

PE Curriculum Overview



The PE department's vision is for every student at Reach Academy to live a healthy and active lifestyle, therefore encouraging a lifelong love for sport in either a social or professional capacity.

- 1. Knowledge-rich:** Our all-through approach to teaching PE allows us to prioritise the key fundamental skills and knowledge that is required to be able to compete competently in any sport. In PE, we expect all students to achieve physical, tactical and social competency, and this starts from our youngest year group and continues all the way through to our oldest year group. All students must be able to complete core skills in isolation, such as catching, throwing and jumping and once they have mastered these they will start completing these skills in combination. Being able to complete fundamental skills in combination allows students to focus on the tactical elements of sports without becoming cognitively overloaded.

We structurally sequence our curriculum so that students have the necessary knowledge to compete in any type of sport. For example, students gather the basic attacking and defensive principles of invasion games in Phase 1 so they can compete competitively in Phase 2 and utilise these skills to compete in more complex invasion games such as rugby.

- 2. Backwards planned:** Our PE curriculum is backwards planned so that all students can achieve physical competency by the end of their Reach PE career. To achieve this, we analyse the skills needed to be successful in Phases 4 and 5, such as developing a variety of tactics to be able to compete competently against opponents. Students in Phase 3 must therefore be able to develop their technique to improve performance whilst Phase 2 students focus specifically on being able to perform these techniques in combination. Phase 1 students must therefore be able to complete fundamental skills in isolation so that their PE journey allows them to be successful once they reach Phase 5.

A specific example of this would be in netball; in Phase 4 and 5 students apply motor competence, strategies and tactics to compete in matches whilst in Phase 3, they must apply tactics in specific moments of drills or matches. In Phase 2, students must perform the basic netball skills such as catching, moving and throwing in combination whilst Phase 1 students perform these in isolation.

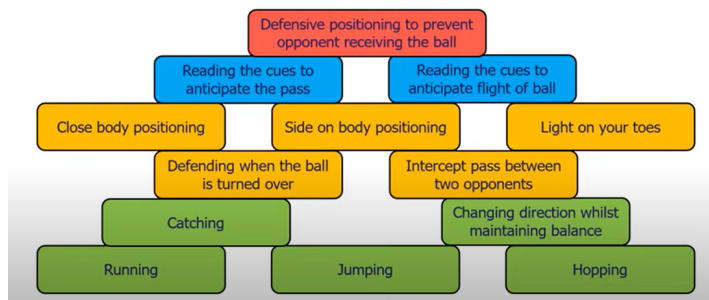
We have sequenced our curriculum also to enable pupils to have the substantive and disciplinary knowledge to be physically competent.

What does it mean to be competent?

1. Motor competence
2. Rules, strategies and tactics
3. Healthy participation

Know **what** knowledge and know **how** knowledge.

For example, what does it mean to look competent in defending in netball?



The structure above demonstrates how our curriculum is backwards planned at each stage to enable physical competence from Reception-Y11.

The red box shows a pupil being physically competent in defending in netball applying motor competence, strategies and tactics and showing a healthy participation.

The green boxes show fundamental movement skills learnt at KS1 leading into KS2.

The yellow boxes show substantive procedural knowledge being developed in KS3/KS4.

The blue boxes show a pupil in KS3/4 (depending on rate of progression) linking all strands of knowledge together and it being applied in a disciplinary way.

The procedural knowledge would be the pupil being able to apply these tactics at the correct moment in a practise drill or match scenario.

3. Carefully resourced: We consistently aim to adapt and improve our resources on our PE drive and update our PE equipment cupboard each year. In primary PE, we have created long-term and short-term plans for each topic being taught throughout the entire academic year, giving staff and students a deeper insight into the skills they will be teaching and learning. We also buy into a program called 'Get Set 4 PE', which provides high-quality lesson plans and resources for all the sports covered in our curriculum.

Our curriculum is backward planned from the BTEC TECH Sport Award theoretical knowledge but also by closing looking at the national curriculum to ensure all key concepts are embedded across all years. We are delivering the national curriculum

strands: overcoming opponents, developing technique and performance, perform dances, take part in outdoor & adventurous activities, analyse performance to achieve a personal best and take part in competitive sports through school teams or out of school clubs; across the key stages to give all pupils access to a variety of different sporting activities. This is to ensure a life long participation with sports and physical activity.

We teach theory through practical lessons at R-Y11. Our Y10s have the opportunity to take the BTEC TECH award in sport. These lessons are taught through a variety of theoretical classroom based lessons and also theory embedded practical lessons. This allows us to deliver an aspirational curriculum with areas covered beyond the national curriculum and allows our pupils to access our level 2 qualification in Y10/11.

We embed age appropriate theoretical knowledge at each year group. For example in Y1 we discuss how our heart rate changes when we exercise. In y7, we discuss why our heart rate is different at rest and whilst working then in Y9, we discuss the adaptations caused to the heart through exercise to lower resting heart rate. This allows us to embed declarative knowledge alongside procedural knowledge.

We have an exceptional amount of high-quality sports equipment for all our core PE lessons, meaning that all lessons have high-activity levels in a fun and safe environment. We are fortunate enough to have the equipment to regularly adapt our lessons for students on the AEN register with smaller rackets, lighter balls and lower nets, meaning that all sports are accessible for all students.

As an all-through PE department, we are clear on the language and terminology that students should use when playing sports. We consistently encourage students to communicate within teams and to challenge each other to improve their sportsmanship and teamwork skills. From Phase 1 to Phase 5, students use the same terminology when taking part in invasion games. For example, in invasion games all students in the Academy are encouraged to 'create space' when in possession of the ball and 'become compact' when out of possession.

