

Curriculum Overview – Physical Education

Intent

Physical Education is an essential part of a child's holistic education. We intend to teach a diverse and inclusive curriculum that offers the individual a range of sports and activities to suit their skill level and aspirations. Students will develop an awareness and understanding of the importance of being physical with the aim of installing values that allow them to have a lifelong interest in sport. In addition to the practical nature of sport and physical education, our curriculum has been designed to educate the whole child to ensure they leave school culturally literate and confident in their chosen career path.

Literacy – To enable students to articulate their thinking and communicate their ideas through the use of key words and terms. Teachers use the PE Literacy strategy and the Knowledge organisers to embed key words and meanings.

Reading – To share the best of what has been written by a diverse range of authors to expose students to the art of reading. Teachers read passages of texts within practical lessons in 10-minute episodes once per rotation (every four weeks).

Digital Literacy – To enhance students online learning skills. Teachers use a flipped model of teaching which exposes students to content ahead of the lesson. Knowledge Organisers have been carefully designed to align with key words within the Literacy strategy. Students are taught how to engage with video content that is viewed via a bespoke YouTube channel, then tested within lessons.

Cultural Capital – To create opportunities within lessons and through the extra-curricular program for students to flourish culturally. Teachers are encouraged to recognise the diversity of children's home experiences, and avoid assumptions about different cultural backgrounds, customs and experiences. Students who receive Pupil Premium funding are supported to ensure equal access to fixtures, events, PE kit and trips.

The overarching **concepts** for Physical Education at Shaftesbury School are:

- **Practical skills**
- **Problem solving**
- **Collaboration and team work**
- **Perseverance**
- **Communication**
- **Creativity**
- **Trust**
- **Leadership**

Implementation

KS3 allows students to follow a curriculum pathway that offers a range of sports. In year 7, 8 and 9 students experience team games through netball, football, handball, hockey, cricket, rugby, volleyball and basketball. These sports allow students to work collaboratively and develop their trust in others, problem solving skills, leadership skills and communication skills. Students are taught in single sex groups for some of the team games and then mixed for others. This is to mirror the GCSE model. The individual sports covered include; gymnastics, badminton, tennis, dance, rock climbing, fitness, athletics and Orienteering. These sports provide the ideal platform to develop creativity, perseverance, problem-solving skills and leadership. The balance between the individual and team pathways prepare students for future learning at Key Stage 4. Key Stage 3 students are allocated two hours of high-quality PE per week.

At **KS4 students** opt for GCSE PE or Core PE as they continue their studies into years 10 and 11. The core PE program includes four hours per cycle where students are offered a range of sporting options. Lessons focus on developing a healthy attitude towards physical activity and the social benefits of being active. GCSE PE students receive an additional 5 hours of taught time. Within this time they will develop theoretical knowledge and understanding of the factors that underpin physical activity, using this to understand and improve their own performances. The course helps students understand how the psychological and physiological state affects performance. Students have to perform and will be assessed in three sports, which have to represent team or individual disciplines. They are assessed on their core skills, techniques and ability to select and use tactics, strategies and ideas. The course culminates in two written theory examinations and a coursework project called the PEP (Personal Exercise Program).

Impact

By the end of Key Stage 3 pupils should be taught to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games, develop their technique and improve their performance in other competitive sports, perform dances using advanced dance techniques within a range of dance styles and forms and take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Pupils should be able to analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best and take part in competitive sports and activities outside school through community links or sports clubs.

By the end of Key Stage 4 pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study, use and develop a variety of tactics and strategies to overcome opponents in team and individual games and develop their technique and improve their performance in other competitive sports or other physical activities. Pupils will take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group. Pupils will evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best continue to take part regularly in competitive sports and activities outside of school through community links or sports clubs.