

PE CURRICULUM STRATEGY

2022-
2023



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Introduction

PE at Forest Moor

A curriculum has been developed that focuses on key themes (teamwork, communication, how the body works etc) that can be delivered through a variety of sporting activities. The theme can be delivered through any sport or activity to suit individual needs. Within the sporting activities skills and techniques are introduced and refined over a key stage. The curriculum promotes participation in both the school and the wider community. It aims to educate about, and encourage a more healthy, active lifestyle. The curriculum is based around the theory that every child has the ability/opportunity to achieve success in PE. In KS3/4 there are opportunities to achieve accreditation through AQA Unit Awards, OCR Entry Level Awards and up to L1/2 Cambridge Nationals.

The PE Curriculum has been created to meet the SEMH needs of our pupils:

- All pupils can access some elements
- Provision of access to a variety of sports
- Opportunity to achieve relevant outcomes and accreditations
- Develop resilience
- Take part in competition (intra and inter)
- Take part in trips and visits linked to the curriculum
- Knowledge and understanding of healthy and active lifestyles



Curriculum Overview

Primary Phase

Using a range of activities and games, the main aim of the Primary phase is to encourage an enthusiasm for sport whilst continuing to develop the fundamentals of movement and balance.

They begin to play adapted versions of games, creating an understanding of attack and defense.

Pupils will experience activities in the following areas:

Games

Athletic

Gymnastic

Swimming

Outdoor Education

Through out KS2 pupils should begin to show resilience in improving performance and dealing with competitive situations in terms of tactics, fairness and accepting .

Curriculum Overview

Secondary Phase
(KS3)

At Key Stage 3, the PE curriculum focuses on some key strands of sport and some associated background theory. Throughout Year's 7, 8 and 9, pupils will revisit and refine a core set of skills whilst gaining Unit awards from AQA board.

Improving performances,
Problem solving,
How the body works

Playing games by rules,
Tactics,
Communication

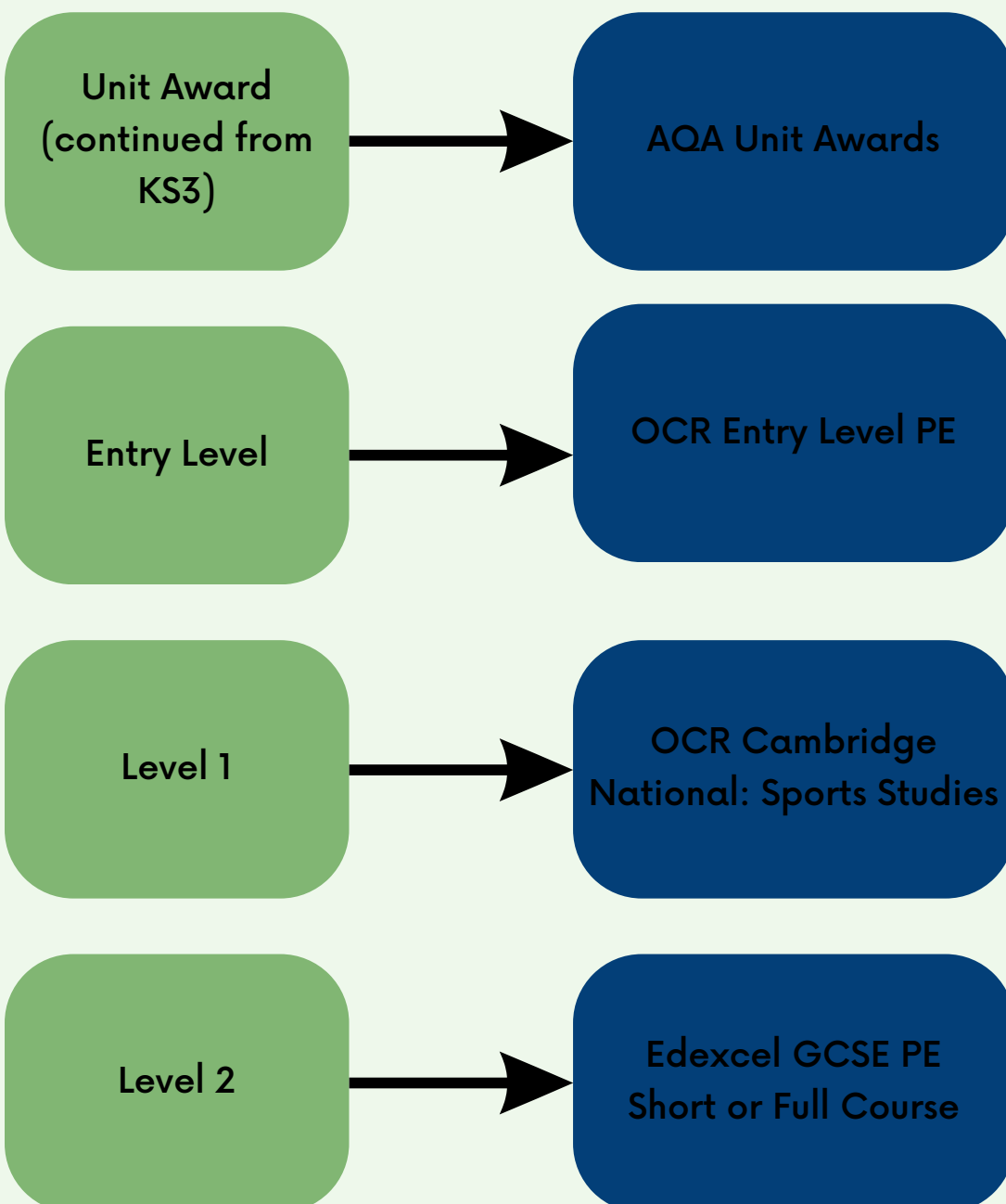
Gymnastic, Athletic,
Striking/fielding and
net/wall activities

