



Barnfields Primary School:

Physical Education Subject Rationale

Curriculum Rationale

A bespoke, evidence-informed Curriculum that develops knowledgeable, competent, confident and physically literate learners.

July 2026

PE Subject Quest

At Barnfields Primary School, Physical Education is recognised as an essential part of every child's education and development. Our bespoke **Physical Education Curriculum** provides all children with opportunities to develop the knowledge, skills, confidence and understanding required to participate successfully in a broad range of physical activities whilst promoting positive attitudes towards lifelong participation in healthy, active lifestyles.

Through carefully planned learning experiences, children progressively develop secure **Fundamental Movement Skills (FMS)** before refining, applying and transferring these through increasingly challenging '**Curriculum Vehicles**'. Learning is ambitious, inclusive and carefully sequenced, enabling every child to experience success regardless of their starting point.

The Curriculum extends beyond physical competence alone. Children develop resilience, teamwork, leadership, respect, independence and increasingly effective **Oracy** through purposeful discussion, collaboration and reflection. They are encouraged to think critically, solve problems, evaluate performance and communicate confidently using increasingly accurate subject-specific vocabulary.

By providing rich, meaningful and progressive learning experiences, the Barnfields **Physical Education Curriculum** enables children to become knowledgeable, competent, confident and **physically literate** learners who are prepared to enjoy lifelong participation in physical activity.



Knowledge in Physical Education		
Declarative	Procedural	Conditional
<u>Declarative Knowledge:</u> Knowing what... Children develop the factual knowledge, vocabulary, rules, principles and concepts needed to understand Physical Education. This knowledge enables children to explain, discuss and make sense of what they are learning whilst understanding how physical activity contributes to healthy, active lifestyles. <u>Procedural Knowledge:</u> Knowing how... Children apply their knowledge through movement, decision-making and performance. Through purposeful practice, they refine and confidently apply their learning across a broad range of 'Curriculum Vehicles', developing increasing competence and confidence. <u>Conditional Knowledge:</u> Knowing when and why... Children learn when, why and in which contexts to apply their knowledge and skills. Through our Know – Show – Grow approach, they increasingly transfer learning between different 'Curriculum Vehicles', making informed decisions and adapting confidently to new challenges. <i>"A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness."</i> Department for Education – National Curriculum (2013)		



PE Curriculum Development

Our Vision

Every child develops the knowledge, confidence, competence and **Physical Literacy** to lead healthy, active lives.



Curriculum Intent

An ambitious, inclusive and carefully sequenced **Physical Education Curriculum** for every child.



Curriculum Pillars

- Broad Range of Activities
- Skill Progression
- Health & Well-being
- Competition & Collaboration



Fundamental Movement Skills (FMS)

Running • Jumping • Balancing • Travelling • Striking • Agility

Throwing • Catching • Sending • Receiving • Coordination • Stability



Knowledge

- **Declarative**

Know what...



- **Procedural**

Know how...



- **Conditional**

Know when and why...



Develop → Refine → Apply → Master

Develop



Refine



Apply



Master



'Curriculum Vehicles'



Teaching

- Explicit Instruction
- Retrieval
- Modelling
- Adaptive Teaching
- **Oracy**
- Feedback
- Reflection



Assessment

- Observation
- Questioning
- Practical Application
- Self & Peer Assessment
- PEPlanning Assessment Exemplification
- Teacher Professional Judgement



Healthy, Active Lives Beyond Barnfields



PE Curriculum Intent

The Barnfields **Physical Education Curriculum** is built upon the belief that every child deserves the opportunity to develop the knowledge, confidence and motivation to enjoy lifelong participation in physical activity. Our bespoke Curriculum fulfils the expectations of the **National Curriculum** whilst reflecting the unique context and aspirations of Barnfields Primary School.

Children progressively develop secure **Fundamental Movement Skills (FMS)** before refining, applying and transferring these through increasingly challenging '**Curriculum Vehicles**'. This deliberate progression enables children to become increasingly competent, confident and **physically literate**, preparing them for healthy, active lives beyond primary school.

