

# Physical Education Learning Journey



**Intent:** At CRS, our curriculum is designed to cater for the range of needs our students bring to our school. We adopt a fully inclusive practice which means all students can access the curriculum we offer, regardless of their learning needs. The breadth of our curriculum is designed with two main goals in mind- To give our pupils appropriate experiences to develop as confident, responsible citizens; To provide a coherent, structured curriculum that leads to continues participation into adult life.

**Implementation:** Our curriculum is designed on the understanding that-Learning is most effective with spaced repetition; Interleaving helps students to discriminate between topics and aids long-term retention; Retrieval of previously learned content is frequent and regular. All units of work are designed in Learning Blocks. Units are revisited and knowledge and skills built upon to ensure transferability and longevity. Our Enrichment Curriculum supports and enhances students' PE entitlement within the school

**Impact:** At CRS, we use the CREATE assessment tool to identify strengths and weaknesses in our student's learning journey in PE. We look at the practices taking place to determine whether they are appropriate, related to our goals and likely to produce results in the long run. We use learning walks, CPD and staff/pupil voice to see if the pedagogical style matches our depth expectations. We identify intervention needs and action additional support where necessary.

PE for All	Competence	Progression and Knowledge	Motor Competencies	Fundamental Movement Skills	Rules, Strategies and Tactics	Healthy Participation
All students at CRS will receive a high-quality PE education regardless of their starting point. Our PE curriculum reduces inequalities and provides students with the knowledge and skills to be active participants	At CRS, all students are given opportunities to flourish. We develop a strong sense of self-efficacy.	At CRS, we learn: ✓ Motor Competencies ✓ Rules ✓ Strategies and Tactics Students develop declarative and procedural knowledge-The 'what' and 'when' of PE	At CRS, we develop: ✓ Co-ordination ✓ Fine and Gross Motor skills ✓ Confidence Students will practise competencies in a range of areas in and out os school setting	At CRS we further develop our locomotor skills- running, jumping, stability, manipulation. Our curriculum shows progression from simple to more complex locomotor skills.	Students are taught to move intelligently and competently. Students develop their decision-making skills relating to motor competencies, and are encouraged to develop strategies for success	Ar CRS, we understand how to participate in a healthy way. Students begin to understand how their knowledge of health applies to physical activity so they can participate fully and safely.

**Swimming**  
Students will have opportunities to develop- Confidence in water; The ability to swim competently, confidently and proficiently over a range of distances; A range of strokes effectively [for example, front crawl, backstroke and breaststroke]; To know and practise safe self-rescue in different water-based situations.; To display British Values in the community.

## Year 7

**Promoting Engagement**

Introduction to extra-curricular activities | Development of key components of fitness through a range of activities

## Year 8

**Developing and Embedding Skills**

Introduction to safe practices | Introduction to external competitions and events

Students think about what Sports they enjoy. They begin to develop tactics and strategies. They develop their performance and techniques. Students compete in events inside and outside school: They develop key social skills as well as cross-curricula links.  
**Students develop independent life skills; Remembering PE kit; Choices in Enrichment Curriculum**

## Year 9

**Enhancing Skills, Knowledge and Concepts**

Embedding rituals, habits, routines, and best practice | Development of key social skills

Students further develop fine and gross motor skills, fundamental movement skills, balance,agility, coordination and locomotion. They access PE in the community e.g., swimming.  
**Students develop an understanding of the link between good physical and mental health**

## Year 10

**Developing Lifelong Participation**

Communicating, collaborating and competing | Evaluate and recognise own success.

Skills developed include-Tactics and strategies, Performance; Techniques; Challenge; Problem Solving; Analysing Performance; Key social skills; Knowledge of the link between physical and mental health.  
**Students support events for younger students-lead into Sports Leader Role.**

## Year 11

**Maintaining Physical and Mental Health**

Principles-increasing difficulties of practices Determination and commitment | Further development of community/British Values through participation/team skills

Students develop life-long participation in sport. They design, and help to organise, a range of activities for other year groups that promotes enjoyment, personal fitness and an active, healthy lifestyle. They begin to understand body mechanics and how to deal with PE related injuries  
**Students-Sports Leaders**

## Post 16

**Further develop sport for physical and emotional well-being and to provide personal enjoyment**

Careers in the sporting industry | Evaluation and Development | Leadership and activity design

Students tackle more demanding physical activities. They get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle beyond school.  
**Lifelong development of health and fitness/Investigating careers in the Sports Industry (CEIAG LINK)**

## Post 16

**Further develop sport for physical and emotional well-being and to provide personal enjoyment**

Employment | Occupation | Jobs | Career | Work