

Origins of the curriculum

The aim of the PE curriculum across all sites within the Raedwald Trust is to ensure that all learners develop their self-confidence through participation in complex and demanding physical activities. They should get involved in a range of activities that develop personal fitness and promote an active, healthy lifestyle. The curriculum is derived from Key Stage 4 objectives within the National Curriculum. Specific curriculum focus has been consciously chosen in response to the cohort we serve.

As an alternative provision, we believe that all students should have the same opportunities that mainstream students would experience. 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.

Content and sequencing

The fundamental areas in our P.E. curriculum are:

- 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 Key Stage 4, students will be given the opportunity to experience a variety of sports, including climbing, gymnastics and fitness activities. They will develop some leadership and interpersonal skills, respecting themselves and others through excellent sportsmanship. 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 in a concentric form which allows our cohort to build upon previous learning and skills in order to promote progress of new skills and knowledge. 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 expert 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:

- Develop their technique and improve their performance in some non-competitive sports

- Take part in activities which present intellectual and physical challenges and be encouraged to work as part of a team, building 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 will develop pupils' 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. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

Paragraph 3: Assessment and outcomes

Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

Competence

- * Developing control of whole-body skills and fine manipulation skills.
- * Selecting and using skills, tactics and compositional ideas effectively in different types of physical activity.
- * Responding with body and mind to the demands of an activity.
- * Adapting to a widening range of familiar and unfamiliar contexts.

Performance

- * Understanding how the components of competence combine and applying them to produce effective outcomes.
- * Knowing and understanding what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve.

* Appreciating how to adjust and adapt when performing in different contexts and when working individually, in groups and teams.

Creativity

* Using imaginative ways to express and communicate ideas, solve problems and overcome challenges.

* Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.

Healthy, active lifestyles

* Understanding that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle.

* Recognising 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 activities. Teachers will use visual observation and picture recording of pupils' progress throughout the activity.

Springboard KS4 and the wider curriculum

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. This is achieved in many ways including teaching students' real-life skills related to reading timetables, budgeting, finance, recipes, speed/distance, etc.

SMSC

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 discussion, explaining and presenting ideas as well as leadership and knowing when to make a decision. Students are always encouraged to explain their understanding to each other and support each other in their learning. Through teamwork, students are able to gain confidence which should lead to them becoming independent learners.

British values

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

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. Signposting students towards specific resources to encourage them to read will increase self-confidence and better their knowledge within education.