

Physical Education/ Health and Fitness Department Curriculum Intent

Values that Underpin our Curriculum

Physical Education/ Health and Fitness Values Statement

The academy's Physical Education programme encourages all pupils to participate in sports for the benefit of their physical and mental health, and aims to provide a wide variety of activities to appeal to everyone. PE improves pupils' physical fitness, flexibility, dexterity and endurance, and educates them about the importance of health and well-being. Pupils are encouraged to work hard to develop their skills, which in turn helps to build their self-confidence as they become more adept at different types of sport.

Through PE, pupils learn to work effectively as part of a team, collaborating with others to achieve shared goals, which can help to strengthen their relationships with peers and enhance their self-esteem, whilst also encouraging them to develop a sense of responsibility for their own efforts and performance.

The tactical nature of many sports encourages pupils to plan ahead, make considered judgements, and to keep trying their hardest in the face of adversity, which are some of the many reasons why PE helps to develop pupils' leadership skills and resilience.

Our Physical Education and Health and Fitness curriculum aligns closely with our core values of We care, We Challenge, We Commit.

The curriculum framework operates on three levels to address all pupils' academic, personal and social development.

- Educational excellence
- Character development (leadership and entrepreneurial skills)
- Service to communities

The Physical Education and Health and Fitness curriculum forms part of the Academy vision that all pupils should experience a broad, balanced and academically rich curriculum.

We are confident that our Physical Education and Health and Fitness curriculum contributes to pupils' academic learning and personal growth. We also aim to use Physical Education and Health and Fitness as a tool to contribute to pupils' acquisition of cultural capital.

We are proud that our Physical Education and Health and Fitness curriculum supports the Fulwood Values of the Academy.

We Care	We Challenge	We Commit
<ul style="list-style-type: none"> • Promoting Physical Education and Health and Fitness to new students in the Academy particularly on Open Evening. • Physical Education and Health and Fitness Ambassadors. • Representing the Academy during whole Academy Sporting Events and competitions. • Fair play within sporting activities. 	<ul style="list-style-type: none"> • Working collectively to complete practical activities. • Taking on key roles within a sporting activity to ensure team success. • Enrichment activities. • Competing in local, regional and national competitions such as School Games. 	<ul style="list-style-type: none"> • To showing good sportsmanship in games towards opponents and officials. • To being our best. • To get involved in as many national Campaigns as possible. One example being Black History Month.

Vision for KS3 and KS4 Curriculum

Key Stage 3	Key Stage 4
<ul style="list-style-type: none"> • We aim for our Key Stage 3 curriculum to set the foundation for KS4. We aim to build fundamental motor skills ready for KS4. • We aim for students to confidently use and apply sports vocabulary such as reference to muscles used during physical activities. • We aim to address misconceptions prior to KS4. • Our Physical Education curriculum at Key Stage 3 aspires to provide an insight into the Key Stage 4 Health and Fitness curriculum. 	<ul style="list-style-type: none"> • Our two year Key Stage 4 curriculum for Health and Fitness allows us to cover content with sufficient depth, richness and rigor – forging links between topics within a subject and between subjects across the curriculum. • We promote Challenge and encourage students to aspire to achieve Level 2 Distinction and Level 2 Distinction*. • Our KS4 curriculum aims to inspire future physiotherapists, sports players, coaches, sports researchers and more. • We aim to promote a love of learning and proudly advocate for our students to aspire to achieve the top grades. • We aim to devise independent learning skills so our pupils can adequately and sufficiently prepare for the world of work.

