

## **Subject curriculum intent-PE**

### **Why is your curriculum shaped the way it is?**

Article 31: all children have the right to play and join in a wide range of activities.

All students are entitled to a progressive and comprehensive PE curriculum programme which takes into account the individuals physical, educational and personal developmental needs. The PE curriculum at Croft Community School compliments the ethos of the whole school. It forms part of the PESSPA programme, is broad, balanced and meaningful and is planned in a way that meets the 4 strands of physical education. It allows students to develop skills, make and apply decisions, develop physical and mental capacity and evaluate and improve their performance. Curricular and extra-curricular PE ensures that students in the school access a holistic education where their physical, social, personal, cognitive and creative needs are met as well as improving their overall health and fitness. The PE curriculum is accumulative in skills as well as striving to prepare students for competitions and festivals. It is ambitious and designed to give all learners the opportunity, support and challenge to make progress.

This begins at Key Stage 1 and 2 with the development of fundamental movement skills (FMS) such as run, hop, jump, throw, dodge, catch, skip and strike. The curriculum is shaped in this way because they are the building blocks for other skills and the foundation movements which form the basis of many physical activities and contribute to the development of agility, balance, coordination as well as speed, agility and quickness. The key stage 1 and 2 students use Core Task cards and this allows for a progression of skills to be developed and provides the building blocks for the next set of skills. The core tasks are activity based challenges and represent a complete piece of work for children to achieve, it gives a clear picture of the aims, transitional information and allows for the level and accomplishment of the student to be passed on. The tasks grow in difficulty and complexity as students make progress and ensure there is a focus on all 4 strands of learning as well as matching the maturity and ability to students at particular levels.

The PE curriculum at Key Stage 1 and 2 also reflects some of the key personal goals we want our pupils to succeed in, to enquire, to develop their resilience, morality, communication, thoughtfulness, cooperation, respect and adaptability. The curriculum in KS1 and 2 is planned in a way that meets the needs of our students as well as mirroring the National Curriculum. FMS, dance, games and gymnastics form the basis of the KS1 curriculum, with swimming, athletics and outdoor adventurous activities being added in KS2. Swimming is not isolated; it develops and enhances their movement patterns, coordination, streamlines positions, core, strength and stability, all skills that will allow progression within the curriculum.

The curriculum at Key Stage 3 and 4 builds on and embeds the skills learned in KS1 and 2 in order that they become more competent in their techniques and confident in their abilities. The curriculum still covers the 4 strands of PE and encourages the development of skills, the

application of decisions, the development of physical and mental capacity and the ability to evaluate and improve their own or others performances. Students in KS3 access a broad and balanced range of team and individual sports. They learn the skills of invasion games and how to apply these to different sports such as football, basketball, netball and benchball. They engage in gymnastics, dance and trampolining as well as a number of Striking and Fielding, Net and Wall games and Athletics. They learn tactics and strategies to overcome opponents in competition and build on their ability to evaluate performance. KS3 students also engage in Outdoor Adventurous Activity Lessons which includes indoor climbing, orienteering and hillwalking. This helps to develop leadership, team work, resilience and problem solving skills, all age and ability appropriate and transferable to other aspects of the curriculum. Students from Y9 are participating in sport as part of their Duke of Edinburgh Award. The KS4 curriculum is shaped in a way that allows students to gain a BTEC Entry Level, Level 1 Award or Certificate as well as GCSE for one student. This compliments the broad and balanced meaningful PE curriculum which suits the individual needs of students. The curriculum is shaped in a way that students will learn the skills needed to live a healthy and active lifestyle. It allows for participation, performance and leadership. The curriculum also allows for intra and inter sport termly competitions. Students in KS3 and 4 begin to recognise the importance of life long participation in sport.

**What values have guided your decisions about the curriculum you have in place? How does your curriculum reflect your school's context?**

The whole school approach to PE and School Sport promotes fundamental British Values. The roles and responsibilities within a team, decision making and making informed choices reflects the value Democracy. The rule of law is promoted through age appropriate rules, fairness and respect. Individual liberty is reflected in students' ability to make judgements about their own and others performance. Mutual respect and tolerance is promoted through the fact that all pupils can access competition within and outside of the school and demonstrate appropriate behaviour and regard for rules and regulations. Students also learn about the historical and cultural aspect of sport. Students have the opportunity to compete in sport and other physical activities to build character and help embed values such as fairness and respect. PE can challenge and promote self-esteem through the development of physical confidence and problem solving. It can teach children to cope with both success and failure in competitive, individual and team based physical activities. Within dance it will allow children to explore their personal and spiritual identity.

