

The Quality of Education – Intent, Implementation, and Impact

Physical Education.

Intent – what we want to achieve

Physical Education at BGGs aims to develop students’ knowledge, skills and understanding across a range of physical activities, so that they can perform with increasing competence and confidence, as well as providing a platform to continue living a healthy active lifestyle into adulthood. Teaching builds upon students’ understanding of sport and physical activity from KS3, with the curriculum split into key sports activities suggested on the National Curriculum. Students are prepared for Post-16 study courses by following the BTEC level 1 and 2 course in KS4 as an option.

To create <i>aspirational citizens</i> , our curriculum is:	To create <i>successful learners</i> our curriculum is:	To create <i>leaders and communicators</i> our curriculum:
<ul style="list-style-type: none"> ambitious. accessible for all. appropriately challenging for our cohort of students in respect of their prior experiences and starting points in PE building on their learning and development. 	<ul style="list-style-type: none"> rich in knowledge and skills. broad and balanced with a variety of different sports and physical activities such as football, badminton, gymnastics, dance, tag rugby, OAA, netball, basketball, athletics, rounders and cricket. carefully sequenced, inclusive and spiral in nature. resourced with high quality lesson planning, facilities, equipment and staff experience. 	<ul style="list-style-type: none"> promotes effective communication. shows students the importance of teamwork and collaboration. places cultural capital, EDI, SMSC and British Values at the heart of planning, such as following the rules of games and understanding the importance of this.
<p>Students have opportunities to:</p> <ul style="list-style-type: none"> practice and apply practical skills in isolation and in games. experience competitive and performative scenarios. become confident in their ability to lead a healthy active lifestyle. 	<p>Students have opportunities to:</p> <ul style="list-style-type: none"> develop and perform practical skills and knowledge. regularly revisit and embed key concepts. experience new sports and physical activities, such as trips to a golf driving range. 	<p>Students have opportunities to:</p> <ul style="list-style-type: none"> develop lifelong healthy physical activity habits. have a voice and be heard. take part in extra-curricular clubs and experiences, such as after school netball club.

Implementation – how we achieve it.

- Quality first teaching adapted and accessible to all students.
- High expectations for achievement, attitude to learning and engagement, in turn promoting healthy active lifestyles.
- Thoroughly researched curriculum organisation and planning.
- Well defined system of assessment, recording and reporting share with all stakeholders.
- A broad and varied extra-curricular programme open for all.
- Role modelling enthusiasm for Physical Education, Sport and Physical Activity alike.
- Leadership opportunities both within the curriculum and outside of lessons, such as the opportunity to coach peers in lessons and take part in the Your Time leadership programme beyond the curriculum.

Impact – how we know we have been successful.

- 64% of students achieve 4+ in GCSE PE (2023 actual, 2024 predicted) and 70% of students achieve L2 Pass+ in BTEC Sport (2024 component 1 actual).
- High and consistent expectations for participation of students in lessons.
- Student Voice and meeting the needs of student voice supports decision making in relation to curriculum and lesson design.
- Increasing engagement with extra-curricular activities, building back up from the removal of these opportunities during the pandemic.

SMSC Statement.

Students in PE develop a better understanding of themselves and each other, and the wider world around us by; Having a curriculum that provides ample opportunity for students to develop morality through sport by playing and performing within the rules; guidance on showing respect for differences in themselves other students’ skill levels and understanding; regularly having the opportunity to work with others, in teams, smaller groups and partners, repeatedly developing and applying important social and communication skills; PE staff celebrate role models in the field throughout the year, with particular

acknowledgement to events in the sporting and social calendars (e.g. the Olympics, Football World Cup, and Black History Month).

Equality, Diversity and Inclusion (EDI) in the Curriculum.

Equality, diversity and inclusion is achieved in PE by; displaying and talking about examples of sportspeople who reflect our student body, as well as representing the diversity of protected characteristics in the sporting world; our PE (and swimming) kit expectations are appropriate for safe physical activity whilst also being respectful of faith; lessons are adapted in many ways to

meet the needs of all students, including those with special educational needs and/or disabilities; provision of support and challenge activities so that all students can make progress in PE from their own individual starting points; students are consulted regularly about the content of their PE lessons and extra-curricular provision to ensure we meet the needs of the cohort as fully as possible.

British Values in the Curriculum.

British Values are included in the PE curriculum by; placing a strong emphasis on the importance of fair play and how this can impact the student themselves and others; promotion of sportsmanship-type behaviours, tolerance and respect for sports equipment, environment, safety and hygiene is paramount; the curriculum is designed to meet the needs of the cohort as fully as possible, and is regularly reviewed and adapted following student consultation to ensure that it continues to do so.

Careers in the Curriculum.

- Displays promoting career opportunities in sport.
- Careers in Sport related industries are presented in BTEC Sport) and presented at appropriate points in core PE supporting Gatsby benchmark 4.
- School trips to sporting events and venues to broaden experiences in the sporting world.
- Partnerships with sports clubs and physical activity providers outside of school.
- Inclusion of leadership opportunities both within the curriculum and beyond.