



# **Curriculum Intent**

## **Cardinal Wiseman**

### **Physical Education**



#### What is Physical Education?

- P.E in its purest form is pupils access to a safe positive experience of physical activity. It not only offers the opportunity to be active but also enhances physical, social and mental wellbeing. The experience and the knowledge learnt provides the foundation to pupils understanding how they can lead a long, happy and healthy life.
- The subject provides a range of physical challenges and practical activities where pupils can learn a good level of physical competence across a range of activities.
- Our subject helps build employability skills such as leadership, teamwork communication while also promoting pupils self esteem and self confidence. Helping pupils overcome challenges shows gives them the platform to take on the challenges that life brings post education. This can be categorised as character developed.
- P.E is the key to the knowledge required to lead a healthy and active lifestyle. Giving the knowledge required to reduce the chances of physical illness and poor mental health such as cancer and diabetes.
- P.E is learning how to win with grace and lose with dignity. It teaches pupils to give their best but to also accept the outcome. It helps pupils see that with hard work, dedication and application that you can improve and be more successful. They can then apply this to other situations in their life.
- As a subject it offers the opportunity to feel apart of a team and experience emotions and feelings in a positive learning process.
- The P.E National Curriculum states 4 clear aims they are to lead healthy active lives, sustain periods of physical activity, engagement in competitive sports and activities and involvement in a broader range of sports and activities.

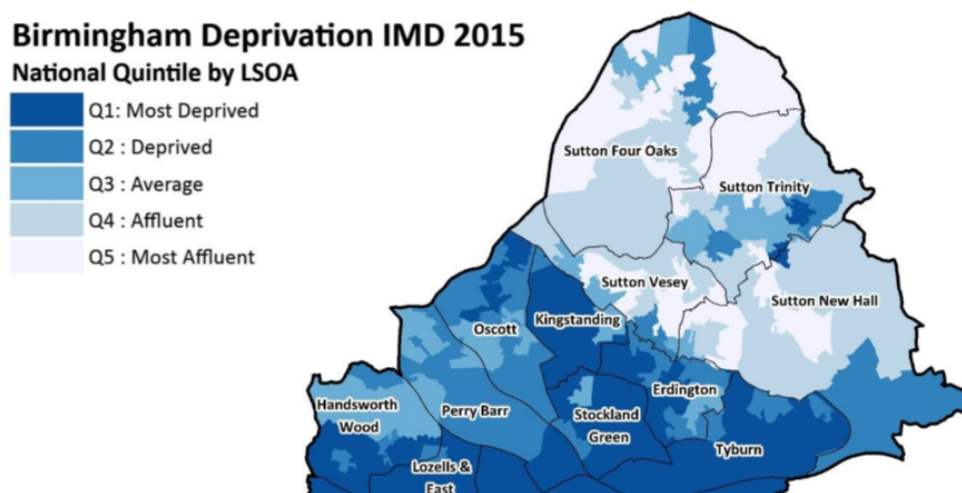
#### Why is Physical Education important? (justifying the place of the subject in the curriculum)

- PE, sport and physical culture each offer a unique platform on which to explore a multitude of holistic learning opportunities. For instance, the ethical or moral controversies in sport can give teachers a range of educational stimuli for debate, reasoning and critical thinking.
- To provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Fundamental skills should be performed competently, with confidence across a range of sports and physical activities. Pupils will have opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.
- P.E improves the chances of a longer, healthier life. Whether through learning to swim or understand how to lose weight. The subject aims to help advance pupils physically and mentally.

- Without Physical Education knowledge pupils would not be able to make healthy informed choices regarding their lifestyle. Physical Education provides them with the information they need to make informed educated choices regarding their lifestyle while also ensuring they understand the impact and implications of poor choices.
- If pupils do not attain the important knowledge from Physical Education and some positive experiences then they are more likely to have a lower life expectancy and poor mental health.
- Physical Education provides opportunities to help pupils develop and apply the Wiseman Virtues in a practical setting.

What is the purpose of Physical Education (the broad aims linked to the local context)

- When looking at the pupils and community we serve it is important to understand the level of deprivation. Below shows an infographic taken from the Birmingham Health Profile 2019. It shows Kingstanding as one of the most deprived areas in the country. This is supported with life expectancy being 5 years less than its Sutton Coldfield neighbours. Thus the purpose of P.E is to give the pupils the knowledge, Character and Physical skills and experience to improve their life chances.



