

# PHYSICAL EDUCATION

## Curriculum intent and rationale

The physical education curriculum at Heartlands Academy ensures that students become physically competent in a way which supports their health and fitness. The physical education department provides opportunities to compete in sport and additional activities to embed values such as teamwork, determination and respect.

The curriculum equips students with the ability to develop their fundamental skills. This occurs through a progressive approach that allows students to acquire transferable skills, in order to create versatile, confident and competent athletes.

Students are initially provided with the procedural knowledge of how to perform each element of the technique and will be guided through when and why these techniques should be used.

Additional substantive knowledge is vital in providing context for the students to deepen understanding ahead of performing skills. This scaffolded approach also ensures that clear links are created from Key Stage 3 to Key Stage 4, to support the students, not only with their practical performance, but also in ensuring the students know how to exercise effectively in a variety of different ways. This methodology adequately prepares students for Key Stage 4, whether or not they decide to study physical education as an examination

subject. Physical education contributes to our long-term goal for all students to develop a desire to lead healthy, active lifestyles. Throughout the curriculum, students acquire skills which also support and benefit them in other subjects, such as leadership, analytical, and teamwork skills.

From Key Stage 3, each year group has a theme/focus in sub-headings of skills, tactics and rules and regulations. These themes are also key elements that are studied at Key Stage 4, and are considered to contain core knowledge that is required in order for them to perform at a high-level within a competitive environment.

The core themes remain consistent as students progress through each academic year, as they move from one sport to another. In practice, this allows students to have a key focus, which is constantly being applied and reviewed in different sporting situations and environments.

The curriculum enables students to build upon work from a previous unit, as they move onto their next unit. For example, a key tactical theme in Year 7 is that students should have an awareness of space; they are able to apply this to each and every sport they study throughout that year. Subsequently, students improve in their ability to apply knowledge from one unit to the next.

The themes also progress in complexity as students' progress through the year groups. This mastery approach to learning, allows students to develop schemas that become increasingly secure and provide a framework for students to re-visit, as required, when they progress from one unit to another.

During both Key Stages 3 and 4, students study a variety of different types of sports; individual sports, team sports, and activities which rely on creativity. This is intentionally designed to create a well-rounded and knowledgeable sportsperson who approaches all sporting challenges in the same way, and equips them with the skill set, core knowledge and self-confidence to do so. As students progress through Key Stage 3, the majority of the sports are revisited each year. The complexities of the elements within each unit become more advanced in relation to skills acquired, tactical awareness and application, as well as the intricacy of the rules and regulations within each sport.

The expectations placed upon students increases as they take on more roles within sport. Examples include captain, coach, choreographer or official. This provides students with the self-efficacy and substantive knowledge required ahead of their transition to Key Stage 4.

Links are evident throughout the curriculum to ease the transition from Key Stage 3 to Key Stage 4. For example, there is a value assigned for each half-term that students should understand and apply regularly through the sport that they are currently studying. Not only does this highlight the personal qualities that should be displayed within sport and society, but this can also supports them as they progress to studying

Sporting and Olympic Values, as part of their Contemporary Issues in Sport unit at the end of Year 10; if they study the Cambridge National Sports Studies course.

Skill selection and tactical awareness are increasingly developed as students progress from year-to-year, which equips them as they move onto study the Practical Sports Performance unit at the start of Key Stage 4. The Sports Leadership unit on the Sports Studies course is also supported at Key Stage 3, as students progressively increase their knowledge and application of rules and regulations, which prepares them particularly well when officiating and leading sports sessions as part of this unit. This is clearly beneficial for our students who go on to study physical education as an examination subject, but equally provides all students with the knowledge required to compete and perform at a high-level within core physical education lessons, but also within their extra-curricular sport or activities outside of school.

The physical education curriculum is varied and personalised, to facilitate a lifelong love of sport and to inspire and motivate students to play sport and exercise regularly outside of school. Throughout the curriculum students are given the opportunity to take on a number of different roles such as performer, coach, official, or choreographer. This allows students to gain a greater experience of sport as a whole within which they can find additional strengths and areas of interest.

Heartlands Academy provides a holistic view of sport and the sport industry; and the potential career opportunities that exist within it.