

PE curriculum

The Vision for all our students who study PE (Intent)

Physical Education in schools is vitally important. With the current generations ability to access numerous technological gadgets which make life easier but more sedentary it is getting more and more important to have a healthy and active school PE curriculum. Physical education aims to develop three key benefits, that of physical, mental/emotional and social. Physical benefits are such things as improved stamina, resistance to disease and infection, better posture and muscle tone but also a huge contributor to the prevention of type 2 diabetes and heart conditions related to obesity. Mental benefits are the release of endorphins and serotonin which help us to feel better and raise our self-esteem. Finally, PE will develop their social skills in meeting new people through fixtures and the essential quality of teamwork and empathy for others. It is integral that students develop a healthy and enthusiastic attitude towards PE that will stay with them after school to encourage lifelong physical, emotional and social wellbeing. PE experiences help develop skills such as communication, problem solving, resilience and focus, we recognise this importance and therefore provide our students with a wide range of PE experiences, including house and school fixtures. It will be expected that students are able to become organised, knowledgeable, and solid leaders. The fact that students will try a huge variety of sports in our curriculum is done on purpose to try and encourage lifelong participation in sport but also to give students a fresh impetus to the subject regularly as they learn new skills or master old ones. Students throughout the course will be guided on how to develop their fitness levels outside of the school environment through various training sessions that they can participate in in their own time, and how to perform these safely. Physical education is the release that some students need from the pressures and strains of the classroom.

Rationale (Implementation)

Our curriculum is based on the key elements of PE in the 2013 National curriculum

Outwitting an Opponent

Replication of Ideas and Action

Knowledge of Fitness and Health

Performing at Maximum Level

Analysis of Performance

Leadership

We want students to succeed and become talented in a variety of sports. We aim to give students a holistic view to physical education and its benefits and we do this by teaching students to experience success and failure, reason to open situations of ever evolving game settings and then solve problems.

The PE curriculum is broken into KS3 & KS4. At KS3 students rotate around a number of sports, these include rugby, football, sportshall athletics, fitness, netball, handball, trampolining, basketball, gymnastics, badminton, table tennis, tennis, athletics, rounders and cricket. The students will follow specific paths based upon a number of conditions. Firstly, their teacher. We try and make staff deliver what they are competent at delivering, find engaging and challenging. This allows the students to grow in their mindsets and abilities. Secondly, their group. Students at KS3 are split into three groups where numbers are greater, a boys, girls and a mixed group. The single sex groups are usually the students with a strength or preference or ability to PE. The mixed group is usually one which has students where PE isn't their current strength or one where we feel they can be supported greater in their development. And last of all the sports are dictated by the facilities and

seasons of sport. For example in the Summer, athletics, cricket, tennis and rounders are followed as the sportshall is in use for examinations and the inter-school events for these sports are at this time.

Sports will also follow a path in KS3 which develops the skills learnt in previous years and also gear them up to the challenge of GCSE PE, inter-school competitions and house events. All sports follow the guidelines set from National Governing Bodies e.g. rugby follows the regular changes required in the game to then allow students to follow that pathway into sport and to do it safely.

Core PE at KS4 is different to that of KS3. We aim to give students the opportunity the chance to choose what pathway of sport they would like to follow, thus giving them a more personalised learning structure. Students can focus on a few sports or a large range of sports depending on their interests. In addition to the sports we study at KS3 we also include offsite facilities such as golf, gym and Rowley Park. The focus therefore is more healthy living / active life focus.

All students also have the opportunity to access numerous extra-curricular activities. Whether this is in Life Matters time (through the monthly House Games) or after school activities. These are all free of charge and accessible to everyone. Extra-curricular clubs and fixtures at KS3 and 4 are vital for the department and the students. For the department we can use these to assess students in these sports should they wish to follow GCSE PE at KS4. Without these competitions it is impossible to give an accurate assessment of the students and this hinders their final grade. For the students we feel it is so important to experience the sense of competition, develop and grow from this but also see other cultures. For example; the football, rugby, basketball, cricket, athletics, trampoline, badminton and handball teams are entered into not only local, but county, regional and national competitions. Of late we have travelled to Worcestershire, Warwickshire, Shropshire, Cheshire and Lancashire for fixtures. This is an excellent chance not only to see other cultures but also a brilliant way for the students to bond as a team and develop that sense of community and cohesion.

