

*“Inspiring learning, unlocking potential, achieving success”*



# PE Faculty

## Curriculum Philosophy

Our Physical Education Curriculum intention is holistic, to develop successful, well rounded individuals. Our Academy values of; Resilience, Readiness, Curiosity and Aspiration sit at the heart of the curriculum we provide our students. We promote readiness in all aspects of our student development; academically, physically, socially and cognitively. Our aim is to create ambitious students in all aspects, motivated and determined to achieve and be the best they can be, in all that they do. We embed values of friendship and enjoyment to develop confident, resilient, healthy, happy students, with wellbeing being a key priority. Both our curriculum and extra-curricular offers are designed to include all students and maximise potential; widening their experiences and developing commitment to their own interests, health, participation and performances.

We believe that the development of these values at the forefront of our curriculum are key to preparing our students with the cultural capital awareness they need in order to compete in the arena, on the stage of the world, to succeed in life. We prepare our students both academically and personally, with skills for future learning, employment and life chances, along with the knowledge to lead health active lifestyles, not just coping, but thriving in modern day society.

PE is delivered by specialist teachers. In order to deliver the most impacting curriculum, our teachers are innovative in their lesson, proactive in their pedagogy and research, accessing articles and evidenced based teaching theories such as Arts Council England, Sutton Trust, Educational Endowment Foundation, DFE guidelines and the Association for Physical Education.

Each year our curriculum adds depth and transfer both within and between sports and activities. Each sport and activity have a theoretical concept of PE embedded seamlessly in order to enhance the holistic education of PE. This supports teaching and learning to the top whilst forming direct links to KS4 courses and learning destinations, all of which are underpinned by opportunities to develop physically, cognitively and socially. A key mechanism of assessment in KS3 is the concept of ‘Talk to Talk Well’, which is focused to develop articulate students. This curriculum and assessment processes include developing the use of literacy and technical language as part of questioning and discussion episodes in lessons.

In Key Stage 4 our emphasis in year 10 and 11 is to develop and build upon KS3, our Core PE provides opportunities to deepen and explore further progression in activities and sport with theoretical links of PE embedded throughout. We study OCR Cambridge National and BTEC qualifications, which are a blend of practical and theory, assessed through coursework and written examination. Our KS4 Core PE is holistic to reflect the intentions of our curriculum; our students develop physically, cognitively and socially, this maximises the dimensions our students have in order to achieve and succeed in PE. Our KS4 qualifications curriculum incorporates practical and written work, designed to be cumulative; leveraging the retention of previous learning and testing application of new knowledge.

Our students have the opportunity to gain experience working with our local primary schools as part of transition and sports leadership programmes, they also have the opportunity to access Youth Sport Trust Initiatives, School Games Events and external professionals and companies such as Dance City.

Students develop detailed subject knowledge and key skills across the PE curriculum and, as a result, achieve well, this is reflected in flightpath progress through our curriculum and ultimately in outcomes achieved at the end of KS4. Students who achieve well in PE will succeed across areas of our holistic curriculum and emulate the intent of our curriculum. Students will have; developed their confidence and skill in Sport and PE, enhanced their articulation and technical literacy skills, sought and drawn upon wider reading and resources, applied their knowledge accurately and correctly, synthesised links and skills as they progress in the PE curriculum. They will develop their personal characteristics, SMSC concepts and British Values through both participation and leadership curriculum opportunities. Students will be successful in their progression to future learning and career destinations.