








ALNS PE curriculum

A summary of our principles:

<p>ALNS PE Curriculum Our curriculum is designed to give students a broad experience of different sporting activities. Embedded into all our lessons, across both KS3 & KS4, are the key practical skills and vocabulary required to be successful at our GCSE PE and BTEC SPORT courses. The skills our students develop have been scaffolded so that they are able to make good progress in relation to their sporting ability, leadership & knowledge and understanding.</p>	<p>Balanced Our curriculum incorporates a wide range of different sporting experiences and opportunities to allow all students to achieve success and enjoy their PE lessons over their 5year learning journey.</p>	<p>Rigorous During all our lessons students experience a challenging, engaging and active curriculum whereby we can support students of differing abilities & starting points to ensure they can all access the skills and knowledge required to be successful.</p>	<p>Coherent We have carefully aligned and logically organised the curriculum so students can make connections and links between different sporting activities. By clear sequencing of skills and vocabulary we are able to build upon learning from year 7 through to year 11.</p>
<p>Vertically Integrated Every unit across each year group builds and develops the key skills required for students to be successful at GCSE PE and BTEC SPORT. More importantly however, our curriculum allows them to have an enjoyable and vast range of experiences that give them a positive outlook on being healthy and active for the rest of their lives.</p>	<p>Appropriate We ensure that tasks build students' confidence and are taught at the appropriate level. This allows them to be able to access it as well as be engaged throughout. It is always our aim to model excellence to our students and supportively challenge them by 'teaching to the top.'</p>	<p>Focused We want our students to experience a broad, rich and deep curriculum, with clear connections between key concepts, skills and vocabulary. This will ensure they experience focused and thorough learning throughout their PE learning journey.</p>	<p>Relevant Our curriculum is designed to engage all students, helping them have opportunities they may otherwise not get to experience. We establish links with local community clubs and colleges to make our curriculum relatable and give them opportunities to really immerse themselves in sport and activity.</p>

How does our PE Department incorporate ALNS Teaching Principles?

<p>Fostering a love of learning </p> <p>As a department we take pride in our own passion for physical education and it is with great pleasure we provide our students with a vast range of opportunities, both in curriculum time and through our extra-curricular programme.</p> <p>We want all of our students to feel like athletes and have a lifelong positive outlook towards sport and exercise.</p>	<p>Challenge for All </p> <p>Our curriculum has been planned to ensure challenge, engagement and support for all students of differing abilities & starting points across both key stages 3 & 4. We have very clear progression of key skills and techniques whilst ensuring we are 'teaching to the top' We are able to maintain this rigour and challenge in our curriculum by scaffolding and supporting our students so they feel safe in their learning and enjoy their experiences with us.</p>	<p>Feedback for Learning </p> <p>Our students receive regular verbal feedback from us and we also build their skills and confidence to be able to give each other coaching feedback in a supportive and reflective way so they can develop their observation and analysis skills, as well as their communication.</p> <p>In CNAT Sports Studies and GCSE PE they receive both verbal and written feedback which focuses on their next steps and how they can continue to build on answers and make good progress.</p>	<p>Literacy for Life </p> <p>Oracy is essential for students to be successful in PE. We look to develop their comprehension of tasks by them verbally being able to feedback and question us and each other on how they can further improve. We use the 'say it again, better' approach to really get students to develop their vocabulary.</p> <p>We explicitly share key vocabulary with students in every lesson and try to make links between different units of work to ensure there is transparency in creating conscious links to how their body can produce the optimal performance.</p>
<p>"Sport has the power to inspire, sport has the power to unite, sport can change people's lives for the better in a way that little else does." – Nelson Mandela</p>	<p>Modelling </p> <p>Modelling is key to the students learning process and their ability to understand and build their confidence in skill development. Modelling is a real strength in PE with teachers using student performances or work to show excellence for others to draw out skills & knowledge to be able to replicate what they see.</p>	<p>Responsive teaching </p> <p>We take a responsive approach to teaching making sure we respond to common misconceptions through 'Assessment for Learning' strategies. We regularly use questioning, peer and self-assessment as well as and marking and feeding forwards on students work in GCSE PE and CNAT Sports studies. Interventions are swiftly incorporated to ensure that progress is maximised.</p>	<p>Stickability </p> <p>The PE department encourage students to make links between subjects, sports and knowledge gained to more deeply embed information into their long-term memory. Our curriculum is based around developing a love and enjoyment for our subject, in believing students can achieve, in revisiting knowledge and interleaving information throughout their 5 year PE experience to give them the motivation and skills required for information to be retained.</p>

