



Physical Education Curriculum Statement

King's Academy Binfield and King's Academy Oakwood

This document sets out the Physical Education curriculum that we have selected as most appropriate for our students. The chosen curriculum will support our students to achieve our vision and aims; 'dare to be remarkable' and 'opportunity and success on a global stage', through physical education.

Intent of Primary & Secondary curriculum

It is of the utmost importance that our students develop a full range of motor skills, physical literacy and a deep understanding of the role physical activity plays in keeping our bodies and minds healthy. Student experiences and opportunities in PE help shape their mindset towards activity as they move into the world as young adults. We will provide a range of activities and experiences which will inspire, inform, challenge and enable, no matter what Key Stage. These activities will be delivered through a mixture of practical performance, experimentation, play, leadership and coaching, but always with a focus on embedding a love and appreciation of physical activity.

The needs of the students at King's Academy Binfield and Kings Academy Oakwood have been a key consideration throughout the design of the Physical Education curriculum, which has used the National Curriculum as a minimum.

Exposing the students to a range of physical activities, sports, games and skills particularly when presented through play and healthy living ideas will also develop a wider understanding of the part physical activity plays in our daily and adult lives.

Physical activities and experiences develop students' capacity to formulate and communicate ideas, experience and feelings; they enhance perceptual skills through responding, developing and evaluating, and physical skills through control and use of movement. Communication, teamwork, problem solving and resilience is nurtured continually throughout students' learning journey. This desire for a wide range of skills both technical and personal throughout the students' learning should embed the skills of resilience, risk taking and give them a secure sense of self confidence and pride in their physical abilities across a wide range of activities.

Involvement in a wide range of physical activities and sports at King's Academy Binfield and King's Academy Oakwood helps to nurture a positive attitude among students by developing a wide range of personal qualities such as cooperation, enthusiasm, passion, problem solving, tenacity, determination and ambition. We also emphasise that this is an inclusive involvement, which helps students acquire an important sense of belonging as well as building the self-confidence and self esteem which they need to achieve and make their first steps towards higher education and employment.

Implementation

EYFS

- Students have the opportunity every day to explore a range of different bodily movements such as running, jumping, throwing & catching
- Students are given opportunity to practise specific skills independently or with others
- Students have access to a range of different equipment including catching scarves, bean bags, hoops, gymnastic tables & mats, balls and other throwing and catching items.
- Enthusiastic staff to share physical activity and movement with the children, making curriculum links with appropriate topics fostering a passion for movement, physical activity and teamwork.
- Skills based curriculum focused on the fundamental health and skill related components of fitness which gradually increase in depth of knowledge year on year.
- Subject expertise, through regular CPD & Twilight sessions (for appropriate staff) ensures that Physical Education is taught effectively and with confidence
- Active playtimes and child led play ensures that all children are mobile throughout the day
- Staff use open ended questions

KS1 & KS2

- Children are provided with their full entitlement to Physical Education and teachers ensure that no interventions take place during this time.
- Children have 2 PE sessions a week, one with a specialist teacher and one with the class teacher. Children also have a Forest School Session every 2 weeks
- Active playtimes and child led play ensures that all children are mobile throughout the day
- Children given the opportunity to compete in sport and represent the school. Continuing to increase the percentage of children representing school at a sporting event in each year group.
- Children are given wider opportunities to build character and embed values through regular teamwork activities, competitive sport and Sports Day
- Staff use open ended questions encouraging students to problem solve and communicate their ideas.
- Subject expertise, through regular CPD & Twilight sessions (for appropriate staff) ensures that Physical Education is taught effectively and with confidence
- Students have access to sport specific and age appropriate equipment across all sporting disciplines.
- Subject vocabulary is displayed to support learning as well as being reinforced by teachers.
- Formative Assessment is embedded through regular interventions in class
- Zumba offered to all year groups as an extracurricular activity
- Children will be given the opportunity to attend swimming lessons and water safety sessions in line with the national curriculum
- Parents and families are encouraged to be involved in Physical Education, physical activity and school sport through sports days and Spring into Summer movements

KS3 & KS4 CORE PE

- Students have a 100 minute lesson of Physical Education timetabled once per week in both KS3 and KS4, delivered by a subject specialist
- Students have a 50 minute lesson of dance timetabled once per week in KS3, delivered by a subject specialist.
- Transferable skills are built on from KS2 and clearly developed and made explicit in the students' learning.
- Equal emphasis is placed on performance, application of skills, evaluation and improvement and DIRT (Determination to succeed, Independence, Resilience & Risk taking & Teamwork)
- Comprehensive extra curricular programme offered across a wide range of sports and activities to support and extend classroom learning.
- Students have regular opportunities to participate in competitive fixtures, both locally and nationally in a range of sports
- PE theory is embedded into KS3 PE and dance lessons with a clear focus on the muscular and skeletal system, methods of training, components of fitness and heart rate.
- Subject vocabulary is displayed to support learning as well as being reinforced by teachers.
- Students are given opportunities in each year of KS3 to experience and develop an understanding of different activities, sports, games and roles within PE.
- Students have access to sport specific and age appropriate equipment for all sporting disciplines and activities.
- Students have regular and targeted lessons to develop themselves as leaders in KS3 & KS4.
- Formative Assessment is embedded through regular interventions in class.
- In year 9 and Key Stage 4 students will select pathways, which enable them to focus on the area of physical activity that is suited to their interests. The pathway options are (however they may change depending on the needs/interests of the students) Girls Games, Boys Games, Leadership and Aesthetic.
- The Leadership pathway allows the students to gain a qualification, Level 1 in year 9 and Level 2 in KS4 (the course is accredited by Sports Leaders UK)
- KS4 Core PE lessons allow the examination students to have additional practical sessions

KS4 Examination

- Examination classes will have ??? lessons a fortnight. These will be split between theory and practical depending on the course and the stage of the course.

