

Physical Education

Curriculum Information



How Has our curriculum been designed?

Intent

Our curriculum is designed to give students the opportunity to experience challenge, enjoyment and develop confidence both through the curriculum lessons and the wider opportunities offered to them through extended curriculum clubs and enriching trips. Students are encouraged to learn their knowledge and skills through a focus on our School Saints and Values.

Classes across the Key Stage are set to allow students to be challenged appropriately, teaching to be pitched correctly and to nurture student confidence and enjoyment in a supportive environment. We also have a high demographic of students who due to religious reasons, prefer to be taught in mainly single sex groupings so that it feels a more supportive and comfortable environment. Participation rates in all classes due to this is high and by having mainly single sexed, set groups, students show high levels of engagement and progress.

In some year groups we also have a mixed development group which is focused on building on the fundamental skills learnt at Primary School such as running, jumping, throwing and catching. These groups are smaller and have the benefit of extra support staff to allow students the chance to work on their knowledge and understanding within an environment that is less demanding on their senses.

Within the PE Department, we have a large range of experienced staff that have specific knowledge and practical specialisms. Our curriculum is designed to utilize the experience of our staff and we therefore have an emphasis on athletics and team sports. Our most experienced members of staff teach on the examination PE courses, drawing on knowledge gained in their undergraduate and postgraduate degrees within Sport and Exercise Sciences and Education.

Within PE lessons, we develop knowledge and understanding through teaching each activity area that is focused on skills linked to the National Curriculum. These skills underpin each activity rotation throughout the year and students will develop these alongside a termly focus on one of the School Saints Values.

The knowledge and skills are applied through the School Saints Values by encouraging students to put themselves in situations within the lesson that grow the Values that are so important to the development of the whole student. Knowledge and understanding is regularly checked through peer and self-assessment, practical assessment windows and supportive home learning. This knowledge builds each year and is not about learning disconnected skills specific to one sport.

Learning is regularly checked by teachers within lessons who try to encourage students to become independent and analytical thinkers where misunderstanding is addressed by referring to the Department assessment criteria. Home learning supports what is learnt in class and encourages wider understanding of some the GCSE concepts such as body systems and fitness training to help students articulate cross-curricular links and prepare them for potential GCSE and BTEC study.

Due to facility constraints, we have a more 'traditional' sport offer and these are spread throughout KS3. For example, net/wall games are limited to table tennis, badminton and volleyball due to the need to utilize the sports hall, which means only one group at a time can be on the activity. Activities in the curriculum are chosen for a group because of student voice and the benefits we feel that participation brings. For example, boys do aesthetic activity through trampolining as we have access to trampolines, have high participation rates at clubs and boys are more likely to follow this through to GCSE in favor of dance. Although some students may not get the chance to participate in an area during a particular year, they will get a chance to participate in this in a subsequent year study and have the option of trying these out at extra-curricular clubs. Students focus on a particular overarching knowledge and skills topic for each half term so that the activity becomes the driver but not the focus of knowledge and skill development.

For some of our activity areas we utilize the nearby recreation ground to give students the chance to participate on the correct size pitches or areas. With this in mind, we have had to move some activity areas in the curriculum to reflect when we are able to book such facilities for the students. For example, the football pitches in the winter term and cricket/rounders pitches in the summer term. We have also mapped our curriculum with the competition calendar in mind so that students who would like to participate in extra-curricular competitive sport have experience of being taught key concepts before going on to compete in these sports.

We regularly use student voice to inform curriculum design. Student surveys give feedback on activity areas we cover and enjoyment levels within PE. We use this information to edit our curriculum map each year as well as the clubs that we provide as extended learning activity.

Year 7

At each stage of the curriculum, students will gain the following knowledge and skills through various activities:

Outwitting Opponents - Introduce defensive zonal play and marking strategies as well as utilise space effectively whilst attacking to outsmart opponents through team and individual games (For example football, basketball, netball, cricket, badminton and rounders)

Performing at Maximum Levels – Be able to develop and demonstrate a range of core skills to progress their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]

Aesthetics – To be able to link basic movements in short sequences with a clear starting and finishing position.

Leading Healthy, Active Lifestyles – To develop an understanding of a healthy active lifestyle including components of fitness.

Analysis and Evaluation - Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

Extended Curriculum - Take part in competitive sports and activities outside school through community links or sports clubs. Take part in intra-sport within the school.

