

Goldwyn Ashford - Physical Education Subject Statement and Long Term Plan



Physical Education – Statement of Intent

What is Goldwyn aiming to achieve through its Physical Education curriculum?

- The PE curriculum will aim to promote health awareness and the value of adopting a healthy lifestyle.
- The PE curriculum will aim to instil a sense of good sportsmanship, and encourage recognition of other Students' contribution.
- The PE curriculum will aim to develop leadership skills, responsibility and self-awareness.
- The PE curriculum will aim to support the development of self-esteem through the development of physical confidence and helping students to cope with both success and failure in competitive and co-operative activities.
- The PE curriculum will aim to develop skills as a team player, including praise for others and motivation skills.
- The PE curriculum will promote the acquisition, development and application of skill in a range of team and individual games
- Students will be encouraged to be active physically, demonstrating knowledge and understanding mainly through physical activity.
- Students will be encouraged to engage in activities that develop cardiovascular health, flexibility, muscular strength and endurance.
- Students will be encouraged to develop independence through problem-solving physical challenges, evaluating, modifying technique and consolidating skills through practise and repetition.
- Students will be encouraged to recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competition.

How is the Goldwyn Physical Education curriculum delivered?

Students have full access to the Physical Education National Curriculum which is differentiated to meet students' learning needs and styles.

The Physical Education curriculum is designed to be challenging, appropriate to each pupil's stage of development.

The Physical Education curriculum is designed sequentially to build and expand on previous skills and subject knowledge, over a 5 year period. It also plans for opportunities for repetition to embed knowledge, increasing the chance of information recall and to integrate new knowledge into larger ideas.

Active participation by students in sport is incredibly important to us, we therefore also run an annual whole school sports day

We provide additional extra-curricular activities at morning and lunch times, including:

- Peer sports coaching at lunch times
- Break and lunch time sports activities
- Fitness and Exercise sessions
- Yoga and relaxation sessions
- Sensory Circuits

What difference is the Physical Education curriculum making on Students?

Healthy lifestyles, leadership, sportsmanship, teamwork and physical activity is embedded across the school and feeds in to all subjects. Excellent progress in Physical Education has a significant benefit for Students in all other subjects. Life-skills are embedded in the Physical Education curriculum and are personalised for each pupil. This supports Students to make the leap to post-16 provision and meets their needs when entering the world of work. Joint targeted interventions by the Physical Education and SENCO ensure aspects of the curriculum are personalised to each pupil based on the outcomes identified within their EHCPs.

Physical Education Department: Long Term Plan

The Physical Education Long Term Plan reflects a key focus upon Knowledge, Skills and Understanding. The Curriculum Plan has a clear sequence centred upon both prior learning and expectations for future learning. The work at Key Stage 3 should provide the foundation for further progress through Key Stage 4.

Term	Autumn Terms		Spring Term		Summer Term	
	Team Sport: Football/ Hockey/Handball	Individual Sport: Fitness and Exercise/Pickleball/ Badminton	Team Sport: Basketball/Tag Rugby	Individual Sport: Fitness and Exercise/Gymnastics	Team Sport: Cricket/Rounders/Softball	Individual Sport: Fitness and Exercise/Swimming/Athletics
Year 7	Skills <ul style="list-style-type: none"> Learn the basic competence to take part in a range of individual or team activities. Begin to apply a range of basic tactics/strategies in order to overcome an opponent. Take part in recognised team and individual activities. 		Skills <ul style="list-style-type: none"> Begin to master the skills/techniques required to successfully participate in at least one team and individual activity. Identify an area that can be improved within another participant's performance. Demonstrate a positive attitude when working in a competitive team situation. 		Skills <ul style="list-style-type: none"> Take part in physical challenges. Learn the importance of a warm up and cool down to avoid injury. Identify the possible benefits of regular physical activity. Identify the possible safety considerations for physical activity. 	
Year 8	Skills <ul style="list-style-type: none"> Demonstrate competence across a range of individual or team activities. Apply a range of tactics/strategies in order to overcome an opponent. Demonstrate confidence when taking part in recognised team and individual activities. 		Skills <ul style="list-style-type: none"> Apply a range of recognised skills/techniques required to successfully participate in at least one team and individual activity. Identify a range of possible improvements within another participant's performance. Identify the aspects of effective team performance within competitive situations. 		Skills <ul style="list-style-type: none"> Enjoy taking on physical challenges with varying success. Understand how to use another participant's performance to improve. Understand how to prepare the body for physical activity. Consistently demonstrate safe performance. 	
Year 9	Skills <ul style="list-style-type: none"> Confidently take part in a wide range of individual or team activities. Consistently apply a wide range of tactics/strategies in order to overcome an 		Skills <ul style="list-style-type: none"> Demonstrate expert performance of the skills/techniques required to successfully participate in team and individual activities. Understand what makes an effective 		Skills <ul style="list-style-type: none"> Consistently demonstrate successful performance when taking on physical challenges. Know how to reach my potential (personal best) within a range of activities. 	

	<p>opponent.</p> <ul style="list-style-type: none"> • Demonstrate a desire to reach personal best performance. 	<p>performance in a range of settings.</p> <ul style="list-style-type: none"> • Effectively build teamwork skills (including trust) within a range of settings. 	<ul style="list-style-type: none"> • Analyse an identified performance taking into account previous attempts. • Demonstrate the ability to lead others. • Consistently perform with sporting respect for others.
Year 10	<p>Skills</p> <ul style="list-style-type: none"> • Take part in a wide range of complex or physically demanding activities with support from staff. • Develop a variety of tactics/strategies within both team and individual activities. • Demonstrate the ability to lead or be led regardless of preference. 	<p>Skills</p> <ul style="list-style-type: none"> • Apply and modify a range of refined techniques in demanding situations. • Use thinking/problem solving skills effectively to overcome a challenge or increase success. • Encourage/support others to reach their personal best performance. 	<p>Skills</p> <ul style="list-style-type: none"> • Demonstrate high levels of perseverance by frequently undertaking physical activity for extended periods of time. • Demonstrate an understanding that high levels of perseverance during physical activity can impact positively on performance. • Evaluate my own/others performance and suggest areas for improvement when asked. • Encourage others to perform with a positive ethos (sportsmanship) and can be an effective role model. • Show that they can lead an outwardly healthy lifestyle.
Year 11	<p>Skills</p> <ul style="list-style-type: none"> • Independently take part in a wide range of complex or physically demanding activities. • Apply and develop a wide variety of tactics/strategies within both team and individual activities. • Encourage/support others to reach their personal best performance and involve everyone within a team situation. 	<p>Skills</p> <ul style="list-style-type: none"> • Demonstrate a high level of competence and outstanding control when applying techniques. • Demonstrate that thinking/problem solving skills are embedded in performance. • Demonstrate the ability to lead or be led regardless of preference and still perform to the highest level. 	<p>Skills</p> <ul style="list-style-type: none"> • Demonstrate the ability to improve performance/fitness levels through independent training/practice sessions. • Develop training activities/programmes that will enable me to improve on my personal best performance. • Continually evaluate my own/others performance and suggest areas for improvement • Encourage others to perform with a positive ethos (sportsmanship) and can be an effective role model at all times. • Show that they lead an outwardly healthy lifestyle and can encourage others to do likewise.