

The Physical Education Curriculum at Our Lady's Catholic High School

The vision of the Physical Education Department is for all pupils to become resilient, determined and respectful learners who are proud to take ownership of their own physical, social and emotional wellbeing, enabling them to live a happy, healthy and active life.

We believe that Physical Education should be at the heart of the school community and the curriculum, delivered with quality provision, aims to develop motivated, independent and ambitious students. We want all students to enjoy participating in sport and physical activity; to thrive in a happy and safe environment; to analyse mistakes and celebrate successes. Through stimulating and challenging lessons, directly linked to the National Curriculum, we endeavour to provide all pupils with opportunities to develop their knowledge, understanding and physical capabilities. We want our pupils to understand and recognise the significance of an active lifestyle on their physical, social and emotional health and well-being, which in turn, would lead to lifelong participation.

Students undertake a wide range of activities including invasion games, net games, outdoor and adventurous activities, dance and fitness activities. Pupils are taught skills, tactics and strategies in order to be able to engage and perform in competitive situations both inside and outside of the school setting. Pupils are given further opportunities to develop and use these skills through an extensive extra-curricular timetable, offering clubs before, during and after school hours. National and international trips help to further widen these opportunities outside of the curriculum. Established links with local clubs (such as Preston North End Football Club and Preston Grasshoppers Rugby Football Club) and further education providers offer students with a range of pathways into careers within the sport and physical education sector.

We understand that some pupils from disadvantaged backgrounds or with SEND have a range of different needs which can have a significant impact on their physical and cognitive development; this affects their starting points and the building blocks to improvement. All teachers in the department have equal ambition for these pupils and as a result, our teaching approaches and strategies are flexible and are adapted where necessary. We acknowledge the various learning styles and understand that pupils who struggle in Physical Education lessons may flourish in classroom settings, or vice versa. Ultimately, teachers use a variety of scaffolding techniques to move students progressively toward physical competence, a stronger understanding and ultimately taking ownership of their own learning in the process.

A generic example from a class would be:

- Grouping students, based on their ability and differentiate the lesson by task, outcome or method of engagement with the activity. A teacher may place greater demands on a specific group such as outwitting an opponent whereas another group may be refining a certain skill, such as passing, in isolation.

A more specific and individual example would be purchasing and implementing specialised equipment for the visually impaired. A task may also be modified in conjunction with this. Teachers may communicate and utilise Teaching Assistants to aid the students' learning; one-to-one conversations or demonstrations may take place.

Teachers are skilled at diagnosing the specific needs of their class and offering targeted support where it is required. It is also essential that the supports 'fade' as the students competence increases.

We are a hard working, tight-knit team who have worked collaboratively to plan and develop the curriculum. CPD is cascaded down from Whole School Development sessions and supplemented through Curriculum Development sessions. Curriculum subject knowledge and pedagogy is positively challenged and developed and strategies are implemented through teaching and learning appraisal targets. We work very closely with other Physical Education Departments within the Preston District and look to share best practice (through

formal meetings/practical standardisations/coursework standardisations) where possible. This has had a significant impact on the success of adapting to the reformed structure of the GCSE specification and also a recent change in examination board from Edexcel to OCR.

Key stage 3 - starting points and baseline assessments

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf

When pupils arrive at our school, we undertake a range of baseline assessments; this allows us to group pupils based on their ability and ultimately tailor their KS3 PE lessons appropriately.

Following on from Key Stage 2 (link above), pupils should be able to:

- Have the ability to coordinate their limbs to effectively run, jump, throw and catch; all of these fundamental skills should be seen in isolation and numerous competitive scenarios.

How we plan to build on this: Depending on their ability, some students may need to refine these skills whereas other students may need their cognitive skills challenging through decision making.

- Participate in competitive games from a range of team and individual activities. Within these games, they should have a general concept of attacking and defending.

How we plan to build on this: Some students may need to master basic skills in order to solidify their knowledge and enhance their performance. Other students may challenging through developing their knowledge, skills and fitness in order to developing both aspects of attacking and defending.

- They should have be able to demonstrate basic components (such as cardiovascular endurance) of fitness through athletics, for example. Some students may have a basic understanding of some terms such as 'stamina'.

How we plan to build on this: Broaden their theoretical knowledge throughout Key Stage 3 and 4, making clear links between components of fitness and successful sporting performance in addition to maintaining a healthy lifestyle.

- Perform dances using a range of movement patterns.

How we plan to build on this: Students learn about and perform various styles and forms of dances; students work towards the opportunity of performing in the Dance Diva production.

- Participate in outdoor and adventurous activity challenges both individually and within a team.

How we plan to build on this: Through our internal orienteering courses, we assess pupils knowledge of the key skills and components of fitness required to successfully complete and orienteering course. We aim to embed these skills and challenge all pupils (physically and cognitively) through providing a range of different problems to solve, both in teams and as individuals.

