



Physical Education Department Curriculum Vision Statement – June 2024

Intent

The Physical Education Department seeks to engage students in activities that develop health and fitness, as well as to develop independence through problem-solving physical challenges, evaluating, modifying technique and consolidating skills through practice and repetition. We understand the importance of Physical Education in instilling a sense of good sportsmanship, and encourage recognition of other pupils' contribution, developing leadership skills, responsibility and self-awareness. We also recognise the ways in which our curriculum can support the development of self-esteem through the development of physical confidence and helping pupils to manage both success and failure in competitive and co-operative activities. We actively seek to develop skills as a team player, including praise for others and motivation skills, to understand and recognise relevant rules, laws, codes, and etiquette and safety procedures for different activities and to provide all students with the confidence to participate in life sports. The planning of lessons takes advantage of our facilities and expertise with lessons building on previous knowledge and skills. Lessons will recap and build on knowledge to provide progressive challenge and embed learning. Alongside this, all pupils leave Thomas Telford with a PE qualification which reflects the best of their ability. Exposing students to competition at the highest level is a focus of both the school and the department, ensuring that students fully embrace these sporting opportunities and the many benefits that this brings.

Action

All our students have full access to an extensive range of facilities whilst undertaking our Physical Education Curriculum. Opportunities for cross-curricular learning include Inter house competitions, Educational sports trips, an extensive array of fixtures, a variety of extra-curricular session 3 sports clubs, personal exercise programmes at our gym and life skills taught through swimming, personal survival and lifesaving in our swimming pool. Our curriculum is designed to build and expand on previous skills and understanding over a 5 year period whilst also planning explicit opportunities for repetition to embed subject knowledge. We offer qualifications in Physical Education, which are selected to provide an appropriate challenge, based on each pupil's stage of development, including: GCSE PE and BTEC Sport L2 at KS4 and also A-level PE and BTEC Sport L3 at KS5.

At KS3, the curriculum focusses on core, practical PE. This is implemented with a focus on providing students with a range of sports to allow them to gain a taste of what sports we offer so they can take part in recreational activities, inter house competitions and to represent the school. In Year 8 the focus builds on the sports from year 7 to develop confidence and find activities that students enjoy and can progress in. During KS4 students will continue with practical sport and develop leadership skills and skills in isolation for a reduced range of sports, while also focussing on develop lifetime sports. Theory lessons start in year 9 to develop understanding of fitness components, fitness testing and training methods for KS4 qualifications and to provide an understanding of individual fitness programmes with formative assessment taking place at various points during the year.

We provide a range of extra-curricular activities during our session 3 programme from sports team training, recreational sports activities, swimming, fitness and academic support, intervention and 'catch up' sessions. Our students are often taught by subject specialists in hockey, swimming, fitness and football and all staff have a high level of subject knowledge and expertise as well as regularly participating in professional development training to develop this further. Physical Education teachers use a range of formative and summative assessment procedures to assess progress and attainment, including marking, self/peer assessment, fitness testing, targeted questioning, homework for examination lessons, PE coursework as well as informal and formal examinations to assess understanding and inform teaching.

Impact

The vast majority of pupils meet, or exceed, their expected progress in Physical Education and leave with a formally recognised Physical Education qualification. Uptake on PE courses at Sixth Form is very high, with numerous students pursuing higher education studies in sport, often making a career out of their chosen sport. Healthy lifestyles,



leadership, sportsmanship, teamwork and physical activity is embedded across the school and feeds in to all subjects and has significant benefits for pupils in other subjects. Alongside this, life-skills and lifetime sports are embedded in the Physical Education curriculum and support pupils to make an effective transition to post-16 provision and beyond. The impact our extra-curricular programme and sporting success has on our students is profound with many representing the school at a national level in a range of sports. Thomas Telford consistently appears in the School Sports magazine comprehensive schools top 20 sporting schools. Alongside this, enrichment and session three opportunities such as the football tour, Netball tour, ski trip, Duke of Edinburgh Award, fixtures, awards evenings, and the sports scene help to celebrate success, engage students and provide unique opportunities for personal development.

Subject contact

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