Curriculum- Depth, Breadth and Challenge

Curriculum Design – Breadth and Depth	Curriculum Challenge	Assessment
<ul style="list-style-type: none"> • We follow long term plans / medium terms (as appropriate) as a starting point. These have been developed by our staff and NCFE Health and Fitness exam board. • We ensure that concepts are taught sensibly and revisited: we know the end point to which we are working and ensure that our plans build towards this, with an emphasis on 'going deeper' rather than duplication. 	<ul style="list-style-type: none"> • We ask questions of pupils with regard to extending their knowledge, making connections, applying new learning. • Pupils are required to write and speak in extended ways to explain their thinking. We aim to make children 'explain' rather than just 'describe' 	<ul style="list-style-type: none"> • Assessments are driven by the curriculum, not the other way around. We deliver a rich, deep and ambitious knowledge-based curriculum. The assessments evaluate how well we are able to deliver this curriculum and how effectively individual pupils have mastered that body of learning. • Assessments are not conducted in isolation. They take place after a particular body of knowledge

<ul style="list-style-type: none"> We review schemes of work to identify any gaps and highlight key misconceptions that may arise so we can ensure that our teaching addresses these. 	<ul style="list-style-type: none"> Participation in local/national competitions/ challenges/ experiential learning related to the subject. We use extra-curricular activities as an opportunity to widen the horizon and scope of the sports that our students participate in. We teach more complex movements and skills to stretch the most able in our classes. We test for accuracy of skills and ensure that all lessons have 'Challenge' tasks or activities. We differentiate our questioning and activities to gauge out more detailed responses. 	<p>has been taught or proficiency in a skill has been practised.</p> <ul style="list-style-type: none"> The purpose of assessment is to identify the strengths – and any deficits- in an individual pupil's own learning, and to establish whether there are any misconceptions amongst groups of pupils that may need to be retaught, taught differently or otherwise reinforced. Learning is about affecting changes in long term memory and so we use assessments that establish whether pupils have mastered the basics in our subject and have the confidence to build towards concepts and skills with sufficient depth that are increasingly complex.
Cultural Capital		
<ul style="list-style-type: none"> Students are taught about global sports Significant global sporting events such as 'The World Cup', 'The Olympics', 'Rugby Championships' are referenced in lessons regularly. Sporting heroes are referred to as leaders who demonstrate the key traits of resilience, commitment, and leadership traits. 		
Promoting Equality and Opportunity		
SEND and Provision for Disadvantaged	Literacy	
<ul style="list-style-type: none"> Class Profile Sheets used to completed intervention Data analysis includes vulnerable groups Regular data analysis Scaffolding and differentiation of lesson resources 	<ul style="list-style-type: none"> Literacy embedded into marking policy Word bank for department Displays for learning 	
SMSC and British Values	Leadership and Enrichment	
<ul style="list-style-type: none"> Relationships are crucial to teaching and learning: modelling of respect in lessons (how we speak and listen). We teach students about healthy lifestyles including nutrition. Physical education allows students to recognise their personal strengths and how this affects their self-confidence and self-esteem. Physical Education allows students to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem. Physical Education covers the characteristics of mental and emotional health and strategies for managing it; a range of healthy coping strategies. Physical Education covers the importance of and ways of taking increased responsibility for their own physical health and personal hygiene. Pupils will learn the benefits of physical activity and exercise and the importance of sleep. Pupils will learn to recognise and manage what influences their choices about exercise. Pupils will learn the importance of, and strategies for, maintaining a balance between work, leisure and exercise. Pupils will learn what constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting). Pupils will learn ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations. Pupils will learn what might influence their decisions about eating a balanced diet. Pupils will learn how the media portrays young people; to recognise its possible impact on body image and health issues. Pupils will learn ways of recognising and reducing risk, minimising harm and strategies for getting help in emergency and risky situations. 	<ul style="list-style-type: none"> Opportunities in lessons for pupils to take defined leadership roles when engaged in group work; make presentations to peers; take responsibility for researching aspects of a topic; create resources and contribute to displays. Opportunities beyond the classroom to lead throughout enrichment activities. Opportunities beyond lessons to become a subject ambassador; provide support during Academy open evenings and other opportunities through the academic year. 	

