



St. Joseph's Catholic High School



Living, Loving and Learning through Christ

Curriculum Intent

Department:

We aim to deliver the Mission Statement of the school by:

- The PE departments' curriculum supports the school mission statement of *living, loving and learning through Christ* as we recognise the importance of Physical Education and School Sport in developing students as well-rounded individuals.
- Our curriculum is demanding and ambitious. Our KS3 and 4 core PE curriculum fully includes all requires of the national curriculum but is tailored to reflect the interests of students taking on board student voice feedback yearly.
- We ensure that our students are exposed to a broad and balanced curriculum which allows for students to develop their skills, techniques and tactics in a wide range of sporting activities. We ensure that our curriculum is sequentially planned to allow for the development of skills and key learning points across KS3 and 4 as well as ensuring our lessons are designed to allow all students to access our curriculum regardless of special educational needs and disabilities.
- We develop cultural capital through the development of soft-skills needed to promote social mobility.
- Through wide ranging provision of physical activities, sports and enrichment activities we look to ensure that all students leave St Joseph's with the knowledge and intention to maintain a lifelong healthy and active lifestyle.
- We have excellent links with our partner primary schools through our primary outreach programme which involves St Joseph's PE staff working weekly in local primary schools. This gives us an invaluable insight into how PE is taught at KS2, student starting points and how to ensure our KS3 curriculum is sequenced appropriately to ensure continuity of learning for students upon entering year 7.
- Through our delivery of the level 2 BTEC First Award in Sport we ensure that students are fully prepared to pursue further study in sport should they desire to at KS5. We provide our learners with next steps advice and guidance as well as providing insight into level 3 BTEC examinable content.
- Skills and concepts are sequenced throughout KS3 in each sport covered. This is evident through our schemes of work and the increasing level of task difficulty at years 7, 8 and 9. For example, we teach the key teaching points of the basic shots in badminton in year 7, we then look at shot selection and application in year 8 before looking as strategies to outwit an opponent through use of shot selection and disguise in year 9.
- Throughout year 10 and 11 skills are consolidated with an emphasis is on teamwork and gameplay: applying prior learning to increasingly complex situations.
- Throughout our Level 2 BTEC units learning is sequenced so that concepts build upon each other. For example, in Unit 1 components of fitness is taught first so that we can then teach how they are tested, and which method of training are used to develop them. Units are also sequenced so that the synoptic unit is taught last to ensure students can approach it with the knowledge based required to succeed.
- The JPP virtues are embedded into our curriculum mapping across core PE for all year groups. We also embed these virtues through awarding of JPP-linked awards at all of our intra-school sporting events. We focus on developing students' understanding of the virtues of being 'active', 'compassionate' and 'eloquent' in PE through our displays, our planning and our explicit reference to (and insistence on the use of) these terms throughout our teaching.
- We develop students' ability across a broad range of physical activities and sports. Within each sport we develop students' capacity in; coaching and leadership; deepening knowledge and understanding; acquiring,



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developing and applying skills; maintaining a healthy and active lifestyle and being able to perform in competitive situations.

- Our level 2 BTEC First Award in Sport is underpinned by the learning which takes place throughout KS3 in core PE which is purposefully linked to the BTEC specification; this is evident in our curriculum mapping.
- Our curriculum has been modified to reflect missed physical activity by ensuring that our lessons, particularly our warm ups, have a greater focus on not only enjoyment and re-energizing students' love for PE, but increasing students' overall fitness level; this is something which has observably dropped in lots of cases. A greater focus is placed on aerobic endurance through inclusion of more running elements to these warm ups.
- The adjustments we have made to allow for differing abilities include planned differentiation through task design, equipment use and competition structure to allow all students to challenge themselves; allowing for a range of starting points.
- BTEC assessment plans have been carefully edited to reflect all COVID-19 assessment adjustments in line with ongoing Pearson announcements.
- Our curriculum is tailored to meet the needs of all of our pupils with adaptive teaching. We have a bespoke KS3 curriculum for our set 5 classes which develops key literacy skills, alongside the breadth and depth of our knowledge-based curriculum topics. Our goal is to ensure all students, regardless of starting point or learning needs make good progress. For our SEND students
- Teachers work alongside the SEND dept and use IHCPs to help plan and adapt their lessons. Scaffolding, word banks and sentence starters are used to help support students, literature texts are also differentiated.

