

PE

| Intent | |
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| 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 ensure all pupils leave Burton PRU with a PE qualification which reflects the best of their ability. | <p>KS3 & 4: Athletics, Lawn Bowls, Table Tennis, MMA, Squash, Racketball, Football, Basketball, Badminton, Fitness, Orienteering, Mountain Biking and Tennis.</p> <p>Emerging Sports: Ultimate Frisbee, Footgolf, Parkour, Disc Golf.</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 NGB play in development of their sport 5. The use of technology in sport <p>R185: Performance & Leadership in sport</p> <ol style="list-style-type: none"> 1. Key components of performance 2. Applying practice methods to support improvement 3. Organising & planning a sports activity session 4. Leading s ports activity session 5. Reviewing your own performance in planning & leading a sports session <p>R187: Increasing awareness of outdoor & adventurous activities</p> <ol style="list-style-type: none"> 1. Provision for different types of OA activities in the UK 2. Equipment, clothing and safety aspects of participating in OAA 3. Plan for and be able to participate in an OA 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? |
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| <p>Key Stage 3 At Key stage 3 we aim to offer and teach a wide range of sports / activities to provide a broad and balanced curriculum that include team sports and individual activities in a competitive and non-competitive context. Students develop an appreciation of teamwork and co-operation in games activities, the ability to make personal improvements in athletics and fitness and developing problem solving skills and communication in OA.</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. It also allows continuity, and students know what sport they are participating in. Lessons are either 45mins or 90mins depending on whether the activity is offsite.</p> <p>Activities taught include: Autumn and Spring Term: Athletics, lawn bowls, table tennis, MMA, Squash, Football, Emerging sports, Basketball, Badminton, Fitness, Orienteering, Mountain Biking and Golf. Summer Term: Lawn Bowls, Orienteering, Athletics, Tennis and Mountain Biking. 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. <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.</p> | <p>KS3 assessment is practical only and KS4 is a combination of practical and theoretical assessments in line with 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 at the end of each half term and is recorded on arbor.</p> |

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| <p>Key Stage 4</p> <p>At Key stage 4 students continue to take part in the activities that are taught at Key stage 3 with an emphasis on consolidating skills and developing more advanced techniques and tactics, particularly for students taking GCSE PE. We also have a focus at KS4 on providing recreational PE to enhance student mental and physical well-being and encouraging lifelong participation.</p> <p>Content is delivered in 6-week units (half termly blocks). It allows continuity, and students know what sport they are participating in. Lessons are either 45mins or 90mins depending on whether the activity is offsite.</p> <p>Most KS4 students study the OCR Cambridge National in Sport Studies (J829).</p> | |
| <p>How is enrichment (e.g. residentials, clubs) implemented to enhance the components of this subject?</p> | <p>How are spiritual, moral, social and cultural values developed in this subject?</p> |
| <p>PE continually seeks to allow for enrichment opportunities within the curriculum and community. This is to promote participation in sport and physical activity and form pathways for our students into sports clubs outside of the PRU.</p> <p>We have community links with: Meadowside leisure centre, Shobnall Leisure centre, Beyond Black Belt, Burton Albion, Burton & South Derbyshire College, Wirksworth Leisure centre and Cannock Chase forestry commission.</p> <p>Numerous trips are offered throughout the academic year to enhance the curriculum and to ensure students make significant personal development, including:</p> <ul style="list-style-type: none"> • Football stadium visits • Yonex All England Badminton (NIA) • LTA Rothesay Classic Birmingham (Edgbaston Priory Club) • Tour Of Britain (Cycling) – Nottingham • Mountain Biking – Cannock Chase • Orienteering – Numerous locations • National Trust visits – walks • Conkers – outdoor & adventurous activities • St George’s Park (FA) | <p>Spiritual:</p> <p>Students develop their knowledge and understanding of the body’s performance when exercising; this leaves them amazed at the body’s ability.</p> <p>Students will also see a sense of awe and wonder when observing elite performance from professional athletes and their peers.</p> <p>Moral:</p> <p>Students develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations.</p> <p>The frequent opportunity given to pupils to umpire and referee supports the importance of abiding by rules. Students are challenged to consider ethical and moral issues by discussing the use of PED (performance enhancing drugs) in sport and how fair or unfair this may be.</p> <p>Social:</p> <p>The nature of PE allows all pupils to develop the necessary skills to work in teams or pairs.</p> <p>Giving pupils roles such as leaders, coaches and umpires, offers pupils the opportunity to develop their communication and leadership skills.</p> <p>Cultural:</p> <p>Students recognise and discuss the differences between male and female roles within sport at both elite and amateur levels.</p> <p>Students discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in.</p> <p>Students will get the opportunity during offsite visits and events to visit and observe different areas of the region.</p> |

The PE department offers extra-curricular clubs at break, lunch and after school in the fitness room, playing badminton, table tennis, football, basketball and pool.

Inter-Pru fixtures (Kettlebrook, Lichfield) are also dispersed throughout the year in table tennis, badminton, athletics and tennis allowing for moderation to take place.

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 the PRU, post 16 and beyond.**

It is hoped that students will view their vast experience in PE at Burton PRU 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 and are personalised for each pupil. 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. **The vast majority of pupils meet or exceed their expected progress in PE, including external qualifications (Cambridge Nationals Sport Studies Award & Certificate).**

5. **The PE offer is a crucial part of the student experience at the PRU. Inside and outside of the classroom, we aim to foster a life-long commitment to physical activity.**

