

INTENT:

Physical Education at GWA provides students with the chance to explore a vast range of activities in our ‘Sport for all’ approach. It is our aim that every student will find a life-long passion physical activity which ensure they go on to lead a healthy future.

Within Physical Education at GWA we want students to:

Achieve - by making excellent progress and thoroughly enjoying our subject.

Care – by demonstrating a superb Growth Mindset and good sportsmanship.

Excel – by being challenging and guided towards enrichment and external opportunities.

By exposing students to a broad curriculum and tailoring our provision to ensure all individuals receive a hugely positive experience with sport and physical activity at GWA, we are confident our curriculum will engage, challenge and enthuse all students regardless of their initial confidence level, sporting or academic ability. In a climate where healthy, active lifestyles are becoming more of a focus for the nation, and with the growing obesity/inactivity crisis, there has never been a more crucial time to educate the younger generations on the life-changing and positive impact physical activity, fitness and health knowledge can have.

The PE curriculum ensures students experience not only a huge variety of competitive and non-competitive sporting activities, but also that they develop a huge variety of key life-skills which will only have a positive impact on their physical, emotional and social well-being and a ripple effect on their wider school and home life. Team work, resilience, communication, problem solving, creativity and presenting are all firmly embedded throughout all PE lessons and used as a vehicle to encourage students to use these virtues in other subjects within school.

Our assessment methods makes success in PE achievable for all, as well as evidencing the superb progress students make. Our ‘Head, heart & hands’ structure allows for a well-rounded approach to assessment and considers students physical skill, mental/theoretical ability and confidence/emotional intelligence in PE.

Although performance skills are extremely important, we also place huge value on other roles within sport such as coaching, officiating, leadership, analysis and health and fitness. Every sport provides the opportunity for students to experience not only the ‘participant/performer’ aspect, but the chance to lead groups through warm-ups and practices, lead team-talks and develop the team’s tactical awareness, improve officiating skills and develop fitness components throughout. This also contributes to our hope that all students can find something which they have a passion for in PE.

PE at GWA has the power to ignite a passion, inspire, unite and awaken hope within any young person.

Key Stage 3

In Year 7 & 8 students are provided with broad learning experiences to introduce them to a huge variety of activities. These are designed to develop their practical performance, knowledge of key concepts, rules and tactics and lay the foundations for life-long healthy lifestyle choices. Pupils participate in a wide-range of both team and individual sports, with an emphasis on improving their own personal levels of fitness, sporting technique and an array of enterprise skills. GWA focuses at this stage on igniting the initial passion for physical activity and introducing young people to as many strands of sport as possible, striking the right balance between participation, performance and knowledge development.

After broad exposure to activities in Year 7 & 8, Year 9 offers a more focused approach to PE. Units are based on activity areas such as ‘Invasion Games’ and ‘Net/Wall activities, rather than specific sports such as ‘Rugby’ and ‘Tennis’. This allows the staff to have more flexibility in the activities they feel would suit each class and allows students to have more ownership of their learning.

We also aim to prepare students for GCSE PE early; units and assessments are structured with this in mind. There are links to anatomy and physiology, fitness components and training methods, benefits of exercise, effects on the body and sports psychology. These are crucial aspects to the PE curriculum and is included to broaden and deepen understanding and stimulate pupil curiosity and love of the subject.

Students in KS3 are split into one of three classes for PE; ‘Boys group’, ‘Girls group’ or ‘Mixed group’ – this is based on teacher judgement of the students confidence levels, ability levels and who we feel they work most effectively with.

Year 9 students also have the option to opt for an extra PE lesson a week in year 9 to give them a proper introduction to the world of 'PE theory'. Students cover introductory lessons to nearly all of the AQA GCSE PE units of work in an engaging and active classroom environment.

In line with the National Curriculum our KS3 Physical Education Curriculum aims to teach students to:

1. Know, understand and apply the 6 key concepts of leading a healthy and active lifestyle which include: principles of training, methods of training, fitness components, fitness testing and short- and long-term effects of exercise on the body systems.
2. Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
3. Develop and demonstrate a good level of skills, techniques and decision making in order to improve their performance in competitive/formal situations.
4. Develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
5. Take part in activities which present intellectual and physical challenges and to be encouraged to work in a team, building on trust and develop skills to solve problems.
6. Analyse and evaluate their own and others performance and suggest ways to improve in order to produce effective outcomes.