Learning extends beyond physical competence. Children develop declarative, procedural and conditional knowledge alongside resilience, leadership, teamwork, respect, independence and **Oracy**. They are encouraged to communicate effectively, justify decisions, solve problems collaboratively and reflect upon their learning.

Our Curriculum is ambitious and inclusive. High expectations are maintained for every child whilst adaptive teaching, purposeful challenge and appropriate support ensure all learners experience success from their individual starting points.

Knowledge and skills are deliberately revisited, refined and applied with increasing confidence over time, enabling children to make meaningful connections between previous and new learning whilst confidently transferring learning across different '**Curriculum Vehicles**'.

Curriculum Pillars:

Broad Range of Activities:

- Children experience a rich and varied **Physical Education Curriculum** that develops competence across a broad range of physical activities.

Skill Progression:

- Knowledge and **Fundamental Movement Skills (FMS)** are carefully sequenced, revisited and progressively developed before being confidently applied through increasingly challenging '**Curriculum Vehicles**'.

Health & Well-being:

- Children develop the knowledge, understanding and motivation to make positive choices that support lifelong physical, emotional and social wellbeing.



Competition & Collaboration:

- Children learn to work collaboratively and competitively, developing resilience, leadership, respect, fairness and teamwork through meaningful participation.

Our Curriculum Promise:

At Barnfields Primary School, every child deserves to experience success through Physical Education. Through our carefully designed and inclusive **Physical Education Curriculum**, children develop the knowledge, confidence, competence and **Physical Literacy** needed to lead healthy, active lives.

Our ambition extends beyond participation in sport. We strive to ensure every child leaves Barnfields with the understanding, motivation and self-belief to continue enjoying physical activity throughout their lives.

Because every child deserves the opportunity to Believe and Achieve.

PE Curriculum Design

The Barnfields **Physical Education Curriculum** has been deliberately designed to provide every child with a coherent, ambitious and inclusive learning experience from the Early Years Foundation Stage to Year 6. Learning is carefully sequenced to ensure children continually build upon prior knowledge, enabling increasing confidence, competence and independence over time.

Rather than following a published scheme of work, Barnfields has developed a bespoke Curriculum that fulfils the expectations of the **National Curriculum** whilst reflecting the needs of our pupils. Children first develop secure **Fundamental Movement Skills (FMS)** before refining, applying and transferring these through increasingly challenging '**Curriculum Vehicles**'.

Each '**Curriculum Vehicle**' has been selected purposefully, not simply to introduce different sports, but to provide meaningful opportunities for children to develop, practise, apply and transfer previously taught knowledge and skills. This ensures learning remains progressive, purposeful and transferable.

The **Barnfields PE Road Map, Knowledge and Skills Progression Grids** and teachers' **Medium-Term Plans (MTPs)** work together to ensure consistency, progression and clear curriculum coverage across every year group.

PEPlanning.co.uk has been carefully selected to support implementation by strengthening teacher subject knowledge, lesson design and assessment exemplification whilst complementing—rather than replacing—Barnfields' Curriculum Design and professional judgement.

How Learning Develops Through Our Curriculum:



Develop

Children are explicitly taught new knowledge and **Fundamental Movement Skills (FMS)**.

↓

Refine

Learning is revisited and practised to develop increasing confidence, fluency and accuracy.

↓

Apply

Children confidently transfer learning through increasingly challenging '**Curriculum Vehicles**'.

↓

Master

Children demonstrate secure, transferable learning as increasingly knowledgeable, competent, confident and **physically literate** learners.

Evidence-informed Curriculum Design:

The Barnfields **Physical Education Curriculum** has been shaped through educational research, national guidance and professional expertise. Rather than determining our Curriculum, research informs the decisions that underpin its design, sequencing and implementation.

The **Ofsted Research Review: Physical Education (2022)** identifies **Motor Competence, Rules, Strategies and Tactics**, and **Healthy Participation** as key aspects of progression. These principles are reflected throughout the **Barnfields PE Road Map, Knowledge and Skills Progression Grids** and teachers' **Medium-Term Plans (MTPs)**.