Qualification Overview

Secondary Phase
(KS4)

KS4 PE involves experiencing a range of different PE activities in the hope that it might entice our young people to engage in life long involvement. During these lessons pupils will engage in an attempt to further improve performance in sports such as basketball, football, dodgeball and badminton.

A range of other activities may also be offered. These could include fishing, trampolining, frisbee and foot golf.





TEACHING AND LEARNING STRATEGY

1

Establishing starting points

Pupils, with the support of staff, choose appropriate qualifications that align with their possible career pathway.

2

I do

The intended learning objectives and remember to's (success criteria) is shared to enable students to know what curriculum content is being taught. WAGOLLs may be used to demonstrate learning objectives and remember to's.

3

We do

We model the learning to our students as modelling can support the structure of new knowledge and concepts, reducing misconceptions. New material is broken down into accessible chunks.

Curriculum provision at Forest Moor supports pupils in new content and being able to apply this in different contexts.

6

Assessment and Retrieval Practice

All work undergoes to an internal or external verification process in order to ensure that work meets the required standard for the qualification.

5

Academic Intervention

Student's will receive additional support in areas where they may be struggling with required level of work in order to help them best succeed.

4

You Do

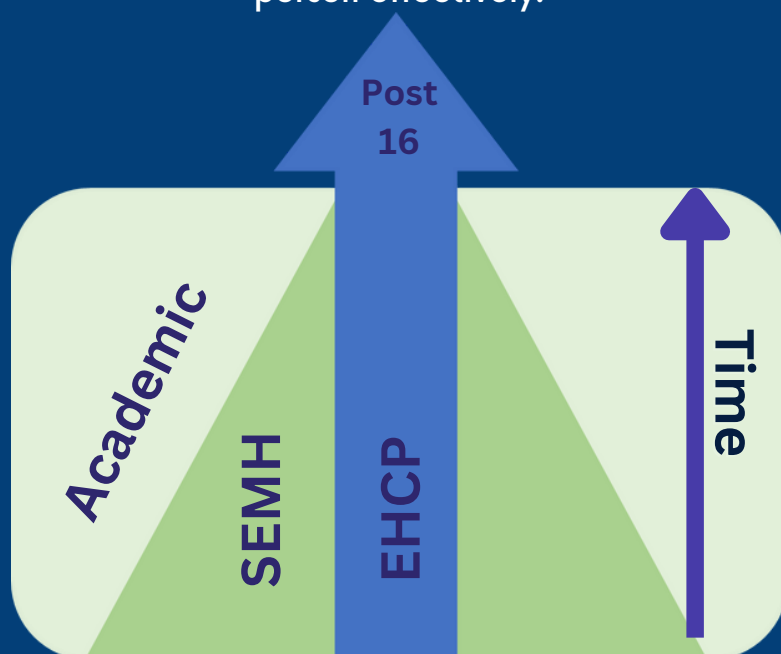
Questioning and formative assessment informs teaching staff whether pupils are ready to independently use newly acquired knowledge and skills. Scaffolding and modelling may be used to establish confidence, however students should be given minimal support at this stage.

Curriculum Personalisation

The curriculum at Forest Moor aims to allow for the flexibility and personalisation of any young person in any key stage as we look to respond to each of their individualised needs. All curriculum areas aim to support every student's SEMH needs by providing them with opportunities to develop their 'Threads of SEMH development' through highly engaging, creative and knowledge-rich lessons. Through this framework, we provide a broad, balanced and personalised curriculum that supports every child's SEMH and academic development; whether that be through traditional or vocational lessons. In turn, the moral, spiritual, cultural, psychological and physical development are all a key facet of learning which is embedded in the ethos of our curriculum chronosystem.

