



## **Department Curriculum Intent: Physical Education**

### **What are the aims of our curriculum at Campsmount? How does it incorporate the educational principles evident in the whole school intent?**

The aim of the PE curriculum is to enable pupils to see P.E. as a major feature in their lives related to leisure, employment, culture and lifelong health and well-being. Students are encouraged to see PE as part of a wider body of knowledge and skills, e.g., interpersonal, and problem-solving skills (to include analysis and evaluation of P.E. issues).

PE enables pupils to understand safe practice and to appreciate its importance. Students also develop an understanding of the short- and long-term effects of exercise on the body and the role of exercise in a healthy lifestyle.

This is done by students being provided with opportunities to become competent in a broad, balanced range of physical activities. Students are helped to enjoy being active, and to feel confident and comfortable in a physical activity context so that they are more likely to choose to be active in their own time. As staff we want students to experience and appreciate the benefits of a healthy, active lifestyle (including physical, psychological, and social benefits). Students are aware of how active they are and should be ('an hour a day') and know how to find out about and access activity opportunities in the community, including at school and around the home. Finally, students understand nutrition and a healthy balanced diet.

### **How do we ensure our curriculum meets and exceeds the requirements of the National Curriculum?**

Lessons are differentiated, and taught in a way that promotes inclusion, fairness and above all enjoyment. The delivery of PE at KS 3 encourages students to take the subject as an option at KS4, where students can achieve a BTEC Level 2 First Award qualification in Sport. At KS5 BTEC National Award in Sport. This meets and exceeds the needs of our students as we have the flexibility to offer a variety of pathways whether it be the 1 A Level route or the 3 A Level route. At KS 3 we offer a variety of invasion games, health related exercise, striking and fielding, net and wall, gymnastics, dance, and athletics.

### **What specifications do we follow at KS4 and 5 and why?**

Within our faculty, staff deliver vocational courses which best meet the needs and interests of our cohorts. This makes for an inclusive and very practical qualification at both KS4 and KS5. These include the BTEC First Award in Sport Level 1/2. At KS5 we offer the Level 3 BTEC National Sport course. This course is very inclusive as we can cater for students wishing to do one A Level equivalent course up to three A Level equivalent.

### **How do we ensure that we meet the needs of all learners and in particular those who are Pupil Premium or SEND?**

The delivery of good lessons, every lesson, every day make sure that all students are engaged with the learning. All staff have access to student PEN pictures to give insight into how certain students best learn. Staff incorporate a variety of different teaching styles and activities to engage students to meet the needs of differing abilities, SEND and PP needs. Overall, lessons are active, fun and engagement so students what to be part of the lesson every time.

**Why do we teach the topics/schemes in the order we teach them?**

Activities are delivered in a sequential order to allow students to use the skills previously learned and apply them to new activities that may require similar skills in the curriculum. This happens at KS3, KS4 and KS5. However, other reasons for sequencing include arrangements of PPE's, when certain areas are lost due to exams, so this must be considered when creating the curriculum map.

**How do we develop our subject knowledge effectively? What impact does this have on curriculum planning?**

Staff attend regular CPD (Continued Professional Development) sessions set in house by our senior leadership team. Staff also attend subject specific CPD that have recently been virtual sessions whether it be an assessor course for BTEC or the new information outlining the new TECH awards in Sport. Staff have created a CPD log of CPD undertaken but have also highlighted activity that they would wish to undertake moving forwards.

**Statement of assessment intent:**

At KS3 students are currently assessed at the end of a 5-week block. Grades are quality assured through staff moderation and grades are confirmed and inputted on SIMS. At KS4 and KS5, work is moderated periodically throughout the year whether it be PPE's or coursework based. This evaluates teaching and learning, monitors student progress and staff knowledge of understanding of assessment.