

Intent

What are the aims of this subject?	What are the broad areas of knowledge and skills being developed in this subject?
<ul style="list-style-type: none"> To be active physically, demonstrating knowledge and understanding mainly through physical activity. To engage in activities that develop cardiovascular health, flexibility, muscular strength and endurance. To develop independence through problem solving physical challenges, evaluating, modifying technique and consolidating skills through practise and repetition. To promote health awareness and the value of adopting a healthy lifestyle. To instil a sense of good sportsmanship, and encourage recognition of other pupils' contribution. To develop leadership skills, responsibility and self-awareness. To support the development of self-esteem through the development of physical confidence and helping pupils to cope with both success and failure in competitive and co-operative activities. To recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competition. To provide access to external providers of physical activity and sport. To inspire students to build a life-long relationship with physical activity. To offer the opportunity to all pupils to leave Kettlebrook Short Stay School with a Cambridge National qualification in Sport Studies. 	<p>KS3 KS3 Practical Orienteering, Team Building, Table Tennis singles, Basketball, Football, Fitness, Athletics</p> <p>KS3 Theory Common Barriers to Participation, Olympic and Paralympic Values, Sporting Etiquette and Behaviour, Birmingham 2022 Commonwealth Games, The Football Association, Technology in Sport.</p> <p>KS4 KS4 Practical Table Tennis doubles, Athletics, Football, Volleyball, Cricket, Rounders, Tennis,</p> <p>KS4 Theory</p> <p>R184: Contemporary Issues</p> <ol style="list-style-type: none"> 1. Issues which affect participation in sport 2. The role of sport in promoting values 3. The implications of hosting a major sporting event for a city or country 4. The role National Governing Bodies play in the development of their sport 5. The use of technology in sport <p>R185: Performance & leadership in sport activities</p> <ol style="list-style-type: none"> 1. Key components of performance 2. Applying practice methods to support improvement in a sporting activity 3. Organising & planning a sports activity session 4. Leading a sports activity session 5. Reviewing your own performance in planning & leading a sports activity session <p>R187: Increasing awareness of Outdoor & Adventurous activities</p> <ol style="list-style-type: none"> 1. Provision for different types of outdoor and adventurous activities in the UK. 2. Equipment, clothing and safety aspects of participating in outdoor and adventurous activities. 3. Plan for and be able to participate in an outdoor and adventurous activity. 4. Evaluate participation in an outdoor and adventurous activity.

Implementation

How is this subject delivered/taught to students?	How is formative and summative assessment used in this subject to improve student's skills and knowledge?
<p>Key Stage 3 We aim to offer and teach a wide range of sports/activities at Key stage 3; in order to provide a broad and balanced PE curriculum. The curriculum includes a mix of individual and team sports and provides opportunities for competitive and cooperative challenges.</p> <p>Students develop their ability to work with others and make personal improvement in Athletics and Fitness. They also develop their communication, and problem-solving skills in Orienteering and Team Building.</p> <p>Content is delivered in 6-week units (half termly blocks). This timeframe allows students the opportunity to progress by developing their skills, tactics and understanding of the particular sport. Students analyse their performance during each block, identifying their strengths and areas for improvements. School lessons are 40 minutes in duration.</p> <p>Topics taught include:</p> <p>Autumn Term: -Orienteering, Team Building and Table Tennis -Common Barriers to Participation & Olympic and Paralympic Values</p> <p>Spring Term: -Football and Basketball -Sporting Etiquette and Behaviour & Birmingham 2022 Commonwealth Games,</p> <p>Summer Term: Fitness and Athletics The Football Association & Technology in Sport.</p> <p>The rationale for this is:</p> <ul style="list-style-type: none"> • Minimise lesson disruption due to the weather. • Teach activities appropriate to the sporting season. • For health & safety reasons. • Numbers of students in a lesson. • Build the foundation for theory learning related to the Cambridge National Sport Studies qualification. <p>In year 7, 8 and 9 students are building basic skills and techniques as well as developing their knowledge of rules and sporting etiquette across a wide range of sports. They are learning to self-evaluate their skills; identifying personal areas of strength and area for improvement.</p>	<p>In both KS3 and KS4, assessment is a combination of practical and theoretical assessments. Key Stage 4 assessment relates specifically to the Cambridge Nationals Sports Studies specification criteria.</p> <p>A range of formative and summative assessment is used to assess progress and attainment, including:</p> <ul style="list-style-type: none"> Daily marking Self / peer assessment Fitness testing Targeted questioning Recording pupil performance PE coursework Informal / formal examinations Performing skills Understanding and applying the rules of the game / activity. <p>Summative assessment takes place in line with the school-wide recording periods and is recorded on Arbor.</p>

At Key Stage 3, students also cover theory work loosely linked to the current Cambridge National Sport Studies qualification, which all year 10s are given an opportunity to be entered for. The rationale behind this is to aid a smoother transition to the theory-heavy units at an earlier age and to enable students to be accustomed to the need of completing written work within the subject of PE. It is expected these earlier lessons will act as a foundation to build up on once they revisit the topics in greater detail in Key Stage 4.

Key Stage 4

At Key stage 4 students consolidate their skills and develop more advanced techniques and tactics in a range of sports and activities. We also offer opportunities for recreational PE to enhance student's mental and physical well-being and encouraging lifelong participation.

