

Physical education develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way, which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Physical Education Curriculum Intent Statement

In PE, our intent for the curriculum is to enthuse and inspire pupils to participate fully and develop a lifelong love of physical activity, sport and exercise, which will help to facilitate a healthy lifestyle.

We aim to achieve this by implementing a curriculum that ensures all pupils;

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods
- Engage in competitive sports and activities
- Develop an understanding of health related exercise
- Have access to a curriculum pathway that supports post 16 choices

Entitlement:

Key Stage 3 Core

- *x 4 lessons over two weeks – 1 hour duration each lesson*

Key Stage 4 Core

- *x 3 lessons over two weeks – 1 hour duration each lesson*

Pupils who opt to take OCR GCSE PE/OCR Cambridge National

- *x6 lessons over two weeks – 1 hour duration each lesson*

Breadth of study:

Pupils are taught through a range of activities to:

- Use and develop a variety of tactics and strategies to overcome opponents.
- Develop their technique and improve performance
- Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

Teaching and Learning:

Lessons are blocked in units of work to promote greater depth of understanding, developing of skills, contextual application of these skills and the ability to perform reflectively. When considering staffing for units of work, personal strengths are taken into account to ensure effective delivery. Some activities are

repeated during the year, this enables pupils to reflect on previous work and implement next steps to improve performance.

Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. They will learn how to think in different ways to suit the different challenges. They will be given the opportunity of demonstrating their learning, using a range of communication styles, allowing for effective assessment. This assessment will be used to inform planning and facilitate learning.

The structure of the scheme of work will promote teaching and learning as it provides both continuity and progression.

- **OCR GCSE PE J587**

What will I study?

The specification enables pupils to participate in physical activity in a number of different types of activity and in different roles within activities through practical performance. It also requires pupils to underpin their practical performances with theoretical knowledge of the anatomical, physical and psychological demands of physical activity and how these factors affect physical competence. Pupils will also learn how to use methods of practice to improve their level of performance in physical activity and the importance of being physically active as part of a balanced, healthy lifestyle.

Details of Examination?

There are two examination papers, each lasting 1 hour, which combine to be worth 60% of the GCSE. These will both be taken at the end of Year 11.

Component 1 – Physical factors affecting performance (60 marks)

Component 2 – Socio-cultural issues and sports psychology (60 marks)

Details of Coursework

This will be worth 40% of your overall result and is divided as follows:

1. Candidates are internally assessed as a performer in 3 practical activities (one team game, one individual activity and a third activity from either list) - 60 marks
2. Candidates will be assessed in an Analysis and evaluation of performance written task. - 20 marks

Specification content can be found at;

<http://beta.ocr.org.uk/Images/231458-gcse-9-1-physical-education-summary-brochure.pdf>

Specific Entry Requirements

Pupils should have a real passion for PE and sport. Due to the practical weighting of the subject, this course is only suitable for pupils who participate competitively in a minimum of 2 different sports. Competitive sport could be representing school teams or local sports clubs. There is also an expectation that pupils take part in extra-curricular physical education at Madeley. This could be in the form of house competitions, lunchtime or after school clubs.

What will I study?

The Cambridge National in Sport Studies takes a more sector-based focus, whilst also encompassing some core sport/physical education themes. Students have the opportunity to apply theoretical knowledge about different types of sport and physical activity, skills development and sports leadership to their own practical performance. They will learn about contemporary issues in sport such as funding, participation, ethics and role models, and sport and the media. Students will develop an appreciation of the importance of sport locally and nationally, different ways of being involved in sport and of how this shapes the sports industry.

There are four units of study will be;

- Contemporary Issues in sport
- Developing Sports Skills
- Sports Leadership
- Sports and the media

Details of assessment?

The contemporary Issues in sport unit is in the form of a 1hr written exam. The remaining three units are centre assessed tasks which are externally moderated.

Specific Entry

Requirements Pupils should have a real passion for PE and sport. This course is suitable for pupils who participate competitively in a minimum of 1 sport and have the organisational skills required for coursework based methods of assessment. There is also an expectation that pupils take part in extra-curricular physical education at Madeley. This could be in the form of house competitions, lunchtime or after school clubs.

Homework:

- KS3 pupils will complete a self-assessment SWAN in their KS3 PE progress booklets at the end of each unit of work.
- KS4 (OCR GCSE PE/OCR Cambridge National Level 2 Sports Studies).
- Students are encouraged to attend extra-curricular sports sessions for at least 1 hour per week.

Specialist equipment:

Football boots, shin pads, gum shield (The teacher will instruct the students before they will be required to bring these into school)

Non-participation:

Pupils are expected to bring PE kit to every lesson. Regardless of injury or illness all pupils are expected to take an active role in PE lessons (unless there are exceptional circumstances). If a pupil is unfit to take on the role of a performer in a PE lesson, they will be required to produce a note from a parent/carer (failure to produce a note will result in the pupil taking on the role of performer as normal) and they will still be expected to bring and change into PE kit. Within the lesson they will be given an appropriate role be it as coach, scorer or umpire/referee.

PE kit will be provided for those pupils who fail to bring the correct kit and the following sanctions will apply;

- No kit 1st time = 10min detention (recorded on class charts)
- No kit 2nd time = 15min detention (recorded on class charts)
- No kit 3rd time = 15min detention (recorded on class charts, contact with home and written work)
- No kit on subsequent occasions = Faculty after school detention.

