

PE Curriculum: Intent, Implementation and Impact

Intent

Vision and Aims

- To foster a lifelong love of physical activity and sport, encouraging students to engage in healthy lifestyles.
- To develop resilience, teamwork, and leadership skills through participation in a diverse range of physical activities.
- To create an inclusive environment where all students feel valued and can achieve their personal best, regardless of their starting point.
- To promote emotional well-being and social skills through collaborative and competitive experiences in physical education.

Knowledge and Skills Focus

- Understanding the importance of physical fitness and its impact on overall health and well-being.
- Developing fundamental movement skills, including coordination, balance, and agility, to support participation in various sports.
- Learning the rules, strategies, and techniques of different sports, fostering both individual and team play.
- Cultivating an understanding of personal and social responsibility in physical activity settings, including respect for others and fair play.
- Aligns with the National Curriculum by ensuring students experience a broad range of physical activities and develop skills that promote lifelong participation.

Curriculum Progression

- Key Stage 3/4: Development of advanced skills, tactical understanding, and personal fitness, preparing students for a range of physical activities and sports.
- Clear endpoints include the ability to participate confidently in a variety of sports and physical activities, understanding health and fitness principles, and demonstrating teamwork and leadership.

Cultural Capital and Wider Development

- The curriculum exposes students to a variety of sports and physical activities, broadening their experiences and understanding of different cultures.
- Connections to wider personal development include enhancing self-esteem, improving social skills, and preparing students for future educational and career opportunities in health and fitness.

Inclusion and Accessibility

- The curriculum is designed to be ambitious for all students, including those with Special Educational Needs and Disabilities (SEND) and those from disadvantaged backgrounds.
- Adaptations include differentiated tasks, use of assistive technologies, and tailored support to ensure all students can participate and achieve high standards.

Key Priorities

- Prioritising physical literacy as a foundation for lifelong engagement in physical activity.
- Emphasising mental health and well-being through physical education, promoting resilience and coping strategies.
- Fostering a culture of respect and inclusion, ensuring that all students feel safe and valued in their physical education experiences.
- Encouraging community engagement through partnerships with local sports clubs and organisations to enhance opportunities for students.

Implementation

Teaching Approaches and Pedagogy

- Use of a student-centred approach that promotes active learning and encourages student voice in their physical education journey.
- Incorporation of cooperative learning strategies to enhance teamwork and communication skills.
- Emphasis on experiential learning through real-life sports scenarios that allow students to apply their skills in context.
- Utilisation of formative assessment techniques to inform teaching and adapt lessons to meet student needs.

Curriculum Delivery Structure

- Sequencing of lessons to build on prior knowledge and skills, ensuring a coherent progression throughout the key stages.

Assessment Approaches

- Formative assessments through observation, peer assessment, and self-assessment to track student progress and inform future teaching.
- Summative assessments at the beginning and end of each key stage to evaluate overall achievement and skill development.

Resources and Learning Environment

- Provision of a range of resources, including sports equipment, and access to local sports facilities.
- Optimisation of the learning environment to ensure it is safe, inclusive, and conducive to active participation.

Staff Development and Expertise

- Continuous professional development opportunities for staff to enhance their subject knowledge and teaching practices in physical education.
- Monitoring systems in place to evaluate teaching effectiveness and student outcomes, fostering a culture of improvement.

Supporting All Learners

- Adaptive teaching strategies include tailored tasks, varied groupings, and specific support for students with additional needs.
- Intervention approaches such as targeted support sessions and mentoring for students who require additional help to engage in physical education.

Impact

Knowledge and Understanding Evaluation

- Regular quizzes to assess students' understanding of health, fitness, and sports rules.
- Practical assessments to evaluate students' ability to apply knowledge in real-life scenarios, such as demonstrating rules during games.
- Peer teaching sessions where students explain concepts to each other, assessing their understanding through teaching.
- These assessments ensure that knowledge acquisition aligns with the curriculum's aim to foster understanding of health and fitness.

Skills Development Measurement

- Performance tasks that require students to demonstrate specific skills in sports and physical activities.

- Regularly scheduled skill demonstration sessions where students showcase their abilities in various physical activities.
- Tracking student participation and performance in competitive scenarios to measure skill application and development.
- Progression indicators include improved execution of skills, increased participation in team activities, and enhanced fitness levels.
- Skills assessments are designed to ensure students develop the competencies necessary for lifelong participation in physical activities.

Formative Assessment Impact

- Ongoing observations during lessons to identify students' strengths and areas for improvement.
- Structured feedback sessions where students receive constructive feedback on their performance and understanding.
- Identifying gaps in knowledge or skills through formative assessments, triggering targeted interventions such as additional practice sessions.
- Collecting formative assessment data through checklists and observation notes to inform teaching strategies and lesson adjustments.
- This approach ensures that teaching is responsive to student needs, enhancing overall learning outcomes.

Summative Assessment and Outcomes

- Key summative assessments at the end of each key stage to evaluate overall student progress in physical education.
- Using external assessments or competitions to benchmark student performance against wider standards.
- Analysing outcomes data to identify trends in student achievement, informing curriculum adjustments and teaching practices.
- These assessments serve to validate the effectiveness of the curriculum and ensure students meet expected learning outcomes.

Wider Impact Indicators

- Evaluating students' participation in a variety of sports and community events to measure their exposure to different physical activities.
- Using surveys and feedback forms to assess student engagement and attitudes towards physical education.
- Monitoring students' progression to the next stages of education or careers, particularly in health and fitness fields, to assess the long-term impact of the curriculum.
- These indicators provide insight into the broader impact of the physical education curriculum on students' personal and social development.

Quality Assurance and Curriculum Evaluation

- Establishing regular monitoring systems that include lesson plan reviews, student assessments, and stakeholder feedback.
- Conducting annual curriculum reviews involving students, staff, and parents to ensure relevance and effectiveness.
- Using feedback from students and staff to inform curriculum development, ensuring continuous improvement and adaptation to student needs.
- This systematic approach to quality assurance ensures that the curriculum remains impactful and aligned with educational goals.