We also offer trips as part of our extra-curricular provision, in recent years we have been to various local and national sporting events. For example; the PE department run an annual trip to Twickenham to watch and England Rugby Union International. We have been fortunate to see England win each time and we consider ourselves to be a lucky charm. Another example is the regular trips to Audley Climbing Centre as part of our GCSE PE offering. Students have the chance to visit the centre for two days where they can learn the skills of the sport and also at the same time be assessed for GCSE purposes. Both of these trips are incredibly popular and so a significant proportion of our students attend these.

KS4 exam courses

In year 9 students complete one theory lesson of PE a week, this allows for students to decide on whether this is a viable option to follow in year 10 but also to gain further knowledge on how to train and look after themselves outside of school. Students in year 10 either follow Edexcel GCSE PE or a vocational qualification, should they choose to follow the subject and depending upon their practical and academic skill set, supporting both ends of the academic spectrum. At the same time there is still the opportunity to take part in core PE, which is an option-based programme, given students the chance to create their own bespoke PE experiences. There are many sports teams for our Gifted and Talented students to access and extend themselves in but also a number of recreational clubs purely based upon developing participation rates in exercise.

KS5 exam courses

PE offers several options at sixth form, we have the A level route which relies heavily on excellence in one sport and academic understanding in a variety of topics including biomechanics, anatomy and physiology, psychology, skill acquisition and contemporary issues. The other route is to access our sports academies, these can be the football academy which involves regular training, fitness sessions and competitive league and cup matches all whilst studying a L3 Btec in Sports development. The other option is to join the referee academy, the first of its kind in the country. This is a brand-new course aiming to develop the football referees of the future.

SMSC

Through physical education students have numerous opportunities to develop SMSC. Through fixtures, competition and team work tasks the students are developed socially. This develops communication, teamwork and co-operation, all fundamental for the develop of the social self. Through competition within lessons and theory lessons we discuss the morality of winning at all costs, engaging many participants, respect and values. Students will discover how sport can be seen as a religion to some and as a way of bringing together some cultures. We also discover how some religions work within constraints when taking part in sport. We develop aesthetic appreciation. i.e the beauty of movement. Finally, there is cultural development where students get the opportunity to visit new schools in and around the local area for district fixtures, they also will be entered into county and national competitions again allowing them to meet new people and cultures and see outside of the world of Stafford. We also run annual trips to Twickenham so students can see their capital but also learn about being independent and being as part of a community and community.

British Values

British Values are essential in modern day educational settings. With Britain a community of a variety of cultures it is essential to rubber stamp and reinforce what it is to be British. We look at the BV in the following ways:

Democracy – regularly students are asked to voice their opinions and have a chance to choose what they wish to participate in. In KS4 students can choose how they wish to participate in their PE lessons. This then gets them used to making up their own minds but making their education personal to them.

Rule of Law – PE and sports in general are dictated by rules. Whether it is in terms of the game or the equipment they must use, students gain experience in obeying laws and the consequences of failing to follow them.

Individual Liberty – in PE we offer students the chance to express themselves through performance, this could be through performing routines and sequences in trampolines and gymnastics but also through the chance to discuss ways of improving performance in groups.

