



Physical Education

Newent Community School and Sixth Form Centre

Whole school Curriculum INTENT

Our curriculum aims are underpinned by our values:

Our goal is for Newent Community School and Sixth Form Centre to be a thriving and supportive community underpinned by mutual respect. We strive for excellence by providing a challenging, stimulating, creative and diverse learning environment that enables us all to become the best we can be.

PHYSICAL EDUCATION - INTENT

In Physical Education

- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations by having an ambitious curriculum which is sequenced/progressive for future learning and allows for explicit opportunities for personal development.
- The curriculum ensures we develop positive attitudes in PE.
- Students know where they are with their learning/how they might improve.
Students take pride in their achievements.
- Support students' physical development and responsibility for their own health and enable them to be active by Our curriculum at NCS goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable. As a department we offer an outstanding and varied extra-curricular programme open to all students. The activities on offer and the range of competition levels we compete in develops our students' sporting abilities. From traditional sports like football, netball and hockey to lifestyle activities like swimming, mountain biking and orienteering. This fully complements students' sporting commitments outside of school and in many cases allows the students to access the scholarship systems and potentially into professional sports.
- Promote a positive attitude towards learning by implementing a knowledge-engaged curriculum. We believe that knowledge underpins and enables the application of skills; both are entwined. As a department we define the powerful knowledge our students need and help them recall it by having a carefully planned curriculum that allows progression for all and allows the students in Year 10 and above to start to plot their own Physical Education development through pathway

choices. The groundwork for these pathway choices is developed from the knowledge and skills students develop in Year 7, 8 and 9.

- Ensure equal access to learning for all students, with high expectations for every pupil and appropriate levels of challenge and support by our ethos in Physical Education strongly reflects the behaviors outlined in the NCS ethos statement, particularly those of collaboration. SMSC is a regular feature of PE lessons; students learn how to operate in teams and the etiquette associated with taking part in physical activities. Students are taught strategies to solve problems in how to outwit an opponent in most activities. Subject specific vocabulary is used regularly and expected to be used accurately by the students.
- The curriculum is carefully planned out to ensure students make progress through the 3 pillars of progression – Motor Competence (MC), Rules, Strategies & Tactics (RST) and Healthy Participation (HP)
- Pupils should have declarative knowledge (know what to do) and procedural knowledge (know how to do it).

Physical Education – Implementation

Excellent subject knowledge of teachers, lesson planning reflects intentions for PE without unnecessary added workload.

Assessment through Head (thinking) Heart (behaviour) and Hands (doing)

In Physical Education we give the students the best start to becoming an athlete; we provide a steppingstone between primary and secondary school PE. We have a broad and balanced curriculum in Years 7 and 8 and have developed greater choice for students as they move into Year 9 and Key Stage 4. In all lessons we embed core skills, knowledge, principles, confidence across a broad range of activities. We strongly recognise the need to make PE fun and to foster a lifelong love of physical activity.

Teachers know that PE includes clearly defined knowledge that can usefully be categorised as either declarative or procedural.

Leaders and teachers have thought carefully about what it is to know more and do more in PE. This understanding is informed by the national curriculum's aims, and component knowledge has been identified to develop pupils' competence.

A strong foundation is built on fundamental movement skills (FMS), starting in the early years and developed through transitional activities into more specialised sport and physical activity.

Teachers make sure that pupils' movement is not only efficient and effective but intelligent and context related. They ensure pupils have knowledge of rules, strategies and tactics in order to guide successful movement

-
- Leaders and teachers select physical activities and sports based on their capacity to develop pupils' competence in PE. They identify key concepts to teach and build pupils' understanding incrementally.

- Use the new schemes of work and in the first instance have the 3 pillars of progress evidenced in as many lessons as possible, remembering students need to 'know what' and 'know how' in our lessons. For example: -

Year 7

Focus on Motor Competence – units of work should be 8-10 weeks long. Key is ensuring students have a good range of FMS.

Focus RST – Demo and recall basic RST

Focus HP – Demo/knowledge of a warmup (different sports/tackling)

Year 8

MP - As above, plus more complex FMS increasing difficulty (rugby pressure on pass)

RST – As above with further strategies, tactics to overcome ever increasingly more complex problems.

HP – As above plus different attributes needed.

ASSESSMENT

- In PE we provide subject choices that support students' learning and progression and enable them to work towards achieving their goals by further rationale behind our curriculum design includes the delivery of the curriculum through our Head, Heart and Hands philosophy. We assess these areas through a combination of practical participation (Hands), strategic and logistical thinking to plan the next move (Head) and grit, determination and resilience (Heart). As a department, our focus is on the three physically active benefits: physical, emotional and social well-being

HOME LEARNING

For our GCSE and A level the home learning is very much centered around the PE Classroom learning platform.

HOW PARENTS CARERS CAN ASSIST AT HOME

You can assist at home by regularly checking that homework tasks have been completed on Satchel 1. Ask students to share what is a good piece of work. Sign and comment on the end of term tests. We truly believe in making sure everyone is a part of the journey over the two years.