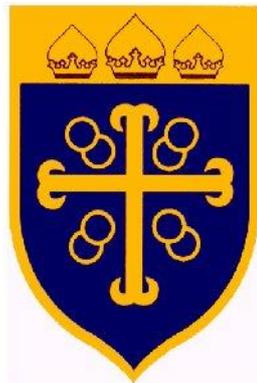


Curriculum Intent, Implementation and Impact

**Durham Trinity School
and Sports College**



Physical Education

Curriculum Intent

Durham Trinity School and Sports College believes that Physical Education and school sport contributes to the totality of the educational experience of pupils. Physical, personal, social, moral, spiritually, culturally and emotional development are enhanced by the movement experiences that make up our broad and balanced Physical Education curriculum. In addition, expression, communication, appreciation and understanding are developed. Physical Education provides a range of experiences that form the basis for lifelong sporting and recreational activity which inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident and develop reliance in a way which supports their health, fitness, mental health and well-being. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The school has achieved SPECIALIST STATUS IN SPORT . We are a lead Inclusion school representing County Durham and the Youth Sport Trust. We hold a PLATINUM and GOLD School games Kitemark and are a GOLD Partner School with Youth Sport Trust. We also hold a DISTINCTION quality mark from AFPE.

As part of Sport Premium primary pupils access an additional half session of coaching in addition to timetabled P.E weekly on a timetabled basis., this additional offer is led by specialist coaches. This years work has involved games skills, football led by Sunderland Football club, dance and yoga. Primary pupils have access to a wide variety of sporting activities and competitive opportunities through the School Sport Partnership and School Games formats to take part and excel in competitive sport.

Structured work in Physical Education and games should develop from the way in which many pupils enjoy exploring their own environment and their own physical abilities through practical work. Later, the exploratory and gross motor skills they have learned become differentiated into activities which are more recognisable as elements in the programmes of study within the revised Curriculum. These are found in great detail in this review.

Implementation

Our PE programme (medium and long term planning) and curriculum overview are designed to allow all pupils at Trinity the opportunity to achieve the curriculum aims. They are written specifically to meet the complex needs of our pupils to allow them to achieve their full potential in a fully inclusive approach.

This will be achieved by :-

- offering a differentiated curriculum to develop competence in a broad range of physical activities (medium, long term planning).
- Sustained periods of physical activity.
- promoting and encouraging relevant social and self help skills.
- developing a pupils mental health and well being.
- raising pupils expectations of themselves.
- offering a variety of teaching and learning styles.
- building on pupils existing skills and engaging them in competitive sports and activities..
- Promoting gifted and talented pupils within P.E in school and gaining access to out of school opportunities for gifted and talented pupils. Promoting intervention to develop the pupil further.
- Promoting school club links where ever possible.
- Promoting Sports Leadership throughout the curriculum and phases of school and access to County wide partnerships and nationally via Youth Sport Trust opportunites.

Gaining access to external accreditation within the subject and Leadership courses.

TO PROMOTE A WHOLE SCHOOL PHYSICAL EDUCATION CURRICULUM OFFER, RELEVANT FOR EACH PUPIL.

This will be achieved by : -

- developing and improving personal psycho-motor skill levels, both gross and fine,
- understanding, developing and maintaining a reasonable fitness level, with a positive attitude towards hygiene,
- enjoying physical activity in its many forms,
- promoting out of school participation in sport, competitive and non competitive,
- developing and applying skills, wherever possible, to the highest level,
- appreciating and understanding the performance and efforts of others,

- promoting and developing attributes integral to any physical education lesson e.g. confidence, tolerance, determination, resilience, self esteem, personal discipline and satisfaction and appreciation of others,
- promoting, whenever possible, external accreditation within the subject,
- developing a healthy lifestyle.
- Promoting Gifted and talented pupils within School and County academy schemes.
- developing and promoting the skills of swimming and personal survival in water.

CURRICULUM CONTENT

KEY STAGES 1 & 2 PROGRAMME OF STUDY.

In each year of the key stage, pupils are taught 6 areas of activity : Games, Gymnastic activities, Dance, athletic activities, Outdoor adventurous activities and Swimming, using indoor and outdoor environments where appropriate. Outdoor Adventurous activities form part of the early years foundation stage. In the EYFS pupils will work on core developmental goals within the planned programme of study.

Fitness and Health are delivered in a cross unit manner within all aspects of Physical Development. Pupils are also taught about the changes that occur in their bodies as they exercise, to recognise the importance of keeping fit and healthy and those things that contribute to this.

Pupils are also encouraged to comment on their own work and performance and that of others across the planned programme of study of Physical development and Physical Education.

AREAS OF ACTIVITY

1. GAMES.

Pupils are taught :

- a) simple competitive games, including how to play them as individuals and when ready, in pairs and in small groups;

b) to develop and practice a variety of ways of sending, including throwing, striking, rolling and bouncing, receiving and travelling with a ball and other similar games equipment;

c) elements of games play that include running, chasing, dodging, avoiding and awareness of space and other players.

