

## PE

Vision and Aims			
OPPORTUNITY	PURPOSE	SUPPORT	SUCCESS
Pupils will have the opportunity to engage in education through bespoke, individualised timetables to re-engage in mainstream education and vocational learning.	Pupils will be encouraged to discover their purpose in education after being permanently excluded or at risk of being permanently excluded from mainstream settings to provide them with a clear direction for the future.	Pupils will be supported through their individual challenges to develop and improve their wellbeing, social interaction, academic progress and achievements.	Pupils will experience success through their curriculum pathways to fulfil their individual potential enabling them to secure positive and aspirational futures.

### PE Curriculum Intent

We aim to provide a PE curriculum that pupils not only enjoy but allows them to experience a range of activities that **supports** them to develop their social and emotional health, fitness and wellbeing. We intend to offer a physical education curriculum that inspires all pupils to feel **successful** when participating in competitive sport. Pupils develop the values of mutual respect and, through teamwork, democracy and equality. It provides the **opportunity** for pupils to become physically confident in a way which supports their health and fitness, enabling pupils to make informed choices. Opportunities to compete in sport and other activities build character and help to embed the values of respect and fairness. Pupils build on skills and techniques whilst developing strong leadership skills and the confidence and resilience to make mistakes and learn from them to progress.

Our intent enables pupils to:

- build pupils' knowledge and confidence in a range of skills and techniques within a variety of sports
- engage respectfully with peers through collaboration
- gain an appreciation of how the body moves, develops and stays in good condition
- be physically active for sustained periods of time

- encourage a fascination in sports, their origins and their place in a modern society
- Leave our academy with the relevant knowledge and understanding of how to lead healthy, active lives

## **Content**

PE is shared in the long-term curriculum plan (see below). Content is divided into 6 academic terms for pupils who are site based. Curriculum content is taken from elements of the National Curriculum.

## **Implementation**

Delivery of PE is either via site based small classes or off site as part of Outdoor and Adventurous Activities. This allows pupils to learn in an appropriate environment and positively promotes engagement in learning. We encourage learning with flexible and bespoke **support** strategies identified in their 'pupil information pack'.

The sequencing of PE ensures that content is taught in a logical order so that pupils build on knowledge. The curriculum is designed to allow for revisiting of content and transfer of knowledge into subsequent topics. This allows pupils to embed knowledge and skills and use these within other subjects to enhance learning and experience **success**.

## **Assessment**

Pupils are baseline assessed to ensure that they are set appropriate targets and work can be differentiated accordingly. Assessments are used as appropriate to each site to evidence progress towards targets. Pupils are continually assessed on their grasp of content covered and outcomes are set each lesson to support or extend their understanding. Formative teacher assessment will take place during each PE lesson. Summative assessments at the end of each unit of work will be completed for all pupils. All pupils are assessed for progression in accordance with the whole academy bespoke assessment and tracking 14 Step Scale. All pupils will have a baseline and target set using the PE 14 Step Scale, regardless of site, age, ability or qualification being studied. This enables our academy to track progress in PE across all pupils and enables them to achieve individual success regardless of their starting point. This allows pupils to develop their confidence and self-esteem.

## Impact

Pupils experience progress through the bespoke **support** strategies implemented. We aim for all pupils to experience individual **success** in PE through individual target setting and use of high expectations. All pupils are encouraged to make maximum progress whilst on roll with short term and long -term target setting. Aspirational targets are also set.

## Career links with the PE Curriculum

The PE long-term plan has a careers focus for each term which links the topic to related PE based careers (see LTP). PE is embedded into further enrichment opportunities as part of the development of health lifestyles.

Planning makes reference to careers within a particular subject area. Progression pathways, next steps training and post-16 education **opportunities** are identified. Pupils are given opportunities to research career pathways and expand their knowledge of different careers. They are encouraged to be aspirational and are exposed to a wide variety of careers. Careers is delivered by both teachers and teaching assistants and is also embedded in the timetabled curriculum at each academy site.

### PE Long Term Plan for KS2/3 2021 - 2022

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b><u>Hockey</u></b></p> <p>Pupils will be taught basic hockey techniques and apply them to competitive games. From the sweeping pass to the strategic placement of the ball, they will learn how to succeed at hockey as part of a team, building resilience and confidence.</p>	<p><b><u>Badminton</u></b></p> <p>Pupils will learn basic badminton techniques and skills which they will apply to a competitive situation. After mastering the overhead clear, drop shot and serve, they will use these Badminton skills decisively and strategically to play as a successful team.</p>	<p><b><u>Basketball</u></b></p> <p>Pupils will perform learned basketball skills and technique within competitive games. have the technique to perform a chest pass, bounce pass and lay-up pupils will have the confidence and knowhow to apply these within a competitive situation.</p>	<p><b><u>Fitness</u></b></p> <p>Pupils will learn how to perform basic skills and techniques which they will apply to competition. From perfecting technique to identify their bodies limits, pupils will learn how to better themselves both mentally and physically. They will then be required to observe their own/peer's performance</p>	<p><b><u>Handball</u></b></p> <p>Pupils will build on basic throwing, catching and team strategy skills to further increase performance in preparation for competitive handball games. From fast paced running and catching to strategically placed passes, lobs and shots, pupils will have the</p>	<p><b><u>Athletics</u></b></p> <p>Pupils will develop fundamental movement skills and continue to develop their strength, endurance, speed and flexibility in preparation for a sports day. From running and sprinting to jumping and throwing they will learn a range of techniques within specific activities and will continue to</p>

They will then be required to evaluate their own/peer's performance to highlight strengths and weaknesses.	They are then required to evaluate their own/peer's performance to outline any strengths and weaknesses.	Pupils are to observe and evaluate their own/peer's performance to determine strengths and weaknesses.	to highlight strengths and weaknesses. <b>OAA Opportunities</b> Pupils will access range of activities such as Canoeing and abseiling	opportunity to vastly improve their hand eye coordination, agility and overall health. They are then asked to evaluate own/peer's performance to select strengths and weaknesses.	develop their knowledge of the warm-up, cool down, stretching, hydration, nutrition and recovery. They are to then evaluate their own/peer's performance to underline strengths and weaknesses. <b>OAA Opportunities</b> Pupils will access a range of teambuilding activities.
--	--	--	---	--	--

### Half Termly Career Focus

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b><u>Sport scientist</u></b>	<b><u>PE teacher</u></b>	<b><u>Physiotherapist</u></b>	<b><u>Personal trainer</u></b>	<b><u>Sports photographer</u></b>	<b><u>Elite athlete</u></b>
<p>Pupils will learn how sport scientists play a vital but sometimes unrecognised role in the sporting industry and what it takes to be one.</p> <p>They will complete a research task and learn about academic career paths.</p>	<p>Pupils will learn and discuss the importance of PE within the national curriculum.</p> <p>They will act out the role of a PE teacher by attempting to lead a mini coaching session.</p>	<p>Pupils will explore the role of a physiotherapist.</p> <p>They will learn about common sporting injuries and act out the role of a physiotherapist.</p>	<p>Pupils will discuss the role of a personal trainer.</p> <p>They will research vocational and academic career pathways.</p>	<p>Pupils will learn how digital photography is often shadowed by the intensity of sport.</p> <p>They will create a magazine or feature about the development of sports photography.</p>	<p>Pupils will learn how PE can influence a career in sport.</p> <p>They will research the day in a life of an elite athlete and compare their findings.</p>