Assessment, Recording and Reporting:

Pupils will be formally assessed at the end of each unit of work and given a mark out of 20 based on the activity specific OCR GCSE PE criteria. This data will be recorded by the class teacher on their class registers and on the department's data tracking sheet. Pupils overall attainment will be determined by their three best practical scores achieved during the year (best individual score, best team score and one other score). A Pupil's practical score out of 60 will equate to the appropriate numerical grade (9-1). In addition, pupils will complete a self-assessment SWAN in their KS3 PE progress booklets.

In accordance with the school's policy parents will receive TIME progress reports at appropriate points throughout the year, then a written report on all aspects of a pupil's school work during the spring/summer term.

Out of School Hours Learning, including inter-school fixtures (OSHL):

The school offers a *wide range of lunch-time and after school activities, including a House Competition*. These are open to any pupil in the relevant year group. Staff will notify pupils of any cancellation or rearrangements of clubs as soon as possible.

Pupils selected for inter-school fixtures will, where possible be given a minimum of 24 hours' notice and a text alert will be sent to parents/carers informing of selection.

Pupils selected for inter-school fixtures are expected to abide by the Newcastle Schools code of conduct for players. Any pupil who fails to adhere to the code of conduct will be subject to appropriate sanctions.

When taking school teams off site for fixtures staff should follow the school educational visit procedures. If in any doubt staff should liaise with the EVC.

Physical Education Uniform:

There is an official school P.E. kit, much of which is available from the school.

KS3 – Boys & Girls

- ✓ Plain black shorts, plain black tracksuit bottoms, plain black knee/full length leggings, plain black skort with school badge (**No** coloured striping or large logos are accepted)
- ✓ Black football socks/white sports socks
- ✓ Madeley High School green PE polo t-shirt
- ✓ Madeley High School Rugby top or Madeley High School black/gold $\frac{3}{4}$ zip top.
- ✓ Appropriate footwear

KS4 – Boys & Girls

- ✓ Plain black shorts, plain black tracksuit bottoms plain black knee/full length leggings, plain black skort with school badge (**No** coloured striping or large logos are accepted)
- ✓ Black football socks/white sports socks
- ✓ Madeley High School black or green PE polo t-shirt
- ✓ Madeley High School black PE hoody or black/gold $\frac{3}{4}$ zip top.

- ✓ Appropriate footwear

Pupils opting for GCSE PE also have the option of buying a GCSE PE kit package.

Pupils are expected to wear the correct kit for every PE lesson. Pupils with incorrect kit will be given appropriate kit to wear.

Safe Practice:

Risk Assessment and Planning Before A Lesson

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. The department follows the “Safe Practice in Physical Education” guidance provided by Baalpe and Staffordshire LEA. A copy of the Baalpe manual is located in the PE office.

All pupils must be taught how to handle and carry apparatus, resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

Every activity should be assessed for risk, including the carrying of equipment. We attempt to balance the desire to minimise risk with the need practical activity. Risk assessments are carried out in accordance with the school’s Health and Safety policy and with reference to Baalpe “Safe Practice in Physical Education” guidelines.

Before a lesson starts staff should:

1. Have procured any necessary safety equipment and undertaken any specific safety measures.
2. Know how and when to use any particular facilities and equipment.
3. Have identified the quantity and condition of the equipment to be used by pupils.

In identifying risk staff should:

1. Identify hazards.
2. Identify cause and effect.
3. Examine working methods.
4. Investigate safety literature for advice.
5. Remove hazards where possible.

In case of emergency staff should:

1. Be familiar with evacuation procedures in case of fire or other emergency.
2. Know the location and identity of members of staff trained in First Aid.

Other

1. PE Equipment is annually checked by appropriate agencies.
2. Periodic safety checks of PE equipment are carried out by members of staff EG gymnastics equipment is checked before a unit of work commences.

Staff who lack confidence in teaching areas of activities will be supported by access to INSET training either in school or on LEA courses.

Equal Opportunities and Inclusion:

Every pupil has equal access to national curriculum physical education. Learning experiences are differentiated to meet the needs of all pupils.

All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities.

Gifted and Talented Provision:

The identification of Gifted & Talented pupils in PE may be problematic due to the diverse nature of the activities involved. Pupils may be very talented in an area beyond the scope of the school curriculum. To identify pupils, staff will use the following:

- Teacher knowledge and observation (Pupils who significantly outperform others within the group)
- Discussion with colleagues
- Information from colleagues in other institutions
- The Department Checklist
- Information from the pupil, peers, parents and NGB, professional clubs or other accredited organisations
- Evidence of pupils' performance at County level or above

The names of talented pupils will be maintained on a departmental register. The names of the very talented will be forwarded, with appropriate evidence, for inclusion on the school register. Registers will be reviewed annually.

Checklist

Pupils who are Gifted and Talented in PE are likely to demonstrate many or all of the following characteristics in at least one activity.

- *Perform exceptionally well at one sport, or in many*
- *Good spatial awareness*
- *Good understanding of movement quality such as weight and time*
- *Skilful body management showing a high degree of control and coordination*
- *Able to combine movements fluently, precisely and accurately*
- *Learn, understand and adopt technical aspects of a sport very quickly*
- *Able to make correct decisions in pressure situations and adapt their technique accordingly*
- *Creative, original and adaptable; able to respond quickly to new challenges and situations, often finding new and innovative solutions.*
- *Able to reflect on processes and outcomes in order to improve performance, taking into account the relationship between skill, fitness and tactics or composition.*
- *Able to work independently and with initiative*
- *Show a high degree of motivation to practice and performance.*

Staff Continued Professional Development (CPD):

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given.

All staff who attend any CPD course must provide feedback/ disseminate the information.

