



Intent	Delivery	Impact
It is the PE Department's belief that every child has a God given talent and that it is every member of the PE Department's duty, to develop that talent to the fullest. This is reflected in our Physical, Moral, Social and Cultural Policy for the department. Physical, Moral, Social, Cultural PE Policy The Core PE assessment criteria reflects this importance and allows for assessment to also highlight personal characteristics. It is the priority of the PE Department to develop the interest and ability of all children so that they can enjoy as many aspects of Physical Education and physical activity as possible. It is also important to give opportunities to those individuals with outstanding ability, allowing them to demonstrate that ability and develop it in school teams and throughout the curriculum. The school has looked at different curriculum models and methods, which have in turn shaped the curriculum provision at the school. The curriculum provision has been inspired by elements of the national curriculum which looks a progressive curriculum in these areas: • Physical competencies • Physical Fitness • Personal Qualities • Cognitive Skills • Wellbeing	In Key Stage 3, activities are taught in different orders to different groups to allow for flexibility in staffing and resourcing. Some activities have been selected with the help of recent student surveys (such as trampolining and badminton). Groups are also taught in mixed gender groupings to reflect and enable equal access to all areas of the curriculum for our students. (Add updated PE curriculum map) <u>In Year 7, students are taught in 2 x 50 minutes in the following activities:</u> Baseline, Gym, Netball, Football, Fitness, Indoor Athletics, Basketball, Athletics, Tennis, Rounders and Cricket <u>In Year 8, students are taught in 1 x 50 minute and 1 x 100 minute lessons the following activities:</u> Gym, Fitness, Indoor Athletics, Leadership, Indoor Rowing, Football, Rugby, Trampolining, Volleyball, Badminton, Netball, Basketball, Athletics, Cricket, Tennis and Rounders. <u>In Year 9, students are taught in 1 x 100 minute lessons the following activities:</u> Football, Rugby, Trampolining, Volleyball, Fitness, Table Tennis, Netball, Basketball, Athletics, Cricket, Rounders and Tennis. In Key Stage 4, activities are also taught in different orders to different groups to allow for flexibility in staffing and resourcing. Groups are also taught in mixed gender groupings to reflect and enable equal access to all areas of the	The Physical Education department at St Mark's has outstanding outcomes at KS3 and KS4 (both Attainment and Progress) There is a large uptake of GCSE PE More students are participating in physical activity be it via extra-curricular clubs or external clubs or opportunities. Students appreciate skills that they learn in Physical Education that can be used in other areas of their work and their lives. Students develop positive physical activity habits which help to reaffirm lifelong participation in sport or physical activity. Students are willing to support the lifelong participation of others in physical activity through sports leadership and volunteering. We regularly participate in the Sport England Active Lives survey which provides a good comparison of our students' views of PE against other students across the country. We use students learning reviews, learning walks and regularly sharing good practice to ensure standards are maintained within the department,

- Evaluation\analysis where students should see the relevance and understand how to improve in each activity area.

The above areas fit very well with the principles of Physical Literacy. Physical Literacy is *“the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.”*

There are 3 domains/areas of Physical Literacy that are:

Affective (motivation and confidence)
Physical (Physical competency)
Cognitive (Knowledge and understanding)

These match the Youth Sport Trust Head, Heart, Hands assessment with the idea being you need to develop the student across all the areas in order for learning to take place.

The key principles underpinning this in our practice are:

1. The individual - heart of the process
2. Promoting motivation
3. Confidence - achievement progress and effort all celebrated
4. Physical Competence - time to practice and refine
5. Developing Knowledge & Understanding
6. Devolving responsibility

It's important that these principles support a holistic approach to Physical Education with a view of developing these skills over a student's lifelong participation in Physical Activity.

curriculum for our students. This has had a positive impact on behaviour and participation.

In Year 10 Core PE, students are taught in 1 x 50 minute lessons the following activities:

Badminton, Basketball, Table Tennis, Netball, Fitness, Football, Trampolining, Volleyball, Rounders, Tennis, Athletics and Cricket.

In Year 11 Core PE, students are taught in 1 x 50 minute lessons the following activities:

Badminton, Basketball, Table Tennis, Netball, Fitness, Football, Trampolining, Volleyball and student options.

Our activities will ensure we are fully compliant with the National Curriculum from September 2026.

For students that select GCSE Physical Education, they receive an extra 1 x 50 and 1 x 100 minutes lesson as well as their Core PE allocation.

The practical activities which are taught internally for assessment are:

Badminton, Basketball, Football, Netball and Athletics

Other activities from the specification are also regularly assessed by the department.

The theory topics which are taught are:

Applied anatomy and physiology, Movement analysis, Physical training, Use of data, Sports psychology, Socio-cultural influences, Health, Fitness and well-being.

Students in KS3 are assessed via the Head Heart Hands assessment model which allows for tracking of student progress across Key Stage 3. The Head Heart Hands assessment criteria has been developed to include the development of confidence and motivation in our assessment

criteria. This is also reflective of the student voice and the importance of physical literacy in our curriculum.

A new system will be piloted for KS4 where students are assessed 4 to 1, in line with the whole school reporting and assessment policy. The criteria for this focus on effort, motivation, confidence - the key aims of physical literacy and promoting lifelong physical activity.

The subject leader regularly meets with their SLT line manager to discuss data within the department and how this informs teaching and learning. Differentiation plays a key role in ensuring that all students can fully access our curriculum and reach their god given potential.

Assessments are carried out in every sport in Key Stages 3 and 4 and regular progress tests allow student progress to be carefully monitored with any relevant interventions put in place.