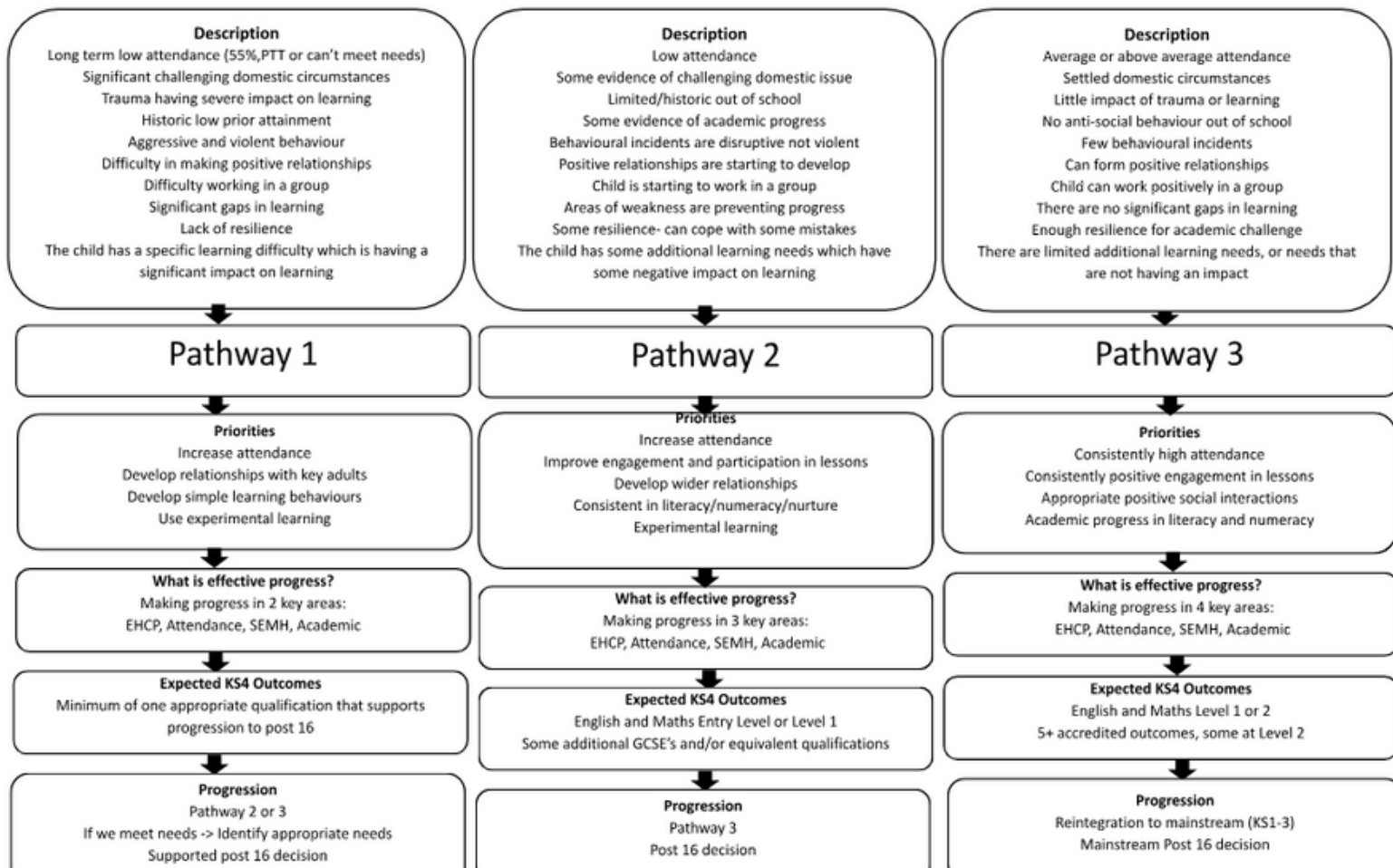
We use key information about students' needs identified in their EHCP to develop personalised targets. In addition, each child has SEMH targets which focus on their EHCP and threads of development as well as academic targets for English (reading and writing) and Maths. The three SEMH targets which are set in alignment with the explore curriculum supports the development of their Threads of SEMH Development and their EHCP targets through a variety of experiences and class-based tasks.

As alluded to earlier, the curriculum chronosystem is a basis for learning which helps personalise planning. At the core of everything we do is the development of their EHCP and SEMH targets. As we develop those, our young people are more likely to be able to access more academic learning whether this be on or off-site. This helps us Pathway each young person effectively.