Year 8

Outwitting Opponents - To develop tactics and strategies to outplay opponents in direct competition through team games. [For example football, handball, basketball, table tennis, netball, tag rugby, cricket, badminton and rounders]

Performing at Maximum Levels – To demonstrate various core skills and develop advance skills to progress their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]

Aesthetics - To be able to perform routines with control and fluency; introducing change of levels and a various tempos.

Leading Healthy, Active Lifestyles - Take part in activities which present intellectual and physical challenges and make links to methods of training.

Analysis and Evaluation - Analyse their performances compared to previous ones and demonstrate improvement via self and peer assessment.

Extended Curriculum - Take part in competitive sports and activities outside school through community links or sports clubs.

Year 9

Outwitting Opponents - Use a range of tactics and strategies to overcome opponents in direct competition through team games and apply them to individual games [for example, badminton, Tchoukball, volleyball, basketball, cricket, football, hockey, netball, rounders, tag rugby and tennis]

Performing at Maximum Levels – To use a combination of core and advance skills in a competitive sports situation.

Aesthetics – Perform and choreograph activities using advanced routines within a range of styles and forms.

Leading Healthy, Active Lifestyles - Take part in activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, make lifestyle decisions, either individually or as a group.

Analysis and Evaluation - Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Use their knowledge to assess and coach peers.

Extended Curriculum - Take part in competitive sports and activities outside school through student run sessions.

The curriculum builds from Year 7 to Year 9 with the focus during Year 7 being primarily on developing basic or 'core' skills in many of the different activity areas with an emphasis on students being able to analyse their own performances and identify errors. By Year 9, students should be able to perform more 'advanced' skills and challenge themselves in more complex situations applying strategic decisions. Students are expected to be able to analyse their own and others' performances. Students should be able to articulate what constitutes a healthy, active lifestyle and how to make informed healthy choices.

Justification of practice in relation to the KS4 & 5 curriculum

In KS4 we have designed a curriculum that reflects student desires. In Y10, the curriculum although broadly similar to that at KS3, begins to shift focus towards application of knowledge and performing through a focus on gameplay. At the end of Year 10, students are given the option to tailor their curriculum with an options process allowing them to

choose their preferred activity. The options are continued throughout Year 11 with the variety of sports on offer changing depending on student voice.

We have found that by having a more student driven PE curriculum, whereby we encourage students to show maturity and buy into the options that they choose, that engagement levels have increased and behavior improved. Students develop a much more positive view of PE and are more likely to continue this upon leaving education. In Year 11 especially, students have a huge amount of exam pressure and stress and core PE becomes one subject that they can relax and enjoy.

The activities we offer, although driven by student voice are the ones in which students most engage with. For example, football is always a popular option for both girls and boys, as well as badminton and table tennis in the sports hall for those who do not want to be outside in the winter months.

Implementation

How do we teach our curriculum? What does an outstanding PE lesson look like at St Augustine's?

Students are assessed against the GCSE practical criteria to get a score for each activity out of 20. This is converted to a 9-1 GCSE grade via our tracking system which students and parents are more familiar with.

The Pupil Progress tracking system allows the PE Department to produce detailed personal reports for each student, showing their strengths and weaknesses and the areas from our curriculum that they excel in. Students use this information to target their weaker areas both inside lessons and through supporting extra-curricular clubs. Our schemes of work contain a two-week assessment and moderation window that provides students with an opportunity to demonstrate the skills and knowledge that they have acquired and allows moderation of scores across the department to ensure consistency and accuracy.

When teaching our curriculum, staff use a trauma informed approach with students at the heart of all teaching and interactions. Behaviour management from staff is sensitive to events that may have led to that situation and they use their training to enable safe and calm discussions that allow students to take responsibility for their own actions. Lessons are taught with overarching knowledge and skills aims that permeate each sporting activity during that half term block of work. It does not matter which activity the students are studying, the skills and knowledge taught will be the same. For example, during Term 2 of Year 7 students are taught the skills and knowledge to outwit opponents. This is delivered through football and netball. Although the sports are subtly different, the skills and knowledge needed to outwit opponents remain the same for all of them. By taking this approach to our teaching, the specific activity skill level no longer becomes the focus and therefore students can build on the knowledge and skills each year to become competent young sports people who are able to make independent decisions about leading healthy, active lifestyles.

