

PHYSICAL EDUCATION DEPARTMENT CURRICULUM STATEMENT – 2019-20

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. 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.

Although physical 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 KS3 students are provided with learning experiences to introduce them to a large variety of activities that 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.

We also aim to prepare students for GCSE PE and units are structured with 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.

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. In these lessons pupils work on a 'carousel' completing units of work in a wide range of sports and health and fitness opportunities throughout the year. The PE department at GWA recognises that pupils are individuals and with this in mind tailor the 'carousel' to the needs and interests of the pupils, giving them 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, providing a direct follow-on 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.

IMPLEMENTATION:

Our schemes of learning are designed to outline what we teach to ensure the intent of our curriculum is delivered across each key stage.

Our schemes of learning include:

Long term overviews:

- Clear links to prior learning (Y7 linked to KS2, Y7 to Y7 and so on)
- Topic outline summarising key content

Medium term plans:

- Root enquiry and key enquiry questions
- Key Knowledge, Skills and Understanding (delivered through know, apply, extend learning objectives/outcomes)
- Duration
- Planned assessment of student progress and impact of taught curriculum
- Assessment and improvement opportunities (DIRT)
- SMSC
- Literacy and Numeracy
- Opportunities to extend learning
- Enterprise skills
- Appropriate challenge and differentiation opportunities

IMPACT:

ONGOING TEACHER ASSESSMENT

Our schemes of learning focus on assessment and improvement opportunities and 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

INTERNAL EXAMINATION RESULTS

Students undertake three key assessments against GCSE success criteria in each year 7-9. At KS4 and 5, assessments are termly. 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

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 in sport'

IMPACT

WORK REVIEWS

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

STUDENT SURVEYS

The PE department survey's students in all year groups bi-termly 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.

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

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.

Read the department annual Curriculum Impact Report for more information