- 4. Aspirational, inclusive and diverse:** One of our school values is to aspire, and all students are set high expectations within PE lessons. We set these high expectations so that students are constantly challenged and motivated within PE, whilst also having something to aim for, whether that is winning a game or setting a new personal record. Students are taught to win with grace and lose respectfully, something that we believe is important in any sporting environment throughout life.

Our curriculum is inclusive of all students and aims to encourage everyone to enjoy PE and sport. Sport has often been a catalyst for bringing people and communities together, and this is something that we pride ourselves on at Reach. We have specialist equipment for students on the AEN register and our curriculum is designed to be as inclusive and diverse as possible.

Staff highlight the achievements of famous female athletes and also athletes from different backgrounds to continue to inspire all students in the school to be the best that they can be. 40% of our students are entitled to free school meals and our curriculum is weighted towards easily accessible sports such as football, basketball, rounders and athletics. These sports are accessible in Feltham, and this promotes students to compete in sports outside of school, whether this is for the local football team, playing basketball or rounders at the park or going for a run.

- 5. Rigorously assessed:** We continually assess students in core PE to help identify where students need support and how we can stretch and challenge students who are performing above the expected standard.

In primary PE, students undertake an end of unit knowledge assessment each term to assess their understanding of the sports they have been competing in. These assessments aim to analyse the student's knowledge of both tactical and technical parts of their PE topics, giving them the opportunity to showcase their knowledge no matter their skill level when performing the sport. For example, in football, a knowledge assessment question for a Year 6 student may be to 'name 3 technical points of a driven pass.' Students are also assessed on their ability to perform skills in each individual topic. Class teachers use rigorous monitoring trackers tailored to each individual lesson to assess whether students are working at the expected standard in each part of a sport. For example, students will be monitored in passing, dribbling, shooting and defending in football. These trackers allow gaps in competency to be addressed throughout the unit of work, giving each student the best opportunity to reach the expected standard.

In secondary P.E we assess in a variety of different ways, both formative and summative:

- low stakes factual recall tests of theoretical content/ rules/ core competencies. This enables us to collect data of misconceptions and we can then adapt teaching strategically.
- rapid questioning during practical tasks e.g. of rules, success criteria of practical skills and tactics
- demonstration of skills in practise and in a pressured situation
- End of cycle assessments for Y7/8/9. These have three sections:
Section A: Factual Recall (based on 100% from the most recent cycle of learning)
Section B: Retrieval Practice (based on the 'threshold concepts' covered so far in their Phase 3 curriculum)
Section C: Application and Skills Practice (based on subject specific skills)
- In Y10/11 we assess alongside the guidance provided from the BTEC TECH sport level 2 qualification.

- 6. Regularly evaluated and reflected upon:** We use structured department meetings to continuously adapt and improve both the primary and secondary PE curriculum. We consider the sequence and relevance of the sports that we provide and plan and arrange external sporting events to offer as many sporting opportunities as possible for all of our students. Across the school, we offer students the chance to give their feedback through the PE student voice and we take this feedback on board to improve. Both the Director of Sport and Primary PE Lead regularly observe core PE lessons led by other teachers and provide both formal and informal feedback inside and outside of lessons.

PE Curriculum Maps

2023-2024		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Rec	Lesson 1	Fundamentals Unit 1	Team Building	Gymnastics	Games	Fundamentals Unit 2	Athletics
	Lesson 2						
Y1	Lesson 1	Introduction to PE	Gymnastics	Dance	Team Building	Sending & Receiving (Inclusive)	Athletics
	Lesson 2	Fundamentals	Ball Skills	Target Games	Invasion Games	Net and Wall Games	Fundamentals Y2
Y2	Lesson 1	Fundamentals	Dance	Gymnastics	Yoga	Net and Wall Games	Fundamentals Y3
	Lesson 2	Ball Skills	Sending and Receiving	Team Building	Football (Inclusive)	Striking and Fielding	Athletics
Y3	Lesson 1	Fundamentals	Gymnastics	Dance	Team Building	Tennis	Athletics
	Lesson 2	Ball Skills	Netball	Volleyball (Inclusive)	Football	Rounders	OAA
Y4	Lesson 1	Rounders	Netball	Gymnastics	Swimming	Swimming	Swimming
	Lesson 2	Fundamentals	Volleyball (Inclusive)	Football	Swimming	Swimming	Swimming
Y5	Lesson 1	Swimming	Swimming	Swimming	Gymnastics	Hockey	Athletics
	Lesson 2	Swimming	Swimming	Swimming	3x3 Basketball	Football (Inclusive)	Cricket
Y6	Lesson 1	Health and Fitness	Gymnastics	Dance	Football	OAA	Athletics
	Lesson 2	3x3 Basketball	Volleyball (Inclusive)	Handball	Hockey	Tennis	Cricket

2023-2024		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Y7	1x 110 min lesson per week	Gymnastics	Table Tennis	Fitness for Life	Basketball	Athletics	Striking and Fielding
Y8	1x 110 min lesson per week	Dance	Badminton	Fitness for Sport	Handball	Athletics	Striking and Fielding
Y9	1x 110 min lesson per week	Table Tennis	Wall Ball	Trampolining	Football/Sports Leadership	Athletics	Striking and Fielding
Y10	1x 55 min lesson per week	Net games	Team sports	Fitness	Team Sports	Athletics	Striking and Fielding
Y11	1 x 55 min lesson per week	Team Sports	Net Games	Fitness	Team Sports	N/A	N/A