Each year on their learning journey through KS3, students build on their knowledge from the previous by encouraging students to apply the Values focus for each term and challenge them to apply their knowledge to more complex scenarios. For example, In Year

7 for aesthetics students should be able to link basic movements in short sequences with clear starting and finishing position. By Year 9, students should be able to apply their knowledge learnt previously and now show leadership and wisdom by performing and choreographing activities using advanced routines within a range of styles and forms. To help students embed these concepts into their long-term memory, the work they complete in class is supported with specific home learning activities that both link to the GCSE specification and the concepts covered during lesson time. Within lessons, teachers question students and assess understanding through self and peer reflection activities. Key words and literacy are reinforced, and students are encouraged to talk 'like an expert'. At the start of each lesson, students are questioned on the previous weeks of learning and applied to the current lesson.

Students are made aware of their progress at all points in the lesson through self and peer assessment with clear learning objectives and criteria. Misunderstanding can be addressed promptly and we encourage students to become independent and self-monitoring as they progress through the Key Stage. Progress is recorded in our Pupil Progress Tracker and each member of staff has access to the whole department data. This allows robust conversations to be had at a departmental level and ensures that assessment is moderated.

Middle and Senior Leaders regularly conduct learning walks and lesson observations to ensure that the standard of teaching and learning remains consistently high. This is supplemented by regular CPD both inside and outside of the department. To further ensure that we are meeting the needs of our students, we use student voice surveys at regular points throughout the year. These surveys are then used to inform our curriculum, provision and extended learning club offer. We also have a Sports Council that works with the Head of PE to ensure that the PE curriculum continues to serve the needs of our students.

At GCSE level, students follow a scheme of work that closely matches the order of the OCR GCSE PE specification. We decided to include completion of the non-examined assessment AEP coursework in Year 10 as it then allows students to focus solely on revision and practical content in Year 11. The map also provides students with a large chunk of time to reinforce learning and exam technique through revision time from January in Year 11.

At BTEC Level 3, we have made the decision to teach a vocational qualification as we feel it suits our student population who find the methodical way in which they can complete non-examined assessment and also support other popular A Levels beneficial. Many study A Levels in the sciences and psychology and therefore we have included the optional unit of Sport Psychology into the course. We have the most experienced teachers delivering the units who utilize specialisms from their degree courses to help support the students. The course is structured so that the two examined elements are taught alongside the non-examined assessment so that students get ample time to sit the exams in the January series and if needed re-sit in the summer series.

Impact

How is the curriculum assessed?

Students are assessed using the PE Department Assessment Criteria which is derived from the OCR GCSE PE practical assessment criteria and split into the same topic areas as the knowledge and skills for each year group (outwitting opponents, aesthetics, performing at maximal levels, leading healthy, active lifestyles). This sits alongside the analysis and evaluation skills that are expected throughout the different activity areas. The level descriptors are split into marks out of 20 and the equivalent 9-1 grade. This makes it easy for both staff and students to interact with the criteria to assess progress. The criteria is displayed all around the PE department and in the sports hall and changing rooms to encourage familiarisation with the level descriptors.

At the end of each unit of work, students are expected to have acquired and developed the knowledge and skills from the categories above to allow students to both articulate and perform activities increasingly independently, with fluency and be able to make informed decisions about leading healthy, active lifestyles. The outcome of our curriculum is that students should continue to regularly engage and participate in physical activity as part of their adult lives.

Students should also develop significant skills such as knowledge, teamwork, confidence, leadership, resilience, decision making, competitiveness, respect, communication skills, citizenship and fundamental British values.

Disadvantaged and those with SEND can acquire knowledge through the PE curriculum to ensure that they are able to succeed in life. The impact of using the Saints as Value foci during the KS3 curriculum facilitates students developing the wider skills that are desired on an employability and social level. This is further supported by the cultural capital that they gain through trips, clubs and rich variety of learning opportunities they have through the PE curriculum.

We measure impact through the data inputted onto the pupil progress tracker at each assessment point. This data is analysed at a middle and senior leadership level and any underperformance addressed through interventions from class teachers. This then feeds into the Department Improvement Plan and action plans are created to address trends in the data.

Students can assess their progress through the GCSE practical grading criteria which is converted to an overall 9-1 grade which is used throughout the school. Assessment grading criteria and level descriptors link directly to the knowledge and skills that are identified in the curriculum and build on each other. We assess students at the end of each activity block of work in a two-week assessment window which allows students to perform in isolated and competitive situations as well as allowing time for staff to moderate marking across the department to ensure fair and justified assessment scores.

