



GREENWOOD ACADEMIES TRUST



## **Physical Education Intent document**

Pupils leave a GAT Academy with the academic qualifications & wider skills, characteristics & experiences, which will assist them to lead successful & happy lives

## Our Academy Curriculum Principles:



Our curriculum is engineered to ensure pupils are equipped with the qualifications, knowledge, experiences and skills to succeed in life and progress onto meaningful employment with training or further and higher education.

To achieve this our curriculum is designed to be:

- **Broad, ambitious and grounded in the national curriculum** – so that all groups of pupils have access to both academic and vocational programmes of study where challenge, achievement and progress are expected for all.
- **Knowledge rich** – so that all pupils acquire the core knowledge to which they are entitled and the powerful knowledge they need to expand beyond their own experiences
- **Intelligently planned** – sequenced to incrementally build long-term knowledge and develop cross-curricula schema, using evidence-based strategies to maximise learning.
- **Culturally rich** – broadening horizons and exposing pupils to the vast wealth of experiences in the wider global society be that the arts, music, sport and extra-curricular pursuits
- **Character building** – providing opportunities to develop leadership, organisation, resilience, initiative and communication skills from year 7 to 13
- **Context-specific** – so that pupils who are not yet secondary ready, or not yet confident in the English language can rapidly catch up and access the full curriculum, and those with limited opportunities to explore the world beyond Northampton can broaden their horizons.
- **Values-driven** – to develop principled young people who respect others in all their diversity, put kindness at the heart of all their decisions and strive to achieve excellence in all that they do.



Our academy values are *kindness, respect and excellence*

## Our Physical Education Intent:

Our faculty intent is comprised of following 3 sections:

1. Our vision for the subject/faculty and the purpose it serves for our pupils
2. Defining what the key concepts and core domains of knowledge are, that pupils will learn about
3. The end points our curriculum is working towards

### 1. Our vision

#### Physical Education Core PE for Key stages 3 & 4:

Physical Education at Weston Favell Academy inspires all pupils to succeed and excel in competitive sport and many other physically demanding activities. The intent of the PE curriculum is to ensure that all learners are equipped with necessary technical knowledge, skills and vocabulary, allowing students of all KS to be able to talk like a Sport Scientists / PE Teacher in a vocational context.

It provides opportunities for pupils to become mentally and physically confident and physically fit in ways that supports both their health and fitness.

Regardless of student backgrounds, these opportunities to compete in sports and activities build character and helps embed the values such as fairness, kindness, excellence and respect.

We work to help develop life-long learning skills and understanding in order for all pupils to carry forward into life a love and commitment to develop their fitness and health and to help develop fitness for their families and friends.

We challenge students to think, act and speak like a PE / Sport science practitioner and to react how they would if they were in a vocational field of work.

We aim to create the best experiences for all ability levels within PE at WFA

We build leadership qualities in pupils by leading their peers in warm ups and cool downs, in drills and in competitive situations. This is facilitated in an all-inclusive, fun way.

We give pupils the tools and understanding required to make a positive impact on their own physical health and well-being through a knowledge rich curriculum.

PE at WFA can challenge and promote self-esteem through the development of physical confidence and problem solving, it helps pupils cope with success, failure, resilience and perseverance.

We aim to ensure all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engaged in competitive sports and activities
- Lead healthy and active lives

We build upon and embed the physical development and skills learnt in Ks 2 and KS3 and as pupils become more confident and competent and expert in their skills, techniques they are able then to apply them across different activities and competitive situations in schools and in the wider community.

Pupils are able to understand what makes a performance in activities such as dance and gymnastics

(trampolining) and in the water (synchronised swimming) and they develop the confidence and interest to get involved in exercise, sports and activities out of school and later on in life.

The knowledge rich curriculum in PE is intelligently planned, is broad, ambitious and is grounded in the National Curriculum. The curriculum is sequenced with respect to the Science and Social Sciences curriculum (R043 / R044 Body systems and Sports Psychology), thus allowing links to be made by referencing cross curricular similarities.

Pupils are exposed to a vast wealth of experiences in the global society and are given the opportunities to take part in many enrichment activities which ENABLE, ENRICH and / or EXTEND their love of PE and sport.

These may be...

- Lunchtime activities

Commented [AB1]: I think sections 2 and 3 are best, just dome clarity re section 1 as per the note below

Commented [MP2R1]: done

Commented [AB3]: A lot here @M Phipp, thank you. I think you need to cross reference and colour code your vision to that of the whole acad intent to see that you are covering everything and not duplicating. For example, where is 'context specific' referenced?

Commented [MP4R3]: hopefully done

- After school activities
- Representing WFA in Inter / Intra school / Academy sports

PE at WFA is character building, it provides the opportunities to develop leadership skills such as leadership, communication, organisational skills, and motivational skills by accessing an ambitious leadership programme that begins in Year 7 & 8 (Young Leaders) and extends to Year 9,10 and 11 through the Sports Leaders Programme (Level 2)

PE at WFA aims to provide a broad, engaging and challenging curriculum that allows students to achieve beyond their expectations. As well as improving performance in a range of sports and activities we also aim to develop social and emotional well-being.

The PE curriculum is flexible and can be tailored to meet the specific needs of all pupils. We offer the opportunities to develop life-long love of physical activity through first class teaching and learning, building successful, employable and physically active young people with a skill set that can be used throughout life.

