



Curriculum Overview Document

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Physical Education



Our whole School curriculum intent believes:

Kickstart Academy is committed to providing a safe, caring and stimulating environment for all students. This allows our young people to re-engage with learning and either return to mainstream schooling or achieve success whilst remaining with ourselves. During this time, the learning needs of each individual pupil are accurately assessed to support personalisation of learning.

Our main aims as an academy are:

- To keep our students safe
- To provide a high quality of education
- Help our students to personally develop
- Improve outcomes for our young people

Our curriculum is the vehicle to deliver our whole-school vision and we believe that the delivery of an effective curriculum to help improve educational outcomes is a vital way to positively impact our students' futures. We endeavour to further our students' intellectual development, social and emotional development, character and responsibility, happiness, and success.

We underpin our curriculum using our whole school values: Belong, Respect, Inspire, Succeed, Enjoy. Our teachers aim to develop and deliver the curriculum in a way that remains true to the subjects' core content and concepts, creates a safe learning environment, encourages progression, and develops a lifelong love of learning.

Our whole School curriculum intent believes:

Our intent is to provide students with educational success and provide them with the opportunities to develop the essential skills and knowledge that they remember, not just encounter, ready for the next stage of their lives. This may be when they return to mainstream school or when they leave Year 11 and embark on their journey into further education, training, or employment. Our curriculum is designed for progression and to be inclusive for all whilst setting high expectations of our learners. We encourage our students to be active thinkers with the product of knowledge being our overarching goal.

We aim to provide a broad curriculum that offers a range of academic and vocational pathways whilst fostering creativity and developing critical thinking. We intend for our students to leave Kickstart with an ability to read, write, and communicate effectively. We also have a strong focus on the personal and social development of our students that allows them to understand and manage their emotions, recognise risk, increase resilience, and further their knowledge on the culturally rich communities in which they live.

As a school we also work closely with outside agencies, to help further support our young people to the greatest extent. Our target is for our students to leave Kickstart with an increased cultural capital that supports their development and allows them to achieve success beyond the classroom.

We strive to identify and work on the different and individual needs of our young people within school to help them develop in whatever they require for success. We aim to identify their individual needs and gaps in learning whilst supporting them through the use of differentiation. It is our intention that our students leave with a broad knowledge and understanding of the British Values and understand the positive impact they can have on their communities.

Improving outcomes for our young people is of utmost importance to us. We look to maximise attendance and punctuality, to ensure our students can access the provision they need to help them remain safe, improve their well-being, and succeed. We also have a key focus on behaviour management, with a very skilled staff team that work closely with our students to ensure that behaviour for learning is positive.

Our intention for our curriculum is:

“We don't stop playing because you grow old; We grow old because we stop playing!” – George Bernard Shaw

Our intent here at Kickstart Academy is to use Physical Education to engage students in activities that promote health, fitness, independence, as well as teamwork through physical problem-solving challenges, evaluation, modifying techniques and consolidating skills through practice and repetition. We also recognise the ways in which our curriculum can support the development of self-esteem through the idea of physical confidence and look to help pupils to manage both success and failure in a competitive environment as well as the importance of instilling a sense fair play & good sportsmanship in our young people. Pupils will continue to develop their movement patterns alongside their knowledge of the rules, strategies, and tactics of the diverse range of sports available through our multi-cultural approach. We aim to develop leadership skills, sense of responsibility, self-awareness, and empowering them to encourage and recognise other pupils' achievements as well as educating them on the different avenues that can be explored through sport post education including leadership pathways and officiating routes. Finally, our main objectives are to use Physical Education to develop skills as both as an individual and an athlete through the following:

- Engage students in safe but purposeful physical activity and education to foster healthy emotional, physical & mental wellbeing through sport.
- To promote healthy living and understanding of how our bodies work and what it takes to keep it functioning properly.
- Expand their understanding of sport and cultures by looking at other parts of the world through research and participation.
- To actively encourage students to achieve their best outcomes and promote a lifelong love of sport and healthy living through learning.
- To instil core values which have been integrated into the curriculum and link to transferable skills for success post education such as teamwork, respect, discipline, sportsmanship and above all enjoyment.

