

PHYSICAL EDUCATION AND HEALTH & SOCIAL CARE 2024-25

"Physical Education develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school." - National Curriculum for England, Department for Education

"In BTEC Level 2 Health and Social Care, students develop essential skills and knowledge to provide effective care and support in diverse healthcare environments, promoting holistic well-being and professional standards." - Pearson BTEC Level 2 Technical Award in Health and Social Care Specification

P.E. - "Or do you not know that your body is a temple of the Holy Spirit within you, whom you have from God? You are not your own, for you were bought with a price. So glorify God in your body." - 1 Corinthians 6:19-20 (ESV)

H+Sc - "Whatever you do, work at it with all your heart, as working for the Lord, not for human masters." - Colossians 3:23 (NIV)

Intent statement

Our PE curriculum at St Cuthbert's is designed and constantly reviewed to meet the needs of all of our students. We aim to foster the joy of learning through providing a broad and balanced curriculum, enabling all students to find activities they enjoy. We promote an aspirational culture where all students are provided with opportunities to experience success. As a department, we believe that Physical Education is a vehicle which provides students with the opportunity to holistically develop the skills, attitudes, values, knowledge and understanding of lifelong participation in physical activity. The provision that we strive to provide is well balanced between participation and performance for all students. Within PE, students have the opportunity to develop a wide range of transferable knowledge and skills which will aid them in their future learning, apprenticeships or employment, whilst considering the improving local economy and labour market.

As a department, our intent is to ensure that our curriculum provides students with effective opportunities to:

- Be confident and resilient individuals who lead healthy active lifestyles
- Provide students with new sporting experiences and opportunities which stimulate a love for learning both academically and practically
- Develop employability skills and have an awareness of clear progression routes that follow Key Stage 4, bearing in mind the local economy and labour market.

Within lessons we consistently use Rosenshine's principles of instruction to ensure effective learning takes place. We do this by ensuring that there is a review of learning at the start of every lesson, ensuring that new content is introduced in small steps (with ample time to practice), using questioning for understanding, providing model answers/demonstrations and providing scaffolds for difficult tasks.

The information below sets out our curriculum and enrichment opportunities which are sequenced to ensure that learning is at the heart of every stage and that students are continually challenged.

Alongside the National Curriculum:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
- Develop their technique and improve their performance in other competitive sports
- Perform dances using advanced dance techniques within a range of dance styles and forms

- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- Take part in competitive sports and activities outside school through community links or sports clubs.
- Use, develop and enhance each of these aspects throughout KS4 to establish a strong commitment to leading a healthy active lifestyle when they leave school

As a department we have highlighted some potential barriers that may arise with students when accessing, alongside interventions in place to deal with these:

Potential Barriers	Department intervention/acknowledgements
Pre/Misconceptions of PE - Lack of specialist PE provision in Primary school - Previous negative experiences in PE - Lack of parental support to take part in PE - “Just not sporty” view of themselves	- Transition activities throughout Primary years - Opportunities for primaries to be involved in festivals - Transition days – PE session - Open evening – opportunity to view and discuss PE at St Cuthberts with parents and potential students
Kit - Lack of kit, not bringing kit/organisation of kit, unable to afford kit or additional and optional kit	- Clear and successful kit procedure in place – students aware of consequences of non-kit for lessons - PP and other vulnerable students supported with funding for Kit - Department have a number of spare kit options for students to loan for lessons - Kit monitored and recorded closely by all staff
Weather/Areas - Unpredictable weather; flooded pitches, slippery playing surfaces, loss of areas during exam periods	- Curriculum mapping carefully considered at the start of the year and throughout each half term. - Sports which require indoor spaces are placed around the use of the sports hall for examination periods (where possible) - Sports are placed to avoid weather restrictions (where possible)
Ability / disability - Some students have under developed motor skills due to lack of practice, not having been taught basic skills in EYFS - Some students suffer with physically disabling or challenging conditions that may prevent their participation	- Key individuals in Y7 identified throughout baseline assessments and any primary transition work. - Intervention throughout all year groups - Extra-curricular opportunities for all highlighted students - Specialist equipment and activities for SEN students and low-ability students
Confidence/Personal Development - Peer pressure to perform, lack of parental support, body image issues	- Healthy living sessions - Students are actively encouraged to lead a healthy lifestyle - Effects of sedentary lifestyles discussed during lessons - Opportunities for success throughout lessons and extra-curricular provision - Praise cards – sent home - Phone calls home to parents to discuss - ATL used to demonstrate attitude to learning and can be motivational in students efforts

	- Alternative changing provision for those “less comfortable” with changing in communal areas - Alternative kit arrangements made to support those less confident to show bare skin. - Intervention sessions – arranged with Personal Development Lead
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Extra-curricular opportunities in PE

As a department, we proudly offer a varied and accessible extra-curricular programme. This offers opportunities for recreational activity, competitive sport and intervention sessions (both practically and theoretically).

