



PE Curriculum Intent



<p>Why is PE important?</p>	<p>Physical activity matters. Pupils engaged in good PE lessons are grounded and happy. PE forms positive behaviours needed to be successful.</p>
<p>What is PE's value within the curriculum and in everyday life?</p>	<p>Physical education should be at the forefront of our curriculum. Sports and physical activity is crucial to the physical and mental health of our pupils. The fundamental development of pupil's physical literacy focusses on our pupils learning to move efficiently, effectively and safely through physical activity. This provides a springboard to a physically active life.</p>
<p>How does PE reinforce the Alsop values of Knowledge Respect and Opportunity?</p>	<p>To succeed academically, pupils need to be challenged continually, to grow and learn. The three pillars of knowledge, respect and opportunity is the framework our PE curriculum sits in. Our pupils will participate and play an active role in PE lessons allowing them to develop the fundamentals of physical activity. We want all pupils to Experience, Enjoy and Excel (INTENT).</p>
<p>How does PE build on the foundations laid at KS2? INTENT</p>	<p>Pupils come from a large number of Primary Schools and as such experience a variety of PE curriculums. Our links to these schools provide a good overview of what KS2 pupils have been taught. Our aim is to build on these previous experiences whilst also introducing new concepts e.g. performance analysis and new sports. Liaising with the LEA means we have a good understanding of our part in the next step of pupils PE journey. Locally, swimming is taught by the vast majority of the Primary Schools. With our access to a swimming pool, we ensure that swimming is an integral part of our curriculum in KS3. Our curriculum, will ensure that physical literacy is embedded throughout the activities we teach. Through netball, football, rugby, badminton pupils will play competitive games and develop their knowledge of tactical principles i.e. decision making, attacking and defending. Through personal fitness lessons, pupils will start to learn about health and fitness principles and lifestyle factors needed for a healthy life. Providing athletic, dance and gymnastic activity aims to promote further fitness components such as strength, flexibility and balance through improved physical technique.</p>
<p>How your does PE support reading?</p>	<p>The role of speaking and listening in PE is crucial to the development of literacy and physical literacy, and the importance of using subject-specific vocabulary supports the reading policy of the school. This is particularly important in practical lessons throughout KS3 and KS4 core PE. Examinable PE specifications, have demanding reading and writing expectations, and embedding literacy into our planning is done at the appropriate times. Reading skills for comprehension and interpretation enable students to understand and analyse exam questions. Our KS4 and KS5 courses, address writing skills for the formal, academic language and provision of precise detail and explanation needed in assessed written work.</p>
<p>How does your subject challenge all learners?</p>	<p>Through high quality delivery we aim to inspire a culture that allows all of our pupils to achieve their personal best (YST).</p> <p>Short-term WEEK-TO-WEEK [LESSONS]/HALF-TERMLY [UNITS]</p> <ul style="list-style-type: none"> • Participate and play an active role in PE lessons • Develop fundamentals of physical activity • What do we want pupils to know? <ul style="list-style-type: none"> ○ We want pupils to know the fundamentals of physical activity. • What do pupils aspire to?