Key Stage 4

The KS4 PE curriculum is designed to provide bespoke learning opportunities and experiences that give pupils a deep understanding and love for the subject.

If students opt for GCSE PE they will be following the 'AQA GCSE PE course'. It is an excellent choice, providing the foundation for post 16 study of A-Level PE and forms the basis for the study of a variety of degrees or post-16 options. It is a course that we believe will inspire and challenge all students to do their best. Furthermore, the modules within the course that are studied such as sports psychology, anatomy & physiology and biomechanics all provide a useful insight into additional post 16 A-Level subjects such as psychology, human biology and physics.

Students who have not opted for a formal PE and Sport qualification continue to participate in Core PE lessons. This year 10 and 11 experience a holistic approach to PE aimed to nurture their well-being. Rather than specific sports being focused on, learning outcomes are based on *Physical, Social, Emotional* health to ensure students can relieve stress for exams, experience a range of activities they may wish to participate in post-16 and develop their knowledge and understanding of healthy, active lifestyles. KS4 pupils now have more flexibility and responsibility to tailor their own curriculum and have some freedom of choice.

Key Stage 5

PE studies at KS5 are via AQA Physical Education A level or providing a direct pathway from GCSE level with the same exam board for consistency. This challenging, yet interesting programme of study helps students to further explore in detail 7 theoretical topics, an analysis an evaluation coursework task and present their skills in a practical performance.

The course allows students to play to their strengths and gain dynamic theoretical and practical skills for further education or work. With a number of refreshing and interesting topics that reflect contemporary changes and is a superb course to further develop a passion for the subject.

Students learn about the workings of the body, specifically in sporting contexts through Applied Anatomy and physiology, as well as the impact of society on sport and it's emergence during the 20th Century. Students also study diet and nutrition, training methods, psychological influences and effects as well as skill acquisition. It also pleasing to note that a new topic surrounding the role of technology in sport has been added to reflect the changing nature of the media/technology role in the modern world of sport.

Students also have the option of BTEC Level 3 National in Sport – a challenging yet engaging programme which balances coursework, exams and 'seen' exams. This option would be recommended for students who do not have a practical sport, or who are better suited to the coursework/assignment structure.

Within PE we are aiming to offer a diverse and engaging curriculum which challenges students both physically and academically. In addition, PE and school sport is some of the most popular ways of extending students' learning activities outside of the classroom. Research suggests that being physically active generates a whole host of benefits including;

- Increased physical health will reduce levels of obesity, the risk of diabetes, asthma, sleep disorders, CHD and other illnesses
- Increases academic performance through increased concentration levels and more directed, composed behaviour
- Enhances social assimilation. Activities in PE help students develop social interactions and explore the benefits of working with a variety of different students in an array of different situations
- Improves mental health and wellbeing
- Developing self-discipline as well as stretching students beyond their perceived physical capabilities.

There is also the option in Sixth Form to apply for our 'PE technician' role – this is a voluntary position supporting the PE department for 1 hour a week. It is an excellent way to enhance skills that further education providers will be looking for.

IMPLEMENTATION:

All KS3 & KS4 students participate in a minimum of 2 lessons a week of practical PE. In addition to this, students have 1 lesson of dance and may opt for a variety of PE sporting enrichment options. All of this contributes to the government physical activity guidelines for their age.

Below is the link to a document which shows all our PE Schemes of learning and assessment cycles. These schemes are designed to outline what we teach to ensure the intent of our curriculum is delivered across each key stage. At the end of this document is our PE progress map which highlights how we encourage students to progress in PE throughout the time at GWA. [PE PLANNING & ASSESSMENT GUIDE.docx](#)

IMPACT:

ONGOING TEACHER ASSESSMENT

Our schemes of learning focus on assessment and improvement opportunities. The PE Department is committed to providing regular and timely written and verbal feedback in line with the school's policy. This enables ongoing reflection on the impact of the curriculum on student progress.

