



Physical Education

Learning Journey

Intent • Implementation • Impact

Curriculum Intent

The Parkside Physical Education Curriculum Learning Journey meets the statutory requirements of the Physical Education National Curriculum in England. At Parkside Community School, the PE department has two connected aims. The first is to overcome all barriers that prevent pupils engaging and **participating** in physical activity. For many this will involve exposing them to a range of activities that they may not have encountered before. For others it will involve personal encouragement that builds self-confidence and the capacity to take risk- to challenge themselves to go outside their comfort zone. This is an immensely important aspect of the work we do. Success is contagious and will infect other areas of their lives. Self-worth and self-belief are difficult to capture and quantify in a test but have a profound impact on student's life chances.

*It is through participation that students find and build **personal excellence**.*

Personal excellence is the second aim of the PE department. The concept of personal excellence may look different for each child. For some it may be participating in competitive sport outside of school, on to club level and beyond. For others, it may be taking part in a sport or activity for personal enjoyment or for improved fitness. For other pupils, personal excellence may be an increase in self-confidence and self-belief, an increase in participation levels. The intent of the PE department is closely aligned to the whole school intent of developing the whole person, and caring about the choices that pupils make in their future lives.

These two aims are the planning drivers in the KS3 Core PE curriculum plan, which includes a wide breadth of sports and activities to allow skill acquisition in order for pupils to develop at their preferred sport and achievement levels. Having even basic skill levels empowers pupils as independent learners to encourage commitment and life-long participation in sport. The PE curriculum is fully inclusive and allows all pupils of all backgrounds to engage and succeed, irrespective of their SEND or EAL status, or other additional need.

The long-term impact of participation in sport has countless documented benefits that literally enhance, improve and save lives. We believe by actively embedding healthy active life styles at a young age we can profoundly influence our students' futures, giving them the tools and confidence to create a healthy body and mind. Our subject is unique in its capacity to unite aspects of the physical and academic, giving it the potential to reach students and challenge them regardless of their ability.

The KS3 curriculum is also planned to underpin progression into KS4 core PE and BTEC Sport. This is implemented through the gradual introduction and repetition of relevant topics, including both theoretical knowledge of fitness components and practical leadership experience. These leadership skills are examples of the 'portable' nature of the skills developed by students within PE. By providing and structuring opportunities to lead, we create role models from within our student body that inspire younger students to emulate their success. Our study of BTEC Sport at KS4 represents a gate to a wider sporting world. The aspects studied underpin the performance of professional athletes and sports professionals. The course is vocational and has its roots in practical sessions.

We fundamentally believe in the life changing power of **participation** and demand our students relentlessly challenge themselves to pursue **personal excellence**.

Curriculum Implementation

Our KS3 and KS4 Core PE is implemented by following a cyclical approach – sports and activities are repeated throughout each key stage to allow pupils to grow and develop their skills whilst building on their prior knowledge and learning. This scaffolded approach allows pupils to develop their fitness whilst exploring a wide range of sporting activities over a sequence of lessons, which leads to pupils experiencing a rich diet of physical activity and using a wide range of sports as vehicles to meet the learning criteria.

The curriculum plan is linked as closely to the Chesterfield Sports Partnership calendar of extra-curricular activities as possible to allow progression from lessons to competition where appropriate. In the final week of each half term, all pupils take part in inter-mentor competitions in their PE lessons to allow for competition opportunities for all. Throughout the year, the PE department offer pupils a wide range of extra-curricular clubs, fixtures and trips, as well as engaging with local coaches and venues to ensure pupils experience different environments and expertise levels beyond the curriculum. National and international events, such as the Olympics, Commonwealth Games and major football tournaments, are also highlighted within the PE curriculum.

Each Core PE lesson starts with a warm up to activate the mind and body of the pupils. At this point, teaching staff introduce the lesson concept or revisit relevant prior knowledge in order to support the new learning taking place. Each Core PE lessons follows a set pattern or rehearsing or repeating learning in a closed situation, followed by application of the skill to a more open context. This scaffolded, cyclical approach enables pupils the opportunity to take part in a game or competition with the necessary skills to succeed. The aim of each core PE lesson is to be 80% practical, to allow pupils to experience first-hand practical experiences to further develop their skills and understanding.

By guiding pupils through a wide variety of skills and sporting activities, staff give pupils autonomy over their learning and facilitate an enjoyment of participation. It is accepted that not every pupil will love every sport, but that every pupil should try to achieve their personal best in every sport.

For each of the individual sports/activities that we deliver over the course of the year, the A3 Scheme of Work documents indicate the main lesson topics/skills that are delivered. The skills are placed in an order to allow maximum progression over the block of work. Individual staff may choose to spend more time on one of the individual topics, for example passing in rugby, if they feel that it would negatively impact progress to move on to the next skill.

During core PE lessons, pupils are expected to be able to articulate the what/how/why of the lesson – *what* they are learning refers to the skill, concept or activity, and pupils are expected to be able to use relevant key words and terminology. The *how* relates to an understanding of what is being learned, and how this should look – pupils are expected to be able to describe or demonstrate the skill or concept being learnt, referring to teaching points where appropriate. The *why* element expects pupils to be able to link the skill, activity or concept they are learning in an individual lesson to the learning journey, for example, the game scenario. Embedding the *what, how, why* concept in core PE lessons enables teaching staff to measure progress in lessons, but also to ensure that pupils are active learners who understand the way in which PE lessons are scaffolded.