Linking our curriculum intention to our local community:

Our curriculum offers pupils the opportunity to grow both as a sports person as well as personal development during the school day and with opportunities in different environments/facilities through our relationships with local providers. The aim is to engage students in safe but purposeful physical activity and education to foster healthy emotional, physical & mental wellbeing through sport to promote healthy living and understanding of how our bodies work and what it takes to keep it functioning properly. To do this we lean on our relationships in the local community with places such as:

- AFC Telford
- Telford College
- Lilleshall National Training Facility
- Kyushinkai Martial Arts
- Telford & Wrekin Council Gym/Pool Facility
- Climbing the Walls Shrewsbury

These places offer us the opportunity to expand their understanding of sport and cultures by offering the chance to looking at other parts of the world through the participation and research of sports they may not otherwise have exposure to. This then can actively encourage students to achieve their best outcomes and promote a lifelong love of sport and healthy living through learning.

Implementation in the Curriculum:

Subject lead with extensive knowledge, education & qualifications in physical education, physical training, as well as years of experience in sport. Constant personal & professional improvements through regular CPD sessions, curriculum updates, and modifications for all individuals involved including the subject leader, support staff and teaching assistants which ensures that Physical Education is taught effectively to a high standard. The use the OCR GCSE Physical

Education documents for guidance to support & direct the curriculum to help in their planning. These documents are progressive, coherent and apply fundamental skills which are appropriate. Planned SOW delivered and designed specifically for both year 10 and 11 groups with the idea revision and recaps play a huge role in information retention. Practical sports sessions will be delivered using a specific scheme to cover all variables incorporated in a professional environment for all sports. This includes the introduction and importance of warm-ups, cool downs, intrinsic and extrinsic factors that can lead to injury. Theory based classroom sessions, using Visual, auditory and kinaesthetic e.g. Visual displays and presentations, discussion sessions, videos, role play, Kahoot, CAT and mock assessments to check understanding. Tracking of pupil's progress on a dedicated spreadsheet throughout the delivery of the SOW broken down into the specific units to present a clear indication to students of their own progress and the overall promotion of health and wellbeing through encouraging sport every day linking it practically to real life factors and how it can improve all aspects of daily life including sports performance.

To ensure our aims for the curriculum are implemented effectively we instil 6 core values into our curriculum known as 'The Kickstart 6.' In Physical Education this is achieved in the following ways:

Knowledge

- Use of retrieval practice of topics taught using a combination of short-term and longer-term memory (lesson visuals, and 'Do Now' activities etc.)
- Reducing cognitive overload when introducing new topics by chunking information down, modelling new concepts ('I Do / We Do / You Do' etc.) and using regular low-stakes assessment to check new learning.
- Developing subject knowledge of teachers regularly through CPD.

Students are given 'Do Now' activities on a lesson-by-lesson basis that incorporate retrieval practise and demonstrate the sequence of learning within the curriculum.

Explanation and Practice

- Teacher-led explanations are clear and concise.
- Information is provided in a student-friendly way that is accessible by all.
- Information is chunked when necessary.
- Guided and independent practice is embedded within lessons using clear success criteria.

Modelling and Scaffolding

- New concepts, tasks, and knowledge are modelled first with differentiated scaffoldings provided where required to help build students' confidence
- A variety of models (worked examples, live modelling etc.) are shared with students to enhance their understanding.

- Scaffolding is withdrawn when teachers have assessed that students are ready.

Questioning

- Targeted questions are used to gain live feedback from students in the lesson.
- A variety of questioning methods are used (cold calling, show-me boards etc.)
- Questioning is used to allow students to deepen their understanding through subject-specific terminology and academic dialogue.