For Core PE the HHH assessment structure we use in PE allows students to make progress and feel confident in 3 PE strands; physical ability/skill, emotional resilience/confidence and mental/academic ability, decision making and application.

After each different activity area students reflect on the criteria and give their self a score /9 in all three areas. Teachers also do this and results are entered into their OneNote and reviewed when activities are revisited.

All assessment cycles for Core and theory can be found in the above links.

ENTERPRISE SKILLS

In line with the whole school drive on Enterprise skills, a specific enterprise focus each term in PE allows for all aspects to be catered for. As well as specific units e.g. 'Leadership and Teamwork in sport'. Every year students have a Core PE challenge to work towards to enhance their enterprise skills.

INTERNAL EXAMINATION RESULTS

Students undertake key assessments each term in Core and examination PE. On each occasion, teaching staff evaluate the impact of the curriculum by assessing student progress against stated learning objectives. Formal exams are conducted at the end of each year, offering a further opportunity to assess student progress and make judgements about the impact of the taught curriculum.

EXTERNAL EXAMINATION RESULTS

At KS4 and 5, our results in national examinations will be a clear measure of the impact of the curriculum. These results will be the culmination of a data trail tracking from a student's first term at GWA as part of the school's annual data collection and reporting of progress cycle

WORK REVIEWS

We learn from the 3 annual school work reviews and conduct our own department moderation of onenote, folders and assessments in a clear cycle of department meetings throughout the year.

IMPACT

STUDENT SURVEYS

The PE department survey's students in all year groups bi-termy and annually, seeking student feedback on the effectiveness of the taught units from a learner point of view and harvesting student voice to ensure the curriculum is kept lively, engaging and relative.

DESTINATIONS




The eventual destinations of students, and the extent to which they are able to lead happy, successful lives, will be the ultimate measure of curriculum impact.

MODERATION

Termly and annual moderation meetings take place within the department to provide quality assurance and better support department wide reflection on the impact of the curriculum and assessment. Where possible (and appropriate) opportunities for external moderation with other high performing schools are sought.

Head, Heart, and Hands PE Progress Map



| HEAD  | HEART  | HANDS  |
|--|---|--|
| Have extensive knowledge of the activity and be able to apply this to a variety of roles. | Consistently show outstanding confidence, effort, and resilience. | Consistently perform and link the most advanced techniques with the highest levels of control and accuracy . |
| Have a strong knowledge of the activity (rules/tactics/skills). | Frequently show outstanding confidence, effort, and resilience. | Perform more advanced techniques to a high level (with power/ placement/accuracy etc). |
| Experiment with a range of tactics and strategies to solve problems . | Embrace all challenges with a positive mindset and inspire others. | Demonstrate more advanced techniques with control and a good level of success . |
| Find creative solutions to problems . | Show confidence and resilience when faced with challenges . | Attempt more advanced techniques with some success. |
| Explain more advanced rules and teaching points of skills. | Demonstrate confidence in a variety of roles to help others improve. | Perform basic skills with a high level of success and link skills together consistently . |
| Give constructive and purposeful feedback to others to help them improve. | Show empathy and respect for my peers to support and motivate them. | Consistently perform basic skills with success and link skills together with some control . |
| Give feedback to others to help them improve. | Give 100% effort and positively communicate with others. | Demonstrate basic skills to a high standard (power/accuracy/control). Link skills with some success (in a game). |
| Describe the basic rules and teaching points for some skills. | Show a positive attitude towards others. | Perform basic skills with some accuracy and consistency . |
| Know the basic and rules and skills. | Show a good level of effort in lessons. | Attempt basic skills with some success. |

Key term definitions

Consistency: the quality of achieving a level of performance which does not vary in quality over time:

Accuracy: the quality or state of being correct or precise

Constructive: having or intended to have a useful or beneficial purpose

Resilience: the capacity to recover quickly from difficulties; toughness

Tactic: an action or strategy carefully planned to achieve a specific end

Strategy: a plan of action designed to achieve a long-term or overall aim

Skill: the ability to do something well; expertise

Technique: a way of carrying out a particular task, especially the execution or performance