

Curriculum Intent – PE and Sport

Curriculum Priorities

The Curriculum at Nottingham Girls' Academy is designed to develop subject specific knowledge as well as play its part in developing cross-curricular skills and personal qualities with the young woman and person at its core.

Our high-quality PE Curriculum will provide opportunities for pupils to become physically literate and have high aspirations, coupled with developing resilience in order to achieve their physical and academic potential. With an emphasis on the acquisition of key skills, building character and the nurturing of life skills through experiences in competitive sport and leadership. Our curriculum is designed to enable our young British women to access a multitude of activities, which do not limit them to traditional gender stereotypes, therefore, being both broad and balanced, whilst also being tailored to our local context and fostering a life-long love of PE/Sport.

Knowledge

By the end of **Key Stage 4** we want pupils to have:

- Developed a knowledge and appreciation for physical activity, physical literacy and physical benefits to lifelong health.
- Be physically active and engage in a range of sports in both isolation and competition.
- Understand the scientific aspects of sports participation, the psychology behind physical performance and the benefits of nutrition on the body and sports performance.
- Develop competence to perform in a broad range of physical activities with confidence.
- Build character through the medium of physical activity and cognitive tasks such as problem solving.

For those who study this subject at **Key Stage 5** we want students to have:

- A deeper understanding of scientific aspects of sport, including performance, anatomy, rehabilitation, and physiology.
- A global understanding of how sport is organised as well as being able to articulate and execute event planning.
- Ability and confidence to lead others in sports activities and events as well as an understanding of what it takes to be a competent leader.

Skills

The skills we aim to develop are:



Literacy & Numeracy



Communication



Problem Solving



Metacognition



Leadership



Collaboration



Physical,
Practical &
Technical



Digital Literacy

For example:

- **Literacy and numeracy:** Pupils are given the opportunity to improve and showcase their literacy skills through homework tasks such as reflections, fact files, task sheets, peer and self-assessments. Literacy skills are used when reading information which is presented to pupils such as lesson objectives and key words. Numeracy skills are accessed in various games where scores are taken or added up. Most activities require mathematical skills in order to know who has won.
- **Communication:** Working as part of a team, communicating rules and regulations whilst taking the role on an official, problem solving tasks, pupils will explicitly think about verbal and non-verbal communications within a practical setting. Pupils are encouraged to use active listening skills.
- **Problem solving:** Position, action and timing (P.A.T.) scenarios allow pupils to problem solve together, adding constraints to invasion game activities and small activities. Team building tasks are completed by all pupils when they arrive back to the academy at the start of the new academic year, this is helpful due to class changes which may have taken place. This allows pupils to get to know each other in a fun and exciting environment. All pupils find their role, no matter how small, in the problem solving tasks and therefore they are great for allowing pupils to showcase their skills and allow staff to identify potential leaders.
- **Metacognition:** P. A.T principles allow pupils to think about their thinking journey. Why, Who, When, How... Thinking as a skill is something which is simply applied to our PE curriculum. Pupils will be given opportunities to think throughout all practical aspects of PE and with this use their thinking skills to outwit opponents, solve problems and work effectively as an individual, team, or pair.
- **Leadership:** Pupils will have the opportunity to lead in some game based activities. Taking on the role of captain or manager to enhance pupils' basic understanding of leadership. In KS4 pupils will be able to take part in a leadership unit 'Your Time', where they will learn many leadership skills and be able to plan events and lead others in larger groups through some physical activity.
- **Collaboration:** Team work throughout all team based activities, working in pairs to complete a task, group and paired discussion on various topics. Working in the same space as others, to allow appropriate spacing, being accommodating in the spaces provided. Collaboration is innate in PE and is happening throughout all lessons.
- **Physical, practical and technical:** Physical activity is the primary focus in Year 8 with pupils being active as number one priority in each lesson. Pupils are given the

opportunity to cover a range of practical sports and learn the technical aspects of skills within those sports. Each skill is broken down and taught to pupils, demonstrations of best practice then allow pupils to replicate movements and learn various skills which can be used in one or many sporting areas. A lot of the practical skills covered in year 8 are transferable and therefore allow pupils to access many sports by retrieving such skills and applying them in various settings. This alone gives pupils plenty of time to consolidate skills such as: passing, movement, shooting, pivoting.

- **Digital literacy:** Pupils may have the opportunity to complete homework on the computer or through a web based platform such as one note. Other homeworks may include to watch a part of a game such as basketball through a platform such as YouTube or research an athlete through using Google.

Qualities

The qualities we aim to develop are:



For example:

- **Respect:** Pupils respect their staff, peers and the environment in which the lessons take place. Equipment must be placed away after use, rules are explicit and pupils will follow these with everyone's best interest and safety in mind. Shaking hands after a game is a nice way for pupils to show respect to one another. Pupils are given the opportunity to show respect qualities when competing against other groups/schools as well as when working with peers. Sharing decisions and listening to others' opinions is key when creating a successful team working environment.
- **Kindness:** Pupils must be kind to one another during PE. This is a zero tolerance matter and pupils understand this and adhere to the rule. Kindness can be shown in the form of helping someone when they are struggling, holding the door for each other to access facilities, working together well in group/ team work. Pupils may take on some basic leadership roles in which they will be asked to show kindness to others whom they are leading.
- **Tolerant:** Pupils are encouraged to be very tolerant towards others, the environment that some pupils will find themselves in means that they are perhaps at different points in their own physical journey and have a varied level of skill. This means that pupils must allow room for others to make mistakes and work together to help improve practically.
- **Resilience:** Pupils are actively encouraged to keep going when they find things difficult and to try again if they do not perform as well or technique needs work.