By the end of KS4, students are expected to have the knowledge and skills to be able to independently make informed choices about physical exercise and healthy, active lifestyles. Although not formally assessed in KS4 core PE, students are expected to use the knowledge and skills learnt in KS3 to apply to performing activities for enjoyment, teamwork, confidence, leadership and resilience. Students are regularly questioned on their knowledge through starters, mini-plenaries and plenaries as well as demonstrating progress against the lesson learning objectives.

Disadvantaged and SEND students are expected to make progress in line with their peers and are aided by strategic deployment of support staff within lessons. These groups of

students have access to intervention support after school to help accelerate their progress.

In KS4 and 5 examination assessment books, student assessment is clear, with students receiving detailed feedback on areas of strength and improvement. These are responded to in green pen by the student to improve their work. Students are given focused improvement time as part of the reflection process after each assessment.

Reports are created and given to students and parents/carers at assessment points.

As a result of the curriculum that they have received, many of our students gain the skills and knowledge to study at Level 3 or University.

Research Links/Professional Links

<https://www.gov.uk/government/publications/research-review-series-pe/research-review-series-pe#the-curriculum-types-of-knowledge-in-pe--declarative-and-procedural>

<https://www.afpe.org.uk/physical-education/>

<https://www.youthsporttrust.org/>

<https://www.afpe.org.uk/physical-education/ofsted-a-level-playing-field-all-pupils-entitled-to-high-quality-pe/>

Penny, D & Jess, M. (2004) Physical education and physically active lives: a lifelong approach to curriculum development. <https://www.tandfonline.com/doi/abs/10.1080/1357332042000233985>

Sequencing

Each year on their learning journey students build on their knowledge from the previous by encouraging students to apply the Values focus for each term and challenge them to apply their knowledge to more and more complex scenarios. For example, In Year 7 for aesthetics students should be able to link basic movements in short sequences with clear starting and finishing position. By Year 9, students should be able to apply their knowledge learnt previously and now show leadership and wisdom by performing and choreographing activities using advanced routines within a range of styles and forms. To help students embed these concepts into their long-term memory, the work they complete in class is supported with specific home learning activities that both link to the GCSE specification and the concepts covered during lesson time. Within lessons, teachers question students and assess understanding through self and peer reflection activities.

In Year 7 in the first term, students study outwitting opponents using a variety of invasion games as this is what most students will have had the largest experience of in primary school and will feel comfortable transitioning to KS3 lessons. Defensive strategy is a knowledge focus as it will underpin the idea of outwitting others. The other reason we have included these invasion games at this point in the year for all of KS3 is that the Borough competitions in football, netball and basketball all take place during this time and it further supports students attending extended learning clubs. Logistically, we have the external spaces at Paddington Recreation Ground booked for this term and therefore we utilize the ability to play on full sized pitches.

In Spring Term 1 there is a shift in focus from outwitting opponents to leading healthy, active lifestyles and the introduction for some classes of aesthetics. There is a strong focus on developing an understanding of how to relate knowledge of their own body and the effect of exercise to different components of fitness and training methods. We

believe that this forms the basis of lifelong positive health habits and skills that students regularly utilize when they attend the gym outside of school. The school has invested in outdoor gym space and the fitness block of work gives a chance for students to use this during lessons. We also have an aesthetic element that runs through two half terms where students use trampolining to explore body movement, routines, tempo and choreography. This has been chosen at this point because this is the point in which our sports hall is free to accommodate all four trampolines and is when the weather usually can have the largest impact on provision. The national curriculum stipulates that there should be an aesthetic activity and based on student voice and facilities, trampolining is the best activity to deliver this.

In the summer term we have placed performing at maximum levels as this coincides with our access to the track at Paddington Recreation Ground and with the Borough competitions in athletics. Many of our students use the skills built in these lessons to pursue their interest at external clubs and through their own training. The final block of work goes back to outwitting opponents but through striking and fielding activities which gives a different perspective on the tactics and skills the students may have learnt through invasion games.

Through this sequencing students should get a broad range of activities that look to develop the same fundamental knowledge and skills.

Key Stage	Level	Qualifications	Exam Board
4	GCSE (Level 2)	GCSE Physical Education	OCR
5	BTEC (Level 3)	Extended Certificate in Sport	Pearson