We strongly encourage students daily to attend these sessions to enhance skill/ability/fitness levels but also as an opportunity to develop social interaction skills, mental wellbeing and sheer enjoyment. Year 11 students have the opportunity and flexibility to utilise our school fitness suite on any evening and access any activity when it fits with their academic studies.

Research the curriculum is based on

By integrating research findings into the development of the PE curriculum, we have created a comprehensive and evidence-based curriculum that promotes physical literacy, health, and well-being among students while fostering lifelong participation in physical activity. Research used:

1. **"Levelling the Playing Field: The Physical Education Subject Report (OFSTED 2023):**
 - Ofsted's research advocates Equity in Education
 - Inclusive Practices: Adopting inclusive practices that cater to the diverse needs of students
 - Tackling Discrimination: Ofsted looks at how well schools promote equality
 - Supporting Disadvantaged Students: There is a focus on how schools support disadvantaged students to achieve their full potential and overcome barriers to learning.
 - Social Mobility: Ofsted considers how schools contribute to social mobility by providing opportunities for all students to progress academically and develop the skills needed for future success.
2. **"The Importance of Physical Education" by the Association for Physical Education (AfPE):**
 - AfPE's research underscores the holistic benefits of PE beyond physical fitness, including improved mental health, academic achievement, and social skills.
 - It advocates for a well-rounded PE curriculum that includes a variety of activities to engage all students.
3. **Studies on Inclusive PE Practices:**
 - Research studies, such as those conducted by Haegele and Sutherland (2015), explore effective strategies for inclusive PE that accommodate diverse abilities and promote equity in participation.
 - They emphasise the positive impact of inclusive PE on students' self-esteem, social skills, and overall well-being.
4. **Technology and Innovation in PE:**
 - Research by Mitchell et al. (2016) and others explores the use of technology, such as fitness trackers and interactive apps, to enhance engagement and motivation in PE.
 - It highlights the potential of technology to provide real-time feedback and personalized learning experiences for students.
5. **Teacher Professional Development in PE:**
 - Studies, such as those reviewed by Hastie et al. (2019), emphasise the importance of ongoing professional development for PE teachers to enhance their instructional practices and support student learning effectively.
 - Effective teacher training is shown to improve the quality of PE provision and student outcomes.

Powerful knowledge

Studying a Physical Education and Health and Social Care curriculum will equip students with a broad range of knowledge and skills related to physical activity, health, and well-being:

1. **Anatomy and Physiology:** Understand how the body moves, functions, and responds to exercise, including systems such as cardiovascular, respiratory, muscular, and skeletal.
2. **Fitness Principles:** Knowledge of fitness components (e.g., aerobic fitness, muscular strength, flexibility) and principles (e.g., overload, progression, specificity) to improve and maintain physical fitness.
3. **Health and Nutrition:** Understand the importance of nutrition and its impact on physical performance and overall health, including concepts such as balanced diet, hydration, and energy balance.
4. **Sports and Games:** Familiar with a variety of sports and games, their rules, strategies, and tactics, as well as the principles of fair play, teamwork, and sportsmanship.
5. **Movement Skills:** Developing fundamental movement skills (e.g., running, jumping, throwing, catching) and their application in different physical activities and sports contexts.
6. **Exercise Psychology:** Awareness of psychological factors influencing participation in physical activity, motivation, goal-setting, and strategies for overcoming barriers to exercise.
7. **Safety and Injury Prevention:** Knowledge of safety guidelines, warm-up and cool-down techniques, proper equipment use, and strategies for preventing and managing injuries during physical activities.
8. **Lifelong Physical Activity:** Understand the benefits of regular physical activity for health and well-being across the lifespan, and strategies for maintaining an active lifestyle beyond school years.
9. **Ethical and Social Issues:** Awareness of ethical considerations in sports and physical activities, such as fair competition, inclusion, and respecting diversity in abilities and backgrounds.
10. **Research and Evaluation:** Skills to critically analyse information related to physical education and health, interpret data.
11. **Technology in Physical Education:** Understand how technology can enhance physical activity monitoring, skill development, and performance analysis.
12. **Environmental and Global Perspectives:** Appreciation of the impact of physical activity on the environment, as well as exposure to different cultural practices and perspectives related to physical education and sport worldwide.

These areas of knowledge contribute to a comprehensive understanding of physical education, promoting lifelong health, fitness, and well-being among students.

For Health and Social Care:

1. **Human Lifespan Development:** Understanding the physical, intellectual, emotional, and social development across the lifespan, from infancy to old age.
2. **Health and Social Care Values:** Exploring the principles and values that underpin health and social care practice, including respect, dignity, equality, and confidentiality.
3. **Effective Communication:** Developing communication skills essential for interacting with individuals, families, and multidisciplinary teams within health and social care settings.
4. **Health Promotion:** Knowledge of strategies to promote health and well-being, including understanding the importance of healthy lifestyles, diet, exercise, and mental well-being.
5. **Safe Practices in Health and Social Care:** Understand health and safety regulations, infection control measures, and safe working practices to ensure the well-being of service users and practitioners.
6. **Equality and Diversity:** Appreciate the importance of promoting equality, diversity, and inclusion within health and social care settings, and understanding the impact of discrimination.
7. **Personal Development and Reflective Practice:** Develop self-awareness, resilience, and the ability to reflect on personal and professional development within the context of health and social care.
8. **Care Planning and Implementation:** Understanding the process of assessing individual needs, developing care plans, implementing interventions, and evaluating outcomes in collaboration with service users and care teams.