The school values are embedded within the teaching of PE. The teaching of a positive mindset occurs frequently in the teaching of PE where pupils are encouraged to build resilience. They learn about the physical and mental benefits of a warm up and the importance of

being in the correct 'mindset' whether competing individually or as part of a team. They are encouraged to participate in sport as well as evaluating performances constructively.

Students are frequently challenged within PE lessons where expectations are high. Students are provided with learning outcomes and expectations of the progress they should make during each topic related to the progression outcomes. Students are set outcomes they need to achieve and these are recorded accordingly. The students are encouraged to attain the highest qualification possible for them, from AQA Unit Award up to a GCSE. Regardless of the needs of each individual, all students within Croft access PE and with some reasonable adaptations, they engage in all aspects of the curriculum.

Pupils are supported to develop emotional and social resilience, they are encouraged to participate and strive to achieve at whatever level they are. Students are encouraged to persevere and enjoy healthy competition which includes coping with failure as well as success.

Olympic and Paralympic values are also encouraged within PE at Croft Community School. These are friendship, courage, inspiration, determination, equality, respect and excellence.

Positive behaviour and social skills are promoted in PE both in school, during after school and lunch clubs and out of school festivals and competitions. Students develop team work and communication skills and are encouraged to be respectful of others opinions, abilities and views.

The teaching of PE allows for students to be creative, independent and self-aware learners.

**What are the objectives for your curriculum? What do you want pupils to be able to know and do by the time they leave?**

The objectives of the PE curriculum ensure that every student will leave school with the knowledge and skills in order to live a healthy and active lifestyle. The aim is that all students leave school as physically literate individuals who have had their creative, physical, social, cognitive, personal, health and fitness needs and goals met. They will have had the opportunity to develop their teamwork and leadership skills as well as their self-confidence, self-esteem and self-belief. The holistic development of the student is at the heart of the PE curriculum with sport being the vehicle for this development. It aims to help the students to become enthusiastic, inspired, confident, respectful, competitive, happy, healthy, coordinated, balanced, determined and resilient members of society. This is in addition to leaving with the fundamental movement skills and techniques required for different team and individual sports and improved gross and fine motor skills.

**How does your curriculum plan set out the sequence and structure of how it's going to be implemented?**

Long term plans for PE across the school ensure that the curriculum is broad, balanced and meaningful. PE in KS1 and KS2 is taught following a sequence of lessons twice a week using core task planning for the medium term plan. This plan highlights a core task which forms the basis for assessment. The plan covers the four strands of PE to ensure full coverage. The plan, therefore, allows pupils to develop skills, make and apply decisions, develop physical and mental capacity and evaluate and improve performance. The planning allows staff to see how these 4 elements can be met within the sequence of lessons. Key stage 3 and 4 long term plans meet the requirements of the National Curriculum as well as being shaped to suit the needs of our students. It ensures a broad coverage whilst at the same time allows for repetition of fundamental movement skills. The BTEC curriculum plan ensures that students can access a qualification level suited to them and the planning sets out the topics that need covered and are planned in a way that allows for progression of skills and in a sequence where the theory work is meaningful and accompanied by practical application of knowledge. Skills and knowledge is recorded using key skills documents as well as the school's assessment system. The subject leader collates data that is shared and passed on to inform planning and next steps.

### How is your curriculum differentiated to meet the diverse needs of pupils at Croft?

The school assessment system is used to correctly and accurately baseline students and plan and teach lessons to meet their needs. Learning is therefore differentiated accordingly. The PE curriculum is very much personalised within Croft and the long term plans reviewed and adapted accordingly. The long term plans are differentiated according to the cohort of students and then the medium term plans differentiated according to need. The core tasks in Primary are discussed with class teachers and planned according to the need of each individual class. The progression of skills documents allows students to be assessed in key stages rather than age or year group specific to take into account a wide range of factors that effects children's abilities in PE. The secondary curriculum is differentiated according to the needs of the students and the breadth of coverage is different for each class. In KS4, the curriculum is personalised in order to cater for students gaining AQA unit awards, BTEC Entry Levels, BTEC Awards, BTEC Certificates and GCSE.