

## **Physical Education at Thornton Grammar School**

### **Aims and purposes of PE**

PE offers the opportunities for pupils to:

- become skilful and intelligent performers;
- acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts;
- learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking;
- develop their ideas in a creative way;
- set targets for themselves and compete against others, individually and as team members;
- understand what it takes to persevere, succeed and acknowledge others' success;
- respond to a variety of challenges in a range of physical contexts and environments;
- take the initiative, lead activity and focus on improving aspects of their own performance;
- discover their own aptitudes and preferences for different activities;
- make informed decisions about the importance of exercise in their lives;
- develop positive attitudes to participation in physical activity.

### **Content of PE at key stages 3**

#### ***Key stage 3***

During key stage 3, pupils become more expert in their skills and techniques, and learn how to apply them in different activities. They start to understand what makes an effective performance and how to apply these principles to their own and others' work. They learn to take the initiative and make decisions for themselves about what to do to improve performance. They start to identify the types of activity they prefer, and take a variety of roles, such as leader and official.

The programme of study identifies six areas of activity:

- dance activities;
- games activities;
- gymnastic activities;
- swimming activities and water safety;
- athletic activities;
- outdoor and adventurous activities.

- During key stage 3, pupils should be taught the knowledge, skills and understanding through four areas of activity. These should include:
  - games activities;
  - either (or both) of dance activities or gymnastic activities;
  - two (or one, as appropriate) of the following: swimming activities and water safety; athletic activities; outdoor and adventurous activities

### **Learning confidence and skill**

In physical education (PE), pupils develop confidence and skills in a range of activities, such as dance, games, gymnastics, swimming, athletics, outdoor and adventurous activities.

They work as individuals, in groups and in teams. Throughout, they learn the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how to be involved in physical activity helps them make informed choices about lifelong physical activity.

### **Compulsory**

From ages 5 to 16, PE is compulsory, although it is not compulsory to take a qualification in PE at the end of key stage 4. Those who choose to work towards a PE qualification will often take a GCSE in PE, or choose from a growing range of vocational qualifications. After that, students who pursue their studies in PE post-16 usually take a qualification such as an AS or A level, or a vocational qualification such as a BTEC or national vocational qualification (NVQ). At this stage, students have the option to specialise in disciplines such as dance or sport and PE, or vocational areas within the performing arts or sport and leisure sectors.

Physical education is not assessed through national curriculum tests. However, all schools are required to report pupils' attainment levels to parents, at the end of year 9, in terms of national curriculum level descriptions. Teachers make their judgements about a pupil's level of attainment by taking into account a pupil's performance and progress throughout the key stage.

### **PE within the National Curriculum**

PE has a distinctive contribution to make to the aims of the national curriculum. The PE programme of study provides opportunities to plan sequences of work, learning outcomes and teaching approaches that develop:

## **Successful learners**

PE helps pupils acquire the knowledge, skills and understanding they need to participate successfully in, and enjoy, physical activities both now and in the future. Pupils develop analytical and evaluation skills by deciding how to improve the quality of their own and others' work. This is essential in developing learners who are creative, resourceful and able to solve problems. It also helps them to understand how they learn and how to set themselves targets based on their mistakes and successes.

Pupils also have the opportunity to evaluate their own and others' success. They can use ICT to develop their skills in a range of real contexts, recording, analysing and evaluating data to create short reviews and films.

By working in a variety of contexts on their own, in groups and in teams, pupils learn to work both independently and collaboratively. By participating as performers, leaders and officials pupils develop the ability to communicate effectively in a range of ways both verbally and non-verbally. They also learn to listen and act on what they hear, understand and appreciate alternative viewpoints and learn to compromise, particularly when working in pairs or groups to create final products.

## **Confident individuals**

Competence in physical activity and the sense of enjoyment brought about by being active and successful engenders a sense of confidence and self-esteem in pupils and enables them to become increasingly independent. This confidence encourages them to get involved in physical activity for its own sake and as part of a healthy lifestyle choice.

Experiencing a range of activities, roles and contexts helps pupils gain the confidence to try new things, take managed risks and stay safe, make the most of opportunities, recognise their talents and develop ambitions.

Taking on responsible roles like leading, coaching, choreographing, officiating, managing a team or mentoring and being responsible for their own and others' safety also gives pupils confidence. Working in groups and teams in different activities provides opportunities for pupils to learn to work with others and form good relationships.

In PE pupils engage in competitive, creative, artistic, aesthetic and challenging activities that require them to become self-aware and deal with their emotions, for example when winning or losing or when being supportive of others.

## **Responsible citizens**

PE encourages learners to be enterprising and work cooperatively and effectively with others. Taking on the roles of leader or official helps develop

a sense of respect for others and the ability to apply rules fairly and act with integrity.

PE encourages pupils to make regular physical activity part of their lives and to get involved in healthy physical activity, sport and dance regularly both in school and in the community. PE helps pupils consider the impact of their lifestyle choices on the community, environment and sustainability.

Learning how to perform, lead, coach and officiate provides pupils with a broad range of skills and attributes that they can use within their local communities, allowing them to contribute positively to make them better places in which to live and work.

### **PE and Every Child Matters**

Personal development is a vital part of the key stage 3 curriculum and PE has a distinctive contribution to make in this area. The PE programme of study provides opportunities to plan sequences of work, learning outcomes and teaching approaches that support personal development through the five [Every Child Matters outcomes](#).

