



## Curriculum Intent

Wellbeing Active & Physical Education  
Mrs L. Halford

### Curriculum Vision and Aims

The curriculum at Q3 Academy Great Barr is underpinned by the values that we hold as an institution. The curriculum will challenge, support and inspire all students in order to achieve appropriate and individualised progression beyond the Academy, preparing them for their future lives. We understand the importance of engaging parents/carers with their children's learning and therefore opportunities for home/Academy interaction will be integrated to build relationships, particularly at Key Stage 3.

The curriculum will be well-sequenced and challenging to ensure that all students, regardless of any previous or current disadvantage, are given every opportunity to be successful, following our Trust ethos: life to the full in pursuit of what is good, right, and true.

The curriculum should support students to:

- ✓ Achieve excellence, making excellent progress from their starting points
- ✓ Explore a range of subject areas and apply these in challenging situations
- ✓ Accept challenge and develop strategies to be successful in challenge
- ✓ Develop a life-long love of literacy and reading
- ✓ Use cross-curricular literacy, numeracy and computing skills fluently
- ✓ Understand their contribution to the wider World and how the World around them is changing
- ✓ Understand how to maintain their own, and others', physical and mental wellbeing
- ✓ Be creative and develop their own ideas and thinking
- ✓ Understand their responsibility within the Fundamental British Values and how to be good citizens, particularly demonstrating mutual respect and tolerance for others
- ✓ Understand and value history, heritage and traditions of communities
- ✓ Have access to appropriate careers and progression advice to ensure that they continue to be successful after they leave Q3 Academy Great Barr
- ✓ Be Ready, Respectful and Responsible for themselves and others around them.

### Department Vision

A high-quality physical education curriculum inspires all students to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for students to become physically confident in a way which supports their health and fitness. Students should have opportunities to become part of a team and it contributes to personal development and embedding the values of respect, courage, resilience, and fairness.

Subject Intent		
<p><b>Key Stage 3 Wellbeing active</b> Through physical education we aim to ensure that all students:</p> <ul style="list-style-type: none"> <li>• Develop competence to excel in a broad range of physical activities</li> <li>• Are physically active for sustained periods of time</li> <li>• Engage in competitive sports and activities</li> <li>• Lead healthy, active lives.</li> </ul>	<p><b>Key Stage 4 Wellbeing active</b> Through physical education we aim to ensure that all students:</p> <ul style="list-style-type: none"> <li>• Develop competence to excel in a broad range of physical activities</li> <li>• Are physically active for sustained periods of time</li> <li>• Engage in competitive sports and activities</li> <li>• Lead healthy, active lives</li> </ul> <p><b>GCSE Physical Education</b></p> <ul style="list-style-type: none"> <li>• Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance</li> <li>• Understand how the physiological and psychological state affects performance in physical activity and sport</li> <li>• Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/ or compositional ideas</li> <li>• Develop their ability to analyse and evaluate to improve performance in physical activity and sport</li> <li>• Understand the contribution which physical activity and sport make to health, fitness and well-being</li> <li>• Understand key socio-cultural influences which can affect people's involvement in physical activity and sport.</li> </ul> <p><b>Cambridge National in Sport Science</b></p> <ul style="list-style-type: none"> <li>• Develop a range of skills through involvement in sport and physical activity in different contexts and roles</li> <li>• Develop their ability to apply theoretical knowledge to practical situations</li> <li>• Gain a better understanding of the complexity of different areas of sport and the sports industry</li> <li>• Increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport.</li> </ul>	<p><b>Key Stage 5</b></p> <ul style="list-style-type: none"> <li>• Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance</li> <li>• Understand how physiological and psychological states affect performance</li> <li>• Understand the key socio-cultural factors that influence people's involvement in physical activity and sport</li> <li>• understand the role of technology in physical activity and sport</li> <li>• Refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/ or compositional ideas</li> <li>• Develop their ability to analyse and evaluate to improve performance</li> <li>• Understand the contribution which physical activity makes to health and fitness</li> <li>• Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.</li> </ul>
Curriculum Specification		
<u><a href="#">Key Stage 3 National Curriculum</a></u>	<p><u><a href="#">Core Physical Education</a></u></p> <p><b>Academic GSCE:</b> <u><a href="#">AQA GCSE Physical Education</a></u></p> <p><b>Level 2 Vocational:</b> <u><a href="#">CNAT Level 1/2 Sport Science</a></u></p>	<p><b>Academic A Levels:</b> <u><a href="#">AQA Physical Education</a></u></p>