To achieve our Mission Statement, our curriculum:

- Our PE curriculum is structured so that students are ambitious, loving, compassionate and strive for excellence. Staff have fostered an observable, positive climate for learning with all groups in which there is mutual respect and an excellent work ethic is insisted upon. As teachers we model the compassion which we, in turn, demand and do frequently see from our students. Through the explicit rewarding of positive, sportsman-like behaviours we ensure that our students are loving and this furthers their compassion for others. We also lead on a many whole-school fund-raising events. We ensure that all students are made aware of competitive sporting pathways and that all of our most talented students are put forward for representative honours.
- As a department we work collaboratively with PE departments through our local network meetings to share best practice and to contribute to the ongoing organization and provision of high-quality competitive sport in Allerdale.
- Throughout our core PE lessons we place an emphasis on the development of oracy through our use of questioning, through teacher-led discussions and in our developing of student communication throughout team sports.
- Our application of our departmental marking policy for BTEC books at KS4 ensure that we are developing students' literacy skills; particularly around tier 2 and 3 vocabulary.
- We are explicit in our use of tier 2 and 3 vocabulary throughout core PE. We display our most commonly used tier 2 words outside the sports hall and challenge students use of these throughout our lessons.



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- We include tasks in our BTEC teaching to ensure that student reading and comprehension of a passage is challenged. We specifically look at the skill of reducing and summarising; something which is essential to prepare for the English language paper 2 at GCSE.
- We look to develop student writing standards through the application of marking policy in work books when preparing for the Unit 1 external examination. This Unit also includes preparation for a 9 mark extended answer question; this is something students are taught to approach using the PEE structure.
- We use meta-cognition frequently in PE through use of teacher and student practical demonstrations alongside verbal descriptions of key teaching points being applied. This ensures that students are able to know, understand and apply more.
- Our assessment framework at KS3 has been created so that students are provided with a PE-specific starting point upon entering in year 7. This is influenced by the information we gain from our extensive primary work and through a transitional period of 'baseline' testing using a multi-sport scheme of work.
- This assessment framework assesses: coaching and leadership, skills and application, knowledge and understanding, performance and healthy and active lifestyles. It also allows for discrete assessment of students' cognitive and physical performance in PE to gain a more well-rounded picture as to the achievement and progress of each student across all sports and activities.
- The PE department ensure that SEND students are properly supported and challenged through planned use of teaching assistants and differentiation by task design and equipment use to allow for any specific needs. We ensure all PE staff are fully up to date with SEND student support plans on Class charts as well as making sure everyone in the department is familiar with the most recent SEND register.
- We ensure that disadvantaged students are supported and challenged through provision of additional equipment and learning resources using PP funding where the circumstances require, for example, in buying PE kit. PE teachers in the department follow the whole-school PP policy and strategy in their lessons including marking PP work at BTEC as a priority. We run a yearly, RQF level 1 accredited qualification in sports leadership in year 9 for PP only students to try and redress the cultural capital gap which is often evident for this cohort.
- The PE department is made up of 4 fully qualified PE teachers with a breadth of expertise and coaching qualifications across a range of mainstream sports as well as a highly qualified coach who acts as our Sports Development Officer. We regularly share best practice through our team meetings and this year have sought out funding to access NGB level coaching training in basketball and netball; 2 areas which have been identified as an area for growth within the department.
- Teachers are constantly observing practical performance to review student learning and step in to correct any misconceptions. Students are given the opportunity to review their own performance in periods of reflection and the performance of peers through paired work. Interleaving is present with the application of transferable basic skills across sports such as coordination, balance and spatial awareness.
- Students studying BTEC level 2 have the opportunity to correct misconceptions through responses to their marking in books during review lessons or review starters. Interleaving is especially evident during the synoptic unit of the BTEC course with planned in lessons to highlight and compound the links between topic areas.