

The Quality of Education: PE - Purpose and Provision



St Christopher's:
A Church of England Academy

That person is like a tree planted by streams of water,
which yields its fruit in season
and whose leaf does not wither-
whatever they do prospers.

Psalm 1:3

The Purpose of Study

“Success comes from knowing that you did your best to become the best that you are capable of becoming.”

All pupils will experience a fully inclusive curriculum that focusses on developing the whole person, through a wide range of activities that engage pupils to live a full and healthy lifestyle. The study of Physical Education will enable pupils to become physically confident in a variety of demanding activities and it will also provide pupils with the opportunity to excel in different competitive situations.

The curriculum will develop a greater understanding of different sports and physical activities by making links through skills, techniques and tactics. Pupils will gain knowledge of what makes a performance effective and how to apply these principles to their own and others' work. We want pupils to become confident in their work by demonstrating resilience in their learning and a desire to succeed. The PE curriculum is designed 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

The successful teaching of the subject will equip pupils with the knowledge, understanding, skills and values to develop and maintain their performance in physical activities and understand the benefits to health, fitness and wellbeing.

Complementing the School Purpose

Foundation Scripture

The teaching of PE encourages all pupils to give the best account of themselves in each activity regardless of their starting point. Perseverance is a key trait to enable pupils to 'prosper' in PE and pupils are encouraged to embrace challenges in sport which can be transferred to all aspects of life.

Key Themes

Pupils will learn to live well together through working together collaboratively in team and individual sports, by showing good sportsmanship, being gracious in defeat and showing humility in victory. Each activity requires pupils to provide constructive feedback that will improve their own and others' work, therefore it is imperative that pupils demonstrate empathy.

Pupils will secure wisdom from developing theoretical knowledge and understanding of the factors that underpin physical activity and sport, using this to improve performance. They will also gain understanding of the contribution that physical activity and sport make to health, fitness and well-being.

Pupils will know what it is to be fully alive by accomplishing challenging activities and pushing themselves to succeed. Pupils will experience the release of serotonin through sustained periods of activity, which not only improves their physical well-being, but also their mental health.

Christian Virtues

The teaching of PE significantly promotes virtues of forgiveness, friendship and love. In PE and school sport, mistakes are often made and it is important for pupils to understand how to cope with such decisions. Using positive role models in sport will influence how our pupils behave in the classroom and also outside the classroom.

The promotion of friendships is evident in lessons as pupils are required to work collaboratively and cooperatively together especially in team sports. In theory lessons, pupils will work together in pairs and small groups to either present or research key topics that will embed knowledge.

We hope that pupils develop a love for PE that will spread beyond the classroom or sporting arena. We hope that pupils at St Christopher's engage in physical activity long after they leave the school as they have developed a real passion to lead a full and healthy lifestyle.

Curriculum Aims

The teaching of PE will enable pupils to gain a deep moral understanding of team work, fair play and co-operation. Pupils will receive an enriching foundation in KS3 that will pave the way for them to flourish in KS4 and KS5. Pupils who opt for GCSE PE, they will explore different cultures and gain an insight into participation trends of sportspeople from varying backgrounds. Throughout the key stages, pupils will grasp the important role that physical activity plays in their physical and mental development. We are closely working with organisations like Youth Sport Trust, to support and educate key pupils with poor mental health, providing them with coping strategies to enable them to be happy and successful.

The Year 7 curriculum takes more of a technical approach towards Physical Education, working on key skills and techniques, which will later be applied in progressively difficult tactical situations in years 8 and 9. During this time, the focus is more about decision making in team sports, and complex movements in aesthetic activities, such as gymnastics and dance. Although pupils will be able to achieve on a lesson by lesson basis, this developmental approach will enable them to see the full extent of their progress by the end of each unit of work. Pupils in year 9 are actively encouraged to reflect on what they learned in year 7, so as to further highlight their journey.

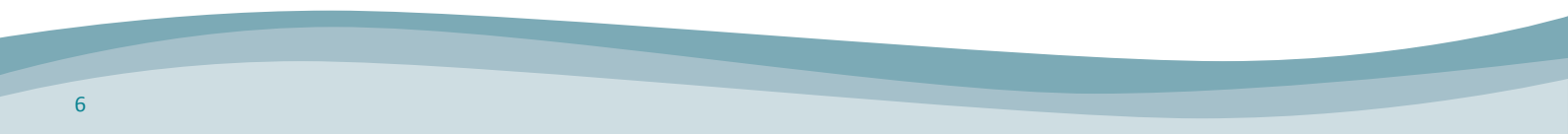
As pupils move forward, they embark upon various challenges that life can throw at you. Our Physical Education curriculum reinforces the need to maintain a healthy lifestyle, to ensure that you are in the best position for success and dealing with the stresses of adult life. Throughout the course, pupils are constantly focusing on key skills, such as problem solving, self-confidence, resilience and inter-personal skills, all of which will be required post compulsory education.

Complementing the School Provision

The teaching of Physical Education is fully inclusive, with pupils taking ownership of their own learning. Metacognition strategies are used, to enable pupils to feel empowered when it comes to their own progression and success in the subject. Pupils are encouraged to reflect on their learning objectives and how they are achieving them, including where necessary, what measures need to be taken to further progress. During lessons, pupils must take responsibility for organising themselves, being fully equipped for class, whether it be a practical or a theory lesson. Routines are well established, so that pupils arrive to class ready to learn, knowing that teachers expect them to bring the best version of themselves.

A vast extra-curricular timetable is in place, with a whole array of different sports and opportunities for pupils to engage with. The timetable is also updated termly, to mirror the curriculum, as pupils encounter new sports, thus giving further scope for a broad extra-curricular timetable, tailored to suit all needs. It is designed to be fully inclusive, providing opportunities for those pupils who simply want to find enjoyment in a particular sporting activity, as well as catering for those who want to hone their skills in a specific discipline, and enjoy the competitive element of Physical Education. There is also a sports council in place, which alongside form group sports captains, provides a platform for pupils to express their views, as well as develop leadership roles.

The Physical Education scheme of learning provides plenty of cross-curricular opportunities, such as links to science through applied anatomy and physiology, with particular reference to the cardiovascular and respiratory systems, and biomechanics (with a strong numeracy content as well). Pupils also gain an insight into the skill of map-reading, as they venture into orienteering in years 7 and 8, which complements the Geography curriculum. Literacy skills remain at the forefront of our curriculum, particularly in our theory lessons, where they are encouraged to read various texts relating to our topics, to extend their knowledge and understanding, as well as to help them to apply our content to real-life situations. We also spend quite a lot of time working with exam-based materials, ensuring that pupils are familiar with the wording of questions, and are able to dissect them in order to accurately answer them and access all of the marks available. Although at first glance this in itself is quite specific to Physical Education exam questions, the technique involved, as well as specific questioning terminology, is very much a cross-curricular skill.



Ad Gloriam Dei

To the Glory of God



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