Research surrounding **Physical Literacy** reinforces the importance of developing children's confidence, motivation, knowledge and understanding alongside physical competence. This underpins our commitment to developing increasingly knowledgeable, competent, confident and **physically literate** learners.

To support implementation, Barnfields uses **PEPlanning.co.uk** to enhance planning, progression and assessment whilst ensuring curriculum decisions remain rooted in professional judgement and the needs of our pupils.



Evidence Base:

Research / Guidance	Contribution to our Curriculum
National Curriculum (DfE)	Statutory entitlement and curriculum breadth.
Ofsted Research Review: PE (2022)	Progression through Motor Competence, Rules, Strategies & Tactics and Healthy Participation.
Association for Physical Education (afPE)	Safe, inclusive and high-quality practice.
Youth Sport Trust	Physical Literacy and lifelong participation.
Sport England – Uniting the Movement	Healthy, active lifestyles.
PEPlanning.co.uk	Planning, progression and assessment exemplification.

“Research does not determine our Curriculum; it informs it. Professional expertise brings it to life.”

“Carefully planning how motor competence will be developed is an important focus of the PE curriculum because a confident and competent mover is more likely to be an active mover.”

Ofsted – Research Review Series: Physical Education (2022)



PE Curriculum Implementation

The Barnfields **Physical Education Curriculum** is brought to life through high-quality teaching, carefully planned learning experiences and a shared commitment to ensuring every child succeeds. Every lesson is informed by the **National Curriculum**, the **Barnfields PE Road Map**, the **Knowledge and Skills Progression Grids** and teachers' **Medium-Term Plans (MTPs)**, ensuring learning remains ambitious, progressive and coherent across all year groups.

Barnfields has carefully selected **PEPlanning.co.uk** to complement the implementation of our bespoke Curriculum. Its planning resources, progression guidance and assessment exemplification enhance teacher subject knowledge, lesson design and assessment whilst supporting—rather than replacing—the professional expertise and curriculum decisions of Barnfields staff.

Children first develop secure **Fundamental Movement Skills (FMS)** before revisiting, refining and applying them through increasingly challenging '**Curriculum Vehicles**'. This deliberate sequence strengthens movement competence, deepens understanding and enables confident transfer of learning across a broad range of physical contexts.

Adaptive teaching is embedded throughout the **Physical Education Curriculum**. Teachers adapt tasks, equipment, space, questioning and levels of challenge to ensure every child can access, participate, achieve and succeed whilst maintaining consistently high expectations.

High-quality questioning, retrieval, purposeful discussion and structured **Oracy** opportunities are integral to every lesson. Children explain their thinking, justify decisions, evaluate performance and use increasingly accurate subject-specific vocabulary, strengthening declarative, procedural and conditional knowledge.

Implementation in Practice:

High-quality implementation at Barnfields is characterised by:

- Explicit teaching of new knowledge and **Fundamental Movement Skills (FMS)**.
- Regular retrieval and purposeful revisiting of prior learning.
- Progressive application through carefully selected '**Curriculum Vehicles**'.
- Adaptive teaching that enables every child to succeed.
- High-quality modelling, questioning and feedback.
- Structured **Oracy** opportunities.
- Consistent use of subject-specific vocabulary.
- Ongoing assessment to inform future learning.
- High expectations, challenge and inclusion for every learner.

"Children do not simply experience Physical Education lessons; they experience a carefully designed Curriculum that develops knowledge, confidence, competence and Physical Literacy over time."



PE Curriculum Pedagogy

Teaching within the Barnfields **Physical Education Curriculum** is underpinned by the belief that every child can succeed when learning is explicitly taught, purposefully revisited and meaningfully applied.

Learning begins with clear learning intentions and success criteria. New knowledge and **Fundamental Movement Skills (FMS)** are explicitly introduced, modelled and practised before children apply their learning through increasingly challenging '**Curriculum Vehicles**'.

Retrieval is embedded throughout the Curriculum, strengthening long-term understanding and enabling children to make meaningful connections between previous and new learning.

