

# Curriculum Intent Framework



<b>Subject:</b>	<b>Physical Education</b>
<b>Subject Curriculum Vision:</b>	<p>Here at The Bishops Blue Coat, we want all students, in every year group, from any background and of any level of ability to feel able to engage in sport and physical activity and feel confident in a way which supports their health and fitness. PE provides a gateway into the world of sport and physical activity, where students can flourish with the opportunity to participate and compete, using their knowledge and skills and embedding values such as dignity, respect, hope, aspiration and wisdom.</p> <p>We aim to ensure that all students have access to quality, structured and engaging PE lessons, which meet the needs of students by treating them as individuals and values their efforts and contributions.</p> <p>The curriculum aims to provide a broad and varied sporting experience at KS3 to engage students to positively contribute to their own physical, mental and social health, developing an awareness of their capabilities across sports. Students are encouraged to analyse their performances compared to previous ones and demonstrate improvement to be the best version of themselves. A focus on developing competence and confidence is key, to encourage participation and motivation to then know what to do and how to do it, to help keep physically healthy and maintain a life-long active lifestyle.</p> <p>At KS4 the focus is on engaging students to be physically active for sustained periods of time and its contribution towards leading healthy, active lives beyond school.</p> <p>All students are encouraged to involve themselves in extra-curricular opportunities, to develop skills and abilities further, as well as participate in the representative teams and competitions, which provide a pathway into the competitive nature of sport.</p>

## Core Subject Values:

<b>Dignity and Respect</b>	<p>Physical Education provides an opportunity for students to perform individually and as part of a team, whilst competing against others. It promotes an understanding of student's own capabilities and those of others and an appreciation of failure as a way of developing success. This promotes responsibility for self and others, encouraging a culture of inclusivity and empowering social action beyond the playing field.</p> <p>Sport inherently is underpinned by respect. In Physical education students learn their own and others value and the collective need to be respectful to the learning and development needs of themselves and others. The lesson structure embeds the basic standards of respect from the moment they enter the department, through the whole lesson experience to the moment they leave. Students are encouraged to learn and perform in an environment of respect and these are magnified through their understanding of the rules and regulations associated to the various sports they perform. For some students who are fortunate enough to represent the school, they also learn to respect the opportunity and how to conduct themselves in a highly competitive environment.</p>
<b>Wisdom, Knowledge and Skills</b>	<p>Students are continuously challenged in Physical Education to develop the technical and tactical knowledge required to improve performance. This is done through listening to teaching points, whilst observing demonstrations and crucially exploring through practical application. Lessons are developed from knowledge of skills in isolation to competitive conditioned situations to the full competitive context to allow students to retrieve their developed knowledge and respond with improved accuracy.</p> <p>Transferable skills are embedded into the logistical structure of PE lessons, such as organisation and communication and also through students' application of skills during performance, such as communication, teamwork and leadership.</p> <p>Students are allowed to apply knowledge and skills in competitive situations and can demonstrate their wisdom in selecting the right ones at the right times. Students are stretched through questioning to judge the application of performance and give reasons for performance outcomes.</p>
<b>Hope and Aspiration</b>	<p>Opportunities are provided for students to experience a wide range of sporting experiences through the variety of sports taught in lessons across the year that create greater possibilities for positive experiences and supportive situations.</p> <p>The assessment of students at KS3 is based on an ascending steps system so all students are directed towards understanding their current abilities and are aware of the requirements of higher ability, therefore being encouraged to aspire towards the 'next step'. A number of competitions are available to students through the extra-curricular programme to assist them in making positive life choices and pursuing further experiences.</p> <p>Extra-curricular successes are celebrated publicly in staff briefings and on Twitter and publicised in a half termly sports report.</p>
<b>Extra-curricular Provision</b>	<p>A broad and varied programme of district competitions is available and we try to enter as many of these as we can. We offer sports clubs after school in key sports and a broader extra curricular offer through the whole school LIFE Programme to increase inclusiveness.</p>

