



## Curriculum Intent

Our mission statement is based around the two key elements - participation and performance.

“Realising potential through participation and performance.”

The PE department believes this can only be achieved through the following clear targets and standards:

- High quality teaching and learning
- High expectations in achievement levels
- High standards of behaviour
- Good curriculum organisation and planning
- Well defined system of assessment, recording and reporting which is shared with the students
- An extensive extra-curricular programme which offers equality of opportunity
- Demonstration and promotion of healthy active lifestyles
- Communicating a strong enthusiasm for our subject

We intend to provide all students with the following:

- The opportunity to participate in Physical Education and Sport
- The opportunities for each individual to achieve their potential
- Encouragement to form an intrinsic enjoyment of the arts, sport and physical education
- Promotion of individuality and creativity
- Promotion of participation and attainment within the whole spectrum of curricular and extra-curricular physical activity
- Assistance to develop into adults with a lifetime commitment to sport and physical activity

## Curriculum Implementation

Physical Education develops the pupils' knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of activities. It promotes an understanding in children of their bodies in action and involves thinking about, selecting and applying skills. Physical Education lessons and extra-curricular provision provide pupils with the opportunity to -

- Develop and explore physical skills with increasing control and coordination
- Work, play and perform with others
- Perform skills and apply rules and conventions
- Recognise and apply tactics in competitive situations
- Recognise the changes in the body during exercise
- Develop their enjoyment of physical activity through imagination and enjoyment
- Evaluate their success and identify how they can improve their own, and/ or others' performance

In EYFS, the focus is towards development of motor skills, the importance of physical development and their all-round health, social and emotional well-being. Gross motor skills such as negotiating space and obstacles safely, demonstrating strength, balance and coordination when playing, and moving energetically (such as running, jumping, dancing and skipping) are prioritised.

During key stage 1, pupils would be expected to develop their abilities and knowledge of fundamental physical literacy skills such as agility, balance and coordination, in preparation for future key stages. During key stages 2-4, the Physical Education department would expect pupils' to develop their abilities and knowledge of key concepts and processes through the following areas:

- Outwitting opponents (games)
- Accurate replication of actions, phrases and sequences (gymnastics)
- Exploring and communicating ideas, concepts and emotions (dance)
- Performing at maximum levels in relation to speed, height, distance, strength or accuracy (athletics)
- Identifying and solving problems to overcome challenges of an adventurous nature (lifesaving, personal survival and swimming)

### **Teaching and Learning Styles**

The Physical Education curriculum is taught formally through 2 hours of high-quality PE delivered by phase specialists in EYFS, and PE specialists in KS1-3. In KS4 PE specialists deliver 3 hours of high-quality PE a fortnight to all pupils, and an additional 6 hours a fortnight to those who select to study GCSE PE. A variety of teaching and learning styles are used in order to discover and embed knowledge.

Throughout KS1-3, one hour a week is dedicated to game-like activities. In KS1 this is delivered through our multi-skills programme. In these lessons, pupils are taught the fundamental movement skills e.g. running, hopping, throwing. These skills are then adapted to changing environments and game-like situations where the pupils apply the skills they have learnt. In KS2 and 3, pupils develop and continually apply these skills into recognised games, e.g. netball, table tennis and rounders. They are taught to play within the rules and work together to create tactics and strategies in order to outwit their opponents. The second hour each week is focused on movement skills and this is taught through a variety of gymnastics, dance and swimming and athletics. All pupils in Key Stage 2 and 3 swim for three activity blocks a year (approx. 15 weeks). In KS4, pupils are given the opportunity to master skills and techniques across all activity areas, including swimming for 1 activity block a year (approx. 5 weeks).

GCSE PE lessons in KS4 are split between the classroom and practical lessons dependent upon the progress point of the group of students within the exam specification. We follow the OCR GCSE PE 9-1 specification, where students are assessed 60% through two written exams at the end of year 11, 30% through practical performance continually assessed throughout the course before moderation at the end of year 11, and a 10% coursework piece that links both their practical and theoretical learning.

All children experience a mixture of whole class teaching, guided group or paired work, and independent activities, with each lesson concluding in a plenary session to review progress and learning. In all classes children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in others we ask all children to work from the same starting point before moving on to develop their own ideas based on the task set.

## Physical Education Curriculum Planning

PE is a foundation subject in the National Curriculum, and it is taught using the key concepts and processes.

The planning is carried out in three phases:

- long-term, which overviews the whole year,
- medium term, which overviews each unit (each half term), and
- short term, which focuses on the specific content of daily lessons.

The units of work are planned to build on prior learning of the children and as PE specialists the department are able to adapt their lesson planning accordingly.

