

Physical Education at Ormiston Latimer Academy



Intent:

The Physical Education (PE) program aims to embed a culture of healthy living and participation at Ormiston Latimer to support not only the learner's short term, but longer term health goals.

This is done through practical and theory work which consist of participation in broad range of sports, as well as physical and well-being activities.

Learners will further develop their kinaesthetic skills and competencies to lead to participation and representation in competitive sport.

Learners also have the opportunity to study PE and Sport further and KS4 as an option.

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Progress

- Core PE will be assessed by the subject teacher, using learning outcomes and assessments specifically designed to meet the needs of our learners, following within the parameters of the NCPE.
- Vocational PE (NCFE Level 1 Certificate in Sport), the units of work will be assessed by both an internal and external assessor, to ensure quality of marking and national grading levels.
- Checking for learning, how well content has been understood and how learners can improve both skills and knowledge is done throughout the term, when covering units of work.
- Learner's books will be marked in purple pen, with clear next steps being made. Learners will have the opportunity to amend pieces of work on a regular basis in green pen, so when learners look back at their work they can see the corrections that they have made and will aid revision.
- Formative assessment will take place throughout units of work delivery, and summative assessments at the end of each term, unit and academic milestone

Support

- Key stages will be able to access Core PE curriculum, via long term and medium term planning.
- External professionals will be brought in to deliver specialist activities to support the curriculum, and learners needs (boxing, tennis and swimming)
- Students will benefit from experience and trained teaching staff in chosen sports and activities.
- Differentiated work on outcomes will be created for individuals where needed, ensuring that all learners are been stretched or supported through Bronze, Silver and Gold differentiation tasks. Maintaining that progress is being made consistently throughout the curriculum.
- Particular learners have different support mechanisms which are in their EHCP's which is aided by catering for their specific needs through tailoring work to help the learner achieve the best possible outcome. .

Links with SMSC, English, Math and Science

- Calculations in counting calories and exercise repetitions
- Links to biology through students learning about the human anatomy.
- Speaking about the British Values, making links to sporting situations
- Emphasising on the Law within sporting bodies and England
- Post 19 applications and opportunities
- Listening, comprehension and feedback skills
- Reading out aloud
- Learning new vocabulary and tier three words
- Personal, Social health and wellbeing

Implementation and Content

KS3 and KS4 Core PE

- Learners will cover a variety of sports and physical activities through the academic year, which emphasis resilience, teamwork, personal development, communication skills, operation and determination.
- Learners will follow the curriculum (football, basketball, boccia, fitness, swimming and athletics) as well as additional activities delivered by external agencies (rugby, boxing and potentially going off site for learners to participate in sports they might not necessarily get the opportunity).
- There will be a heavy emphasis on learning, understanding and demonstrating the rules of each game being played.
- Learners will continue to develop the fundamental skills specific to each sports, as well as covering all areas of physical ability.

KS4 Option

- Learners will understand the structure and function of the skeletal, muscular, respiratory and cardiovascular systems, and the effects of exercise on these systems.
- Learners will develop an understanding of why people participate in sport and the skills and techniques required for a range of team and individual sports.
- Learners will understand why people participate in exercise and fitness. Common fitness tests will be identified, participated in and results recorded.
- Learners will understand the major food groups and the importance of a balanced diet. Looking at different diets and preparing a healthy diet plan and have the chance to create their own meal plans.
- Learners will learn about strength and conditioning exercises, equipment and facilities used. Learners will then be able to plan, use and review a fitness programme in order to identify targets.

CIAG

- Learners will be supported with sports related course for their post 16 placements.
- Learners will be made aware of the various career opportunities available in the sports and fitness industry.
- Learners will have the opportunity to experience competitive play, while versing other young people in various activities.
- Learners will examine the concepts of sportsmanship, gamesmanship and deviance.
- Learners will prepare themselves for fitness regimes, and actively change diets to support their healthy diet research.
- Learners will be able to identify the requirements and knowledge in maintaining a healthy lifestyle through fitness and diet.

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What are the objectives for your curriculum?

Physical Education aims to develop students' physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle.

Impact: What do you want pupils to be able to know and do by the time they leave?

We would like our pupils to understand there is a purpose for PE beyond an educational setting: the importance of living a healthy and active lifestyle is evident in our personal lives. The most prominent and obvious benefit is the use of physical activities throughout the curriculum help to improve the pupil's overall current physical fitness, taking part in a variety of team and individual sports helps teach self-discipline, improves leadership skills and goals setting and respecting your body and others by pupils doing all of these key things it can help in the transition of fulfilling a healthy and complete lifestyle once leaving school.

What values have guided your decisions about the curriculum you have in place?

The value of inclusion to allow all learners is to develop the knowledge and understanding in theory and practical lessons with the aim being able to push learners to achieve the highest grades possible even in the context of a disrupted educational setting.

How does your curriculum reflect your school's context?

Most of our learners have had interrupted learning experiences with PE being a subject that they may have not necessarily enjoyed or took part in; by making the curriculum tailored to their specific needs it makes it more accessible for learners, with the hope that they discover the joy of participating in PE lessons in a nurturing and safe environment, where all abilities and questions are allowed and encouraged with progress being rewarded. For students who choose PE as an option for KS4, it will show them all the available careers that sport has to offer.

How does your curriculum reflect national policy (for example, British values and PSHE)?

Our broad and balanced PE curriculum can help develop a range of life skills and values. A whole-school approach to PE and School Sport can successfully promote fundamental British values such as democracy, the rule of law, individual liberty and mutual respect, and tolerance can be achieved through team and individual sports. The links between living a healthy lifestyle and partaking in sports correlates with positive SMSC development.

How does it cater for disadvantaged and minority groups?

Making sure all demographics of pupils are not 'shut out' of pursuing subjects they wish to study because of extensive focus exam results. By offering students variety of qualifications such as AQA unit awards earlier on and NCFE PE Level 1 at the end of KS4, we can make sure that pupils can have access to further education, creating the possibility of different career choices including further and higher education.