2. GYMNASTIC Activities.

Pupils are taught :

a) different ways of performing the basic actions of travelling, using hands and feet, turning, rolling, jumping, balancing, swinging and climbing both on the floor and using apparatus;

b) to link a series of actions both on the floor and using apparatus and how to repeat them.

3. DANCE.

Pupils are taught :

a) to develop control, co-ordination, balance, poise and elevation in the basic actions of travelling, jumping, turning, gesture and stillness;

b) to perform simple movements or patterns, including some from existing dance traditions;

c) to explore moods and feeling and to develop their response to music through dances, by using rhythmic responses and contrasts of speed, shape, direction and level.

4. SWIMMING

Each primary aged class has one swimming session per week, which is based at our on site pool taught by a specialist swimming instructor, or at a local primary based pool taught by a Durham County appointed instructor. Pupils access the National Plan for swimming.

Pupils are taught:

a) to develop water confidence.

b) Promote and facilitate relaxation.

c) To introduce and develop water skills.

d) To introduce and develop swimming strokes.

5. OUTDOOR ADVENTUROUS ACTIVITIES

Pupils are encouraged to become more aware of their bodies and their capabilities, keeping themselves safe in the outdoor environment. Pupils have the opportunity to develop fine and gross motor skills in a variety of settings.

6. ATHLETIC ACTIVITIES

In this unit pupils concentrate on developing good basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.

As in all athletic activities pupils think about how to achieve the greatest possible height, speed, distance or accuracy. Pupils within this unit also prepare for sports day.

Pupils also have regular, structured access to special resources e.g. soft play areas and outdoor play equipment. Groups gain valuable exercise and play skills in these areas. Class groups regularly use local facilities such as local parks and woodlands which provide a safe and stimulating setting for exercise. Primary aged pupils also gain regular access to out-of-school sports competitions such as athletics, boccia, new age curling, panathlon, cross country, football and swimming. Pupils also gain valuable experience and skill-focused work from coaching staff in the Durham area on a weekly basis via Sport Premium funding this has included judo, games skills, rugby, yoga, dance and football. Regular use is made of activities supported by our Specialism with themed days and specialist one off activities in sport and leisure and our close partnership with the Durham City Sports Partnership for fun and competitive participation days in a great variety of activities.

KEY STAGE 3 PROGRAMME OF STUDY.

Pupils in KS3 have on average 140 minutes of specialist timetabled Physical Education each week. The programme of study covers a wide range of activities and is in line with the new revised curriculum guidelines for the key stage 3 curriculum. Selected pupils access Young Sports Leaders, a leadership course that promotes social skills and practical leadership in sport, helping in lessons and working with pupils who are less able than themselves. All activity areas focus on Key Concepts of Competence, Performance Levels, Creativity, Healthy Active Lifestyles. Working on key processes/Concepts of Developing skills in physical activity, making and applying decisions, Developing physical and mental capacity, Evaluating and improving their performance and Making informed choices about healthy active lifestyles.

Range of Content outlines the breadth of the subject on which staff should draw when teaching the key concepts and key processes.

Pupils should be taught to :

- a. use a range of tactics and strategies to overcome opponents in direct competition through team and individual games, for example, basketball, cricket, football, rugby, hockey, tennis and rounders.
- b. Develop their technique and improve their performance in other competitive sports, for example athletics and gymnastics.
- c. exploring and communicating ideas, concepts and emotions in dance.
- d. analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
- e. take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- f. exercising safely and effectively to improve health and wellbeing as in fitness and health activities.
- g. take part in competitive sports and activities outside school through community links or sports clubs.

KEY PROCESSES

There are essential skills and processes in P.E. that pupils need to learn to make progress.

Developing skills in Physical activity

Pupils should be able to:

refine and adapt skills in techniques

develop the range of skills they use

develop the precision, control, and fluency of their skills.

Making and applying decisions

Pupils should be able to:

select and use tactics, strategies and compositional ideas effectively in different creative

Competitive and challenge – type contexts.

refine and adapt ideas and plans in response to changing circumstances.

plan and implement what needs practicing to be more effective in performance.

recognize hazards and make decisions about how to control any risks to themselves and others.

Developing physical and mental capacity

Pupils should be able to:-

develop their physical strength, stamina, speed and flexibility to cope with the demands of the different activities.

develop determination to succeed their mental.

Evaluating and Improving

Pupils should be able to :-

analyse performances, identifying strengths and weaknesses.

make decisions about what to do to improve their performance and the performance of others.

act on these decisions in future performances.

be clear about what they want to achieve in their own work and what they have actually achieved.

Making informed choices about Healthy active lifestyles

Pupils should be able to:-

Identify the types of activity they are best suited to.