Curriculum Implementation



Physical Education

The Physical Education curriculum is designed to inspire, motivate and fill our students with confidence to engage in lifelong involvement in sport or physical activity. We aim to develop the students mental, social, emotional and physical wellbeing through the means of empowering them with knowledge, understanding, skills, capabilities and attributes. They get the opportunity to explore a variety of sports and activities that are both traditional and alternative with the ethos of enjoyment and challenge. They are encouraged to develop independent qualities, as well as work within a group setting to resolve problems and achieve a common goal. The PE curriculum has a huge emphasis on practical fundamentals, however, cultivating theoretical knowledge and leadership are at the forefront of our ethos.

How is the curriculum planned?

The KS3 curriculum is designed to provide ALNS learners with a platform from which they can build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and as well as learning key vocabulary. It enables learners to develop the concepts and skills necessary for participation in a wide range of physical activities in preparation for further study at GCSE/CNAT level in KS4.

In year 7, 8 and 9 students are taught in mixed groups, where they will encounter a variety of practical learning experiences, including working on their own, with a partner, in small and large groups both outdoors and indoors. The aim is for them to experience a broad curriculum and have opportunities to try different sports linking to our competitions calendar and extra-curricular clubs.

Year 7's immerse themselves in a sports carousel on arriving at ALNS, taking part in a different sport each week so they can get a taster of what ALNS has to offer and we can create a wonder and excitement from the amazing facilities and opportunities we can give our students. Following this, students will complete a 3 or 4 week block of learning, deepening their learning of skills and vocabulary in a wide range of activities.

Year 8's will develop and refine more advanced skills in the wide range of sports we offer within our broad and balanced curriculum. We look to develop the students learning, comprehension, application and recall of key skills and vocabulary ensuring they are appropriately challenged in preparation for giving them the tools that are required to continue being active in later life.

Year 9's begin to look at the more technical aspects of sport and how to develop skills in preparation for our KS4 pathways. We use the GCSE practical performance moderation criteria and try to develop and challenge students to reach those higher levels of technical skills and game play.

Physical education develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. It is therefore imperative that students continue to commitment to their development and engage in the core offer that we provide for our learners in KS4. We try to broaden their experience offering some additional sports activities and experiences.

In year 10, we ask students to group themselves with like-minded sports people for their lessons. We want all our students to continue to be challenged and inspired through a broad curriculum but also understand the importance of enjoyment and feeling confident in their groupings which will give them the ability to keep making progress. In the year 11 core PE lessons we give students more option choice but again try to keep their experiences broad by giving them two different sports choices in each half term block.

Throughout all key stages we incorporate house competitions during each term. Students are able to compete to represent their house in a variety of activities that have been taught. This allows students to work with different people from across all classes and apply skills learnt from being in their own groups to a competitive situation. and

We have two sports courses on offer at KS4, the CNAT Sports studies or GCSE Physical Education. The CNAT Sports studies course includes 1 exam and 2 coursework based units of work. The Edexcel GCSE PE consists of 60% theory with 2 exams at the end of year 11, 30% is a practical assessment and the final 10% from coursework. We deliver these courses in a varied and creative way, deepening knowledge with practical experiences and allowing our learners to be critical thinkers, realising the importance of transferring their knowledge to incorporate sport and activity to be part of their day to day lives.



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The PE curriculum and extra-curricular programme is designed to enrich students through the experiences of sporting competitions, links with professional work placements, visiting venues and inviting in local colleges and universities to work with our students. As a sportsmark gold school we are committed to developing these experiences for students at every available opportunity. Ultimately, we want to build the confidence, resilience and improve self – esteem as well as ensuring students are able to reach their full potential and be prepared for the next stage of their life.