Students are all given the opportunity to study the Cambridge National Sport Studies qualification. As well as practical elements, pupils study theoretical units and complete coursework. Theory lessons take part in small groups predominantly using presentations, videos and class discussions.

Theory knowledge learnt in Key Stage 3 is built upon, as prior knowledge is revisited and extended.

Content is delivered in 6-week units (half termly blocks). This timeframe allows students the opportunity to progress by developing their skills, tactics and understanding of the particular sport. Students analyse their performance during each block, identifying their strengths and areas for improvements. School lessons are 40 minutes in duration.

There is an offer for all Key Stage 4 students to study the OCR Cambridge National in Sport Studies (J829).

Topics taught include:

Autumn Term: Athletics, Table Tennis,

Spring Term: Table tennis, Volleyball, Football, Leadership

Summer Term: Cricket, Rounders, Tennis, Leadership

How is enrichment (e.g. residentials, clubs) implemented to enhance the components of this subject?

PE continually seeks to allow for enrichment opportunities within the curriculum and community. This is to promote

How are spiritual, moral, social and cultural values developed in this subject?

Spiritual:

Students develop a sense of enjoyment and fascination in learning about themselves, others and the world around them.

Physical Education



participation in sport and physical activity and form pathways for our students into sports and activities outside of the PRU.

We have community links with: Core 300 Gym, Whitemoor Lakes, Laches Wood Outdoor Education Centre, Chasewater Outdoor Education Centre, Conkers, Tamworth Athletics Stadium and Shobnall Leisure Centre.

Numerous trips are offered throughout the academic year to enhance the curriculum and to ensure students make significant personal development, including:

- Aston Villa FC Stadium visits
- Mountain Biking – Cannock Chase
- Rock Climbing – Laches Wood
- Orienteering – Numerous locations
- Conkers – outdoor & adventurous activities
- Yonex All England Badminton (Utilita Arena, Birmingham)

We offer extra-curricular activities at break and lunch playing table tennis, football, basketball and pool.

Inter-PRU fixtures (Burton and Lichfield) are also dispersed throughout the year in lawn bowls, athletics and table tennis allowing for moderation to take place.

They are encouraged to use their imagination and creativity in their learning, to reflect on their own and other's experiences. Students will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers.

Moral:

Students develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations. They are taught about sportsmanship, gamesmanship and sporting etiquette.

The frequent opportunity given to pupils to officiate, supports the importance of abiding by rules. Students are challenged to consider ethical and moral issues by discussing the use of Performance Enhancing Drugs in sport and discuss how fair or unfair this may be.

Social:

The nature of PE allows all pupils to develop the necessary skills to work in teams or pairs.

Giving pupils roles such as leaders, coaches and officials, offers pupils the opportunity to develop their communication and leadership skills.

Cultural:

Students discuss how culture and environment affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in. They learn about the Olympic and Paralympic values and are encouraged to demonstrate these values in their own performances.

Students are taught about major sporting events and reflect on the importance of Birmingham hosting the Commonwealth Games in 2022.

Students will get the opportunity during offsite visits and events to visit and observe different areas of the region.

Careers:

From taking part in activities and trip off-site, pupils are exposed to careers relating to PE and sport such as; Personal Trainer, Gym Instructor, Outdoor Activity Leader, Sports Coach, Professional Sports person and Stadium Tour Guide

MHWP:

There is a weekly page in the school's Well Being Weekly, specifically dedicated to Health and Fitness, which gives tips and advice of how to live a healthy active lifestyle.

Activities during break and lunch time give students a short burst of exercise which helps break up the day and supports them to maintain focused.

British Values:

Democracy:

Students are taught about the need for different roles and different responsibilities, including teamwork and decision making.

Pupils have a say as to what activities they would like to take part in at breaktime and lunchtime.

The Rule of Law

Students are taught about the rules of the various sports and activities. They learn about fairness and respect, safety and etiquette, through a variety of PE activities and theory lessons.

Individual Liberty

Individual differences are recognised, and activities and tasks are differentiated or adapted to allow equal participation for all abilities.

Pupils are encouraged to make judgements about their own and others' performances.

Mutual Respect and Tolerance

Pupils are taught about the environment and different activity contexts.

The school engages in competition and encourages competition within and across the community.

Activities take place off-site and in venues accessible to the public.

Impact – Top 5

1. The Intention of the PE curriculum is to give students the confidence, skills and knowledge to continue to take part in physical activity and sport away from Kettlebrook Short Stay School, post 16 and beyond. It is hoped that students will view their vast experience in PE at Kettlebrook Short Stay School as a positive one and that this will shape future behaviour.
2. It is expected that students will have an understanding of the importance of health, fitness, exercising safely and the importance of following rules within sport and society. Life skills are embedded in the PE curriculum. This supports pupils to make the leap to post-16 provision and meets their needs when entering the world of work.
3. To have a positive impact on students physical, mental and social health.
4. All pupils are given the opportunity to study and gain a Cambridge National Sport Studies qualification.
5. The PE offer is a crucial part of the student experience at the Kettlebrook Short Stay School. Inside and outside of the classroom, we aim to foster a life-long commitment to physical activity.