

Physical Education

Curriculum Intent:

The aim of Physical Education is *'to inspire a lifelong passion and interest in physical activity and sport.'* Physical Education is integral to the FABRIC of the college. PE is studied to develop the physical, social, and emotional well-being of our students. We aim to provide an engaging and challenging curriculum that allows (all) students to achieve beyond their expectations. All students will gain an understanding of a variety of sports, including the composition of play, tactics and techniques. In addition, they will understand what constitutes a healthy lifestyle and why it is important for their physical and mental wellbeing. The curriculum is designed to meet the needs of all students, regardless of their starting points and abilities and celebrate the achievements of all, through an assessment scheme that rewards theoretical understanding alongside physical technique.

How the curriculum fits into the College's FABRIC?

Focused

The PE curriculum is regularly reviewed and reflected upon to ensure that it meets the needs of our students. As a department and college, we aim to offer a curriculum and excellent opportunities to develop a healthy life-long love of physical activity and to develop a first-class teaching and learning environment where both staff and students enjoy working hard together to achieve success. Departmental meetings are used to evaluate areas that need development and ensure a common thread of pedagogy and learning expectations. The curriculum is designed to meet the appropriate age range and ability of the students and is adapted accordingly.

Appropriate

In the early phases of the curriculum students will focus on improving their physical, social, and emotional wellbeing through an engaging range of sport and physical activities. Development of student's physical literacy is key, with students assessed on the attitudes, skills and knowledge or becoming happy, healthy, and successful people through PE. This is achieved through experiencing a range of sporting activities within specific areas (invasion, net-wall, performing at maximum, accurate replication and striking and fielding). Students will continue to develop their confidence, motivation, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life. This is done by ensuring lessons are both engaging and purposeful.

Broad and balanced Students are provided with a variety of opportunities and experiences throughout their time at the college, challenging them both inside and outside the classroom. We believe that students deserve a broad and ambitious Physical Education curriculum, rich in skills and knowledge,

which develops physical, social, and emotional well-being which prepares them well for future learning or employment. Our Physical Education curriculum will give students the opportunity to:

Develop a healthy life-long love of physical activity.

Experience a first-class learning environment.

Be part of a team and develop this well-being.

Experience a variety of opportunities and experience through sport and physical activity.

Gain leadership skills.

Develop physical, technical, and tactical sporting skill.

Rigorous – Challenges and supports all students to be able to know more and remember more

Staff with expert knowledge and a passion for sport and physical activity deliver the curriculum to all students. There is a nurturing of a ‘can do’ attitude towards learning, built through individual and team activities. Staff inspire pupil’s curiosity of the subject where a passion for physical activity is enthusiastically promote. In lessons there is a regular use of modelling (through demonstrations) to demonstrate accurate skills, and an importance of giving students regular opportunities to improve through teacher, peer, and self-assessments.

Integrated - to be progressive – there is clear vertical progression in each subject from year to year

In year 7, 8 and 9 students will focus on improving their physical, social, and emotional wellbeing through an engaging range of sport and physical activities. Development of student’s physical literacy is key, with students assessed on the attitudes, skills and knowledge or becoming happy, healthy, and successful people through PE. This is achieved through experiencing a range of sporting activities within specific areas (invasion, net-wall, performing at maximum, accurate replication, creative and striking and fielding).

In years 10 and 11 students will continue to develop their confidence, motivation, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life. This is done by ensuring lessons are both engaging and purposeful. This is achieved through experiencing a range of sporting activities within specific areas (invasion, net-wall, performing at maximum, accurate replication, non-traditional and striking and fielding).

Students can select GCSE or A level PE alongside their core PE. Students will be assessed formally on practical sports performance, psychology of sport, biomechanics, history and sociology of sport and the body’s response to exercise amongst other options. This is all achieved by teaching theoretical content through and alongside high-quality practical PE.

Coherent – there is clear intent about what our students will learn at each stage

We aim to provide an engaging and challenging curriculum that allows (all) students to achieve beyond their expectations. We aim to ensure all students leave the school possessing the skills, motivation, and knowledge to enjoy a lifelong engagement with sport and physical activity. We trust that our broad and innovative PE curriculum will allow students to develop their love of movement and sport well beyond their time with us. The curriculum is well supported with an extensive extra-curricular programme of sporting activities and an inter and intra school competitive fixture programme

How we assess learning	Key Vocabulary
Teachers use a variety of assessment methods, both formative and summative. Visual, verbal, and written feedback is given to check the students learning and help develop a clear understanding in the topic or activity. Formal assessments take place at half term and end of terms or the end of a block of work in GCSE and A level PE. In these courses students are provided with feedback and complete green pen work to extend their understanding of the topic. In core PE assessment is ongoing during the block of work.	Key Vocabulary may be clearly displayed or stated verbally at the start of the lesson and verbally reinforced throughout. Key Vocabulary related to sport and physical activity terminology is displayed around the Sports Block. This may be supported with visual images. Key vocabulary and phrases are checked regular through starters at the beginning of lessons.
Enrichment	Careers Education prepares our students to make informed choices about their futures
The curriculum is enriched by a broad range of extra-curricular activities that are available to all students. All students are encouraged to experience playing in competitive fixtures in an extensive intra school inter house programme. There are opportunities for students to compete in the major games and some minor ones against other schools. Staff encourage students to contribute to the life of the school and use these 'real' competitions to develop their skills and knowledge in Sport. Sports tours and the spectating of high-level sporting fixtures are also available. In A level and GCSE PE students in their NEA can focus on investigating and writing around their own chosen sport.	Careers and 'next steps' are verbally reinforced in lessons. There is a career in sport and physical activity display.
Our curriculum is underpinned by our values and are expressed through our curriculum	
Pride – Verbal praise and College reward system used for students for student's best attempts. There first team tie, junior colour and senior colour awards that can be awarded in specific sports. Pride in representing the House or College in sporting fixtures. Passion – Teachers display a passion for their subject through the diverse range of activities they offer both in and outside the curriculum. Encouraging students to challenge themselves both in individual and team activities. Positivity – Supporting and encouraging each other in individual and teamwork. Developing resilience confidence and independence, through their sporting endeavours.	