9. **Safeguarding Vulnerable Individuals:** Knowledge of legislation, policies, and procedures for safeguarding vulnerable individuals from abuse or harm within health and social care settings.
10. **Ethical Issues in Health and Social Care:** Exploring ethical dilemmas and considerations in health and social care practice, including decision-making processes and respecting autonomy.
11. **Healthcare Services and Roles:** Familiarity with different health and social care services, roles of professionals (e.g., nurses, social workers, caregivers), and the importance of multidisciplinary teamwork.
12. **Introduction to Anatomy and Physiology:** Basic understanding of human anatomy and physiology relevant to health and social care practice, including body systems and their functions.

These areas of knowledge provide a foundational understanding for students pursuing BTEC Level 2 qualifications in Health and Social Care, preparing them for further study or entry-level roles within the sector.

KS3 Curriculum Rationale and Sequencing

Generic: The sports and activities throughout the year for each year group are selected through a combination of factors and therefore differ year by year. These factors include;

- Logical sequencing of activities linked to skills and knowledge progression
- Student preference/ Student voice /Individual needs of specific classes
- Weather
- Timing of external opportunities i.e. fixtures/competitions etc. where lessons can be used

This allows for not only a broad range of sports and activities, but also a personalised approach to each of the groups/year groups.

Throughout KS3 students also learn some of the theoretical knowledge that underpins participation in physical activity and sport. They are taught to understand how the body systems work together during physical activity, how components of fitness can be improved through planning training programmes and applying methods and principles of training, as well as factors affecting participation and how to overcome these barriers.

Additional culture exposure, experiences and opportunities often arise throughout the school year and we always strive to make the most of these wherever possible. As a department we ensure we offer these internally through local and international sports tours, ski trips, activity days, observing international level performances, Arts trip to London, Arts festivals etc.

We are particularly proud of the Sports Personality Awards evening which we host in-line with the annual National BBC SPOTY event. This event celebrates not only sporting success but attributes and specific personal qualities (leadership, team work etc.) that our students possess in a bid to encourage, promote and inspire students. We invite a professional/famous athlete to come and speak to our students and from this have developed strong links with the wider community.

Year 7: Knowing our fundamentals; Values and Skills

Year 7 is a follow on from the transition work completed in primary. This is the fundamental stage where students are integrated into expectations and routines within the PE department and PE curriculum. Students are introduced to the core values and skills which will run as a thread throughout their PE curriculum. Enjoyment and positive experiences are crucial at this stage, as this is the start line for developing good sporting habits, which will set the trend for their time at St Cuthbert's. Hence, the "freshers" themed fayre/assembly at the start of the year, which offers an outline of the extra-curricular provisions, involvement

in PE and the assessment within PE. “Basic” skills are introduced across all sports, with the basic knowledge and understanding of rules etc. within each.

Year 8: Learning to learn, lead and develop growth mindset

Year 8 continues to “Develop” the skills and application of these skills across a variety of sports. Further opportunities for character building, personal development, confidence and success are all key factors in the delivery of lessons. At this stage we want to see students grasping the technique of skills more accurately and knowing how their actions may influence the response from oppositions or their outcomes in performance. Further fitness focuses begin, building a platform for students to consider their own strengths and areas for development.

Year 9: Building aspirations and developing resilience

Year 9 involves the “advancing” of skills and application, taking the knowledge and understanding of the skills across sports and adapting or influencing them to gain further successes usually within a more competitive environment. In a student’s own personal development, particularly, at a hormonal stage, this year is important for students to reflect on their motivations and overcoming challenges and barriers to participation. Options discussions take place with students to highlight career possibilities and prompt students to consider whether studying PE and Sport is for them.

Year 10 & Year 11: Making active lifestyle and Career choices

Across KS4, whilst skills continue to progress further, difficulty of these increases, especially for those being assessed in GCSE. PE lessons are utilised to support the mental well-being more so than ever, especially as pressures from other subjects start to build. Throughout Y10 and Y11, further independence and voice is given to students to ensure the curriculum. Activities and sports suit the individual needs of students. Knowledge of life choices and how these impact health and wellbeing are constantly reflected upon to ensure students are prepared and equipped to lead a healthy active lifestyle when they leave school. Students are equipped to plan, deliver and evaluate a training programme suited to themselves and the role in which target setting plays in the success of this. This in-turn, helps to the students to holistically approach their end of school exams in year 11.