Feedback

- Feedback includes a combination of live questioning within the classroom and more deeply marked pieces of work._
- Feedback is personalised (Pink for Think, live marking etc.) to allow students to progress with their individual learning._
- Feedback is given in a positive, encouraging, and constructive way (WWW and EBI etc.)_
- Students are actively encouraged to engage with feedback (DIRT, Purple for Progress etc.) to address learning gaps.

Behaviour and Relationships

- Teachers create environments in which all students feel safe.
- Positive and professional relationships are established through clear roles, routines, expectations, and boundaries.
- Routines and behaviours are rehearsed and positively modelled by staff.
- Differentiated behaviour management strategies are applied to help challenge and correct student behaviour.

Year 10 Curriculum implementation: Emerging and developing in Physical Education

The Year 10 curriculum aims to build the students' knowledge of the human anatomy and physiology from the ground up, starting with the major bones of the body, the skeletal system and working their way through to the major muscles and the roles/functions they perform, laying a solid foundation to build the understanding of the more complex topics. Students are expected to know the names and locations as well as the correct spellings of the major bones and muscles of the body as well as apply their knowledge of the anatomy and physiology of the human body to practical examples. Students will participate in activities that link to the specific sport being studied and apply previous year's knowledge of physical activity. During practical activities students will gain the knowledge of the different rules and regulations involved in the covered sports and encouraged to participate in all activities to develop and understanding of the wide range of sports found throughout the world. This is a foundation year working toward their OCR GCSE Physical Education qualification where all the knowledge gained will be used as a platform in year 11 to build a more complex and comprehensive understanding of the human body and then having the ability to apply it practically.

1	2	END POINT TEST & THERAPY	3	4	5	6	END POINT TEST & THERAPY
<p>Unit: Applied Anatomy & Physiology Topic: The Skeletal System</p> <p>In this Unit the students are introduced to the skeletal system where they will gain the foundation of knowledge needed to be able to understand each following topic. Here students will learn the names and location of major bones, how many bones there are in a human body, why babies are born with more bones, the formation of the skeleton and understand the different functions it performs. The ability to then apply the knowledge practically during physical activity and give specific</p>	<p>Topic: Applied Anatomy & Physiology Topic: The Skeletal System</p> <p>This is a continuation of the skeletal system where the students are exposed the two different types of skeletons that exist in the human body as well as the definition of a joint, how many joints there are in the human skeleton approximately and the different types of joints. This includes knowing the definition and types of synovial joint, the types of movements that occur at the different synovial joints (such as at hinge joints and ball and socket joints) and understanding the components that make up the structure of a joint. Learners will then</p>		<p>Unit: Applied Anatomy & Physiology Topic: The Muscular System</p> <p>In this topic the students are introduced to the major muscles of the human anatomy and will be asked to know the names and locations of all the major muscle groups as well as the different roles and functions they perform along with the skeleton to produce movement. Learners will also be able to identify and practically apply the knowledge of the roles each part of the muscular system plays during physical movement and sport.</p>	<p>Unit: Applied Anatomy & Physiology Topic: The Cardiovascular / Respiratory Systems</p> <p>During this topic the focus shifts to the cardiovascular and respiratory systems where the students will first learn about the cardiovascular system and the complex structure of the heart as well as the names and functions of all its components involved in supplying the muscles and vital organs with blood. Next, they will learn about the respirator system and the structure of the lungs, all the components associated with our ability to breath and how the heart and lunges work together to provide oxygenated blood through the human anatomy. Finally, pupils will learn the difference between the</p>	<p>Unit: Applied Anatomy & Physiology Topic: Movement Analysis</p> <p>In this topic students will focus on how & why the human body moves the way it does both practically during sporting activities as well as in everyday life through the analysis of movement. They will learn the definition of mechanical advantage as well as the names, locations, and definitions of the different planes and axis of rotation the body performs its movements in and their application to physical activity and sport.</p>	<p>Unit: Applied Anatomy & Physiology Topic: Effects of exercise on the bodies energy systems</p> <p>During this topic learners will focus on the different effects that exercise can have on bodies energy systems and how they can impact your sports performance or healthy lifestyle. Here students with expected to know and understand the different activities that can be classed as exercise as well as the positive effects of exercise on the body both in the short-term & Long-term. This includes understand the long-term (training) effects and adaptations that can occur as a result of consistent exercise and knowing all the components of fitness including their definitions, and applications.</p>	

