

Curriculum statement for the teaching and learning of PE 2020/2021

Intent	At Burlington CE Primary and Nursery School, PE provision aims to develop physical, personal and social skills. Pupils engage in a variety of different sports and physical activities in a range of different settings with the aim of developing movement, skills, tactics and strategies. Our curriculum is designed to give children the awareness and understanding of healthy lifestyles (including mental health) whilst developing confidence and leadership skills. It is our intention to enable children to experience and explore a variety of games and sports in a safe and responsible manner. We also focus on developing cognitive challenges to enable children to be able to select and apply the appropriate tactics to progress within a sports setting. PE is a very important part of school life at Burlington CE Primary and Nursery School. Our curriculum is designed to enable pupils to build upon skills as they move through school to ensure a rich and deep experience. We believe that PE is a practical and creative subject which enhances the learning and lives of children. Our children benefit from opportunities to develop sporting interests further and excel by creating strong links with local external clubs. In addition to extending their knowledge and skills in the classroom, a variety of extra-curricular activities and competitions enable our pupils to reach exceptionally high standards.		
	Underpinned by	The teaching of skills Burlington pupils will be taught how to develop practical skills in order to participate, compete and lead a healthy lifestyle. This involves learning a range of physical movements and sporting techniques.	The application of skills Burlington pupils are given regular opportunities to apply the skills that they have been taught to support their learning in our other curriculum subjects.

Implementation	Curriculum Approach Pupils engage in 2 hours of PE per week covering a range of different sports and types of physical activity including swimming. Pupils are supported and stretched through PE lessons which are planned to build upon previously learned knowledge and skills. Pupils working at greater depth are able to broaden their knowledge and skills within each unit of work. Skills established in PE lessons are used throughout the curriculum to support and enhance the learning of pupils.	Resources Pupils at Burlington are incredibly fortunate to benefit from a selection of PE resources in the form of equipment and external coaches. This ensures PE lessons are relevant and build upon skills developed in each year group to ensure progression throughout Key Stage 2. Burlington buy into Onside Coaching in order to supplement the PE Provision and to provide a PE related after school club. This has been embedded in the school since 2012 and is well attended. Sports premium is utilised to support every child accessing coaching, extra-curricular clubs or competitive events. Sports premium funding is also used to develop swimming ability to ensure competent swimmers by the end of year 6.	SMSC Through a wide and varied PE curriculum, children develop confidence and self-esteem. PE lessons are tailored to allow children to develop their decision making and selecting and applying appropriate skills and tactics. This is a transferable skill that can be applied in a range of situations to solve problems. Pupils develop team work skills and learn to collaborate in a positive way. Pupils gain an awareness of themselves and those around them. They are able to apply their own creativity and imagination to their work. Through a wide and varied curriculum children gain an understanding of the role of PE in society and the opportunity to reflect and express opinions and emotions.
	Sharing work Pupils demonstrate skills they have learned in PE to each other within lessons to evaluate and improve performance. Where possible PE work is shown in assemblies alongside other curricular subjects. PE skills also support the delivery of playground activities at break and lunch times.	Thoughtful Questioning Questions woven through the planning for the units of work allow pupils to think deeply and logically about their work at hand. Pupils working towards the learning expectations supported through careful questioning and peer support.	
	Local Context Our school has strong links with a wide variety of local sports groups (e.g. Kirkby Crown Green Bowling Club, cricket and Barrow Raiders Rugby Club) where coaches come into school to work with the pupils. Our mid day supervisor is also a dance teacher and delivers dance in school. We use our local Multi Use Games area and Community field for Sport's Day which is an annual day of sporting events.	Wider Opportunities Children at Burlington have a wide variety of opportunities to further develop an interest in PE. PE lessons and extra-curricular clubs enable our children to become confident in PE and sports and go on to excel at Secondary School. Pupils participate in a range of sporting competitions at a range of different levels which helps develop confidence and self-esteem. We actively take part in area competitions organised by the School Games Organiser for our area.	

Impact	By the end of the key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the subject of PE.			
	PUPIL VOICE	EVIDENCE IN KNOWLEDGE	EVIDENCE IN SKILLS	BREADTH AND DEPTH
	Talking to pupils throughout the year groups shows pupils enjoy PE. They show an enthusiasm and a desire to progress and learn. When asked, pupils can explain the skills developed in PE and how PE sessions contribute to a healthy lifestyle.	Pupils can understand and apply appropriate skills and tactics and know how to apply these to a range of sports, games and situations. Pupils can follow the rules of a game or lesson and can participate using appropriate etiquette.	Pupils are able to select and apply the appropriate skills from a broad range to solve new problems and explain how and why they solved them. Pupils are confident when sharing their work or demonstrating a new skill to people and their work is at an expected or greater standard. Pupils can adapt their performance or suggest adaptations to ensure success or an improvement in their work.	Pupils have developed their skills beyond the expected example for the end of unit product. Pupils can combine a range of movement patterns and devise strategies which they implement in to an appropriate situation. Pupils are confident in their skills and abilities and are reflective about their working process and the work of others.