In PE we deliver three personal development days a year giving our students the opportunities to take part in more sport and activity as specific year groups or as a whole school opportunity. We hold both a winter and a summer sports day. Within these days we offer the whole school an opportunity to compete and watch each other excel in a wide range of different sporting activities. In year 10 we run 'fit for the future' PD day where we closely link with local colleges and take students off site so they have the opportunity to see their next steps in sport. With other PD days we often run sports or team building sessions throughout the day which demonstrates the power and importance of our subject in meeting the needs of our students and offering them opportunities that motivate, inspire and improve both physical and mental wellbeing.

How is the curriculum delivered/taught?

The curriculum is well prepared and planned, designed to develop our students physical skills, knowledge and understanding leadership and vocabulary throughout the whole curriculum. A positive and safe learning environment is created to encourage the development and competence in displaying their own skills and abilities, whilst respecting the individual needs and abilities of others.

We try to empower all our students to become effective independent learners through supportive feedback and establishing positive learning environments. Students understand how and why they are assessed, whilst experiencing a range of opportunities to evaluate performances, providing feedback to reflect upon their own and others performance.

They experience regular competitive opportunities to challenge themselves against others in a safe environment. Students are able to compete in a variety of competitive situations to include participation in:

- Varied programme of school clubs.
- Inter-house competitions.

- Winter and summer sports days.
- Local schools competitions – Portsmouth School Sport Association.
- County and southern region competitions.

Subject specific terminology is used throughout the department and used at all levels. Students are required to use very specific vocabulary at GCSE/BTEC level, so this is introduced early in KS3. It is widely used during sports lessons where technical and tactical terminology is delivered throughout. In addition to this we interleave information on components of fitness, exercise intensity and the body systems shown in our curriculum map.

How is the curriculum assessed?

“Limits, like fears are often an illusion” – Michael Jordan

Students in Key Stage 3 Physical Education are assessed throughout each sporting activity based on their use of a range of skills and techniques, knowledge and understanding as well as their leadership skills. We use a range of different assessment tools within lessons for example practical skills assessments, questioning and their reflection of WWW and EBI.

In Key Stage 4 students will either be following the Edexcel GCSE PE course or the CNAT Sports studies Level 2 course. These are both continually assessed through practical work, coursework and theory work. Students will be given their target, challenge target and set their own aspirational grade. It is made clear to them when starting our courses, they can achieve, whatever they set their mind to. For the GCSE PE we use personalised learning checklists and the Know-it, Grasp it, Think-it PIXL mats to help students reflect and understand their areas for improvement. In books we give regular written feedback with use of peer marking and more formal teacher assessments. For the CNAT Sports studies course there is regular verbal feedback and whole class marking sheets, used to present common misconceptions and improvements that can be shared with the class. At the end of topic area the teacher will complete a marking sheet which will then be checked by an external moderator with feedback provided.

The KS3 independent learning is designed to improve students’ commitment and involvement in sports activities – inside or outside of school. Students are required to attend at least one extra-curricular club regularly for the half term. If they are regularly attending out of school sports club, we want to know about it so they are asked to complete a PE passport that describes what sport they do outside of school.