# KS3 Curriculum map 2024/25

		TERM 1			TERM 2			TERM 3	
		9/9/24 - 25/10/24	4/11/24 - 13/12/24		6/1/25 - 14/2/25	24/02/25 - 4/4/25	23/4/25 - 23/5/25	2/6/25 - 23/7/25	
CLASS	Staff	7 WEEKS	6 WEEKS		6 WEEKS	6 WEEKS	4.5 WEEKS	6 WEEKS	
7XB1	AMI	BASKETBALL	INDOOR ATHLETICS	DANCE	FOOTBALL	RUGBY	ATHLETICS	CRICKET	
7XG1	AOB	NETBALL	DANCE	INDOOR ATHLETICS	BASKETBALL	FOOTBALL	ATHLETICS	ROUNDERS	
7XG2	AOB	NETBALL	DANCE	INDOOR ATHLETICS	BASKETBALL	FOOTBALL	ATHLETICS	ROUNDERS	
7XB2	AMI	BASKETBALL	INDOOR ATHLETICS	DANCE	FOOTBALL	RUGBY	ATHLETICS	CRICKET	
7YB1	PLU	BASKETBALL	INDOOR ATHLETICS	DANCE	FOOTBALL	RUGBY	ATHLETICS	CRICKET	
7YG1	CFO	NETBALL	DANCE	INDOOR ATHLETICS	BASKETBALL	FOOTBALL	ATHLETICS	ROUNDERS	
7YB2	AMI	BASKETBALL	INDOOR ATHLETICS	DANCE	FOOTBALL	RUGBY	ATHLETICS	CRICKET	
7YG2	AOB	NETBALL	DANCE	INDOOR ATHLETICS	BASKETBALL	FOOTBALL	ATHLETICS	ROUNDERS	
8XB1	AMI	HANDBALL	RUGBY		ORIENTEERING	TRAMPOLINING	FOOTBALL	TENNIS	ATHLETICS
8XG1	AOB	TAG RUGBY	FOOTBALL		TRAMPOLINING	ORIENTEERING	NETBALL	ROUNDERS	TENNIS
8XB2	PLU	HANDBALL	RUGBY		ORIENTEERING	TRAMPOLINING	FOOTBALL	TENNIS	ATHLETICS
8XG2	CFO	TAG RUGBY	FOOTBALL		TRAMPOLINING	ORIENTEERING	NETBALL	ROUNDERS	TENNIS
8YB1	AMI	HANDBALL	RUGBY		ORIENTEERING	TRAMPOLINING	FOOTBALL	TENNIS	ATHLETICS
8YG1	AOB	TAG RUGBY	FOOTBALL		TRAMPOLINING	ORIENTEERING	NETBALL	ROUNDERS	TENNIS
8YG2	CFO	TAG RUGBY	FOOTBALL		TRAMPOLINING	ORIENTEERING	NETBALL	ROUNDERS	TENNIS
8YB2	PLU	HANDBALL	RUGBY		ORIENTEERING	TRAMPOLINING	FOOTBALL	TENNIS	ATHLETICS
9A1A	AMI	FOOTBALL	HEALTH & FITNESS		BADMINTON	TABLE TENNIS	BASKETBALL	CRICKET	
9A1B	AOB	NETBALL	BADMINTON		HEALTH & FITNESS	INVASION GAMES	ROUNDERS	TENNIS	
9A2A	PLU	HEALTH & FITNESS	FOOTBALL		TABLE TENNIS	BADMINTON	CRICKET	BASKETBALL	
9A2B	CFO	BADMINTON	NETBALL		INVASION GAMES	HEALTH & FITNESS	TENNIS	ROUNDERS	
9B1A	PLU	FOOTBALL	HEALTH & FITNESS		BADMINTON	TABLE TENNIS	BASKETBALL	CRICKET	
9B1B	CFO	NETBALL	BADMINTON		HEALTH & FITNESS	INVASION GAMES	ROUNDERS	TENNIS	
9B2A	AMI	HEALTH & FITNESS	FOOTBALL		TABLE TENNIS	BADMINTON	CRICKET	BASKETBALL	
9B2B	AOB	BADMINTON	NETBALL		INVASION GAMES	HEALTH & FITNESS	TENNIS	ROUNDERS	

CHRISTMAS HOLIDAYS

EASTER HOLIDAYS

Field	Outdoor Courts
Sports Hall	Activity Studio

# KS4 Curriculum map 2024/25

		TERM 1		CHRISTMAS HOLIDAYS	TERM 2		EASTER HOLIDAYS	TERM 3	
		9/9/24 - 25/10/24 7 WEEKS	4/11/24 - 13/12/24 6 WEEKS		6/1/25 - 14/2/25 6 WEEKS	24/02/25 - 4/4/25 6 WEEKS		23/4/25 - 23/5/25 4.5 WEEKS	2/6/25 - 23/7/25 6 WEEKS
Boys	Option 1	BASKETBALL	FOOTBALL		RUGBY	HANDBALL		TENNIS	STRIKING & FIELDING
	Option 2	TABLE TENNIS	BADMINTON		FITNESS	FOOTBALL		STRIKING & FIELDING	ULTIMATE FRISBEE
Girls	Option 1	HANDBALL	VOLLEYBALL		GAMES	NETBALL		ROUNDERS	TENNIS
	Option 2	FITNESS	JUST DANCE		BADMINTON	FITNESS		ULTIMATE FRISBEE	ROUNDERS
	Field	Outdoor Courts							
	Sports Hall	Activity Studio							