



## Newport Girls' High School Curriculum Summary

<b>Faculty:</b> Physical Education	<b>Subject:</b> PE & Games
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### Our Vision

#### Faculty Vision

The Physical Education Faculty teaches various sports to KS3, KS4 and KS5. We aim to create and develop enthusiastic and successful learners/ athletes. We are committed to establishing a learning environment that encourages students to participate in sport both inside and outside the classroom in order to stay fit and healthy, and to feel confident within themselves. Students will have opportunities to extend their skills beyond the classroom as part of a team and individually through extra-curricular clubs, fixtures, trips and leadership. Essentially, our team want to inspire, foster and nurture a love of sport and physical activity.

### Curriculum Intent

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 monitored by Senior Leadership.
- To increase the amount of inter-school competitive sport opportunities for pupils.
- To increase the amount of intra-school competitive sport opportunities for pupils.
- To instil a sense of good sportsmanship, and encourage recognition of other pupils' contribution.
- To develop leadership skills, responsibility and self-awareness.

Throughout the PE curriculum we promote the value of adopting a healthy lifestyle and staying active therefore most of our students understand the importance of exercise in whatever form. Thus, we aim to keep students engaged in sport by ensuring it is as enjoyable as possible.

## **Curriculum Sequencing Rationale & Implementation**

The Physical Education curriculum has been designed to create a “building blocks” approach to the knowledge and skills students use and develop.

### **KS3:**

In Year 7, students usually have varied experiences of PE, depending on their primary school’s sport facilities and teacher abilities. For example, some student may have done a lot of netball whereas others would not have done any. Therefore, in year 7 we start with establishing or perfecting the basic skills and knowledge for the given sport before working towards game situations and an interhouse competition whereby they demonstrate their newly developed skills and abilities.

In Y8 we build on these basic skills and extend this by stimulating different scenarios which may occur within the sport and encouraging students to solve the problem and make justified decisions based on their current knowledge and skills. For example, students are unable to understand and master the use of different bowling styles in rounders without knowing how to accurately bowl under arm.

### **KS4:**

In KS3 through to KS4, some sports are repeated such as netball, athletics, fitness, rounders, cricket, dance and handball. This allows us to build upon and consolidate prior learning and skills, ensuring any ‘gaps’ in knowledge are addressed.

### **KS5:**

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. 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.

In addition, we now offer 1 hour of core PE a week in KS5, this will hopefully be seen as bonus for our prospective sixth form students.

For specific information relating to the content of the curriculum in each year group, opportunities for wider personal development and enrichment and ways for parents to support their daughter in her learning within this subject, please see the Learning Overviews on our website.