

Physical Education Curriculum Statement



Intent

The PE department's intention is to provide a fully inclusive, enjoyable and intelligent PE experience, which helps students to achieve their physical potential, whilst also helping to develop confidence, sportsmanship and academic success.

We strongly believe that our curriculum caters to the needs of our pupils, and provides them with a broad range of practical experiences whilst also appealing to their intellectual nature. Our intention is to provide students with an enjoyable experience which promotes an affection for the subject and an understanding of how a healthy lifestyle can be achieved outside our department and in life beyond school. A central aim of our ethos is to avoid putting students "off" sports and physical activity.

For more committed and enthusiastic students, a broad range of sports teams and training sessions are offered before school, during lunchtimes and after school. For these activities, all students are encouraged to attend, and most are given opportunities to represent the school in a context which is appropriate for their ability.

Implementation

KS3 PE

The design of our core curriculum at key stage 3 is created with the learning outcomes in mind. Our assessments focus on six areas of students' understanding and progress in our subject:

Physical	Creative	Health & Fitness
Cognitive	Social	Personal

The practical activity undertaken in any given unit is flexible, depending upon the working area or the nature of the class - but the intended learning outcomes relate to the categories above. Some match closely - dance and creative, for example, while other categories - such as cognitive learning outcomes - can be paired with almost any sport or game.

Students in KS3 also enjoy the benefit of one sports science lesson per fortnight. This is a mixture of classroom-based theory lessons and practical investigations to test aspects of

theory. This was designed to help promote the idea of sports science as an academic subject, and to develop an inquisitiveness in applying theory to practical which would support students' studies in year 12 and 13 should they choose to pursue Sports, Exercise and Health Sciences as an IB subject.

KS4 PE

Core PE in years 10 and 11 tries to offer students a broad range of experiences and some different structures for learning in order to maintain interest and provide variation from the curriculum in years 7 to 9. The key innovations at this stage are the inclusion of "Sport Education" units - which devolve responsibility for training activities to some members of classes, and also provide a competitive context for students. Students also undertake a sports leadership course, and we provide opportunities for the sports leaders to contribute to borough wide events, and to host activities for younger children from local primary schools.

KS4 & KS5 examination classes

KS4 - GCSE

Our GCSE course is popular with students. We believe that students' enjoyment and confidence gained in KS3 inspires these choices, but it does sometimes come at the cost of higher grades, where practical abilities limit their access to the very top marks.

The theoretical content of the course is followed in a linear fashion, with coursework completed at the end of year 10, when ICT resources become more available while other students are on study leave. Practical content is focussed upon activities where we believe the most progress can be made, and that are suitable for mixed classes of around 20 students: badminton and table tennis.

KS5 - IB - Sports, Exercise and Health Science

The SEHS course is a well designed and popular course, and matches the profile of our students very well. It is an intellectual subject, and students respond positively to both the content and the delivery. The curriculum plan is flexible, although it is designed to ensure that some of the core content is delivered at the start of year 12 as a foundation for the rest of the course, despite not being at the start of the designed syllabus. Coursework is also completed in year 12, again when ICT resources are more readily available, but also to coincide with a cross-school department plan for internal assessments, designed to ensure that coursework deadlines are spread throughout sixth form study. It is hoped this will avoid students becoming overwhelmed with deadlines at any one time.

Impact

PE is very popular with students. Rates of non-participation are extremely low (less than 2%) and students are enthusiastic about their PE lessons. This is true not only of the typically "sporty" students - but extends to those who lead less active lifestyles outside PE lessons. We are confident that their enjoyment of the subject is directly related to the design of our curriculum and its good match with their interests and abilities. Teachers are given

some flexibility as to the specific context in which they teach their classes (the only real limitation being working areas) and teachers are keen to try new activities if they feel that students will be interested and engaged. Lesson observations and student feedback during departmental reviews indicate that this is very successful - students are consistently observed to be engaged and enthused by their PE lessons.

Sports teams are popular and successful, with a number of local league wins and cups earned in many typical sports - such as netball, rugby, football and tennis - and some less typical - golf, for example. Staff are keen to provide opportunities where student interest is shown - recent entries to Kent cup basketball competitions, a year 9 volleyball club and a Friday morning table tennis club are good examples.