

## Curriculum Intent: Physical Education

**Motto:** Ausculta

**Mission Statement:** Living, Loving and Learning through Christ.

### Theological Virtues

**Faith:** The virtue by which we believe in God.

**Hope:** The virtue by which we trust God.

**Love (Charity):** The virtue by which we love God.

### Mission Statement Delivery:

- Support the school mission of living, loving, and learning through Christ by developing well-rounded individuals through PE and school sport.
- Offer a demanding and ambitious curriculum, tailored to student interests and feedback, covering all national curriculum requirements.

### Curriculum Design:

- Provide a broad and balanced curriculum to develop skills, techniques, and tactics in various sports.
- Sequentially plan the curriculum to build skills and key learning points across KS3 and KS4, ensuring accessibility for all students, including those with special educational needs and disabilities.
- Develop cultural capital through soft-skills that promote social mobility.
- Encourage lifelong healthy and active lifestyles through diverse physical activities, sports, and enrichment programs.
- Maintain strong links with partner primary schools to ensure continuity of learning from KS2 to KS3.
- Prepare students for further study in sport through the Level 1/2 BTEC Tech Award, offering next steps advice and guidance.

### Skill Development:

- Sequence skills and concepts throughout KS3, increasing task difficulty each year.
- Consolidate skills in Years 10 and 11, emphasizing teamwork and gameplay in complex situations.
- Sequence Level 2 BTEC units to ensure students have the necessary knowledge for the synoptic component.

### Virtues and Values:



- Embed the virtues of faith, hope, and love into the curriculum for all year groups.
- Develop students' abilities in coaching, leadership, knowledge, skill application, healthy lifestyles, and competitive performance.

#### **Adaptations and Inclusivity:**

- Modify the curriculum to address missed physical activity, focusing on enjoyment and fitness, particularly aerobic endurance.
- Plan differentiation through task design, equipment use, and competition structure to challenge all students.
- Tailor the curriculum to meet the needs of all pupils with adaptive teaching, ensuring progress regardless of starting point or learning needs.
- Collaborate with the SEND department, using IHCPs to plan and adapt lessons, and provide scaffolding, word banks, and sentence starters for support.

#### **Collaboration and Best Practices:**

- Collaborate with local PE departments to share best practices and organize high-quality competitive sports in Allerdale.
- Emphasize oracy development through questioning, discussions, and team sports communication.

#### **Literacy and Vocabulary:**

- Develop literacy skills through the departmental marking policy for BTEC books, focusing on tier 2 and 3 vocabulary.
- Challenge students' reading and comprehension with textbook passages, emphasizing summarizing skills.
- Enhance writing standards through practice questions and marking policy application for Tech Award assessments.

#### **Teaching Strategies:**

- Use dual-coding with practical demonstrations and verbal descriptions to improve understanding and application.
- Implement an assessment framework to ensure knowledge retention and application.

#### **Support for All Students:**

- Support SEND students with teaching assistants, adaptive teaching, and altered equipment, ensuring familiarity with SEND support plans.
- Assist disadvantaged students with additional equipment and resources using PP funding, following the whole-school PP policy.



- Offer an RQF level 1 accredited sports leadership qualification for Year 9 PP students to develop soft skills.

#### **Expertise and Continuous Improvement:**

- Maintain a team of qualified PE teachers and a Sports Development Officer, sharing best practices in team meetings.
- Observe practical performance to correct misconceptions and encourage peer review and reflection.
- Use interleaving to apply transferable skills across sports and link key component knowledge.

#### **BTEC Support:**

- Provide opportunities for BTEC students to correct misconceptions during DIRT lessons.
- Emphasize interleaving during the synoptic component of the BTEC course to prepare for terminal assessments.

#### **PE curriculum and the 7 themes of Catholic Social Teaching:**

##### **Life and Dignity of the Human Person:**

- Ensure students show respect for each other and their bodies, appreciating their function and abilities as designed by God.

##### **Call to Family, Community, and Participation:**

- Provide opportunities for students to act as sports leaders through a sports leadership program, assisting in primary sports festivals, and earning an RQF L1 Sports Leadership qualification.
- Encourage active participation in lessons, extra-curricular clubs, and inter-school competitions.

##### **Rights and Responsibilities:**

- Develop students' sense of responsibility through coaching elements in the curriculum and sports leadership opportunities.
- Teach the laws and rules of sports to ensure safe and fair participation.

##### **Option for the Poor and Vulnerable:**

- Cater to all learners through adaptive teaching, altered equipment, and task structures.
- Use Pupil Premium funding to address gaps for disadvantaged students.



**The Dignity of Work and the Rights of Workers:**

- Instil respect for referees and PE teachers, allowing students to act in these roles to develop compassion and appreciation.

**Solidarity:**

- Foster teamwork and togetherness in small groups and teams, teaching sportsmanship and the common goal of all participants.

**Care for God's Creation:**

- Promote physical and mental wellbeing through curriculum design and extra-curricular clubs.