Knowledge organisers

Knowledge organisers offer support for students to review the vast amount of sports they will cover and continue to return to throughout their PE curriculum. These will help to embed the “basic” concepts which students will need as their foundation to develop and advance any skills and understanding as they move up through school.

The knowledge organisers also cover theoretical knowledge which underpins participation in sport and physical activity. The organisers offer a review of the content that will be covered and bring students’ practical learning to life.

Key Stage 4 Rationale and Sequencing

Key Stage 4 Examination PE – Year 10 & Year 11

Through the year 9 Options process, students will have the option to continue to study physical education as an examination subject in year 10 and year 11. This gives students who have a keen interest in PE and Sport the opportunity to study the theory content to a higher level, possibly in preparation for further study.

At St Cuthbert's, we currently offer one pathway, GCSE PE (Edexcel). We have previously offered a vocational course, and this is continually under review. We feel that GCSE PE is the most appropriate course to follow at the moment.

GCSE PE

We follow the Edexcel GCSE PE specification due to the wide range of content, which is engaging and relevant to our learners, preparing them well for further study, should they choose this pathway and allowing them to further develop the knowledge required to lead a healthy, active lifestyle. Students that opt to study GCSE PE will cover the following:

Component 1: Fitness and Body Systems

Written examination: 1 hour and 45 minutes
36% of the qualification
90 marks

Content overview

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

Assessment overview

The assessment consists of multiple-choice, short-answer, and extended writing questions.

Component 2: Health and Performance

Written examination: 1 hour and 15 minutes
24% of the qualification
70 marks

Content overview

- Topic 1: Health, fitness and wellbeing
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

Assessment overview

The assessment consists of multiple-choice, short-answer, and extended writing questions.

Component 3: Practical Performance

Non-examined assessment: internally marked and externally moderated
30% of the qualification
105 marks (35 marks per activity)

Content overview

- Skills during individual and team activities
- General performance skills

Assessment overview

The assessment consists of students completing three physical activities from a set list.

One must be a team activity.

One must be an individual activity.

The final activity can be a free choice.

Component 4: Personal Exercise Programme (PEP)

Non-examined assessment: internally marked and externally moderated

10% of the qualification

20 marks

Content overview

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

Assessment overview

The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance.

These will be assessed by the teacher and moderated by Pearson.

The Edexcel specification provides a broad and coherent course of study which encourages students to contextualise theory and to develop and apply their knowledge, understanding and quality of performances in practical assessments.

The course will enable students to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance.
- Understand how the physiological and psychological state affects performance in physical activity and sport.
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport.
- Understand the contribution that physical activity and sport make to health, fitness and well-being.
- Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

Structure of the GCSE Course

During year 10 students will begin to study Component 2. They will look at physical, social and emotional health, fitness and well-being, including the impact of fitness on well-being and the impact of lifestyle choices on health, fitness and well-being. Students will develop their understanding of energy use, nutrition and hydration and will apply this knowledge to optimum weights for sport. Students will also gain a greater understanding of sports psychology and will build on what was learnt in Key Stage 3 on classification of skills and target setting, as well as being introduced to feedback and mental preparation for performance.

Students will be introduced to socio-cultural influences in sport and will develop their knowledge and understanding of engagement patterns of different social groups in physical activity and sport. They will learn

about the commercialisation of physical activity and sport and develop a deeper understanding of ethical and socio-cultural issues in physical activity and sport. Towards the end of year 10 students will also complete their PEP. This is done at this time to ensure that students have the knowledge and understanding required to apply what they have learnt throughout the course. This is an independent piece of work that requires them to plan, carry out and evaluate a personal training programme linked to one of the sports that will be used for their final assessment.

Throughout year 10, students will develop their exam technique and will have ample opportunities to demonstrate their understanding and apply their knowledge by answering exam-style questions, with teacher support provided when needed. Students will also continue to take part in a wide range of practical sports, developing their skills, techniques and tactics in preparation for practical assessment in year 11 (Component 3). They will generally have two practical lessons and four theory lessons per fortnight, however where possible theoretical knowledge will be developed through practical lessons. This approach maximises the chances of students retaining the information.

Towards the end of year 10 the students will also begin study the content of Component 1 in theory lessons. They will deepen their knowledge of the structure and function of the musculoskeletal system, including types of bones and muscles, classifications of joints and the different types of movement possible at each joint, how muscles contract to produce movement and the different types of muscle fibres. They will also develop their knowledge of the structure and function of the cardiorespiratory system, including labelling components of the systems and understanding their functions, the structure of blood vessels and the composition of blood. They will also learn about the structure of the alveoli and will learn to apply their knowledge of how the systems work together to allow participation in physical activity and sport.

Students will go on to learn about how the body provides energy for sports performance and will further develop their knowledge of the long-term and short-term effects of exercise on the body systems. They will also be introduced to lever systems and planes and axes of movement. Students will further enhance their knowledge of physical training and will study components of fitness, principles of training and methods of training, building on the knowledge developed in Key Stage 3. They will be introduced to common injuries in sport and how they can be treated, as well as developing an understanding of ways to minimise the risk of injury.