Purposeful questioning, structured **Oracy** opportunities and high-quality learning conversations encourage children to explain their thinking, justify decisions, evaluate performance and articulate how learning can be transferred across different '**Curriculum Vehicles**'. Through partner discussion, collaborative problem-solving and purposeful reflection, children develop confidence in communicating their ideas whilst strengthening declarative, procedural and conditional knowledge.

Feedback is timely, specific and purposeful. Children are encouraged to reflect upon their learning, celebrate success, identify next steps and take increasing ownership of their development as **physically literate** learners.

Adaptive teaching remains central to every lesson, ensuring every child can access, participate, achieve and succeed within the Barnfields **Physical Education Curriculum**.

High-quality teaching at Barnfields is characterised by:

- Clear learning intentions and success criteria.
- Explicit teaching and high-quality modelling.
- Regular retrieval of prior learning.
- Deliberate practice to refine knowledge and **Fundamental Movement Skills (FMS)**.
- Purposeful questioning and structured **Oracy**.
- Consistent use of subject-specific vocabulary.
- Adaptive teaching to meet the needs of all learners.
- Timely feedback that supports reflection and continual improvement.
- Meaningful application through increasingly challenging '**Curriculum Vehicles**'.

"Children learn most successfully when knowledge is explicitly taught, regularly revisited and purposefully applied."



PE Curriculum Planning

The Barnfields **Physical Education Curriculum** is implemented through a carefully planned sequence of documents that ensure consistency, progression and high-quality teaching across the school.

Planning is informed by the **National Curriculum**, the **Barnfields PE Road Map**, the **Knowledge and Skills Progression Grids** and teachers' **Medium-Term Plans (MTPs)**, ensuring learning is progressive, purposeful and fully aligned across all year groups.

The **Barnfields PE Road Map** provides the long-term overview of learning, demonstrating how knowledge, **Fundamental Movement Skills (FMS)** and carefully selected '**Curriculum Vehicles**' are sequenced to provide breadth, progression and meaningful application.

The **Knowledge and Skills Progression Grids** identify the declarative, procedural and conditional knowledge children are expected to develop within each unit of learning, ensuring knowledge and skills are revisited, refined and progressively built upon.

Teachers use their **Medium-Term Plans (MTPs)** to translate Curriculum expectations into high-quality learning sequences. Planning identifies intended knowledge, skills, vocabulary, adaptive teaching approaches and assessment opportunities whilst maintaining consistently high expectations for every learner.

PEPlanning.co.uk complements our bespoke Curriculum by strengthening planning, progression and assessment whilst ensuring professional judgement remains central to every lesson.

Planning Principles:

Planning at Barnfields ensures that:

- Learning is aligned to the **National Curriculum**.
- Knowledge and **Fundamental Movement Skills (FMS)** are deliberately sequenced.
- '**Curriculum Vehicles**' provide meaningful opportunities for application and transfer.
- Learning builds progressively upon prior knowledge and experience.
- Adaptive teaching is planned for all learners.
- Assessment opportunities are identified throughout each unit.
- Subject-specific vocabulary and **Oracy** are explicitly planned.
- Lessons promote challenge, inclusion and success for every child.

"Thoughtful planning transforms Curriculum Design into meaningful learning experiences for every child."



PE Curriculum Progression

Progression within the Barnfields **Physical Education Curriculum** is carefully planned to ensure children continually build upon prior learning, developing increasingly secure knowledge, confidence and competence throughout their time at Barnfields.

Children revisit previously taught knowledge and **Fundamental Movement Skills (FMS)** before refining, applying and transferring them through increasingly challenging '**Curriculum Vehicles**'. As learning becomes increasingly secure and embedded, children demonstrate greater confidence, independence and fluency across a broad range of physical contexts.

The **Knowledge and Skills Progression Grids**, **Barnfields PE Road Map** and teachers' **Medium-Term Plans (MTPs)** provide a coherent framework that ensures progression is purposeful, consistent and clearly sequenced across every year group.

Throughout the Curriculum, children regularly retrieve prior learning, explain their thinking through purposeful discussion and **Oracy**, and recognise how previous learning supports future success. This continual revisiting strengthens long-term understanding and increasingly independent learners.



