Clevedon School Physical Education Curriculum: Statement of Intent

"Victory is in having done your best. If you've done your best, you've won." – Billy Bowerman

Purpose of study:

Our curriculum goal for all learners is to provide them with a high-quality, progressive and broad ranged Physical Education offer. Physical Education is fundamental to empowering students with the confidence and physical competence to succeed and excel in a range of sporting activities. This self-assurance goal covers both competitive and non-competitive aspects of Physical Education and enables students to establish independence that will be key to their success for leading healthy active lifestyle in their adult life.

Physical Education supports cultural capital and literacy through character building, homework literacy tasks and being relentless with teaching the importance of core values such fairness and respect. These are all transferable to many situations in day to day life. Through developing curiosity and rigour for Physical Education, we also want to ensure that students develop confidence to be involved with physical activity beyond lesson time, recognising the significant positive long-term benefits it has to physical and mental health. We provide further opportunities to achieve this through inter-house, inter-school and school trips, as part of our extensive extra-curricular offer.

The Clevedon way promotes character, ambition and community in our curriculum:

The Physical Education curriculum aims to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. It boosts confidence and fosters independence for pupils, sparking motivation for their long-term health and fitness commitments. In addition, it equips students with a rich understanding of society through opportunities to compete in sport and other activities. These opportunities help to build character and embed values such as the school value 'be kind and brilliant', teamwork, leadership and fairness. All of which are extremely important for understand the diverse society that we live in. In KS4 and KS5, students studying Physical Education examination courses are also further exposed to topics within the Sport and Society content that encourages healthy debates and draws on sophisticated evaluation. These topics include race, gender, political influences and drugs in sport.

Our curriculum is ambitious for all learners:

We realise it is crucial to root learning in real life, in order to help pupils see the links between school and the world beyond our walls, as well as prepare them for life after Year 11 and 13. In our subject, we therefore have a varied and broad curriculum offer, recognising that exposure to a range of sporting activities is more likely to spark a passion within students for physical activity, that they will continue to do beyond school life. In order to ensure pupils have the opportunity to continue study at both Level 2 and 3, or to access a subject-related apprenticeship, we ensure that our content is accessible to all learning styles and practical abilities. As a result, we continue to offer two levels of examination pathway from KS4 to KS5. The first one is the traditional GCSE and A-level pathway, that has a more significant exam and practical focus. The second is a vocational route, for students that have a strong curiosity for Physical Education and excel further through written assignments. We continue to inspire and support students on their journey to achieving careers within sport, health and fitness. This has included means of guest speakers, visits to open days for university and providing opportunities to lead in Physical Education events such as bi-annual assemblies, local primary sports events and open evening.

For pupils who are PP, we ensure we are supporting them to achieve their potential by having an empathetic but high expectation approach. We continue to encourage attendance to extra-curricular clubs, provide targeted interventions, consistently use the 5C's as part of our whole school teaching strategy and also provide PE kit so that they aren't at a disadvantage and are able to make good progress. For pupils with SEND, we ensure we are aware of their specific needs. We ensure these needs are met by good planning of lessons where differentiation and thorough scaffolding is provided for all tasks.

We ensure that pupils who come to us with high prior attainment and high aspirations are stretched and challenged to achieve their goals by providing a curriculum that promotes a growth mindset, develop curiosity and critical thinking. We acquire this through setting of groups at the end of Year 8, by tasks and also challenge through specific group work activities. Likewise, we challenge students at all abilities; striving for personal bests. We measure this progress and have a department specific award system to celebrate achievements. This includes excellent communication to the school community and beyond via assemblies, social media and celebrations such as Sports Awards Dinner. We also extend challenge for HPA through the sports ambassadors role, where they are given opportunities to enhance teamwork and leadership qualities. In addition, our strong community links enable students to be put forward for trials/opportunities beyond club level. This has resulted in students achieving county and regional recognition for the preferred sport.

Our curriculum is sequenced to enable our students to progress to brilliance:

The curriculum is a progression model which allows students to build on and embed key techniques that are learned across the key stages. The curriculum stems backwards from key stage 1 and 2 to ensure pupils can access physical activity during adult life. As a result, students become more confident and competent following revisits to sporting activities and concepts each year. We set out clear purposes for our learning objectives and this ensures further challenge and opportunities throughout the key stages. A typical example of this is Gymnastics, that advances in level of difficulty year on year, to eventually see students being able to perform hand and headsprings with proficiency. Furthermore the curriculum also supports the transition from KS3 to KS4 and KS5 for Physical Education. We achieve this through application of theoretical concepts within lessons, including components fitness as well as tactical and technical information. At KS3, students also have a term where they are exposed to a variety of exam specific content and then assessed through a computer based exam. We challenge students literacy and oracy through the use of homework as well as drawing on sophisticated explanations of concepts. We incorporate spaced practice and retrieval such as rapid recall, connections in application and more complex questions that develop critical thinking. These are done to aid students learning and long-term memory.
We also have high ambitions for our PP and SEND students. We ensure this is done through thorough knowledge of their needs, appropriate groupings and setting, providing opportunities of challenge which includes opportunities beyond lesson time.