sporting examples will be required.	focus on being able to apply the knowledge practically to physical activity and sport.		aerobic and anaerobic systems and have the ability to then use this foundation of knowledge practically and apply it to impact their sports performance.		Learners will be able to identify the different energy systems used during physical activity and apply them practically in order to improve overall health, fitness, as well as sports performance.
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Year 11 Curriculum implementation: Mastering to excel through Physical Education

The year 11 curriculum aims to build on the prior knowledge of year 10 by diving into human movement and how the body can be manipulated during Physical Training to enhance sports performance. They will develop skills to solve problems during team games and analyse their own and others work through self and peer reflection. Students will be given the opportunity to lead small group activities or warmups and will be encouraged to volunteer to lead tasks and help contribute individually or as part of a team during practical activities. Students will be asked to declare their chosen sports, as a part of the OCR GCSE Physical Education qualification, for official evaluation and will begin to apply information covered during theory lessons practically to produce required written evidence in the form of their course work and self-analysis which forms the second part of the practical portion of the GCSE requirements. These two elements make up 40% of their overall grade with the other 60% being split on two written examinations. Students will be asked to perform physical tests and given the opportunity learn how to track and evaluate different performance data, both individually and as a small group, to help support their understanding of the human body and its complex systems and practical application of the curriculum information. Within each activity area students will link their learning of the body to practical performance and will apply skills developed along with knowledge and application of rules. Fitness and fitness testing will take place for all students at the beginning of the year so that they are able to gauge and practice practical data analysis in preparation for their course work. This will be repeated approaching the end of the second term to provide the necessary information required for the completing of the self-analysis and course work portion of the qualification. It will also help students to understand the importance of physical activity, not only for sports performance, but for overall health laying the groundwork for them to lead a healthy and active lifestyle post education.

1	2	END POINT TEST & THERAPY	3	4	5	6	FINAL EXAMS
<p>Unit: Applied Anatomy & Physiology Topic: The Skeletal & Muscular System</p> <p>During this half term students will get familiar with both the skeletal and muscular systems as a recap/gap filler from year 10 and after a long summer break. This will be beneficial after the students have had a long summer break to be re-introduced to these topics which can be evaluated for information retention as well. Learners will know & understand the names, locations and roles of all major bones in the body as well as the functions of the skeletal system allowing them to apply the knowledge practically to physical activity/sport.</p>	<p>Unit: Applied Anatomy & Physiology Topic: Movement Analysis/Cardiovascular & Respiratory Systems</p> <p>Much like the half term before, students will get familiar with movement analysis, the cardiovascular system, and the respiratory system including the effects of exercise on the body. This will be looked at as a recap/gap filler from year 10 and for any new students who have arrived in year 11. This will be beneficial after the students have had a long summer break to be re-introduced to these topics which can be evaluated for information retention as well. Learners will be able to identify the different planes of motion present</p>		<p>Unit: Physical Training Topics: Components of Fitness & Applying the Principals of Training</p> <p>In this Unit we begin to build on the prior knowledge from year 10 by looking at the different components of fitness and how they can be used to make changes to our body, impact our ability to move, and ultimately have a positive impact on sports performance. After gaining an understanding of the different components we then look at how we can apply the principals of training which should be thought of as the rules which need to be followed in order for the athlete or individual to reach their person goals. These can be health or performance</p>	<p>Unit: Socio Cultural Influences/Sports Psychology & Nutrition</p> <p>In this Unit we start to look at the external factors that can have an impact including engagement patterns of different social groups in physical activities and sport. We also look into the business side of sport, where the money comes from to pay all the athletes, we see on the television to develop and understanding of the commercialisation and the impact the media can play. Following on from gaining the knowledge that sport has a business side we then try to understanding the effects it can have on the athletes and their mental health, looking at the psychology of sport and the impact it can have on performance as well as talking about the</p>	<p>Unit: Course Revision</p> <p>The students at this time will complete a full revision of all major topics covered during the curriculum with a focus on areas of need specific to the individual as well as filling any gaps in learning. The units which will be focused on include: Anatomy & Physiology Physical Training Sports Psychology Socio-Cultural Influences Health & Nutrition. The pupils will be expected to complete all course work and self - analysis documents ahead off deadlines for submission. of all NEA and practical assessments. Students will also be evaluated on their practical performance for their sports of choice and</p>	<p>Students who are put forward for the OCR GCSE Physical Education qualification will sit two written examinations, paper 1 in May and paper 2 in the first two weeks of June.</p>	