PE Curriculum Intent

	<ul style="list-style-type: none"> ○ We want pupils to be physically active and develop confidence through participation and competition ○ We want pupils to join extra-curricular clubs <p>Medium-term TERMLY [UNITS]/YEARLY [KS3-KS4]</p> <ul style="list-style-type: none"> ● Pupils will know how and be able to move efficiently, effectively and safely through physical activity (Activities in core PE/Examination subjects at KS4) ● What do we want pupils to know? <ul style="list-style-type: none"> ○ We want pupils to know how to motivate themselves ○ We want pupils to know how to lead ● What do pupils aspire to? <ul style="list-style-type: none"> ○ We want pupils to be physically active and develop confidence through participation and competition ○ We want pupils to join extra-curricular clubs ○ We want pupils to develop fundamental skills to become Level 2 OCR Sports Studies students <p>Long-term KEY STAGE-TO-KEY STAGE/KS5 AND BEYOND-LIFELONG LEARNING</p> <ul style="list-style-type: none"> ● PE at Alsop will be a springboard to physically active life (Pupils opting to return to Sixth form to study Sport/Extra-curricular PE will play a role in developing this love of sport and activity) ● What do pupils develop by the end? <ul style="list-style-type: none"> ○ We want pupils to have a range of physical literacy skills that they can use throughout life ○ We want pupils to work cooperatively as a team ● What do pupils aspire to? <ul style="list-style-type: none"> ○ We want pupils working in sport ○ We want pupils studying Sport and Physical Activity at level 3 ○ We want pupils going on to study sport at level 4
<p>How is PE inclusive for all learners?</p>	<p>Everybody can achieve their personal goal in PE. PE teaches multiple sporting activities and sports. Including individual and team sports and health related fitness activities. PE teaches leadership. PE teaches coaching. PE teaches officiating. Sport is for all, we believe everybody one-day, will find a sport or activity they love. It is as our job as a PE faculty, to provide our pupils with the chance to explore our subject.</p>
<p>What role does assessment play in PE?</p>	<p>Pupils learn the key techniques and skills across a range of activities. Assessment is formative and maps the whole school assessment policy. At key points in the year staff will report on pupil progress. Rank order will be established through expert teaching and learning. Within each of key stage activity, pupils will be assessed across the following Fundamental areas:</p> <p>Health in PE - their understanding and application of the importance of health and fitness and how to prepare for and recover from exercise.</p> <p>Thinking in PE - their understanding and application of tactics and strategies and how to improve performance.</p> <p>Social in PE - their understanding and application of team work, the importance of working as a team and how to support each other in reaching their goals.</p> <p>Physical in PE - their understanding and application of skills and techniques and their ability to apply these with control and consistency across a range of activities.</p>
<p>How are British values interwoven into PE?</p>	<p>Fundamental British values include democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.</p>



PE Curriculum Intent



	<p><u>Democracy</u></p> <ul style="list-style-type: none"> • A code of conduct for PE • Pupils are taught different roles and different responsibilities, including team work and decision making • A pupil voice for PE & School Sport (e.g. re curriculum, extracurricular activities, kit) <p><u>The Rule of Law</u></p> <ul style="list-style-type: none"> • Pupils are taught about age appropriate rules, fairness and respect, through a variety of PE activities • Pupils learn to work individually and in groups • An established ethos in PE with regard to how to win and lose fairly and understand good sportspersonship • Competition against oneself is encouraged in addition to competition against others <p><u>Individual Liberty</u></p> <ul style="list-style-type: none"> • PE recognises individual differences • Views of individual pupils are listened to and respected within an acceptable framework • Pupils are taught safely and about safety • There is a buddy and mentoring system in PE <p><u>Mutual Respect and Tolerance</u></p> <ul style="list-style-type: none"> • Pupils are taught about historical, cultural and religious differences, through a variety of PE activities • The culture in PE respects cultural differences • Pupils are taught about the environment and different activity contexts • There are appropriate rewards and sanctions in PE for inappropriate behaviour • The school engages in competition and encourages competition within and across the community
<p>How is SMSC interwoven into the PE curriculum?</p>	<p>Physical Education provides a range of opportunities for the social, moral, spiritual and cultural awareness of our pupils to be enhanced. Activities such as the Duke of Edinburgh's Award, extra-curricular clubs, school ski-trips and outdoor and adventurous activities offer varied and life changing opportunities to our school community. Intra-school and inter-school competition engages our pupils across the wider Liverpool community.</p>
<p>How is cultural capital interwoven into the PE curriculum?</p>	<p>To develop our pupil's schema we have to expose them to a variety of different experiences. Cultural capital is the accumulation of substantive and disciplinary subject knowledge, appropriate PE behaviours, and fundamental sporting skills that our pupil's will learn to draw upon. Thus, demonstrating their cultural awareness, knowledge and competence; they are the key ingredients a person will draw on to be successful in society, their career and the world of work.</p> <p>Our ethos is, 'Through PE and school sport, we help to form the positive behaviours needed to be successful within the wider community'.</p> <p>Our curriculum enhancements through SMSC and British Values extended learning beyond the classroom and help to grow cultural capital.</p>