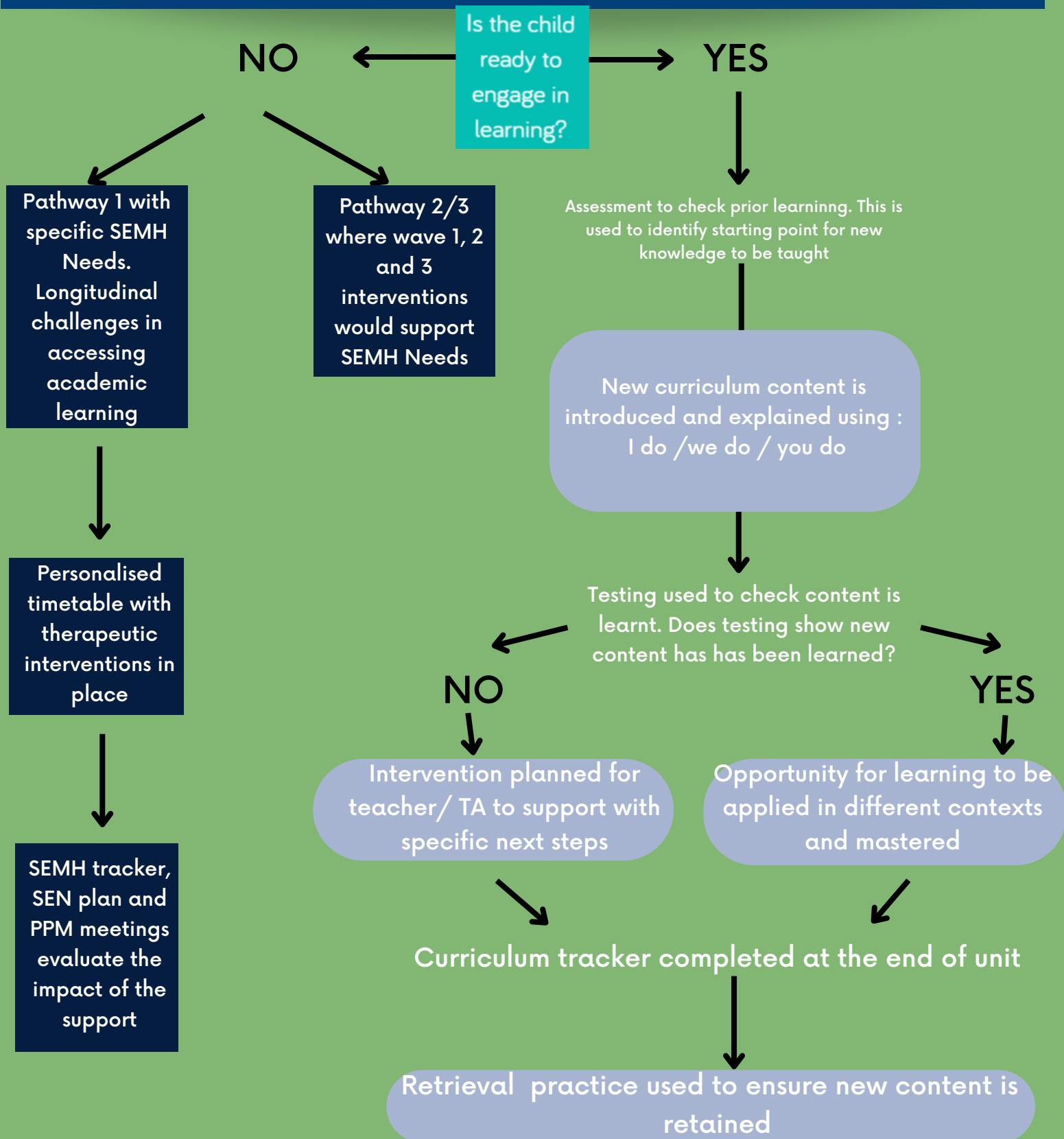


Planning for Personalisation

Staff should use the following diagram to make a professional judgement about which pathway is best fit for a student. A student does not need to tick all the descriptions to fall into a particular pathway.



Planning for Personalisation



Assessment Framework

Similar to English and Maths, SEMH and foundation and vocational subjects ensure mastery is something to be achieved. This is measure qualitatively and quantitatively in order to show the best possible progress for our young people and to support their EHCP and SEMH development.

Continued SEMH development is the application of one topic/skill in another setting or space.

Therefore, the development and progress in PE is measured in ways which are personal to each individual and their academic development. Therefore we offer a wide range of courses which are assessed internally and externally through coursework and examinations.

When following an exam assessed course, our young people are supported through the coursework and exam-based process to help build confidence and awareness of exam conditions. This is so they can apply their learning in different formats and contexts. The use of formative assessment and light touch exams will inform the areas for development and future teaching to help give them the best outcome possible.