



## PHYSICAL EDUCATION

### Curriculum Intent, Implementation and Impact

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#### Intent

We aim to deliver the very best Physical Education experience to all ability and experience levels at North Halifax Grammar School (NHGS). We challenge students to think, act and speak like those working in the field. We do this by building leadership qualities in the students through student-led warm-ups, student-led drills and activities, which enable students to develop their oracy skills thus impacting students' confidence. We facilitate this in a way that is inclusive and fun.

Our curriculum at NHGS goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable. As a department, we offer an outstanding and varied extra-curricular programme open to all students. The activities on offer and the range of competition levels we compete in, greatly develops our students' sporting abilities. From traditional sports such as football, netball and hockey to lifestyle activities such as HIIT training, use of the fitness suite and boxing. This fully complements students' sporting commitments outside of school and in many cases allows them to access scholarship systems and potential professional sport pathways. Physical Education at NHGS most importantly embodies a "Sport for All" approach, which is crucial to allow every student to find an activity that they will take forward into adulthood and "promote an active, healthy lifestyle" (National Curriculum Physical Education).

Our ethos in Physical Education strongly reflects the behaviours outlined in the NHGS ethos statement, particularly those of collaboration. SMSC is a regular feature of PE lessons; students learn how to operate in teams and the etiquette associated with taking part in physical activities. Effort is highly valued alongside resilience, grit and determination. Students are taught strategies to solve problems, in how to outwit an opponent or design/choreograph a gymnastic/dance sequence.

As a knowledge-engaged curriculum, we believe that knowledge underpins and enables the application of skills; both are entwined. As a department, we define the powerful knowledge our students need and help them recall it by having a carefully planned curriculum that allows progression for all and allows the students in Year 9 and above to start to plot their own Physical Education development through pathway choices. The foundation for these pathway choices is developed from the knowledge and skills students harness in Years 7 and 8.

At examination level, we embrace the latest developments in education shared through CPD training days and whole school teaching and learning directives. We incorporate initiatives designed to give the students the skills needed to gain the best possible grade.

We build the Cultural Capital of our students by providing opportunities for all. This is achieved through whole school events such as inter form Cross Country (Turkey Trot/Christmas Dash), Sports Day and Activity Week. Students are reminded that "only their best is good enough" and effort is far more important than attainment. We look into opportunities to watch live international sport; this helps students to appreciate the spectacle of a sporting event (and become a "responsible" spectator - essential for their moral development) and be exposed to the skill and fitness levels required to be an elite sportsperson. We use both current and historically outstanding sportspeople to inspire and motivate the students.

Further rationale behind our curriculum design includes the delivery of the curriculum through our Head, Heart and Hands philosophy. We assess these areas through a combination of practical participation (Hands), strategic and logistical thinking to plan the next move (Head) and grit, determination and resilience (Heart). As a department, our key focus is on the three benefits of being physically active: physical, emotional and social wellbeing.

## Implementation

Collaborative curriculum planning lies at the heart of what we do in the department. We are committed to the development of appropriate and well-sequenced schemes of work that are constantly under review. Schemes are focused on embedding challenge (use of normative data/grading system in the fitness unit to give students targets to aim for over their 6 week unit of work; inter-school and intra-school competitions), metacognition (peer assessment in gymnastics -identifying strengths and weaknesses of a partner's routine; using assessment wrappers at GCSE/A-Level; developing reflection tasks after practical units at KS3) and memory techniques (low stakes quiz at the start of GCSE lessons; flashcards for quizzing in Year 11).

We promote literacy with the sharing of keywords and use of Tier 3 vocabulary. We model the use of this vocabulary ourselves and encourage the students to use it when making contributions to learning. If a response is not specific enough, the students are given the opportunity to reflect, adapt and re-phrase the answer (ask a friend/think pair share tasks). High quality, elite sporting examples are used to show case exemplar demonstrations alongside student and staff demonstrations - "WAGOLLS". These help students to recognise and attempt to replicate the "perfect model"; allowing them to execute skills with greater accuracy and success.

In Physical Education, we give the students the best start to becoming an athlete; we provide a stepping stone between primary and secondary school PE. Our students build on and embed the physical development and skills learned in Key Stages 1 and 2, to become more competent, confident and expert in their techniques, and apply them across different sports and physical activities at KS3 (football, rugby, netball, hockey, handball, badminton, volleyball, rounders and tennis for example). They understand what makes a performance effective and how to apply these principles to their own and others' work (athletics, gymnastics and dance allow for peer assessment). They are given the opportunity to develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity through our extensive range of extracurricular sports (football, rugby, hockey, netball, fitness to boxing, tennis, badminton, cricket and footgolf).

At KS4 we create pathways for students to follow. It is their choice as to what route they choose at certain times of the year based on experiences at KS3. Two pathways follow an outwitting route including football, rugby, handball, hockey, basketball and netball. For the individual/creative pathway, students experience activities such as tennis, table tennis, volleyball, badminton, fitness, trampolining, dance, Yoga and Zumba.

We strongly recognise the need to make PE fun and to foster a lifelong love of physical activity.

Characteristics of a typical NHGS PE lesson:

- High levels of student engagement and enthusiasm
- Positive and encouraging learning environment that builds confidence
- Effort is recognised as more important than attainment
- Differentiated questioning
- Scaffolded learning tasks that allow all students to achieve their potential
- Accurate and effective teacher modelling
- Student WAGOLLS
- Student leadership opportunities
- Effective student co-operation (working in pairs and groups/teams)
- Individualised student feedback on practical performance

- Low stakes quizzing (theory lessons)

For those relishing the challenge of competitive sport, this is achieved through intra-school competitions (e.g. inter form competition) and inter-school competition against other schools at local, regional and national level.

## **Impact**

We know our curriculum is working in the Physical Education department in a number of ways. Firstly, student participation in lessons and their engagement in developing skills is high. We enjoy high participation rates at extracurricular sessions allowing us to really develop student talent, leading to consistent success at local and regional level. The school has a proud history in relation to local and regional success in sport; this has become a key factor for some students in selecting NHGS over other providers in the Calderdale area.

Our GCSE examination results are consistently in line or above the school's average in terms of residuals, meaning our students are gaining higher grades in PE than other subjects. This is down to staff expertise and the positive learning environment we create in the classroom. Through regular internal data drops we are able to measure the impact of the curriculum and respond accordingly. We have a member of the PE team who is a senior examiner for AQA PE and is therefore able to give the students the most up to date and relevant learning experience. Numbers on the A level course are increasing.

NHGS students are happy and proud to officiate at local competitions such as cross country and netball. GCSE and A Level students help officiate and run the inter form cross country and sports day events. A level PE students act as mentors to GCSE PE students, supporting them in their preparation for practical and theoretical elements of the course. We have high numbers of students involved in sports clubs outside school; further reflecting the interest and enthusiasm our young people have for sport and physical activity. We regularly engage students in student voice activities in order to keep our curricular and extra curricular offers current and engaging.

The PE offer is a crucial part of the student experience at NHGS. Inside and outside of the classroom, we live to learn and learn to live, fostering a life-long commitment to physical activity.