## Contribution of PE to teaching in other curriculum areas

The skills that children develop in PE are linked to, and applied in, most subjects of our curriculum.

English	It is a requirement of all teachers to pursue the development of pupils' language and they should be taught to express themselves clearly in speech. This should be considered in all areas of the subject. This can be achieved in: <ul style="list-style-type: none"> <li>• Skill development by talking and describing good technique.</li> <li>• Application of skill- planning a response to a task and deciding upon appropriate tactics, strategies and compositional ideas.</li> <li>• Evaluating- judging performance and giving appropriate feedback.</li> <li>• Health-related- development of technical vocabulary.</li> </ul>
Mathematics	Number of group sizes, recalling mathematical facts, calculating, understanding proportions, calculations of areas, volumes and perimeters, understand and use measures of time, speed, acceleration etc. Pattern, movement and symmetry in gymnastics and dance.
Science	Diet, health, what happens to the body during exercise.
Information Technology	The use of photos, videos as stimuli, video footage of performance for immediate feedback.
Religious Education	Spirituality, fair play, ethics, code of conduct in games, swimming and athletics and culture in dance.
Personal, Social and Health Education	Teamwork, health and hygiene, citizenship, fair play, role of authority e.g. referees and umpires.
History	Origins of sport and development of education.
Geography	Map skills.
Art	Form, shape, props.
Music	Interpretation, rhythm, phrasing.
Social, Moral, Spiritual and Cultural	Working with others, in groups or partners. Playing within the rules, fair play, discussing ideas and performance. Respect for other pupils' level of ability and encourages cooperation. Pupils have and learn a better understanding of themselves and each other. Celebration of athletes throughout the year, with particular acknowledgement to events in the sporting and social calendars (eg. the Olympics, Football World Cup, and Black History Month)
Careers	Careers based displays. GCSE PE students study careers in sport opportunities as a stand alone lesson during their course.

## Assessment for learning

Teachers in the department assess the children in two ways:

**Formative-** Mainly achieved by observations of the pupils during lessons, which will then develop progress by changing tasks to enable pupils so that they can achieve or extend to challenge. Older pupils are encouraged to evaluate their own work and to suggest ways to improve. Teachers record the progress made by children against the learning objectives for their lessons.

## **Summative**

At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. Teachers record this information and use it to plan the future work of each child. The pupils will also attempt to grade themselves against the 'pupil speak' descriptors, which will give the pupils a more detailed progress check and they will start to understand what they need to be able to perform to improve and progress. Records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

## **Resources**

The PE department have access to the primary-aged and secondary-aged facilities, equipment and resources. This ensures that the pupils who need to be extended are and those who may need differentiated equipment are enabled. The facilities used by the department include:

- Senior school hall
- Gym
- Swimming pool
- Classroom spaces
- Sports hall
- Studio/ Squash courts
- Tennis courts
- Astroturf
- Grass

All equipment is kept in locked storage only accessible by the teacher and can only be taken out with adult supervision. The pupils are expected to lift, handle and carry equipment safely, set up and put away as part of their lesson.

To support GCSE PE students, we primarily use the following texts:

- Honeybourne, J. OCR 9-1 GCSE PE (2<sup>nd</sup> Edition). Hodder Education.
- Powell, S. My revision notes OCR 9-1 GCSE PE (2<sup>nd</sup> Edition). Hodder Education
- Young, S. & Burrows, S. OCR GCSE PE Workbook. Hodder Education.

These texts have been selected as they directly support the delivery of the exam board syllabus (OCR), and they have exam style questions within them to help support, stretch and challenge our students to achieve their potential in their GCSE PE examinations.

## **Health and Safety**

Health and safety have a significant implication in this subject and it is expected that all pupils consider their own safety, and the safety of others, at all times. Pupils are expected to change to appropriate PE clothes for their lessons, particularly their footwear. Children are not allowed to wear any jewelry for the lessons, regardless of the religious significance, this type of jewelry should be removed for their lesson and then put back on when changing back into uniform. Up to date risk assessments can be found on the VLE for all areas where PE is taught.

## **Extra-curricular activities**

The school provides a range of PE-related activities for children at lunch time and at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

## Curriculum Impact

Students would be expected to demonstrate the following at the end of each key stage -

KS1 – Achieve secure ‘KS1 KPIs’ in majority of activity areas

KS2 – Achieve secure ‘Year 6 KPIs’ in majority of activity areas

KS3 – Achieve secure ‘Year 9 KPIs’ in majority of activity areas

KS4 – Achieve excelling ‘Year 9 KPIs’ in majority of activity areas