<ul style="list-style-type: none"> • Pupils will learn the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.). • Pupils will learn to further develop and rehearse the skills of team working including objective setting, outcome planning, cooperation, negotiation, managing setbacks and compromise. • Pupils will learn to further develop the communication skills of active listening, negotiation, offering and receiving constructive feedback and assertiveness • Pupils will learn about the unacceptability of sexist, homophobic, biphobia, transphobic, racist and disablist language and behaviour, the need to challenge it and how to do so. • Pupils will learn the knowledge and skills needed for setting realistic and challenging personal targets and goals (including the transition to Key Stage 3). • Pupils will learn about their own identity as a learner, preferred style of learning and to develop study, organisational, research and presentation skills. • Pupils will learn to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability and Strategies for further developing them. • Pupils will learn different types of work, including employment, self-employment and voluntary work; that everyone has a 'career' which is their pathway through life, education and work. • Pupils will learn about different work roles and career pathways, including clarifying their own early aspirations. 	
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Physical Education/ Health and Fitness Department Curriculum Implementation

Rationale		
Curriculum Delivery	Assessments	Quality Assurance
<ul style="list-style-type: none"> • Middle leaders ensure that teachers have access to, and fully understand, schemes of work. • Lesson plans are shared and adapted within the department so that there is consistency of curriculum content. • Knowing the profile of expertise and experience among team members is essential. Leaders talk to staff, encourage them to reflect and identify development needs for themselves. Classroom observations are focused and purposeful. Key staff model strategies, standards and expectations for team members. There is a supportive culture in which feedback is sought, discussed, valued and acted upon. Coaching is strong. • The department has links to other schools, to examiners and national associations where appropriate. Staff are encouraged to follow developments in the subject. • There is effective induction for new staff and temporary staff: they are well-briefed on policies, including behaviour management, and this enables learning to proceed smoothly. • Know the profile of the Year 7 cohort. 	<ul style="list-style-type: none"> • The aim of assessment for the Physical Education/ Health and Fitness department is simple. We want to identify gaps, bridge gaps and then check to see whether the gap in learning has been closed. • All assessment tasks are designed with clear success criteria: consequently teachers can readily determine whether individual pupils or groups of pupils have misconceptions or require further practice to develop their skills. • Response to assessment may be in different ways, but always with the aim of developing pupils' skills, knowledge or understanding further. Responses to assessment might include: additional challenge questions for individuals; re-teaching an aspect of work in a different way; revisiting a pupil's personal learning plan; setting a follow-up task that requires independent research; requiring pupils to complete a 'gap' task that is based on personalised feedback. • If endemic misconceptions occur, departmental planning may need to be reviewed. 	<ul style="list-style-type: none"> • Monitor implementation through internal quality assurance – book checks. • Discussions with pupils – does their understanding match our intention? • Question level analysis (on occasions when formal assessments are undertaken). • There are three occasions during the year at which data is collected by the Trust. This does not equate to pupils taking tests in all subjects on three occasions during the year. In core subjects, common assessments ensure that there is consistency in curriculum delivery and assessment across the Trust. Review of data on a regular basis means that timely interventions can be put into place. • Some data inputs may be based on teacher assessments.

