

Origins of the curriculum

The aim of the PE curriculum on the Haven Pathway is to ensure that all learners develop their self-confidence through participation in complex and demanding physical activities. This high-quality physical education curriculum inspires all pupils to succeed and excel, to become physically confident in a way which supports their health and fitness. Providing opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

This is consistent with the national curriculum for PE which aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

As an alternative provision, often providing fractional placements to our pupils, our specific curriculum focus has been consciously chosen in response to the cohort we serve. We are committed to providing valuable opportunities to learn important knowledge within PE that can enable them to make informed decisions about their own participation in sport and physical activity and lead healthy, active lives. In summary,

- Teachers and leaders recognise that learning takes time. They make sure that pupils have enough time to revisit and develop their knowledge within a context before moving too quickly on to a new sport or physical activity.
- Leaders planning the curriculum are clear that the sport or physical activity being taught matters.
- They select physical activities and sports based on their capacity to develop pupils' competence within PE. They use the 3 pillars (motor competence; rules, strategies and tactics; and healthy participation) to help identify key concepts to teach and for pupils to learn and build pupils' understanding incrementally.
- The PE curriculum meets the needs of all pupils. All pupils feel included and able to succeed within the subject.

We provide numerous sports and activities for our students at a site level or through our Third Party Providers around the local area. This enables the students to have a wide range of opportunities to develop further and promotes a healthy lifestyle within their local community.

Content and sequencing

The fundamental areas in our P.E. curriculum cover the three pillars:

- Healthy participation
- Motor competence

- Rules, strategies and tactics

These are covered through our curriculum which is subdivided into:

- Health and Fitness
- Co-operation and Collaboration
- Leadership

Through Physical Education, students will acquire the confidence to be involved in physical activities in and beyond school. Throughout the Key Stage 4, students will be given the opportunity to experience a breadth of traditional sports, including cricket, badminton, football, basketball, gymnastics, fitness, tennis and golf. They will develop stronger leadership and interpersonal skills, respecting themselves and others through excellent sportspersonship. They will understand the importance of never giving up, being resilient and striving to be the best they can be. Levels of fitness will rise and the appreciation/understanding of sport at the top level will improve.

The curriculum will be delivered concentrically which allows our cohort to build upon previous learning and skills and to promote progress of new skills and knowledge. Pupils are given direct instruction to develop their agility, balance, coordination, stamina and speed, with these fundamental motor skills being returned to during each unit of health and fitness and co-operation and collaboration activities throughout the academic year. The framework of the curriculum is structured around Cognitive, Social and Physical development; allowing students to master physical techniques, develop understanding in performance analysis and work with others confidently.

Pupils will embed the physical development and skills learned in key stages 1, 2 and 3, becoming more competent, confident and increasing expertise in their techniques whilst applying them across different sports and physical activities. They will understand what makes a performance effective and how to apply these principles to their own and others' work. Finally, they will develop the confidence and interest to get involved in exercise, sports and activities out of school in later life, understanding the long-term health benefits of physical activity.

Pupils should be taught to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games e.g. tennis, basketball, cricket, football
- Develop their technique and improve their performance in other sports, both competitive and non-competitive
- Take part in activities which present intellectual and physical challenges and be encouraged to work as part of a team, building on trust and developing skills to solve problems, either individually or as a group

- Be encouraged to take part in sports and leisure activities outside school through community links or sports clubs.

This taught content is selected and sequenced to develop pupils' movement related competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. Our high-quality PE curriculum will enable all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity. PE helps pupils develop personally and socially.

They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

If students are unable to participate within an activity, we use bespoke lessons developed by Greenfields Education to access the PE curriculum. The lessons can be taught on site and many lessons can be solely taught within the classroom. These lessons are based around:

- Food and nutrition-linked
- Healthy bodies and minds
- On the move
- Reading- Developing an understanding of sport

Assessment and outcomes

There is a clear micro-assessment in place for how pupils are accessing and progressing within the PE curriculum. Judgements are made throughout each session and unit through a RAG rating system. During the initial lesson of each activity block, the basic gross motor skills required for that specific activity are assessed by PE staff and specialist provider instructors, so that areas which need to be developed can be targeted within subsequent physical learning sessions. Pupils and staff analyse their performance, enabling pupils to accurately connect knowledge that is declarative (know-what) and procedural (know-how). This purposeful feedback informs next steps. This careful monitoring of the impact ensures that all pupils know more and can do more.

Pupils will be supported to understand concepts of competence, performance and creativity to deepen and broaden their knowledge, skills and understanding. These include:

Motor Competence

- Develop control of whole-body skills and fine manipulation skills.
- Select and use skills, tactics and compositional ideas effectively in different types of physical activity.
- Respond with body and mind to the demands of an activity.
- Adapt to a widening range of familiar and unfamiliar contexts.

Performance

- Understand how the components of competence combine and apply them to produce effective outcomes.
- Know and understand what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve.
- Appreciate how to adjust and adapt when performing in different contexts and when working individually, in groups and teams.

Creativity

- Use imaginative ways to express and communicate ideas, solve problems and overcome challenges.
- Explore and experiment with techniques, tactics and compositional ideas to produce efficient and effective outcomes.

Healthy, active lifestyles

- Understand that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle.
- Recognise that regular physical activity that is fit for purpose, safe and enjoyable has the greatest impact on physical, mental and social wellbeing.

These movements, skills and techniques will be formatively assessed during a variety of physical and competitive activities. Teachers will use visual observation and picture records or written descriptions of pupils' progress throughout the activity.

If, during the induction session of any activity, a student is observed by specialist staff to need more specific targeted support with any of their gross/fine motor skills, then further baseline assessments may be conducted to determine whether a more formalised intervention is suggested to help them make progress in line with age-appropriate expectations.

KS4 PE and the wider curriculum

In PE, it is important that pupils see their attainment as incremental and not defined by sex, ethnicity or other personal characteristics. The instruction, practice and feedback that pupils receive within lesson time should enable all pupils to develop their competency, reinforcing the important message that everyone can improve. Fostering positive and purposeful learning environments which focus on mastery of skills, self-improvement and effort are key.

Cultural Capital

Within the Trust we believe that it is important for all students to develop cultural skills, knowledge and behaviours that will allow them to thrive in society and the world of work. The PE curriculum sets out to develop our learners' cultural capital to make them ready for the next stage in their lives.

SMSC & British Values

PE enables students to make sense of the world around them and we strive to enable each of our students to explore the connections between their body and their health through positive choices and a positive mind-set.

Teamwork is fundamental to PE through reading the game, discussion, explaining and presenting ideas as well as leadership and knowing when to make decisions. Students are always encouraged to explain their understanding to each other and support each other in their learning. Through teamwork, students can gain confidence which should lead to them becoming independent learners.

The PE curriculum promotes the British values of tolerance, resilience and sportpersonship through problem solving and understanding of complex skills. Students are encouraged to learn from mistakes and are supported to improve their understanding. Within sport, we need to practise, listen to others within the team and to those who coach in order to improve.

Careers

So many excel in physical exercise and there are many career opportunities within Sport and PE. It is important to create an understanding of the real world in PE and allow our students to look beyond school and develop those much-needed skills that are transferable to the next steps of education and beyond.

Reading

Every opportunity is taken within PE to allow students to develop their reading skills. Signposting students towards specific resources to encourage them to read for information will increase self-confidence and better their knowledge within education.

Wider School

Further opportunities to be active at break and lunch time gives pupils additional occasions to practise their skills and knowledge, both with their peer group and with staff. This further supports the collaboration and co-operation needed in many team sports and games.