

# Painsley Catholic College – Curriculum Statement - PE

## Intent

In Year 7 and 8 students build on and embed the physical development and skills learned in key stages 1 and 2, to become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Pupils are taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs.

In Years 9, 10 and 11 students tackle complex and demanding physical activities. They should get involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle.

Pupils are taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
  - develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]
  - take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
  - evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
  - continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.
- 100% of students take part in core PE.
  - GCSE PE is available to all students.
  - A Level PE is available to students who have achieved at least a grade 6 at GCSE.
  - JSLA is available to students in Year 10.

## Implementation

- In order to fully meet students' needs, they are set in classes according to their ability from the beginning of Year 7. Movement will occur if a student is finding the work too easy or too hard. This supports their wellbeing and the pressure they can place upon themselves.
- A detailed scheme of learning is followed by all teachers for both core PE and GCSE PE.
- Assessment is rigorous for both theory and practical, consisting of GCSE style questions. Full past papers are completed as mocks from the end of Year 10. Assessments consist of questions on current topics and also previous topics to ensure a spiral learning approach. All assessments are teacher marked, graded and individual follow-up work set.
- Homework is set weekly and assessed fortnightly in line with the college policy. For key stage 5 students are set 3 hours of research and a 3 hour assessment task per week. GCSE – 1 hour in length, includes 30 minutes weekly playing a sport and 30 minutes written task. BTEC – 1 hour in length, links to assignments.
- Revision homework is provided to all students and set as homework prior to assessments.
- Staff share resources in both theory and practical lessons and adaptations are made.
- Success criteria in every lesson are set in order to guide student performance. This ensures work is demanding and matches the aims of the curriculum.
- Extra-curricular – sports day, gymnastics festival, GCSE PE trip, university trip to promote further education in sports studies, Year 6 induction day, team practices and team competitions.

## Impact

- Students consistently achieve excellent exam results.
- Students recognise and appreciate the rigour of the PE work ethic expected.