Progression is demonstrated through:

- Increasing depth of declarative, procedural and conditional knowledge.
- Progressive development of **Fundamental Movement Skills (FMS)**.
- Increasing confidence, fluency and independence.
- Greater accuracy and consistency in performance.
- Purposeful transfer of learning through increasingly challenging '**Curriculum Vehicles**'.
- Increasingly effective communication, collaboration and **Oracy**.
- Greater tactical understanding, decision making and reflection.
- Increasing independence in selecting, adapting and applying learning.

"Progression is measured not by the number of sports children experience, but by the depth, confidence and transferability of the learning they acquire."



Disciplinary Oracy

Oracy is embedded throughout Physical Education at Barnfields, supporting children in communicating clearly, reasoning about performance and working collaboratively. Talk is used to help pupils describe movement, explain tactics and **evaluate their own and others' performance** with increasing accuracy.

In EYFS, children begin to talk about movement and physical changes through simple, guided routines. Teachers model early subject vocabulary and use approaches such as '*my turn, your turn*' to support confident repetition, accurate pronunciation and early turn-taking.

In Key Stage 1, pupils use partner talk to rehearse skills, describe actions and begin to evaluate performance. Modelled examples, peer discussion and simple self-assessment help children use appropriate vocabulary to offer feedback. Structured approaches such as 'I do, you do' and visual prompts support purposeful reasoning and clear explanation.

By Key Stage 2, pupils confidently discuss tactics, strategies and performance outcomes. New vocabulary is explicitly taught and applied in demonstrations, group tasks and game situations. Sentence stems support pupils in justifying decisions, evaluating effectiveness and refining technique. Children take on roles such as leader, coach or participant, demonstrating active listening, respectful interaction and effective collaboration.

Across all phases, regular opportunities for partner, group and whole-class discussion strengthen communication, teamwork and reflective thinking. By the end of Key Stage 2, pupils articulate rules, tactics and performance outcomes with clarity, precision and confidence, demonstrating how oracy enhances physical learning and participation.

PE Curriculum Assessment

Assessment within the Barnfields **Physical Education Curriculum** is an ongoing process that enables teachers to identify what children know, can do and need to learn next. It informs teaching, celebrates achievement and supports continual progress.

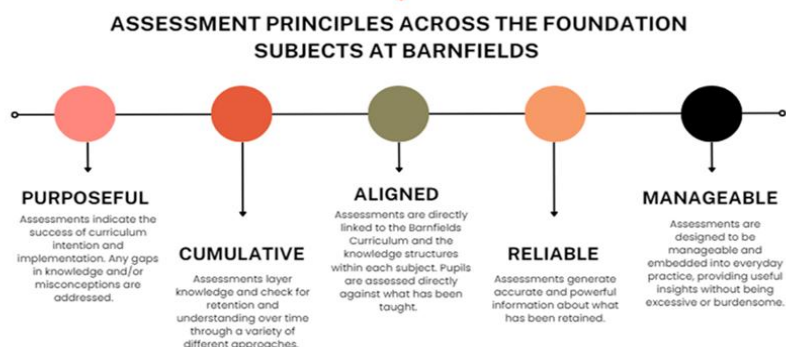
Assessment is fully aligned to the **Barnfields PE Road Map, Knowledge and Skills Progression Grids** and teachers' **Medium-Term Plans (MTPs)**. Teachers use professional judgement alongside the assessment exemplification within **PEPlanning.co.uk** to ensure assessment remains accurate, consistent and purposeful.

Assessment is integral to every lesson rather than being confined to the end of a unit. Through observation, purposeful questioning, practical application and discussion, teachers continually gather evidence to adapt teaching, provide feedback and inform next steps.

Where appropriate, pre-unit assessment identifies children's starting points and informs planning. End-of-unit assessment evaluates progress and identifies future priorities, ensuring knowledge and **Fundamental Movement Skills (FMS)** continue to develop progressively across the Curriculum.