#### **Enjoy and achieve**

PE gives pupils the opportunity to participate and achieve in a range of activities as performers, officials and leaders. It provides a strong link to physical activities, sport and dance opportunities they take up in extra-curricular activities and in the community. It makes a significant contribution to young people's entitlement to five hours of physical activity, including sport, each week.

Pupils enjoy being physically active as individuals, in groups and in teams. They also enjoy solving problems and performing in creative, artistic, aesthetic, competitive and challenging activities.

For some pupils, achievement in physical education will be the pursuit of excellence and becoming 'the best' in their sport or chosen activity. Success for others will be in their involvement in physical activity for its own sake and for the benefits to their health and wellbeing.

#### **Be healthy**

PE gives pupils an understanding of the important role physical activity plays in a balanced, healthy life. By experiencing a range of activities and developing their skills, competence and confidence, pupils can make informed choices about how they want to get involved in physical activity both at school and in the community.

A high-quality PE programme helps pupils appreciate the positive effect physical activity can have on their overall feeling of wellbeing. They come to

regard it as a vital ingredient in their lives and choose to be physically active on a daily basis. They learn that being active can have a positive impact on stress, anxiety and depression, can increase social opportunities and, when combined with a balanced diet, can lead to better maintenance of a healthy weight and a better overall feeling of wellbeing.

### **Stay safe**

PE gives pupils the knowledge, skills and understanding they need to participate safely and effectively both as individuals and when working in groups and teams. They learn how to create safe environments and how to use safe working practices. This includes such things as wearing appropriate kit, warming up safely and effectively, lifting and carrying safely and ensuring that they and others are safe.

Pupils learn about the risks associated with different activities and how to mitigate those risks while still providing challenge and excitement. They learn how to be alert to changing risks and become safety conscious in all that they do without being fearful of attempting more challenging activities.

### **Achieve economic wellbeing**

Through PE pupils learn how to work individually and collectively to achieve success. They learn to solve problems by devising plans and discussing, commenting on, reviewing, refining, repeating and carrying out these plans to completion. These are all vital skills that will help equip pupils for the world of work.

PE helps pupils understand that physical activity can stimulate their minds, give them a sense of wellbeing and have a positive impact on their lives. Knowing the importance of balancing the demands of a job with physical activity, leisure and social interaction is the key to achieving in the world of work while remaining mentally and physically fit.

### **Make a positive contribution**

PE provides many opportunities for pupils to get involved positively in the life of the school and in the wider community. Pupils gain the confidence to develop their skills and specialisms outside school by joining local clubs. They may also do voluntary work at school and within the local community, assisting in clubs and other social settings.

PE provides opportunities for pupils to work collaboratively in a range of settings. They learn how to overcome difficulties, to appreciate their own and others' strengths and weaknesses and to develop their understanding of fairness and personal and social responsibility.

## High Quality Outcomes of Physical Education

1. Pupils are **committed** to PE and sport and make them a central part of their lives – both in and out of school. They seldom miss PE lessons, remember their kit and get changed on time. They make sure they are available for sport events and take responsibility for not letting down others. They encourage other pupils to get involved and help adults to organise lessons and activities.
2. Pupils know and **understand** what they are trying to achieve and how to go about doing it. They know how to think for each area of activity and when and how to use composition, choreography, games strategy, athletic tactics and problem solving. They also know how they are judged in each area of activity.
3. Pupils understand that PE and sport are an important part of a **healthy, active lifestyle**. They know how PE and sport contribute to a balanced healthy, active lifestyle and how different activities affect their fitness, health and feelings about themselves. They can explain how the school helps them to maintain a healthy, active lifestyle.
4. Pupils have the **confidence** to get involved in PE and sport. They are willing to demonstrate what they can do, volunteer questions and answers, ask for help when they need it and talk positively about their achievements. They help others and are happy to take part in any capacity. They try new activities without worrying about failing.
5. Pupils have the **skills** and control that they need to take part in PE and sport. They show good body control, have poise and balance, and show fluency and accuracy in their movements. They can apply and adapt a wide range of skills and techniques effectively.
6. Pupils willingly take part in **a range of competitive, creative and challenge-type activities**, both as individuals and as part of a team or group. They get involved in any activities in PE lessons and take part in different school sport activities. They are happy to work and perform on their own, as well as in groups and teams.
7. Pupils **think** about what they are doing and make appropriate **decisions** for themselves. They work without constant prompting and ask questions so that they can organise themselves and make progress. They come up with ideas and strategies to help them improve. They react to situations intelligently when performing, taking into account others' strengths and weaknesses.
8. Pupils **show a desire to improve** and achieve in relation to their own abilities. They are determined to achieve the best possible results and spend extra time practising. They often compare their performance to their own in the past and to other people's and feel that they could do better still. They ask for advice on how to improve.
9. Pupils have the **stamina, suppleness and strength** to keep going. They concentrate well and maintain their energy and activity levels. They seldom miss PE because of illness or injury and are physically strong and flexible enough to take part in activities.

10. Pupils **enjoy** PE, school and community sport. They are keen to take part and talk about what they are doing with enthusiasm. They show an interest in the PE/sport notice-boards and often watch or read about PE and sport. They are eager to get to PE lessons and smile a lot!