Practical assessment takes place in year 11, usually around the end of March. The remainder of the time left in year 11 will be used to re-visit topics to consolidate learning and ensure that students are confident in applying their knowledge in different scenarios, as well as focusing on exam and revision techniques in preparation for the final exams.

GCSE Component 1 – Fitness and Body Systems/ In year 7 the students study the effects that exercise has on the different body systems, they learn why the changes to the body occur and begin to be able to describe this using sporting examples. They also learn the terms for the components of fitness and how they are applied in different sports. In year 8 students learn the names of the major bones and muscles in the body and begin to describe how they work to produce movement. They also look at the principles of training and how to apply these to their own training. In year 9 students learn about the different types of joints in the body and how they are used for movement in sport. They also begin to develop their understanding of aerobic and anaerobic exercise and how energy is produced. Finally, in year 9 students begin to look at different methods of training, linking them to components of training and principles of training.

GCSE Component 2 – Health and Performance

In year 7 the students look at key sporting and Olympic values and how these are applied/why they are beneficial in certain situations. They also look at how sport and physical activity can contribute to physical, mental and social well-being. In year 8 pupils continue to develop their understanding of fitness and how physical fitness impacts on health. In year 9 students take greater ownership for their own personal fitness and target setting and study skill-classification in a practical setting.

GCSE Component 3 – Practical Performance

Throughout the Key Stage 3 curriculum and through extra-curricular activities, students take part in a wide variety of individual and team sports, learning the rules, regulations and scoring systems, whilst developing their practical ability. They link practical performance to skill development, components of fitness and training and develop the skills needed to evaluate their own performances and the performances of others. Students also have the opportunity to develop and demonstrate their leadership skills through sport, by planning and leading activities for their peers and for primary school pupils at a range of sporting events and transition activities.

Health and Social Care Curriculum Overview

The health and social care curriculum map illustrates the delivery of the qualification as recommended by the exam board. Starting from component 1, through to the synoptic component 3.

Component 1 gives the foundations to the course, throughout learning aim A students have the opportunity to study how people grow and develop over the course of their lives, from infancy to old age. Looking at the Physical, intellectual, emotional and social developments, leading into the factors that may affect this, such as major life changing events like marriage or parenthood. During learning aim B, students learn how people adapt to these changes as well as the types of support available to help them. Students learn that different barriers (physical, geographical, financial etc.) may cause people a problem in accessing these sources of support.

This leads into component 2, where now, students will also learn about the different health and social care services. By this point students are familiar with some “formal support” services available from component 1 and are able to link this into “where” these services may take place, for example in a hospital setting or health clinic setting. The focus then shifts from an individual who accesses these services to those delivering the service and the ‘care values’ which should be displayed. Students study and consider the importance of making sure that the people who use these services get the care they need. Learning aim B then expects students to be able to practically demonstrate these care values themselves in a controlled situation such as hosting an afternoon tea for residents at a local care home.

After this first-hand experience, with users of care services, students move to component 3 where they develop the skills to interpret data about someone’s state of health in order to design a plan that will allow them to improve their health and wellbeing. Students are expected to draw on their knowledge and understanding of PIES development, care services and care values from both component 1 and 2 to enable them to successfully plan and evaluate during their external assessment in component 3.

Teaching and Learning

Every teacher needs to improve, not because they are not good enough, but because they can be even better.”

(Professor Dylan Wiliam)

A great teacher is one who is willing to do what it takes to be demonstrably more effective next year than this: it is not about how good you are today, but the journey you are on and the commitment to relentless improvement”.

(Professor Rob Coe)

All Curriculum Leaders will:

- Oversee and ensure the creation of high quality, well-sequenced, broad and balanced teaching and learning resources that builds knowledge and skills.
- Ensure all curriculum documentation is available to all teachers to plan teaching and learning
- Sequence teaching and learning in a way that allows students to know more and remember more over time
- Use their budget effectively to resource their curriculum area, providing teachers with the necessary resources for teaching and learning
- Drive improvement in teaching and learning, working with teachers to identify any challenges or barriers
- Timetable their subject to allocate time for students to achieve breadth and depth in teaching and learning
- Understand their subject fully and demonstrate excellence in their own teaching and learning
- Monitor progress in teaching and learning across their curriculum area by systematically reviewing a range of evidence, such as curriculum reviews, outcomes/assessment data, lesson observations, work scrutiny and student voice
- Improve on areas for development identified in their monitoring activities
- Create and communicate clear aims and intentions for teaching and learning in their curriculum area
- Create a culture of teacher development and improvement where all teachers are encouraged to share ideas, resources and good practice.
- Ensure all teachers in their curriculum area are engaged in T&L CPL activities such as subject knowledge development, T&L information briefings, instructional coaching programme and Steplab learning resources.

