

Curriculum Intent - Physical Education

Physical Education is a statutory subject as part of the National Curriculum. The purpose of our PE curriculum is to provide students with a broad, multi-faceted curriculum and enrichment programme, which instils lifelong engagement in sport, and one that embeds an understanding of the benefits of a healthy, active lifestyle. Our curriculum aims to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities and we provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Additionally, our extensive extra-curricular offer provides further opportunities for students to compete in sport and other activities, build character and help to embed values such as fairness and respect.

The Key Stage 3 curriculum is designed to engage students in a broad range of sporting activities, building on and reinforcing, learning from Key Stage 2. It is designed to deepen understanding and experiences of current skills whilst fostering and nurturing new ones. In this regard, we are committed to developing an environment in which students work outside of their comfort zone, utilising new opportunities, embracing mistakes and misconceptions as a method of improvement. This means that, by studying Physical Education over five years, students will develop a clear understanding of the role of Physical Education both physically and cognitively. Students follow a carousel of activities (football, Rugby, Netball, Health and Fitness, Gymnastics, Trampolining, Table Tennis, Handball, Athletics, Cricket, Outdoor Adventure and Rounders) for 2 hours per week over a 5 week block. Skills and techniques are taught where students are then given opportunities to replicate skills in learner groups before transferring these skills into competitive situations. Year 9 students have the opportunity to apply to become Sports Leaders, where a bespoke leadership programme is developed and then deployed within primary school events and Year 7 lessons.

Within Key Stage 4, students continue to be provided with opportunities to experience a varied range of activities that develop personal fitness and promote an active, healthy lifestyle. In addition, students can opt to take their studies further by completing one of the two accredited pathways that we offer - the AQA GCSE PE and EdExel BTEC Sport. Students study a varied range of topics: Health and Fitness, Anatomy and Physiology, Physical Training, Use of Data, Sports Psychology, Practical Sports Performance and Socio-Cultural Influences. Progression throughout the respective courses allows for students to become rounded individuals where they can apply all aspects of the course in either longer answer questions or assignment based tasks.

Lessons in PE are structured to support, challenge and build the confidence of students, so that they enjoy the process of developing their skill set. Horizon's ten building blocks underpin our collective drive for quality first teaching. Expert questioning is routinely used in a timely manner to stretch learners' understanding of skills and concepts. Modelling and scaffolding are used to expose students to exceptional visual, oral and kinaesthetic examples of every facet of physical education. Being able to replicate skills and techniques in conditioned or competitive situations is our ultimate goal from a practical perspective and the use of 'Progress' and 'Progress +' challenges within lessons enables students of all abilities to be appropriately challenged. Students understand that their role within a lesson isn't just as a competitor and there are frequent opportunities for Kagan structures to be effectively deployed that help students to both self and peer diagnose misconceptions. Celebrating and sharing success is continuously encouraged and praise is a regular feature in PE lessons. We are proud of the talents of our students and the sporting successes they achieve, and these are formally recognised and showcased at our annual Sports Awards ceremony.

Assessment is key to informing and supporting students within their learning and can look different in practical and theoretical settings where implementing the right strategy with optimum timing is important. In Key Stage 3 students are assessed against Age-Related expectations in each activity area and assessment takes into consideration practical application of skills and cognitive understanding of theoretical concepts through low stakes quizzes and questioning. Formal assessment in GCSE PE is carried out through two examinations in Year 11 (60%) with (30%) being awarded for three practical activities where progressive drills and full competitive activities are assessed. In addition, students conduct an analysis and evaluation of one of their assessed sports through controlled assessment (10%). Assessment within the GCSE classroom is conducted with A02/A03 questions being tested where applying structures together with content is our desired outcome. Teachers track through Question Level Analysis (QLA) to highlight strengths and areas for development. The vocational aspect of BTEC dictates that assessment is carried out through the use of knowledge organisers and mock examinations in preparation for the externally assessed unit 'fitness, testing and training' (25%). BTEC students have regular progress checks in preparation for their external exam where QLA is used. Where students are studying internally assessed content, they are given deadlines where feedback can be given in line with the exam board's assessment framework. Assessed units of work are centred around 'Practical Sports Performance, Applying Principles of Personal Training and The Sports Performer in Action' (3x 25%).

We are proud of the various higher and further education links that have been developed, where throughout the year numerous Key Stage 5 providers are invited to work with students, both in lessons and assemblies. Our students have found this very beneficial and can make informed decisions with confidence about their futures. Community links are essential to creating opportunities from both an excellence and recreational perspective. Developing links with professional sports clubs has allowed some students to be stretched and challenged, testing themselves against the most talented performers locally helping to internally progress attainment. Signposting additional recreational opportunities to maximise participation for our students and their families is essential, forging sports development opportunities to encourage life-long participation that have both physical and mental well-being benefits. Extra-curricular and intra-school competitions are something that we really embrace entering wide-ranging teams on local, regional and national stages. We are developing a culture for success where expert extra-curricular coaching, together with exceptional school club links are paving the way for a higher level of performance.

In short, students' experience of Physical Education at Horizon means they will be able to enjoy and engage in healthy, active lifestyles. Providing them with the vital ingredient to be 'School ready, work ready and life ready'.