**Curriculum Intent on a Page**

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| **Subject** | Physical Education |
| **Subject Teacher** | Mrs Lavelle |

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| **Intent statement – Our Curriculum Objectives** |
| Our vision of KS1 and 2 PE is to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.  Within KS2 students should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Communicating, collaborating and competing. Develop an understanding of how to improve in different physical activities and sports, learning how to evaluate and recognise their own success.  Within KS3 PE the focus is to learn and develop skills, techniques and performance; to develop an understanding of a healthy lifestyle; to develop the ability to select and apply skills, tactics and compositional ideas; to develop and improve performance; and to develop an improved understanding of health and safety in a range of activities.  The main aims of KS4 PE are to analyse, evaluate and improve performance applying a good understanding of the benefits of a healthy lifestyle. Students will have the opportunity to participate within a range of sports and activities and ways in which to develop these skills further within the community. Sports leadership is promoted with sports champions leading on a sport or activity of interest. Through the gym lessons and Btec Sport opportunities, students gain the knowledge of lifelong learning and career pathways of sports coach, gym instructor, personal trainer, PE teacher, physiotherapist and many more.  Throughout each of the activities covered across the phases, the individualised EHCP desired outcomes will be targeted. Communication and interaction will be demonstrated through teamwork and co-operation; mental capacity will be developed through learning rules, thinking skills and ability to evaluate; SEMH will be targeted through boosting self-confidence and self-esteem and physical and sensory development will be through working on improving physical fitness, agility, co-ordination and control. |
| **Curriculum Sequencing** |
| In Year 7 students are introduced to the basic rules and skills needed to patriciate within a wide range of sports and physical activities, set to the class's interests. Along with the basic principle to why we warm-up and cool-down, presented in a physical and discussed based method.  In Year 8, students are introduced to the more complex skills needed to progress further within set sports and activities. Applying tactical strategies to outwit opponents, developing emotional resilience and leadership skills needed when participating within sport activities.  Introducing the basic functions of the skeleton and muscular systems, identifying the basic bones and muscles.  In Year 9, the main focus is refining the skills needed to take part in specific sports and physically demanding activities, again set to the student’s interests. Students have the opportunity to gain the knowledge to understand the benefits of being active and what affects exercise has on the body. Students will leave KS3 with the basic skills needed to then progress into Btec sport within KS4, scaffolding the knowledge gained within KS3 PE student will have a good understanding of how the body responds to exercise, name and label the major bones and muscles, the importance of warming up, participating in physical activity and maintaining a healthy diet.  In Year 10/11, students have the opportunity to select Btec Sport. |
| **Our Long-Term Plan** |
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| **Assessment Opportunities** |
| Bench line assessment at the start of each year group provides an understanding of skills and knowledge missed through repeated Covid lockdowns. The department provides both summative and formative assessments. Formatively, assessment I can statements questions are discussed at the start of the unit. Summative, end of unit tests are built into the whole school assessment model at mid and end of unit assessments to provide an indication of progress against the assessment matrix document. These statements are used to identify the key skills that learners need to be effective learners. |

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| **Pine Green Curriculum** | |
| **Our Curriculum** | **Department Opportunities** |
| **Confidence, Independence & Resilience** | Students have the opportunity to build the knowledge needed to participate within a wide range of sports. By having this knowledge, students feel competent, safe and secure, which leads to a greater feeling of confidence. Within all lessons tasks are set to challenge encouraging students to apply resilience when success if not easily achieved. Through sports leadership tasks, students can develop the skills needed to be independent learners. |
| **Be Kind: Empathy & Compassion whilst valuing diversity** | Within sport participants need the skills to be compassionate and empathetic to play a game successfully. Peer assessment and assistance is used throughout the lessons, especially when individuals need assistance within a particular task or skill, the sports leadership model is utilised. Groups will select who will be the equipment manager, coach, fitness instructor etc |
| **Cultural Awareness** | The use of sporting events displayed on the TV and the Olympic games links. |
| **Aspirations** | We encourage participation within a wide range of sporting activities to inspiring students to understand their full potential and have high expectations to achieve when leaving education. |
| **Preparedness for the future** | Within KS3 students are introduced to the rules of a wide range of sports which prepares KS4 students to select Btec Sport. The main aim of the PE curriculum is to develop independent, confident learners that can lead a healthy and active lifestyle. In the hope they may go into the sporting world: personal trainer, gym instructor, swimming instructor, sports amylase etc |

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| **Vulnerable Students checklist** | |
| **SEND** | **PP** |
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| **Covid Catch Up** | |
| Skills Gaps | Knowledge Gaps |
| Mainly cardiovascular endurance | Students have developed their cardiovascular fitness levels by slowly introducing skill-related fitness to improve this area. |

**Pine Green Curriculum**

The key principles behind the design of our curriculum are for our pupils to:

· Become confident, independent and resilient

· Be kind; showing empathy and compassion whilst valuing diversity

· Make good progress in all areas of the curriculum from their starting points when they initially join us

· Become more culturally aware about their local area as well as nationally and internationally.

· Develop and enhance their aspirations for the future and know that these can be reached through hard work and determination

· Be well prepared for the challenges that awaits them in the world. Ultimately, we want all of our pupils, to be the best they can be, making a positive contribution to the world they live in