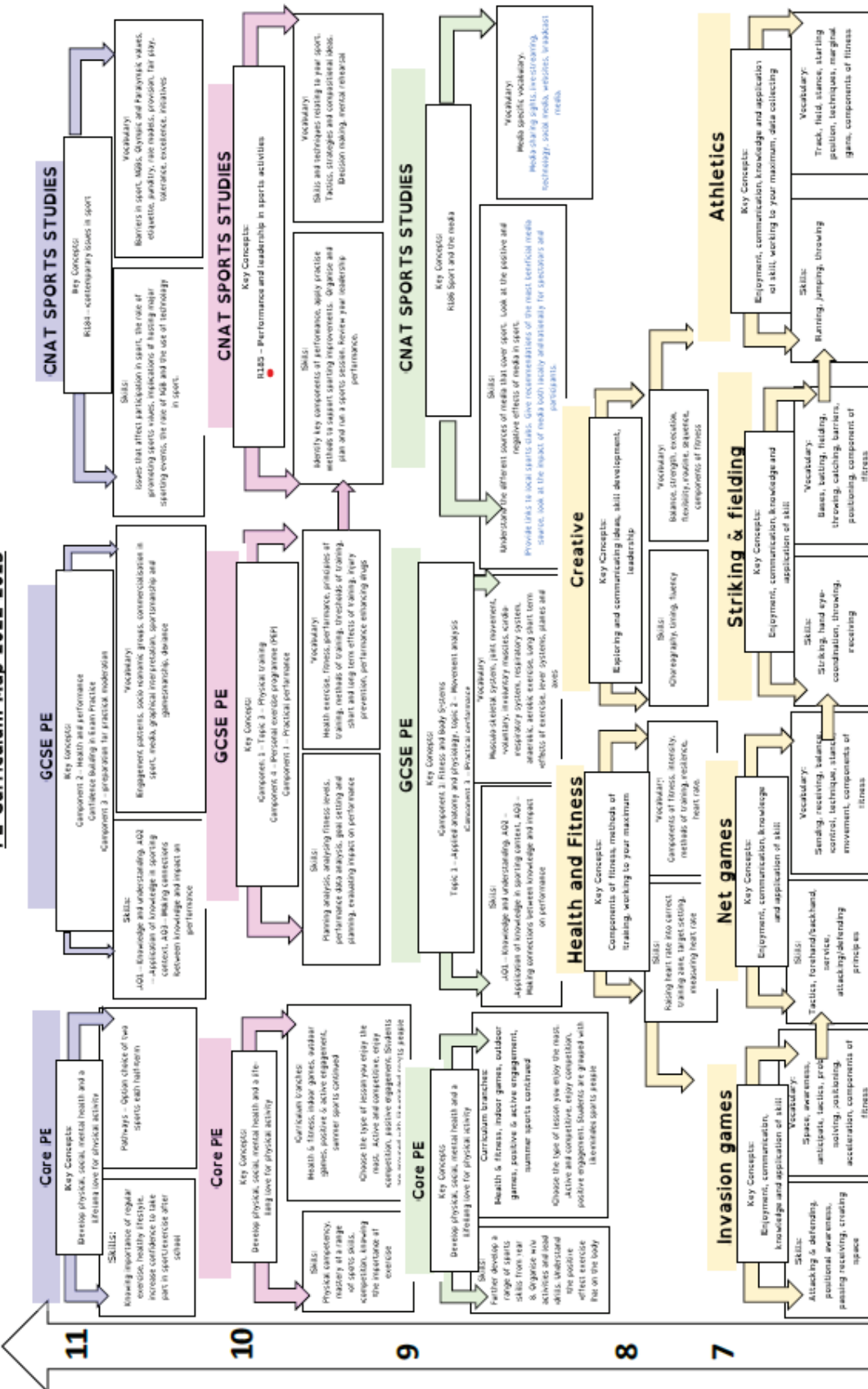
KS4 independent learning is set regularly and will enhance classroom learning. It will directly link to topics and work covered in lessons and aim to help consolidate learning in an interesting and challenging way.

Careers within Physical Education?

The number of people currently employed in sports-related jobs in the UK is around 400,000. The sports sector also has a large number of sport related volunteers throughout the UK. The BTEC sport qualification would lead to further study through higher BTEC qualifications in sport and our GCSE PE students would flourish should they wish to take the A-level PE course or venture down the BTEC routeways offered post ALNS.

We hope all students, regardless of whether they choose to have a career in Physical Education, go onto lead healthy, happy and active lives.

PE Curriculum Map 2022-2023



Core PE Yr 10 & 9 – performance, knowledge and understanding, Yr 10/11 – GCSE PE – Components 1 to 2 – Theory papers (Sport AO) – Components 1 to 2 – Theory papers (Sport AO) – knowledge and understanding, AO3 – application of knowledge AO3 – analysis and evaluation, Component 3 – practical performance (Skill), Component 1 – PEP coursework (Skill), CNAT Sports Studies – comparison of assignment write and train etc.