Identify the types of role they would like to take on.

Make choices about their involvement in healthy active physical activity.

1. GAMES. (outwitting opponents)

Examples include hockey, tag rugby, basketball, lacrosse volleyball, football, softball/rounders, table tennis, cricket, New Age Kurling, boccia and panathlon based games. Games are taught as a Unit in a specific game and then built onto each other across other games activity areas. The level of demand made on individual pupils will relate to the rate at which each pupil progresses.

2. GYMNASTIC ACTIVITIES

Gymnastic Activities provides opportunities for the development of skillful body management involving moving with poise, control and confidence on the floor and on apparatus, constantly working on safety issues. These activities also provide opportunities for creating artistic experiences or for being involved in them through

bodily movement and opportunities for the development of skills involving planning, performance and evaluation.

4. FITNESS and HEALTH.

Pupils are given the opportunity to engage in health promoting physical activity and understand the true value of health and fitness and how physical activity helps your well being. This includes how to prepare for particular activities and how to recover afterwards, the short and long term effects of exercise on the various body systems and the role of exercise in establishing and maintaining health. Pupils learn how their bodies react to particular exercise regimes or activities. Health and fitness is delivered in a cross curricular manner. Teachers teach through warm up s etc and ask questions of children, do they know how to warm up, how to plan a simple warm up, why we warm up etc, work within Physical Education is translated into leadership work.

Secondary pupils also have weekly access to structured physical and leisure pursuits during our Friday afternoon activities programme. They gain regular access to out-of-school sports competitions such as a friendly football matches, athletics and cross country events, swimming galas, Panathlan boccia, new age curling, boxing and the School Games. They gain valuable experience and develop skills from the many coaching and participation sessions in which we take part. Activities also include ten pin bowling, Fencing, Rowing, new age kurling, swimming at Chester le St pool, dance and drama, summer sports which include cricket and rounders. After school sports clubs boost curriculum learning and offer extended school sports opportunities for all across the school phases.

Pupils access competition at a Intra School level, Inter school level, a County level and at National level. Gifted and Talented pupils have access to out of school opportunities and are encouraged to join clubs, and to access suitable pathways to further their performance levels and to compete at higher levels. School continues to access National competitions in boccia and athletics.

KEY STAGE 4 PROGRAMME OF STUDY.

Pupils in KS4 have at least 130 minutes PE each week including Swimming and Physio type physical education. Pupils have access to out-of-school facilities such as local leisure centres to promote community based participation in sport. In the later stages of school life, it becomes very important for pupils to gain skills promoting the active and independent use of leisure time and gain experience of joining a gym etc. Experience of using the above facilities is an integral part of learning. Pupils should also be made aware of the vocational opportunities in the sport and leisure industry. In year 11 students have access to Sports Leaders level 1 award. Our younger pupils in primary or our year 7/8 groups become the groups the students work with which provides a good primary/secondary link. Please see Subject Leaders specific files on Sports Leaders for further information. Students in Key stage 4 are also entered in for O.C.R., course number R463, (re Entry level P.E, this involves the student, staffing choosing their 4 strongest practical

sports. The course involves practical assessment and evaluation of performance. These courses are externally moderated. Results available for external accreditation.

The P.E Department continues to research into examination boards to find suitable replacement courses that are no longer running that suit our cohort of learners.

IMPACT

Throughout the whole school we offer a physical education curriculum appropriate to each individual child. Our curriculum is delivered in a fully inclusive manner. Pupils are provided with a balance of individual, group and team activities some of which are competitive. We promote the impact that Physical activity can have on a pupils mental health and well-being. Pupils have access to a highly differentiated revised curriculum linked to games, gymnastic activities, dance and trampoline, athletic activities, swimming, outdoor activities and health related fitness. This range of experiences is intended to provide for pupils' increasing self confidence in their ability to manage themselves and their bodies within a variety of movement situations and to increase understanding of the importance of a healthy lifestyle. It allows for them to develop as part of a team, learning how to communicate with others and work together. It allows them to cope with disappointments, being able to communicate in an appropriate manner and adhere to rules and regulations will help our pupils reintegrate into mainstream society aon post school life. The emphasis is upon providing a supportive learning environment that encourages maximum participation and rewards endeavour while remaining sympathetic to pupils physical needs and degree of learning difficulty. For those students in Key stage 3, 4 and 5 there is the opportunity to be entered for external accreditation in O.C.R. and Sports Leaders level 1. Some pupils have access to our Motor Activity Training Programme which uses small steps to success , individual pupils working on very meaningful targets linked to the individual pupil.

Pupils have access to out-of-school competitions such as School Games, the School Games formats includes boccia, new age curling, football, swimming, Panathlon, MATP and athletics. Some pupils access regional and national boccia events as part of Boccia England. Speical School sport is very strong in County Durham and competitions comprise of cross country, football, indoor rowing, athletics, table cricket and basketball.