At GCSE we follow the OCR specification for Physical Education. This course was selected with the needs of the students at King's Academy Binfield in mind. The course includes knowledge about the structure and functions of all the key systems (skeletal, muscular, cardiovascular and respiratory) which is essential for any student wanting to pursue a career in the sporting industry. The course also looks at socio-cultural influences and engagement patterns as well as commercialisation and sport psychology, with the diversity of topics within the course sure to inspire students. The assessment criteria for this course caters for

a wide range of student needs; there are a variety of questions styles within the exam (multiple, short and long) alongside coursework and practical elements..

In addition we offer BTEC Level 2 First Award in Sport. This course allows students a vocational option. The course is set out differently to the GCSE as you are not required to be assessed physically and the exam is an online exam taken at any point during the course. This will attract a range of students who worry about examinations and being graded in three sports.

Homework will be an essential part of the KS4 examination course and will be used to support students learning. The focus of homework will be around memory recall by using notes, knowledge organisers, quizzes, online platforms and exam questions.

KS5 Future plans

At Key Stage 5 we plan to follow the same exam boards as KS4, these courses will be OCR PE A Level and Level 3 BTEC Sport.

These courses will build on students prior knowledge from Level 2 and create deeper understandings and interests in the topics. The skills they learn from examination writing and coursework will help prepare them for University or the world of work.

Intervention offered to students identified as underachieving

- Less active children are highlighted and encouraged to live a more active lifestyle.
- After School clubs provided/Wider range of sporting activities.
- Regular assessment to identify gaps
- Encouragement to access a range of sports, activities and physical experiences and opportunities to enhance their enjoyment of physical activity.
- Period 7 intervention groups for those needing further support
- Targeted support during lesson time (*seating/ questioning/ 1:1/ differentiation by task/equipment*)
- Year 10 & 11 GCSE students will work with small groups during period 7 intervention

Intervention offered to students identified as needing further stretch & challenge

- Regular assessment to identify gaps
- Period 7 intervention to further extend the learning of HAPS both practical and theory
- Additional intervention to help develop theory and aspirations by conferences, webinars and guest speakers
- Students are invited to a range of extracurricular opportunities which will extend and challenge their development in physical education and their chosen sport or activity. (*Sports teams, School representation at Local/regional and national events*)
- Students have the opportunity to extend their leading knowledge and practice by attending events outside of school
- Targeted extension during lesson time (*seating/ questioning/ 1:1/ differentiation by task*)

Impact

At the end of the primary phase students have had a wide range of physical activities, sports and sporting experiences and opportunities allowing them to successfully engage with the secondary phase curriculum.

KS1 & KS2

As children enter upper KS2, the aim is to build on the sporting and physical experiences already acquired to develop problem solving, application of skills in game situations, control, independence, fluency and co-operation. A greater variety of opportunities are made available to allow for more depth, choice and enjoyment. This is specifically evident in the availability of touch rugby, high five netball and more focussed athletics. Students will be water confident and be able to proficiently swim a distance of 25 meters.

KS3 & KS4

By the end of KS3 students actively engage in sport and activity for pleasure and well being. Students confidently and independently choose and use an array of sports, activities, movement options across a range of physical disciplines. Students have a developed knowledge of subject specific vocabulary and are able to decode new language through context. As a result of the continued focus and importance of physical education across the academy students become more confident leaders, performers in individual and team sports as they begin to replicate what they seen and experienced; this also includes knowledge and understanding of the important of a healthy active lifestyle, the impact of exercise on the body and mind and healthy eating.

By the end of KS4 students are able to perform, lead and officiate with increasing confidence, control, fluency and skill. Students will have developed a passion for physical education and show resilience and determination in the face of complex, challenging and creative content. Students will understand the importance physical activity has on their mental wellbeing and hopefully will have developed life-long enjoyment. This will ultimately translate into students achieving or improving on the national average in their KS4 assessments. It will also prepare them for successful study at KS5.

Final Statement

Physical education and practical learning is loved by staff and students alike and is an integral part of our school community. Staff have high expectations of all students resulting in a wide range of high quality evidence presented in a variety of ways. All children can use appropriate technical language with accuracy. Students are expected to know, understand and apply techniques, skills and processes identified in this document and the individual curriculum maps. We strive for students to feel confident, not only in their practical ability as a performer but in their ability to work collaboratively, problem solve, lead others and analyse sport and activity. All students enjoy physical education and speak with passion, enthusiasm and a love of learning and activity.