of the challenge's others face in life and how we can make a difference in our school community, local community and further afield.

At Burford CofE Primary School, we believe that a carefully sequenced curriculum can empower our pupils and reduce social inequality, whilst providing the knowledge they need for the next stage of their education. We view our curriculum as a progression model: the mapped-out journey of concept building leading to a change in long term memory and an increase in knowledge. Through interleaving concepts throughout the curriculum, the children will develop a deep and rich understanding, meaning that the knowledge that is acquired is more likely to be remembered.

Our curriculum sets out WHAT will be learned and WHEN it will be learned.





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C U R R I C U L U M I N T E N T

Our curriculum sets out: the significant and key knowledge that pupils should know and remember as well as the skills that the children will develop and build on; the key concepts that children will return to in different contexts and year groups; the prior learning that the children can build on; the vocabulary that will be introduced as well as the sequencing and progression of the units to be taught.

The importance of PE at Burford School

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. PE plays a vital role in connecting important ideas about health to physical activity. It ensures that pupils explicitly learn how to carry out physical activities safely, how to prepare for exercise and the demands and impact this has on their body. It creates opportunities to compete in sport and other activities to build character and help to embed values such as fairness, respect and perseverance.

Aims of the national curriculum:

- 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.

What PE looks like in our school:

- PE is experienced in a safe and supportive environment.
- High quality lessons delivered by skilled teachers and trained sports coaches.
- All children, regardless of physical ability, participating in physical activities with an appropriate level of challenge.
- Clear focus for learning which is achievable and relevant: developing confidence and values demonstrated in 'good sportsmanship.'
- A variety of activities which take place inside and outside of the classroom to engage children about the skills and strategies they use.
- Opportunities to work as part of a team, take on leadership and encourage others.
- Subject specific vocabulary.
- Progressive units of work that build upon prior knowledge and experience to promote competence to participate using the 3 pillars of progression.





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- Opportunities for children to use learnt skills and strategies in lunch time and afterschool clubs as well as local and regional competitions and festivals (including School Games).

Our philosophy:

- A belief and ambition that PE is a subject that every child can enjoy and be successful in – building positive relationships with physical activity and movement.
- Children learning through practical and sustained periods of physical activity.
- Using the children’s understanding as a starting point.
- High quality modelling of physical skills and techniques.
- Promoting the importance of safety, healthy lifestyles and physical activity.
- To foster a healthy balance of competition, fairness and respect.
- To inspire participation in local sports clubs as well as competitions and festivals organised through school.

By the end of EYFS pupils will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

By the end of Key Stage 1 pupils will:

- Master basic movements including running, jumping, throwing and catching.
- Develop 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.

By the end of KS2 pupils will:

- Use running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].





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- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis].
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

By the end of KS2, pupils should be 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]
- perform safe self-rescue in different water-based situations.





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Our curriculum is ambitious for all pupils, regardless of their starting point. We aim for our learning areas to be places of 'high demand – low threat'. We provide support through modelling, paired talk, scaffolding and worked examples rather than highly differentiated activities. We aim to offer all children the opportunity for stretch and extension, through offering challenging tasks that build on the core learning.

New vocabulary is prioritised frequently and is recorded on our working walls in order to support pupils to become familiar with it and use it in their own work and talk.

We support pupils to know more and remember more through offering frequent opportunities for retrieval practice.

How does it work in PE?

- Teachers use Real PE and the expertise of qualified coaches to deliver engaging and progressive units of learning.
- There are regular practical sessions where children have opportunities take part in physical activity and movement for at least 2 hours a week.
- Vocabulary, practical demonstrations and participation are part of every lesson to teach declarative and procedural knowledge.
- Purposeful displays support current learning which includes vocabulary and reflect progression in learning.
- A range of engaging resources enable the children to carry out exciting activities in small, purposeful groups.
- There are opportunities for paired, group and class discussion, debate and reflection to consolidate learning.
- Children learn about the achievements and contributions of key scientists from the past and modern times.

What do adults do to enable children to flourish in PE?

- Plan exciting progressive lessons which build on prior knowledge.
- Support, encourage and inspire a love for physical activity.
- Create a learning environment that celebrates success but also champions values of inner strength, respect and teamwork.
- Demonstrate how to
- Staff work closely with qualified coaches to provide high quality lessons and experiences.
- Whole school professional development.

How do we help children who need additional support?





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- We use assessment for learning and subject knowledge to adjust activities so every individual can successfully participate.

How do we challenge children in PE?

- Challenge through questioning and high expectations of the use of subject vocabulary.
- Activities may be adjusted to challenge endurance, accuracy or speed.
- Children may be asked to provide a different role within the activity e.g., coaching, leadership or to provide feedback.

How do we ensure all children can access the PE curriculum?

- Children are taught knowledge and skills appropriate of their age.
- Repetition of key concepts.
- Using a range of teaching styles within the lesson.
- Children work in groups of mixed ability.

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The impact of children's progress and their ability to know more and remember more will be visible through a range of methods. These may include end of unit assessments or quizzes, hot and cold tasks, spoken responses, progress over time in pupils' books, extended writing or even an end of unit project.

What will you see in PE





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- Engagement and perseverance.
- Children practise and apply knowledge to different situations.
- Happy, confident, and independent learners.
- Children can abide by rules.
- Children work cooperatively in paired/group work.
- Children discuss, reflect and share their learning.

How do we know how well our pupils are doing in PE?

- Formative assessment is ongoing.
- Use of assessment at the start and end of each topic enables progress in knowledge and understanding.
- Lessons are planned with children's prior knowledge to ensure progression.
- Teachers assess the individual progress of a child against the learning objective for the lessons/units of work. At the end of the year, the teacher makes a summary judgement about the work of each child in relation to the National Curriculum 2014.
- Use of surveys and questionnaires (pupils and staff).

What do we do with the assessment data we collect?

- Use it to support questioning.
- Target children.
- To make the next teacher aware of next steps.

How do we know that our children are flourishing in PE?

- Pupils are enjoying their PE lesson.
- Pupils are retaining what they have learnt.
- Pupils are confident and competent.
- The children are able to explain what they have learnt.
- Pupils work well independently and in teams to develop their understanding and work through a task.
- Pupils are reflective about their learning.

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What is Cultural Capital?

The National Curriculum defines cultural capital as: 'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and



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achievement'. This powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge.

Powerful Subject Knowledge in PE

- The PE curriculum
- The Health Education dimension of the PE curriculum makes meaningful and purposeful links between healthy lifestyles and physical activity and movement.
- Understanding that nutrition and exercise have an impact on our bodies.
- The knowledge of how and why children need to understand the elements of safety relating to physical activity.
- The knowledge of local, national and worldwide sporting events.

Powerful Personal Knowledge in PE

- How to remain active and healthy.
- The importance of inner strength, respect and fairness.
- How to engage with an activity competitively and the grace of winning and losing.
- A sense a success and achievement and the importance of taking part.
- Taking an active role as part of a team and being a leader/participant.
- Understanding what opportunities are available locally and can be in the future.

Other useful information: Suggested Reads