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In the PE curriculum we aim to allow all students these links to both facilities and content of the PE curriculum so that students and family members have the education around Health and lifestyle to maintain and develop these important life skills. We also make important links to the wider sporting calendars in and around Northampton, with important links with Northampton Saints (delivering lessons to Boys and Girls both in and out of Lockdown, with specific reference to the All Schools Programme). We have important links with NTFC and their links with East Midland Ambulance Service (First Aid and Emergency CPR in the Community)

WFA serves a catchment area that is in the top 5% most deprived areas of the country and life expectancy is lower here than in many areas of the country. With an increase in childhood diseases such as obesity, type 2 diabetes we, in PE, MUST arm students with the knowledge rich curriculum so they can begin and maintain a more healthy lifestyle.

At WFA we prioritise...

- The use of a range of techniques and tactics through team and individual sports
- The knowledge based curriculum with a focus on both physical and mental wellbeing.
- Development of technique and improved performances in other aesthetic sports and activities
- The development of intellectual and physical skills in outdoor and adventurous sports, encouraging team work, team building, trust and problem solving
- Analysis of performance
- The development an understanding of Analysis of performance, fitness training and Nutrition and sports injuries
- To improve the spiritual, morale and cultural understanding of the world and the ability to form reasoned opinions around sporting competitions and events and contemporary sporting issues

## 2. Our key concepts and core domains of knowledge

### Physical Education Core PE for Key stages 3 & 4:

Students follow content according to the National Curriculum.

Students can experience a balance, varied curriculum allowing students to participate in a wide variety of activities, covering:

- Invasions Sports
- Racket sports
- Striking and fielding
- Athletics
- Swimming, Lifesaving and personal survival
- Dance
- First Aid

Students have an underlying theme of physical Fitness and mental Wellbeing throughout all of the content.

Students are able to use technical terminology with confidence, accuracy and precisely, building up an extended specialist vocabulary and are able to apply mathematical and scientific knowledge to their understanding of PE, including measurement, timing, estimating and analysing data.

Pupils are able to understand the anatomy and physiology of the human body and understand the concepts behind the short and long term effects of physical on the body's systems.

Students are able to make links from the benefits of a healthy diet and physical activity to mental and physical wellbeing.

They are able to develop leadership qualities and skills through the Junior Football Organisers course, Young Leaders and Level 2 Sports Leaders. All students are encouraged to transition from KS3 to KS 4 with the skills, knowledge, character and leadership to be able to excel in KS4, promoting underlying themes and components of OCR Cambridge National Sport Science in order to provide a foundation for a transition into KS5.

In PE we reflect the academies Core Values and intent within the PE Curriculum.

The PE curriculum is designed to create confident learners through fitness and leadership tasks.

In KS3 we develop the transferable skills development with a CORE knowledge, practical based curriculum with students planning and leading their own warm ups / cool downs, coaching their peers and analysing and developing the performances of others

- Students to broaden their horizons and allows them to explore potential vocational pathways in the sports and leisure industries with our links with Loughborough University school of Sport Science
  - Links with psychology A Level (Human Behaviour)
  - Allows understanding of others in a sporting context: the ability to manage stress and anxiety in sport but also in every day life

### 3. The end points of our PE (Core) curriculum Physical Education Core PE for Key stages 3 & 4:

Our pupils will:

- Have developed a curiosity and lifelong interest in PE and physical activity
- Developed competence to excel in a broad range of physical activities
- Have been given the opportunities to become a sports Leader from Year 7 & 8
- Be physically active for sustained periods of time
- Have engaged in competitive sports and activities
- Lead active and healthy lives
- Understand the importance of the development of physical fitness
- Understand the importance of a balanced diet
- Understand how to deal with sports injuries
- Understand how to deal with casualties in water
- Allow students to make those important links between subject areas such as Science, Psychology
- Have the opportunities to represent WFA in intra / extra academy sport

- Have the opportunity to visit local, National and International sporting venues to help broaden their cultural development
- Understand and implement procedures for Emergency First Aid, including CPR
- Understand and complete personal survival in water
- Understand and complete Life Saving in water

This section...

- States the purpose of education.
- States how your subject serves this purpose.
- Briefly states which content you therefore prioritise.
- Content is aspirational.
- Uses accessible language that inspires and motivates.
- (Is aligned to the academy's & GAT's vision/mission included on the front cover)

#### 4. Our key concepts and core domains of knowledge

In this section:

- Define the most important domains and key concepts within your subject (that help fulfil your vision)
  - You can't list the entire curriculum content, so what are the broad areas of similar content, the domains? Crucially, what are the key concepts, those bits of the curriculum needed to access and understand the entirety of the subject e.g. number (place value, add, subtract, multiply, divide) in maths which without make algebra and circle theorem inaccessible.
  - These key concepts should be sequenced first and revisited regularly (spaced retrieval) to commit to long-term memory.
  - Context will be important in determining what is key to your pupils i.e. literacy

#### 5. The end points of our curriculum

Our pupils will have:

- X
- X

In this section define what students will have/be able to do when you have reached the end of your curriculum. If a KS4 exam subject express a minimum expectation too e.g.

- A personal appreciation of language and literature, through a grasp of intertextuality and enduring themes
- Skills in literary criticism using a range of texts from different periods, styles and genres
- Strong powers of expression, both written and oral (grammar)
- Achieved at least a standard pass in English [*this is ambitious!*]

Or

- Understanding of how all interactions in the Universe are reliant on forces being exchanged between two or more bodies, and that these force interactions are inextricable from the corresponding energy and momentum conservation within systems.

- Understanding of how all matter is made up of tiny particles, significantly smaller than the cells studied in biology. The particles are always moving, have spaces between them, and adding heat to them makes them move faster. How the particles are arranged and move dictates the state and properties of the macroscopic substances we interact with every day.
- Achieved at least a standard pass in Physics [*this is ambitious!*]