Assessment encourages children to become active participants in their own learning through self-assessment, peer assessment and reflection, developing increasing independence, confidence and ownership of their progress.



Assessment at Barnfields includes:

- Teacher observation.
- Purposeful questioning.
- Practical application of knowledge and skills.
- Self-assessment.
- Peer assessment.
- **Pupil discussion and explanation of learning (Oracy).**
- Ongoing feedback to inform next steps.
- Professional judgement supported by **PEPlanning.co.uk** assessment exemplification.

Assessment is used to:

- Inform future planning.
- Adapt teaching.
- Identify strengths and next steps.
- Monitor progress over time.
- Evaluate Curriculum effectiveness.

“Assessment is not an endpoint; it is an integral part of high-quality teaching that continually informs future learning.”



By the Time Children Leave Barnfields...

The Barnfields **Physical Education Curriculum** enables every child to leave primary school with the knowledge, confidence and **Physical Literacy** to lead healthy, active lives. Through a carefully sequenced Curriculum, children progressively develop secure **Fundamental Movement Skills (FMS)** before refining, applying and confidently transferring them through a broad range of '**Curriculum Vehicles**'.

By the end of Year 6, children will:

- Demonstrate secure declarative, procedural and conditional knowledge across a broad range of physical activities.
- Apply and transfer **Fundamental Movement Skills (FMS)** confidently through a wide range of '**Curriculum Vehicles**'.
- Demonstrate increasing competence, confidence and **Physical Literacy** through purposeful participation in Physical Education.
- Make informed decisions by applying tactics, strategies and problem-solving skills in increasingly challenging contexts.
- Communicate effectively through purposeful discussion, collaboration and **Oracy**, confidently explaining, evaluating and justifying their thinking using appropriate subject-specific vocabulary.
- Demonstrate resilience, leadership, teamwork, fairness and respect in both collaborative and competitive situations.
- Reflect upon performance, respond positively to feedback and take increasing ownership of their learning.
- Understand the importance of physical activity in supporting lifelong physical, emotional, social and mental wellbeing.
- Leave Barnfields motivated and equipped to participate confidently in healthy, active lifestyles beyond primary school.

Our Curriculum End Point:

Our ambition is not simply for children to remember the sports they have experienced, but to leave Barnfields with the knowledge, confidence and motivation to value physical activity throughout their lives.

"We do not simply prepare children for their next lesson in Physical Education; we prepare them for a lifetime of healthy, active participation."



PE Research and References

The Barnfields **Physical Education Curriculum** has been informed by a range of nationally recognised guidance, educational research and professional resources, ensuring that Curriculum decisions are evidence-informed whilst remaining responsive to the needs of our pupils.

- **Department for Education (2013).** *National Curriculum in England: Physical Education Programmes of Study.*
- **Ofsted (2022).** *Research Review Series: Physical Education.*
- **Association for Physical Education (afPE).** *Safe Practice in Physical Education, School Sport and Physical Activity.*
- **Youth Sport Trust.** Physical Literacy guidance and resources.
- **Sport England.** *Uniting the Movement.*
- **PEPlanning.co.uk.** Planning, progression and assessment exemplification.

PE Curriculum Glossary

- **Physical Literacy:**
Developing the confidence, competence, motivation and knowledge to value and participate in physical activity throughout life.
- **Fundamental Movement Skills (FMS):**
The essential movement patterns that provide the foundation for increasingly complex physical activity and lifelong movement competence.
- **‘Curriculum Vehicles’:**
The sports and physical activities through which children practise, refine, apply and transfer previously taught knowledge and skills.
- **Declarative Knowledge:**
Knowing what...
The facts, vocabulary, rules, principles and concepts children need to understand Physical Education.
- **Procedural Knowledge:**
Knowing how...
Applying knowledge confidently through movement, performance and participation.
- **Conditional Knowledge:**
Knowing when and why...
Selecting, adapting and transferring learning appropriately across different physical contexts.
- **Know – Show – Grow:**
Barnfields’ approach to progressively developing declarative, procedural and conditional knowledge throughout the **Physical Education Curriculum**.