<p>Learning the different types, names and locations of all the joints found in the human body as well as their functions in the skeletal system. Learners will then focus on being able to apply the knowledge practically to physical activity and sport. Learners will know the location, names, and functions of the major muscle groups found in human anatomy. Learners will also be able to identify and practically apply the knowledge of the roles each part of the muscular system and the part it plays during physical activity and sport.</p>	<p>during physical activity and then practically apply the analysis to improve movement and overall sports performance. Learners will know and understand the role that the heart and lungs play during physical activity and be able to the practically apply that knowledge to sport. Learners will be able to identify the different energy systems used during physical activity and apply them practically in order to improve overall health, fitness, as well as sports performance.</p>	<p>related, but all training is aimed at creating long term physical changes to the body. preventing injury during physical activity and training. Learners will be asked to know the different components of fitness and how they apply to different sporting environments. Learners will also know how to apply the principals of training practically in order to improve physical performance & health and fitness of the general population.</p>	<p>importance of nutrition on not only physical performance and health but it's the positive influence it can have on mental & physical wellbeing. Learners will be able to understand the perception of sports in the media and how it has been used commercially by companies to promote & influence the general population. Learners will also be able to spot the growing trends in sports participation and have the knowledge to apply different strategies to increase popularity. Learners will be able to apply psychological strategies in practical situations to help improve both mental health and sports performance along with the benefits that having a healthy diet have on an athlete's performance, making changes to our body composition (muscle & fat percentages).</p>	<p>be given the opportunity to appeal any grades or levels that have been awarded. Learners will partake in mock examinations which will be delivered in smaller sections to allow for higher knowledge retention. Once a section is completed, they will self-evaluate their assignments to increase their level of engagement.</p>	
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Impact of our curriculum:

To ensure that pupils are given the opportunity to achieve mastery in specified skills, techniques and tactics, knowledge and understanding by enriching the pupils experience through a varied curriculum of sporting experiences as well as leading to the knowledge of the endless opportunities/careers present in sport. This includes the education of pupils on socio-cultural issues which can impact participation as well as career opportunities, breaking down stereotypes and barriers showing growth in all areas for those deserving. Students will be formatively assessed regularly at KS4 GCSE level practically through standardised observations at the end of each block, students will also be exposed to all the information across the curriculum subject areas during theory lessons in which they will be assessed through mock examinations at the end of each term to gain information on areas of knowledge to improve as well as experience in the exam environment. The impact of the curriculum upon students becoming athletes or sports analysts who can make critical and balanced judgements can be tracked through students' participation in sports clubs, sports events/festivals, whether they watch current sporting events, read health and sport publications that relate to issues in sport and to enable all students the access to a GCSE in Physical Education. The OCR GCSE Physical Education qualification is assessed through 2 written examinations which are weighted at 60% of the overall grade with the other 40% being make up of Practical Evaluation (30%) and a Self- Evaluation Assessment (10%). Engagement in the OCR GCSE Physical Education curriculum will hopefully lead to further education in the subject or some area of sport through opportunities provided in Post 16 provisions such as Coaching Connections at AFC Telford or the sports department found at Telford College. The improvement of social skills, confidence, teamwork and self-esteem from the engagement in sport during the curriculum or our extracurricular activities, the promotion of a healthy lifestyle, and development of life skills such as communication, attitude, body language, safeguarding, first aid, and cooking, ensuring that students are set up for a successful future.

