



Subject: PE

Lead Teacher: Mrs R Cowell-Saunders

Year: 13

Curriculum organisation

Students in year 13 have PE every other half term, this is due to year 13 having PSHE lessons and PE lessons swap every half term. Students are taught in class groups (A, B, C, D) for one hour per week. They are not grouped by ability.

Students have full access to the Physical Education National Curriculum which is differentiated to meet pupils' learning needs and styles. The Physical Education curriculum is designed to be challenging, appropriate to each pupil's stage of development.

- To be active physically, demonstrating knowledge and understanding mainly through physical activity.
- To promote health awareness and the value of adopting a healthy lifestyle.
- To provide high quality coaching and teaching within PE lessons and after-school clubs.
- Staff to deliver high quality PE lessons.
- To increase the amount of inter-school competitive sport opportunities for students.
- To increase the amount of intra-school competitive sport opportunities for students.
- To instil a sense of good sportsmanship, and encourage recognition of other students' contribution.
- To develop leadership skills, responsibility and self-awareness.

We offer Y13 students the opportunity to have some say in the way their curriculum is taught. This allows them to select activities that they are most engaged with. They must select a new sport each time to ensure that a range of activities are taken over the course of the year.

At NGHS we listen to the student voice and develop the KS5 curriculum around what the students enjoy doing or something new they would like to try, this is usually based on judgements made in KS4 or year 12. If students have completed any summer camps or coaching/ refereeing courses over the summer, we try our best to utilise this and get them involved in extra-curricular clubs and fixtures as they are able to share their knowledge and support other students.

		• Could I coach in this sport? • Do I have the knowledge and skills to know how to train to improve my own fitness levels? • Can I work in a team?	• Creating space	• Attacking and defending skills • Game play	
Summer Term	PSHE – LIVING IN THE WIDER WORLD	More information on these lessons can be found on the PSHE learning overviews			

Contingency lessons:

For bad weather or loss of facilities throughout the year (Exams etc)

- Team building in the hall.
- Problem solving in the hall
- Fitness in the hall.
- Occasionally the drama studio may be available where dance or fitness can take place.
- Courts may need to be used if the field is out of action due to flooding – sport that will take place will depend on number of students and teacher discretion.
- Last resort students will need to go to a classroom for the lesson where they will gain a better understanding of knowledge of rules, officials in different sports and the importance of being physical on the body and mind.

Equipment needed for lessons	How will learning and progress be assessed?
• Full PE kit • Trainers	• Assessment is continuous and is based on: • Development of skills practically • Their ability to make and apply decisions in changing game / choreographic situations • Their development of physical and mental capacity to excel and challenge themselves to improve further • Their evaluation skills in order to continue to improve

Extension & Enrichment opportunities	What can you do to support your child?
• All lessons are delivered to show differentiation to allow students to build confidence and be able to stretch and challenge their existing performance levels • Students are encouraged to push themselves to try the harder options within lessons in order to make more progress • Students are welcome to attend clubs and represent school teams in order to further their performance level • We also run trip and activities to watch sport at the top level and take teams away on annual tours.	Ensure that they have full PE kit to be able to participate in indoor and outdoor sports in all weathers (layers for the winter, sun protection for the summer) Make sure that if they are injured that a note is provided to explain the injury, how long they will be unable to participate, a supporting doctors / physio note if a longer-term injury and PE kit for them to change into so that they can still take on a role during the lesson. Encourage them to participate in the extra-curricular opportunities for PE.
Inclusion	Inclusion within Year 13 PE
• Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students.	• Within different sports students learn about a range of performers/coaches/officials with a full range of backgrounds, including those with disabilities.

• Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this.	• Students are supported practically by the teacher if a student requires this. • Equipment is adapted where necessary to accommodate the needs of the students with SEND – e.g. A bigger ball/bat. • Modified rules and regulations can be implemented to aid inclusion and accessibility. • Where necessary students are given frequent demonstrations to revisit previous techniques taught to support their understanding. • Keywords/ subject specific vocabulary displayed on sports hall walls to aid memory. Groupings are designed to support students when practicing their isolated skills or competitive games.
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Rosenshine's Principles – Individual needs

- Equipment – Differentiated where necessary.
- Demonstrate and showcase – students to demonstrate – correct technique – support peers.
- Questioning in lessons – Open and closed questions- Probing and Funnel questions (evaluation, analysis and application).
- Peer assessment – Technique – WWW and EBI – support peers- technology and performance analysis.
- Groupings – when students are completing isolated drills or in a competitive situation.
- Standards – Opportunities for students to evaluate their own performance- use of standardised tables- set targets.

If you have any questions about this Learning Overview, please contact the named Teacher above.