- Analyse their performances and demonstrate how they can improve.

How we plan to build on this: When pupils enter our school, we look to embed a range of self and peer assessment techniques throughout lessons. Built around differentiated challenge and praise within a safe environment, teachers look to fosters self-motivated learners who are willing to give and receive feedback in order to make improvements.

Our aim at Key Stage 3 is to build on the established Key Stage 1/2 foundations and widen the range and quality of students' skills and physical capabilities as they become more competent. We want to students to question and understand what it takes to produce a successful performance and be able to apply this knowledge to performances across other sports. In conjunction with this, we want to use our subject as a tool to personally develop students, increasing their confidence and self-esteem; their positive interactions with their peers and improving their communication skills.

In support of this, theoretical aspects are embedded throughout the Key Stage 3 (and Key Stage 4) practical lessons in order to develop pupils' subject specific vocabulary. Pupils often lead warm-ups, requiring them to name certain stages of the warm up such as 'pulse raiser'; correctly demonstrate numerous stretches where they must name the working muscle such as the 'gastrocnemius'; components of fitness such as 'cardiovascular endurance' and 'speed' are referred to during HRF and also when linking the qualities needed to be successful in a certain sport. In addition, students are required to read the HRF posters during HRF in order to further improve their knowledge and understanding of the components of fitness and fitness testing. When pupils are not fully fit, they are required to bring their full PE kit and are often given an officiating role requiring them to make decisions based on rules and communicate with their peers; developing their leadership skills.

Schemes of work and lessons follows the guidelines set by the National Curriculum for Physical Education provision.

Through this package, students will:

- Learn a variety of tactics and strategies to defeat opponents in both team and individual sports.
- Develop their skills and techniques in all sports.
- Perform dances across a range of styles and forms.
- Solve problems through OAA challenges.
- Analyse their own/peers performances and suggest ways to improve.
- Have the opportunity to access extra-curricular clubs and competitive sport.

All students take part in two, one hour lessons per week; one consists of an outdoor based activity while the other is generally indoor. These two activities run for 6-8 weeks, culminating in a summative assessment where students are informed of their outcomes. Consequently, a variety of stimulating activities are delivered which are set out in the Curriculum Maps below. The topics correspond with the Preston District Sports Calendar and fulfil an aim of the National Curriculum in providing pupils with the opportunity to apply their knowledge and skills in competitive situations outside of the school setting. Extra-curricular clubs offered within school also mirror this in order to strengthen the exposure of sports in the aid of increasing long-term engagement. Many topics are repeated throughout the five years, but the design and sequence is gradually progressive which is reflected in the Schemes of Work. This allows pupils to build on previous successes and face greater physical and cognitive challenges as they develop physically and mentally. Additionally, when pupils have acquired the basic knowledge and skills which underpin an activity, they will then explore some of the more advanced and complex concepts of a sport such as 'tactics' and 'performance analysis'.

Our aim at Key Stage 4 is to build on the established Key Stage 3 foundations and provide pupils with a range of complex and demanding physical challenges. Ultimately, this is a crucial time in delivering a range of activities that develops their personal fitness and fully endorses the benefits of maintaining an active, healthy

lifestyle. As in Key Stage 3, pupils will have the opportunities to regularly participate in competitive sports and activities through extra-curricular practices and outside school through community links or sports clubs.

Pupils will learn how:

- to use and develop a variety of tactics and strategies to overcome opponents in both team and individual games
- to develop their technique and improve their performance in other competitive sports such as athletics for example
- to take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- Analyse their own and their peers' performances and suggest ways to improve.

Pupils have one Physical Education lesson per week and these lessons allow pupils to develop the skills they developed at Key Stage 3 in range of competitive scenarios. Lessons promote healthy and respectful competition and allows, at times, full versions of game activities. At Key Stage 4, pupils have a greater responsibility to take ownership of certain aspects of lessons. Pupils are expected to lead full warm-ups and discuss their tactical preparations before game situations.

GCSE Physical Education is an interesting and challenging optional learning experience which, if selected, opens up a range of possibilities for further study and also into careers associated with the subject. Students who opt for this course receive five lessons over a two week rotational timetable. The emphasis throughout the two year course is on introducing the concepts with Physical Education and relating these to performance whilst developing students' knowledge, competence and confidence in a wide variety of skills that enable them to confidently move forward in life. The theoretical side of the course is complemented by the practical element where students will be able to apply their newly learned theory into practice and improve their chosen activities.

Regular internal assessment take place throughout the course. Students are assessed formatively at various points throughout specific topics but also through summative assessments via end of topic tests.

Students are formally assessed in both practical and theoretical elements:

-AEP coursework = 10%

-Three practical sport performances = 30%

-Two, one hour examination papers = 60%