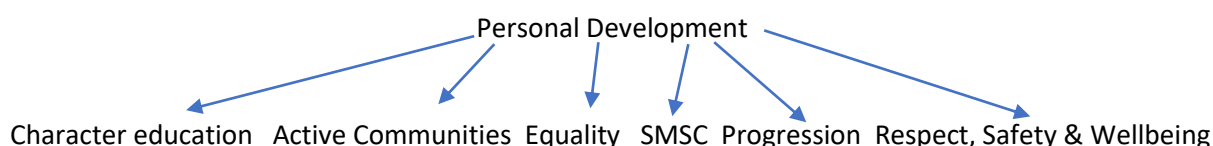
Mutual Respect – this is an essential part of PE. Without cooperation and collaboration there is no game. Without mutual respect games and lessons can not take place effectively. Students are encouraged to congratulate each other but also commiserate those that have not succeeded.

Concept of cultural capital

The PE department looks at developing cultural capital by looking at promoting values and virtues within out PE lessons.

Out of the classroom	In the classroom	In our minds
Self Control	Love of Learning	Faith
Justice	Sense of Humour	Hope
Temperance	Attentiveness	Forgiveness
Solidarity	Humility	Compassion
Respect	Patience	Service
Kindness	Perseverance	Courage
Friendship	Determination	Empathy

These will be delivered through the various pathways of:



Character education – looks to implement the values and virtues into our curriculum, both examination and non-examination, at every available opportunity.

Active Communities – include leadership opportunities, mentoring, wellbeing, local and national competitions, encouraging lifelong participation in sport and developing school/club links.

Equality – promoting of British Values within lessons when opportunities arise, treating all people the same no matter the ability, sex and race. We also try and create opportunities for all through our sports clubs and activities.

Progression – students are given regular advice on their career pathways, this includes options and activities outside of school. We also incorporate work-based learning in our vocational courses. We also develop club links with sports clubs should students wish to further their interest in that sport.

Respect, Safety & Wellbeing – this is where we aim to give students the chance to develop their mental and physical wellbeing through active lessons but also extra-curricular opportunities like the outdoor gym and sports facilities. We also incorporate healthy eating through our curriculum.

Cross-curricular opportunities, literacy and numeracy

In PE there are numerous opportunities to develop numeracy and literacy. Numeracy is developed through problem solving situations in games and practice situations. This open environment make students think on their feet and apply the appropriate responses. Students learn that mistakes happen it is how we recover from that. Scoring is essential in most sports and so is an obvious source of numeracy. We also do data analysis or pattern analysis as part of practical and theory lessons. This allows students to see how then to apply the data and then adapt their practice. Literacy is encouraged in all reading time activities of an afternoon. We also give students task cards to comprehend and then apply. There is numerous opportunities for peer teaching where students can read and apply the correct improvements to one another's performance. We also develop students' leadership skills which then gives the student the skills to develop communication and empathy.

Careers (Gatsby benchmark 4 coverage)

The sporting industry is one of the fastest growing sectors. There will always be a need for professionals within the industry as long as it exists. Students who follow a sporting career no longer have to restrict themselves to just being the next PE teacher. The range of jobs in the industry is vast. For example, students as part of our sports academies can work on data analysis on Premier League games, this is now a career which is funded greatly by sports clubs. People who have an interest in PE can also lead into careers in the medical profession. Sports therapists, physiotherapist, sports vision therapists and nutritionalist are all fields vastly increasing. Through GCSE and vocational pathways students can also learn about and discover the world of psychology. Sports psychology is again a growing career as the pressures and strains of professional sports stars continue to grow. However, it is not just sport that psychology benefits, leadership and motivation are skills that will develop and these are industries in themselves nowadays.

We are proud of our students and their success: (Impact)

Key Stage 4

	2017	2018	2019
Percentage of students achieving 4+	60%	58%	64%
Percentage of students achieving 5+	32%	32%	40%
Percentage of students achieving 7+	18%	18%	11%

Key Stage 5 – A level PE

	2017	2018	2019
Percentage of students achieving A*-E	100%	No cohort	100%
Percentage of students achieving A*-B	33%	No cohort	25%
Percentage of students achieving A*-A			

Both cohorts have been a class size of 4 so results can be skewed.