<b>Wider Curriculum Contribution</b>	
<b>Our approach to supporting learning</b>	<b>Our approach and opportunities to stretch and challenge students</b>
<p>LSPs and LSAs will be directed appropriately by the members of staff.</p> <p>Teaching and learning strategies will be used to support students learning for example writing specific language for the sport or activity on a whiteboard and ensuring this is revisited through similar activities. Activities can be adapted to suit individual needs for example use of different equipment, changing parameters of time/space/pressure.</p> <p>Key concepts for tactics/strategies where shared between similar types of games are structured revisiting and additional complexity taught across years.</p> <p>The curriculum at key stage 3 is designed to develop motor competence which students are given time to practise, and revisit in order to develop competency before moving into more competitive situations.</p> <p>For theory at key stage 4 and key stage 5 teaching and learning strategies will also be used for example to revisit prior learning (retrieval practice), scaffolding to support development of extended answer questions or explicit teaching of tier 2 and 3 words and the use of subject glossary sheets.</p>	<p>Extra stretch and challenge opportunities are available through each area of study, this may involve the teaching of more advanced techniques or increasing pressure in a competitive situation, or offering alternative roles to encourage more evaluative and critical thinking relating to rules, strategies and tactics.</p> <p>During examination courses at key stage 4 and key stage 5, stretch and challenge tasks are planned into lessons, and scaffolding of extended writing tasks may be removed sooner.</p>
<b>Our contribution to Careers Education, Information and Guidance</b>	<b>Our contribution to Literacy and Reading Development</b>
<p>Careers may be introduced through disciplinary reading activities at key stage 4. They will be referred to through the training methods and OAA units of work in core PE.</p> <p>During examination courses students will study different areas of the subject and understand the possible career progressions they could take for example sports media, physiotherapy, or sport psychology.</p>	<p>Key words will be taught through the key stage 3 curriculum and revisited at various points in each year group, and further throughout the key stage and into key stage 4.</p> <p>Disciplinary reading during examination courses at key stage 4 will be used to develop reading and literacy.</p> <p>Tier 2 and 3 words will be explicitly taught for all examination courses.</p> <p>Scaffolding will be used to support extended writing in order to build writing skills at GCSE and A level.</p> <p>Students will regularly be provided opportunities to express opinions and discuss concepts at all key stages therefore contributing to development of oracy skills.</p>
<b>Our contribution to Environment and Sustainability</b>	<b>Our contribution to Safeguarding and Prevent</b>
<p>Students are encouraged to bring reusable and not plastic water bottles to lessons with them. They are spoken to about the importance of taking care of their kit and students are asked to donate second hand kit to the Academy to use as loan kit.</p>	<p>Students are spoken to regarding appropriate language and conduct within changing rooms and recognise that everyone is different and the importance of developing a positive body image.</p> <p>Students are clearly informed who to speak to to discuss concerns regarding themselves or others.</p> <p>Students learn the importance of keeping healthy/wellbeing both physically and mentally, including the long and short term benefits.</p>

Our contribution to Social, Moral, Spiritual and Cultural development	Our contribution to Character Education (Citizenship)
<p>Students have the opportunity to express their own beliefs and opinions and are encouraged to respect the views of others when working with their peers in team or paired work. Students are taught how to give feedback which is considerate to the feelings of others. Through activities like dance and gymnastics, students are encouraged to be creative, for example creating their own routines or sequences. Students have opportunities to reflect on their own performances and experiences during various units of work.</p> <p>Through competitive participation, students are taught how to recognise boundaries and show respect for their peers, the referee and the rule of the law.</p> <p>Through PE students develop a range of social skills, in different contexts, for example working and socialising with other pupils of different religious, ethnic and socio-economic backgrounds.</p> <p>An understanding and appreciation of cultures may be developed through the dance unit of work at key stage 3, for example when students learn about the origins of the Haka.</p>	<p>Physical education enables appropriate challenge for students to develop resilience and perseverance, for example to continue to try their best if they are faced with a loss in a competitive situation.</p> <p>Barriers to participation are reduced where we provide loan kit for students who do not have their own, through a key stage 3 curriculum designed to focus on fundamental motor skills, and through offering non-participants additional roles for example scorekeeper, umpire, coach.</p> <p>Students have opportunities to compete within lessons and achieve success but also through involvement in the extracurricular PE programme.</p> <p>Students are taught to be ready by being fully equipped for every PE lesson, respectful when participating in class discussions or working with their peers and responsible by being shown how to use equipment in a safe and appropriate manner.</p>
Our Contribution to Digital Literacy Development	Our contribution to Numeracy Development
<p>Key stage 4 exam students use Google Classroom to complete and submit coursework and complete quizzes/progress tests.</p> <p>Key stage 5 exam students will use IT to collect and edit video evidence as part of their practical assessment criteria, as well as also using Google Classroom to complete Independent Learning tasks.</p>	<p>Students at key stage 3 and 4 will develop numeracy through dance and through the use of a range of scoring systems.</p> <p>Key stage 4 examination students will use numeracy in basic equations for calculating maximal heart rate and working heart rates.</p> <p>Key stage 5 examination students will use numeracy during the biomechanics unit of work.</p>