

# Physical Education curriculum vision

The Birley Academy PE curriculum is designed to empower every pupil to lead a physically active and healthy lifestyle, fostering a lifelong appreciation for physical activity, sports, and well-being. Through a comprehensive and inclusive curriculum, we aim to cultivate not only physical prowess but also the holistic development of pupils, nurturing essential life skills such as teamwork, resilience, leadership, cognitive skills and communication through sports and physical activities.

We offer a diverse range of activities encompassing traditional sports, recreational games, outdoor pursuits, dance, gymnastics, and fitness activities, providing pupils with opportunities to discover and explore their interests and talents. This includes fostering partnerships with local sports clubs, community organisations, and professionals to provide pupils with opportunities for extracurricular participation, mentorship, and real-world experiences. Our teachers and pupils are committed to ongoing evaluation, research, and collaboration with educators, stakeholders, and experts in the field to ensure that our curriculum remains relevant, innovative, and responsive to the evolving needs of pupils and society.

By embodying the above principles, our vision is to inspire a generation of young people who are not only physically fit and active but also equipped with the skills, knowledge, and mindset to thrive in an ever-changing world, contributing positively to their own well-being and the well-being of others.

## Design of the PE curriculum

At Key Stage 3 pupils develop their mastery of physical education by increasing the complexity of content studied as they progress through each year group. The curriculum is therefore tailored to the age, developmental stage, and abilities of pupils, providing activities and challenges that are suitable for their level of physical and cognitive development. In year 7, pupils are 'acquiring', year 8 'applying' and year 9 'analysing'. This structure allows all pupils to build their understanding of each sport or physical activity progressively by developing and mastering fundamental skills and rules before transferring these to whole game scenarios followed by development of their ability to analyse performance and identify areas for improvement.

At Key Stage 4, all pupils participate in core PE lessons and many may select to study sports studies or health & social care at level 2. In this way, the PE curriculum is designed to accommodate pupils of all abilities, backgrounds, and interests, ensuring that every individual feels included and valued.

The curriculum emphasises the importance of lifelong physical activity and health promotion, equipping pupils with the knowledge, skills, and motivation to engage in regular physical activity outside of school. There are extensive opportunities for pupil engagement and choice, allowing pupils to explore their interests, set goals, and take ownership of their learning as well as develop skills related to leadership in sport. Because of the strong partnerships we foster with local sports clubs, community organisations, and other stakeholders the curriculum is enriched with extracurricular opportunities, visiting experts, field trips, and real-world experiences.

# Delivery of the PE curriculum

At the Birley Academy, teaching PE involves employing a variety of instructional methods and strategies that engage pupils, promote skill development, and foster a positive learning environment. Here are some key approaches we use when teaching PE:

- **Knowing our pupils:** We recognise the diverse needs, abilities, and interests of pupils, and adapt instruction to accommodate individual needs and prior experience. We provide modifications and alternative activities to ensure that all pupils can participate and succeed.
- **Active participation:** We encourage active participation from all pupils by designing activities that are fun, challenging, and relevant to their interests. We create an inclusive and supportive atmosphere where pupils feel comfortable taking risks and trying new skills.
- **Skill progression:** Lessons are structured with a progressive sequence of skills and challenges, starting with foundational skills and gradually building towards more advanced techniques. We break down complex skills into their components and provide ample opportunities for practice and feedback.
- **Demonstration and modelling:** We use demonstration and modeling to illustrate expert technique and form for various activities and skills. We demonstrate movements and exercises live and provide opportunities for pupils to observe and learn from their peers.
- **Praise and reward:** We use positive reinforcement to acknowledge and celebrate pupil effort, improvement, and achievement. This includes offering specific praise and encouragement to motivate pupils and build their confidence and self-esteem.
- **Feedback and assessment:** Pupils are provided with timely and constructive feedback on their performance, focusing on both strengths and areas for improvement. We use a variety of assessment methods, such as observation, self-assessment, peer assessment, and skill tests, to measure pupil progress and achievement.
- **Collaborative working:** We incorporate cooperative learning activities that promote teamwork, collaboration, and communication skills. Pupils are assigned group tasks, and games that require pupils to work together towards a common goal and support and celebrate each other's success.
- **Outdoor and experiential learning:** We take advantage of outdoor and experiential learning opportunities to enrich the PE curriculum and a variety of areas.

# Adapting the curriculum for SEND

We aim to ensure that all our pupils who are disadvantaged or have any special educational needs and/or disabilities (SEND) have access to the same carefully planned curriculum as their peers. Our curriculum aims to provide pupils with SEND with explicit systematic teaching and rehearsal of knowledge. In this way, all pupils have access to the learning they need to become active and healthy citizens and develop a lifelong appreciation for sport and exercise.

We know that successful teaching is successful for all pupils regardless of background or prior attainment. To that end the curriculum is adapted to suit all learners in the following ways:

- Learner confidence is built by making lessons accessible and offering all pupils the opportunity for success. The curriculum creates opportunities for all learners to achieve some level of performance
- Lessons begin with specific knowledge retrieval activities to return to and embed fundamental ideas
- Live modelling is used in every lesson to explicitly narrate expert thought that pupils can replicate
- Links between ideas are made explicit so that learners can build and strengthen their schema
- Whole game exercises are not completed without establishing mastery of key skills first
- Further activities that aid retention and quick recall of spaced content are embedded within every lesson

# L.E.A.D. Academy Trust

## Our vision

Through outstanding leadership we, at the L.E.A.D. Academy Trust, will provide the highest quality education to enable every pupil to realise their full potential.

## Our principles

*To achieve our vision we prioritise the four core principles for which our name stands:*

### **Lead** - *to show the way; to be first or foremost*

In every aspect of life the ability to lead is essential. Strong leadership is the key to the success of our schools. We will develop leadership skills in everyone who attends one of them, ensuring the development of pupils as leaders of their own learning.

### **Empower** - *to give power to; to enable*

At L.E.A.D. Academy schools pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.

### **Achieve** - *to accomplish; to get or attain by effort*

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in our schools. We also know that a strong command of English and maths is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

### **Drive** - *to cause and guide progress; to impel forward*

We will provide the very best education and training for every individual in our schools and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.

## Glossary of key terms

Word	Meaning
Learning	A lasting change in long-term memory
Substantive knowledge	Established facts (content)
Disciplinary knowledge	Methods that establish the substantive facts (skills)
Conceptual knowledge	Knowledge of concepts, theories, principles, models etc. "Know that..."
Procedural knowledge	Knowledge of how to perform specific tasks "Know how to..."
Conditional knowledge	Knowing when and why to use conceptual and/or procedural knowledge
Discipline (Disciplinary)	A branch of knowledge e.g. Mathematics, Geography, Drama etc
Sequenced	Arranged in a particular order to aid learning
Spaced	Knowledge repeated at certain intervals to aid learning
Misconceptions	A view or opinion that is incorrect based on faulty understanding
Modelling	The process of learning by copying the behavior of an expert
Literacy	The ability to read or write effectively within a specific discipline
Oracy	The ability to express oneself effectively within a specific discipline
Pedagogy	The method and practice of teaching. The 'how' of the classroom
Schema	A cognitive framework of knowledge that helps us interpret new information