Wider Curriculum offer

The following sections clarify how areas such as Personal development, Careers and Cultural Capital are woven into the intention, implementation and impact of the subject curriculum

Personal Development within our curriculum

Personal Development	<p>Physical Education at Kickstart Academy aims to support our students to develop in many diverse aspects of life. We provide opportunities within our learning to enable our students to do this in a number of ways:</p> <p>Responsible, respectful and active citizens: Focus on teamwork, sportsmanship, and understanding that we all aren't going to be good at everything but the participation and effort to learn/try different activities is the most important during practical sessions.</p> <p>Fundamental British Values: Engage constructive conversations around respecting people's differences and accepting that we all can have our own opinions while still recognizing our overall love of sport producing a tolerance and mutual respect.</p> <p>Inclusive Environment: Sports and activities are chosen for all to participate in, there are opportunities for all to engage practically as the curriculum is designed to introduce sports from around the world and the use examples of athletes from all walks of life who participate.</p> <p>Character: Sports helps an individual much more than in the physical aspects alone. It builds character, teaches and develops strategic thinking, analytical thinking, leadership skills, goal setting and risk taking, which will be transferable into post education settings.</p> <p>Confidence, Resilience and Mental Health: Place students in positions to build their confidence, resilience, and at the same time enjoy themselves without social pressures by taking them all out of their comfort zones by engaging in activities that are new/foreign to all involved. Focus on the benefits of a healthy and active lifestyle not only physically on the body but also the positive impact being active & eating right has on mental health.</p> <p>Careers and Readiness For Next Phase Of Education: Unit based around the opportunities for different careers that sport can offer. Focus is broad and shows not only the professional athletes but opportunities found in support jobs, coaching, refereeing, physical training as well as in all of the business elements of running a club/team, the commercial and media platforms which cover the sports around the world.</p>
SMSC	<p>Spiritual: Sport can increase spiritual awareness in so far as athletes embrace the tension between renewal and failure from moment to moment, which makes sport a ritual activity.</p>

	<p>Moral: Sport can teach values such as fairness, teambuilding, equality, discipline, inclusion, perseverance and respect. Sport has the power to provide a universal framework for learning values, thus contributing to the development of soft skills needed for responsible citizenship.</p> <p>Social: Sport can help to introduce us to new social networks of people simply through participation, it can create new circles of friendships and help us escape some of the socio-economic or external factors that are hindering the growth of our youth today.</p> <p>Cultural: Sport enhances social and cultural life by bringing together individuals and communities. Sports can help to overcome difference and encourages dialogue, and thereby helps to break down prejudice, stereotypes, cultural differences, ignorance, intolerance and discrimination.</p>
<p>Extra-Curricular & Enrichment</p>	<p>We enjoy a range of enrichment opportunities in Physical Education, and we are always looking for new ways to enhance our classroom learning.</p> <p>Current enrichment opportunities: Participation in the School Football Team Afterschool Swim club Opportunities to gain qualifications in Boxing alongside curriculum offer (Coaching Level 1)</p> <p>Future enrichment opportunities we plan to develop:</p>
<p>Careers/Work Experience</p>	
<p>Careers</p>	
<p>Work Experience Offer & Staff Work Experience</p>	<p>Students: Students have the ability to take advantage of some of our relationships with the local council as well as sports teams like AFC United and Telford Tigers by applying for work experience placements or simply volunteering at the local ice rink or AFC Telford stadium where they can engage in the day to day running of the facilities/clubs.</p> <p>Staff:</p>
<p>Cultural Capital</p>	

Ofsted Definition	<p><i>It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</i></p> <p>Cultural Capital is encouraged in Physical Education through regular reference to the diversity found in today's sporting world where the opportunity to excel is open to all those who wish to pursue it. Career paths exist from the athletes taking part in the competitions which we watch or those behind the scenes involved in the business/commercial, physical therapy, personal training, media platforms.</p>
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