All Teachers will:

Understand the content they are teaching

- Have a deep and fluent knowledge and flexible understanding of the curriculum content they are teaching
- Be clear and precise about the knowledge and skills they want students to learn in every lesson. *What will students know, understand or be able to do by the end of the learning sequence?*
- Make Key Learning explicit to students in every lesson
- Be clear and precise about the subject specific vocabulary that students will need to know and understand to access the learning, and plan to pre-teach where necessary
- Ask themselves questions when planning effective implementation of the curriculum content, such as:

1. *Where are the students starting from?*
2. *Where do I want them to get to?*
3. *How will I know when they are all there?*
4. *How can I best help them all to get there?*
5. *What may be the common sticking points in this content?*

Maximise opportunities for all students to learn all of the content

- Know students; their prior attainment, gaps in knowledge and specific needs, and use this as key part of planning.
- Demonstrate quality first teaching as the first wave of intervention for meeting the needs of SEND students
- Consider the different pedagogical approaches used to engage, motivate and challenge all learners in *subject*
- Aim for all students to access learning and succeed with even the most challenging content if scaffolded appropriately

Activate hard thinking for all students through a range of high quality teaching and learning strategies

What a “typical lesson” will look like in *subject* will vary depending on the individual teacher and students. Teachers will utilise a variety of their own teaching and learning strategies based upon their professional judgement and their knowledge of students and classes. However, it is expected that the following high-quality teaching strategies are used effectively in the majority of lessons. “All knowing all” is the explicit goal in all lessons.

Structuring

- Ensure learning activities are appropriately sequenced; signalling Key Learning, Review of Learning, overview and key vocabulary from the outset
- Have high expectations of all students all of the time, regardless of their prior attainment, SEND need, disposition or background.
- Make learning accessible to all by matching tasks to learners needs
- Ensure that learning activities and outcomes focus on what students know and understand rather than what tasks they have completed.
- Aim to remove scaffolds over time and gradually increase independent practice for all students.
- Limit the amount of material students receive at one time, and then check that they have understood it before moving on
- Aim to provide students with time and opportunities to think, respond, make meaning and practice in every lesson.

Explaining

- Plan instruction and exposition with awareness of demands on students’ cognitive load, by presenting new material in small step
- Give clear and simple instructions and explanations
- Model steps and procedures during explanations
- Provide many examples (and non-examples)
- Use worked examples and part worked examples in explanations
- Connect new ideas to prior learning and knowledge in explanations to help students build schema
- Check for listening and check for understanding during explanations

Modelling

- Teach to the top with expert instruction, explanation, exposition and modelling
- Understand students need to watch and listen to experts guide them through the process, step by step, before they attempt it themselves.
- May demonstrate the worked activity in front of students, eg using a visualiser or live on the board
- Think aloud to narrate their thought process.
- Show it is ok to make a mistake and empathy, e.g. I found this bit challenging too.
- Integrate quick fire questioning e.g. why am I doing this now?
- Provide a range of models
- Guide practice with scaffolding (we do)
- Use examples and scaffolding to support students to demonstrate their learning. eg. sentence starters, key word definitions, procedural steps visible etc.
- Encourage effective class discussion
- Guide Independent, deliberate practice (you do)
- Provide the time they need to practise new material in a number of ways in order to master it.
- Aim to ensure scaffolding is reduced or removed for majority of students over time

Responsive Teaching

- Ensure that learning has stuck by checking for understanding of all students
- Confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt.
- Ensure that If learning is not yet secure for most students the lesson should be adapted or retaught differently
- Ask lots of questions, to lots of students, and then use what they learn from this process to adapt and reshape teaching within and between lessons

Accountable Questioning

- Plan and ask a large number of questions to a large number of students skilfully, as the main tool to probe, check and extend all students' understanding
- Ensure that the majority of questions are asked through cold calling, with targeted questioning used to support and challenge students.
- Ensure that whole class responses to questioning can be done effectively with mini whiteboards and other similar strategies.
- Use a wide range and combination of questioning such as cold calling, process questions, probing questions, elaborate interrogation, think pair share, show me, affirmative checking, multiple choice, convergent, divergent, hinge and stretch it questions.
- Focus as much on error as on correctness when asking questions
- Focus on 'who still *doesn't* know' instead of 'who knows..'
- Ensure that all questioning is accountable and encourages all students to think
- Ensure no opt out for students by using 'I'll come back to you'

Retrieval Practice

- Ensure there is a review of learning (ROL) activity at the start of each lesson.
- Use retrieval practice regularly in lessons to support students with retrieving material that they have previously learnt from their long-term memory.

- Ensure retrieval practice is low stakes, completed without access to notes and used in a spaced manner

Effective feedback

Feedback exists in many forms (e.g. Key assessed task marking, teacher live marking of exercise books, whole class marking and feedback, verbal feedback, peer and self-assessment), but what matters is what students do with it.