Curriculum Breadth		
Cross Curricular Links	Embedding Challenge into the Curriculum	Implementing Wider Reading and Embedding Literacy
<ul style="list-style-type: none"> Teachers have a shared, clear understanding of schemes of work and how they inter-relate. They know the concepts that pupils have already been taught. They consider connections at the point of planning and use these to re-emphasise key learning and affect long-term memory. Classroom display is used effectively: key vocabulary is prominently displayed, revisited and used for discussion: this emphasises key learning. Teachers use open-ended questioning that encourages pupils to make connections for themselves. SMSC is audited across the curriculum and values are consistently emphasised. Leadership specialism permeates the curriculum. 	<ul style="list-style-type: none"> Pupils are directly taught about provenance, reliability and bias. Pupils undertake activities that require them to develop opinions, categorise information in terms of its importance and identify gaps. 	<ul style="list-style-type: none"> Adults in Academy role model reading for pleasure and for reference/research – show excitement in exploring the subject! Delight in using extended vocabulary – display, recite and reward. Encourage pupils to develop glossaries. Classroom displays with literacy focus.
Promoting Equality and Opportunity		
Staff Collaboration	Intervention and Addressing Knowledge Gaps	Equal Opportunities and Provision for SEND
<ul style="list-style-type: none"> The Physical Education and Health and Fitness department uses department time to explore the curriculum and ensure that there is consistency, quality and relevance (recent news stories, new research) to the curriculum delivered. We engineer opportunities for teachers to work together on defined tasks such as developing new schemes of work, revision resource, displays that will contribute to the curriculum of the department. We find opportunities for teachers to observe each other's practice in a mutually supportive environment. Some staff are participating in a coaching programme to develop their practice. We make use of IT solutions for sharing, annotating and storing planning so that all staff can access, amend and refine for their lessons. 	<ul style="list-style-type: none"> The Physical Education and Health and Fitness team sequences knowledge through retrieval practice including the use of starters for memory recall and building in practical skills throughout the year. Assessments are driven by the curriculum, not the other way around. We deliver a rich, deep and ambitious knowledge-based curriculum. The assessments evaluate how well we are able to deliver this curriculum and how effectively individual pupils have mastered that body of learning. The curriculum model emphasises breadth and richness. We provide pupils with memorable opportunities to enjoy learning. Testing is only a means of assessing pupils' learning: it is not an end in itself. Pupils become familiar with assessment criteria so that their learning is purposeful but first and foremost they grapple with subject content and key ideas. Speedy turn round of assessment data: establish and adhere to set deadlines. Question level analysis underpinning rapid analysis of issues to be resolved at cohort/class/group/individual level. AfL in the classroom informs lesson planning and weekly intervention. Feedback from assessments provides learners with smart targets for improvement. 	<ul style="list-style-type: none"> By sharing resources and co-planning, we ensure all students have access to high level quality resources that are differentiated to suit the needs of the most and the least able. As a Physical Education and Health and Fitness team, we aim to ensure that irrespective of their ability, pupils are taught by enthusiastic teachers, using excellent curriculum plans. As a Physical Education and Health and Fitness team, we ensure that for pupils with SEND, steps are taken (advised by specialists in Academy) to remove barriers. When we analyse departmental data, we always look at the SEND performance of our department. We regularly discuss our vulnerable groups in Physical Education and Health and Fitness including disadvantaged and SEND. All teachers follow the PSP'S and PISP'S to put in place interventions to address the needs of all of their students.
Reducing Workload		
<ul style="list-style-type: none"> We map out our assessment so we are testing throughout the year but at different time to ensure marking of assessment is manageable. Marking pro-formas and templates are used to simplify marking and reduce the need for excessive written comments. Lessons and resources are shared amongst staff to simplify and reduce time taken for lesson planning. Online homework platform invested in to maximise homework completed with self-marking element. Common schemes of work are a further way in which workload issues are being addressed. CPD sessions provide opportunities to share best practice. 		

Physical Education/ Health and Fitness Department Curriculum Impact

Progress and Academic Impact

- Pupil voice response.
- Pupils take up subject leadership opportunities.
- When pupils revisit concepts, they remember them without re-teaching of the foundations being necessary.
- Pupils are able to apply their learning in different ways – as shown in debates, presentations, creation of models to show their understanding.

Personal Development and Behaviour and Attitudes Impact

- Pupils' enthusiasm, participation in independent work, their interest in going deeper, extra- curricular response.
- Pupils' ability to make connections and explain for themselves.
- Pupils are keen to talk about their learning.
- Pupils take up leadership opportunities with enthusiasm.
- Extra-curricular provision linked to the subject has a positive response.