Physical Education Learning Themes

This table highlights the key themes that run through all Physical Education lessons. The KS3 themes are determined by the BTEC Sport criteria which need to be learned and applied to succeed in this course. At KS4 Core PE the focus is purely on skill development and personal fitness.

Theme 1 Fitness Training	Theme 2 Leadership	Theme 3 Practical Performance
Year 11 – BTEC Sport	Year 11 – BTEC Sport	Year 11 – BTEC Sport
Fitness component definitions Training methods Fitness testing Application of fitness training programme to a performer.	N/A	N/A
Year 10 – BTEC Sport	Year 10 – BTEC Sport	Year 10 – BTEC Sport
Fitness component definitions Training methods Fitness testing Application of fitness training programme to a performer.	Planning and delivery of both a warm up (component 1) and a full skill- based session (component 2)	Accurate and consistent performance of complex skills in a chosen sport – both in a closed practice situation and in a game situation.
Year 9	Year 9	Year 9
All Fitness Component definitions matched to individual needs. Circuit Training set up. Impact of the cardiorespiratory system.	Planning and delivery of skill related sessions.	Accurate and consistent performance of complex skills.
Year 8	Year 8	Year 8
Fitness component definitions – Aerobic Endurance, Speed, Strength, Power, Agility, Balance. Basic functions of the cardiorespiratory system.	Planning and delivery of warm-ups to bigger groups. Planning and delivery of parts of sessions.	Accurate and consistent performance of skills, beginning to link skills in game situations.
Year 7	Year 7	Year 7
Short and long term effects of exercise on the body. Strength, Stamina, Speed.	Planning and delivery of warm-ups to small groups.	Accurate performance.

For Key Stage 4 PE students, the learning process is a continuation of the activities introduced in Key Stage 3 alongside a focus on physical fitness and mental health. The increased emphasis to physical activity is a way of embedding a healthy and active lifestyle fostered in KS3, with the aim of forming a foundation for a life time of healthy living. In Year 10 and 11, students are taught a variety of team and individual activities throughout the year.

Students at both Key Stage 3 and Key Stage 4 Core PE participate in a number of activities during their physical education lessons the main ones include:

Athletics	Health related exercise	Dance	Rounders
Rugby	Netball	Handball	Football
Gymnastics	Table Tennis	Tennis	Dodgeball
Rowing	Boccia	Ultimate Frisbee	Cricket

Students have the opportunity to develop:

- learning – because they have an increased understanding of different sports. In addition, a deeper knowledge of skills, tactics and strategies evolve because there is interaction between students.
- personal skills – because the PE department provide opportunities to socialise and have fun with other team members.
- responsibility – because they become more skillful when given responsibility. Many students enjoy the freedom of being able to make decisions without the teacher's input; as a result, students become more able to manage themselves and others.
- leadership – because through leading activities they learn to develop leadership skills.

Curriculum Impact

The impact of our Physical Education Curriculum Learning Journey is defined through the accessibility pupils have to developing knowledge and the application of skills. This is determined through a number of measures:

- **Formative Assessment of Pupil Progress:** this takes place each lesson and include pupil questioning, discussion, performance indicators and participation in competitions.
- **Summative Reporting of Pupil Progress:** this involves parents/carers receiving a report following the whole-school reporting point timetable to understand their child's progress in their skill level and effort levels and the support they need to further develop these indicators both inside and outside of school.

Each pupil is given a grade of Working Above (5), Working Above (4), Working at (3), Working Towards (2) or Working Towards (1) based on their progress in PE lessons. Teaching staff look at this holistically over a number of sports and activities. Each pupil is also given an effort grade, which features in the comments section of the report to parents - 1 being outstanding effort/going above and beyond, 2 being meeting all expectations, 3 below effort expectations and 4 largely below expectations.

- **In-lesson learning, participation and belonging** is measured by continually measuring pupil punctuality to lessons, rewards and sanctions, behaviour referrals including participation and kit issues, pupil voice and work-scrutiny. Our hope is that by continued positivity in these areas, our Physical Education Curriculum Learning Journeys are accessible and will, therefore, positively impact knowledge growth and skill application.
- **Participation and engagement in extra-curricular** are measured by monitoring both pupil attendance at clubs and fixtures, and also the results of these fixtures and how the school places against other schools in competitions
- **Pupil voice data** is collated on a regular basis to ensure that the curriculum is matched to pupil needs. Any themes which arise from the collection of this data are analysed and changes are made to the curriculum where required.
- **BTEC Sport outcomes** demonstrate the overall impact of our pupils' Physical Education Learning Journey. The progress of pupil's outcomes have been well above national average progress since 2018.
- **What, how, why** - During core PE lessons, pupils are expected to be able to articulate the what/how/why of the lesson – *what* they are learning refers to the skill, concept or activity, and pupils are expected to be able to use relevant key words and terminology. The *how* relates to an understanding of what is being learned, and how this should look – pupils are expected to be able to describe or demonstrate the skill or concept being learnt, referring to teaching points where appropriate. The *why* element expects pupils to be able to link the skill, activity or concept they are learning in an individual lesson to the learning journey, for example, the game scenario. Embedding the *what, how, why* concept in core PE lessons enables teaching staff to measure progress in lessons, but also to ensure that pupils are active learners who understand the way in which PE lessons are scaffolded.