Teachers will ensure that effective feedback in lessons:

- Is frequent and timely
- Informs their future planning and teaching
- Generates action and should be more work for the recipient than the donor.
- Is specific and focused on the most prominent areas to improve.
- Is accompanied by support in how to be successful with the next steps
- Allows appropriate time to make it better (MIB)

Creating a supportive learning environment so that all students can learn

Teachers know that in order for there to be excellent learning behaviours there needs to be the right classroom conditions, where all students feel safe, supported, appropriately challenged and valued. Teachers will ensure all students are confident in knowing what is expected of them in terms of learning and behaviour. Clear rules, routines and expectations are in place in all *subject* lessons.

All teachers are expected to:

- Have high expectations of all students
- Teach to the top, with necessary scaffolds to support those who need it
- Have clear and consistent routines and procedures so there is a safe, orderly environment, transitions are smooth and learning time is maximised
- Promote active engagement not just compliance
- Establish a growth mindset culture, mistakes are celebrated, use language such as “not there yet”, “Who still doesn’t understand?”
- Aim to build positive interactions and relationships with all students through positive behaviour management, mutual respect and professionalism at all times.
- Model the manners, warmth, kindness and calmness that they expect from students
- Welcome all students into your class by greeting them at the door
Use positive framing to remind students of expectations and learning routines
Use meaningful praise and rewards as much as possible
- Provide students with the opportunity to adapt their behaviour before consequences are implemented
- Demonstrate that consequences are temporary, eg new lesson, fresh start approach
- Ensure that learning begins immediately and is sustained for the absolute maximum time in lessons
- Students sit in a seating plan that has been strategically thought out by teachers to maximise learning and support all students most effectively
- Have consistent classroom rules and expectations which are fair and reasonable, so that all students know exactly what is expected of them.

- Aim to use the least invasive behaviour correction strategies such as: Non Verbal Intervention (**NVI**) Anonymous Individual Correction (**AIC**) Positive Group Correction (**PGC**) Private Individual Correction (**PIC**) Lightening Quick Public Correction (**LQPC**)

Assessment in Physical Education

Assessment Rationale

<u>Assessment Criteria</u>	<u>Explanation</u>
	This concept refers to your knowledge and understanding of the sport or activity. It is the ability to show your tactical awareness in a game situation. It also involves demonstrating your ability to coach other people and apply your knowledge in a game situation to improve yours or your team's performance.
	This concept refers to your fitness levels and leadership skills. Are you physically able to cope with the demands of the sport? Can you identify weaknesses in your fitness levels and show knowledge of how to improve them? It also considers your ability to coach and lead others, using appropriate knowledge of the activity, organisation skills and communication skills.
	This concept refers to your technical ability to perform the skills in isolation and in a game situation. For example, in football it is your ability to pass the ball using the correct techniques.

****Specific “Head/Hands” across different sports and activities.***

Full AWOL criteria – separate

Whilst the system above is used to assess students in core PE for each activity, each half term, in examination PE assessment is linked to the exam boards' criteria for both practical and theory units. We currently subscribe to The Everlearner package, this is generally used for internal assessment in theory lessons, as well as periodical KATs.

Examples- live feedback, questioning, review of learning, self assessment, peer assessment, low stakes testing, summative assessment: Key Assessed Tasks

Cultural Capital

Cultural capital in Physical Education refers to the knowledge, skills, experiences, and behaviours related to physical activity that contribute to an individual's social and cultural identity. Here's how cultural capital manifests in our Physical Education Curriculum:

1. **Cultural Awareness:** Understanding and respecting diverse cultural practices, traditions, and values related to physical activity and sports. This includes learning about different cultural perspectives on health, fitness, and well-being.
2. **Inclusivity and Diversity:** Promoting inclusivity by recognizing and valuing the diverse backgrounds, abilities, and identities of students participating in Physical Education. This involves creating an environment where all students feel respected and can engage in physical activities comfortably.

3. **Cultural Competence:** Developing the ability to adapt and engage in physical activities that are culturally relevant and meaningful to different groups of people. This might include exploring traditional sports or activities from various cultures and understanding their significance.
4. **Global Perspectives:** Exposing students to international sports, games, and physical activities to broaden their understanding of global cultures and promote intercultural awareness. This can include learning about the history, rules, and practices of sports from different countries.
5. **Health and Well-being Practices:** Integrating cultural perspectives into discussions about health behaviours, nutrition, and physical fitness. Recognizing how cultural factors influence individuals' attitudes towards exercise, diet, and overall well-being.
6. **Community Engagement:** Encouraging students to participate in community-based physical activities and events that reflect local cultural traditions or promote cultural exchange. This involves partnerships with local organisations.
7. **Critical Reflection:** Encouraging students to critically reflect on the cultural dimensions of physical activity, including issues of representation, equity, and social justice within sports and physical education contexts.
8. **Cultural Capital Transfer:** Recognizing and leveraging students' existing cultural capital (e.g., experiences, skills, knowledge) related to physical activity to enhance learning and engagement in Physical Education. This involves valuing and incorporating students' diverse backgrounds into the curriculum.

By incorporating cultural capital into Physical Education and Health and Social Care, there will be a more inclusive and culturally responsive learning environment, promoting respect for diversity and enhancing students' overall educational experience in physical activity and sports.