Pupils are encouraged to have high levels of resilience in order to keep going with task which they find hard. Pupils may come from a stressful situation into PE and are given the opportunity to turn that negative into a positive by reliving the stresses through practical application. Pupils are often reminded that it is ok to get things wrong, as long as we try again and stay positive.

- **Creativity:** Pupils are given the chance to be creative throughout various activities, however this lends itself nicely to gymnastics where pupils have the opportunity to create a routine for their challenge. Pupils will begin to think more about their ability to be creative in various sporting situations. They will be encouraged to think about movement and how their practical skills can be used to outwit opponents.
- **Positivity:** Pupils are immersed into a positive environment modelled by staff. Positive attitudes towards learning are encouraged and pupils are expected to be positive towards all types of activity.
- **Integrity:** Pupils are taught that win or lose – both are ok and that when you do miss out on the result that you hoped for the only way to move forward is to accept that with grace and congratulate the ones who managed to get the result to enable them to win. Pupils are encouraged to allow room for error as this is ok and we must not get upset or angry if things are not going our way.
- **Aspiration:** Pupils are encouraged and offered the opportunity to be highly aspirational. This can be in many forms: Extra-curricular clubs allow pupils access to competitive sports and given pupils the chance to go into different environments to play against other schools in the city and county as well as trust sporting events which allow pupils national style competition due to having schools situated in places such as Northampton, Peterborough and Luton. Our pupils are encouraged to be aspirational in their performance within school and lessons. To work to the highest of their ability and to always strive to improve in all areas of the curriculum.
- **Empathy:** Pupils are encouraged to show empathy through working with others and encouraging each other whilst not looking down on those who are unable to perform with as much competence as themselves.

Curriculum Principles

Sequencing, Learning and Assessment

Our curriculum has been structured to take into account the cognitive science of how we learn. Key knowledge is covered sequentially and deliberately revisited and built upon. Spaced practice and retrieval are a feature of the curriculum structure.

This is further reinforced by:

- **Learning Challenge:** a purely formative assessment to help evaluate, and then reshape learning and address misconceptions at the end of each unit.
- **Learning Consolidation:** a summative assessment, taken at a planned interval from the end of the unit, to help evaluate retention of learning in the long-term memory.

Cultural Capital

Cultural capital is developed throughout the curriculum with deliberate opportunities for all pupils (but especially disadvantaged pupils) to experience aspects of the taught curriculum through trips, events and activities and broaden their horizons.

For example:

- NGA Games KS3: This event brings all of our pupils together for a competition in four different invasion games. Pupils are given the chance to represent their house in a game of their choice and all pupils contribute to and take part in this house competition. The winning house will be awarded the shield and have their house name engraved on it.
- Athletics house competition: This competition happens during the athletics phase of the curriculum. All aspects of athletics covered in the scheme of work (SOW) are completed, each pupil will get their own score/ PB. This score could lead them to acquiring a Bronze, Silver, Gold or Platinum sticker, which amounts to house points. Once all pupils have completed the athletics SOW the points throughout the whole of KS3 are added up and each house is given their final scores in an assembly. The winning house will be awarded the trophy.
- Trust basketball event: This event is a trust wide basketball only competition. The day begins with coaching sessions for all pupils from all academies. The pupils are given the opportunity to learn new skills or enhance their current skill set. After the coaching sessions academies break off into their teams and compete against each other for the trust basketball title.
- The academy shield: This event is one in which lots of different pupils are able to go and compete against our other academies within the MAT at a number of sports. Having such a wide sporting event taking place in one academy is great for pupils to experience when large scale competition is like and to really get a feel for the atmosphere and energy the day brings to all involved.
- Boston Athletics: This athletics event is for year 8 and 9 pupils. The Greenwood Academies Trust secondaries comes together to compete for one last time in the academic year in Boston at the Princess Arena. This athletics stadium is a great venue due to having state of the art facilities which our pupils are able to use. The pupils complete in a range of track and field events, determining an overall winner of the trophy which is then displayed in that academy for the following academic year until the next summer when we compete again for the GDFT athletics title.
- Inclusive City Games – Our girls with special educational needs and disabilities (SEND) are invited to take part in several competitions against other city schools, where they are able to experience a safe and fun competitive sporting event.

Equality

We want our curriculum to reflect what it means to be a young, woman and person today; for our pupils to know about the struggle and sacrifice that has led to the freedom and opportunity they have. We want them to know about their heritage and culture, and that of others in our community, enabling them to celebrate it and contribute to the progress of democracy as global citizens. We therefore regularly review and consult on the equality of our curriculum.

For example:

- Equality is shown in PE during Core PE when pupils are being taught about Para-games and how athletes with additional needs access the highest level of sport.
- Black history month: During this time we ensure that pupils are learning about inspirational black athletes and their role in sporting history as well as athletes competing in current sporting events and putting their own stamp on history.
- In core PE we encourage pupils to take part in sports from other cultures and places around the world.
- Pupils are encouraged to learn about female athletes of all levels in order to inspire their future goals.

Careers and Employability

To support our pupils growing understanding of how our subject might support them with employment, we plan in explicit links between their subject area and possible career pathways. Examples of the careers and sectors we highlight are:

- Careers are highlighted in workshops for Year 10 work experience as well as throughout the year in various PSHE related sessions.
- Careers in sport are discussed and explored within various elements of Sport science at both KS4 and KS5. This comes in the form of units on rehabilitation and taking on the role of a physiotherapist, sports coaching and leadership roles as well as sport scientist analysis roles.
- Bee moments are used throughout KS3 core PE and wherever possible to discuss the world of work in sport we ensure the opportunity is taken.