Here's how cultural capital manifests in our Health and Social Care Curriculum:

1. **Understanding Cultural Diversity:** Recognise and appreciate the diversity of cultures, beliefs, and backgrounds among service users within health and social care settings.
2. **Cultural Competence:** Develop the ability to communicate effectively and respectfully with individuals from diverse cultural backgrounds, understanding cultural norms and practices that may impact care delivery.
3. **Community Engagement:** Participate in activities that involve engaging with local communities and understanding community resources that support health and well-being.
4. **Health Literacy:** Understand how cultural factors influence health behaviours, attitudes toward healthcare, and access to services among different cultural groups.
5. **Ethical Awareness:** Recognise and respect cultural differences in ethical beliefs and practices related to health and social care, including end-of-life care, consent, and confidentiality.
6. **Global Perspectives:** Explore cultural differences in health practices and beliefs around the world.
7. **Cultural Sensitivity in Care:** Applying principles of cultural sensitivity and cultural competence in providing person-centered care that respects and responds to individual cultural needs and preferences.
8. **Critical Reflection:** Critically reflect on their own cultural assumptions and biases, and how these may impact their interactions and decisions in health and social care practice.
9. **Promoting Inclusivity:** Advocate for inclusive practices that recognise and celebrate diversity within health and social care settings.

By incorporating cultural capital into BTEC Level 2 Health and Social Care education, students can develop the knowledge and skills needed to provide culturally competent and inclusive care, and to navigate effectively within diverse healthcare environments.

Catholic Social Teachings

By integrating Catholic Social Teaching (CST) into Physical Education and Health and Social Care we can enrich students' understanding of social justice, human dignity, solidarity, and the common good within the context of physical activity and sports.

Here is how CST is applied to the curriculum for Physical Education:

1. **Human Dignity:** Emphasis on the inherent dignity of every person, regardless of their physical abilities or background. Students taught to respect and value each individual's unique talents and capabilities in physical activities.
2. **Common Good:** Promote teamwork, cooperation, and inclusivity in sports and physical activities. Students encouraged to work together for the benefit of all, fostering a sense of community and mutual support.
3. **Solidarity:** Foster solidarity by encouraging students to support and uplift their peers, especially those who may face challenges in physical activities. Teach empathy and compassion, promoting a spirit of unity and care for others.
4. **Subsidiarity:** Empower students to take responsibility for their own health and fitness, while also recognizing the importance of supporting others in their physical well-being. Encourage leadership and initiative in promoting healthy lifestyles.
5. **Option for the Poor and Vulnerable:** Highlight the importance of equitable access to physical education and sports opportunities for all students, regardless of socioeconomic status or physical ability. Advocate for inclusive practices that ensure everyone can participate and benefit.
6. **Stewardship of Creation:** Teach students to respect and care for their bodies as temples of the Holy Spirit, promoting healthy habits and sustainable practices in physical activity. Emphasise the interconnectedness of personal health with the health of the environment.
7. **Promotion of Peace:** Use sports and physical activities as opportunities to teach conflict resolution, fair play, and respect for opponents. Emphasise non-violent competition and the pursuit of justice in all aspects of sportsmanship.
8. **Justice and Rights:** Discuss issues of fairness, equality, and access within sports and physical education settings. Advocate for policies and practices that uphold the rights of all individuals to participate fully and equitably.

By incorporating Catholic Social Teaching into Physical Education, our curriculum will foster a holistic approach to health and well-being that integrates spiritual, moral, and social dimensions, helping students to become compassionate and responsible individuals who contribute positively to society.

Here is how CST is applied to the curriculum for Health and Social Care:

- **Human Dignity:** Emphasis on the inherent dignity and worth of every person, regardless of their health status or social background. Students taught to respect and uphold the dignity of service users in all aspects of care.
- **Option for the Poor and Vulnerable:** Highlight the importance of advocating for and prioritising the needs of vulnerable individuals within health and social care settings. Students encouraged to consider social justice issues and the impact of poverty on health outcomes.
- **Solidarity:** Foster a sense of solidarity by encouraging students to empathize with and support individuals who are marginalized or facing health challenges. Promote teamwork and collaboration in delivering person-centered care.
- **Care and Compassion:** Emphasis on the value of compassion in caring for others, reflecting the love and mercy shown by Jesus Christ. Students taught to approach care with kindness, empathy, and a commitment to alleviating suffering.
- **Promotion of the Common Good:** Students encouraged to consider how their actions contribute to the well-being of the broader community. Discussions around the importance of policies and practices that promote health equity and access to care for all.

- **Stewardship of Creation:** Highlight the importance of environmental stewardship within health and social care settings. Discussions around ways to promote sustainable practices and reduce the environmental impact of healthcare operations.
- **Ethical Decision-Making:** Students encouraged to apply CST values in ethical decision-making processes.
- **Community Engagement:** Promote community involvement and advocacy for social justice issues related to health and well-being.