- Because knowledge of P.E and a positive experience of physical activity will lead to improved life chances for our pupils who would otherwise have a lower life expectancy and increased chance of poor mental health and being obese. We know this because of the following statistics taken from official local community documentation.
  - 1- Kingstanding is the most deprived area in Birmingham
  - 2- Kingstanding has the highest amount of cases of mental ill health in Birmingham
  - 3- Life expectancy in Kingstanding is in line with national averages
  - 4- Obesity levels in children in in line with Birmingham averages
  - 5- Prevalence of Strokes in adults- Highest in North Birmingham are, above Birmingham averages and above national averages
  - 6- Prevalence of high blood pressure in adults- Highest in North Birmingham are, above Birmingham averages and above national averages
  - 7- Prevalence of diabetes in adults- above national averages
  - 8- Prevalence of cancer in adults- Highest in North Birmingham are, above Birmingham averages and above national averages
- One main purpose is to develop pupils Wiseman virtues in a practical setting. Giving pupils the opportunity to reflect on them but also discuss and appreciate their importance in being the best version of themselves.

- Because our pupils have an increased chance (due to Kingstanding being a deprived area) of poor mental health. With the knowledge of Physical Education and a positive experience of physical activity pupils are more likely to lead a happier and more successful life.
- Because if pupils have a strong character, leadership and teamwork skills they are more likely to be successful in the world of employment. The table below shows the highest amounts of unemployment in Birmingham. Kingstanding is based in the Erdington constituency. Adding to this that Birmingham has the highest rates of unemployment in the country it shows that employment is a huge issue for the pupils we serve.

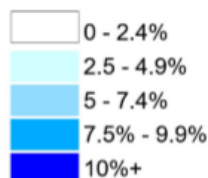
Table 3 shows claimant unemployment data relating to the constituencies. Ward data is shown on page 5.

The constituency of Hodge Hill has the highest claimant unemployment rate (13.7%). The Sutton Coldfield constituency has the lowest unemployment rate (2.1%).

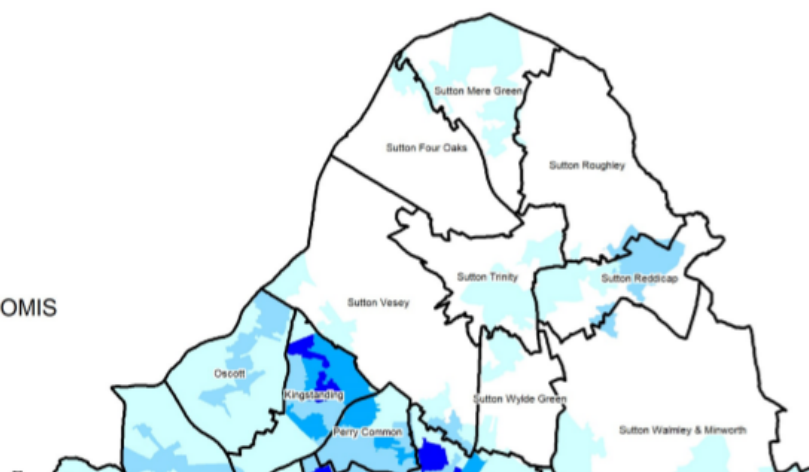
Constituency	JSA Claimants	Out of Work UC Claimants	Total Claimant Unemployed		
			Number	Claimant Proportion	Claimant Rate
Edgbaston	612	3,263	3,875	5.5%	8.8%
Erdington	865	4,330	5,195	7.9%	10.0%
Hall Green	655	4,520	5,175	6.7%	9.7%
Hodge Hill	1,048	5,277	6,325	8.1%	13.7%
Ladywood	1,415	7,390	8,805	8.4%	12.4%
Northfield	601	3,449	4,050	6.4%	8.9%
Perry Barr	816	4,794	5,610	7.7%	10.9%
Selly Oak	503	2,952	3,455	4.6%	5.9%
Sutton Coldfield	194	956	1,150	2.1%	2.1%
Yardley	624	3,886	4,510	6.4%	8.5%
<b>Birmingham</b>	<b>7,333</b>	<b>40,812</b>	<b>48,145</b>	<b>6.6%</b>	<b>9.1%</b>

## Map 1 Birmingham Claimant Count Unemployment Proportions November 2019

### Key



Source: BCC/ONS/NOMIS



## Proposed Intent of the P.E Department (Yet to be agreed with SLT)

To develop Physical **Literacy** through the development of **knowledge**, **physical competences** and **character**. Giving the pupils improved life chances through a healthier and more active lifestyle.

**Physical Competencies-** The development of pupils physical literacy and fundamental skills through a sequenced practical curriculum which encompasses a broad range of sporting and physical activities.

**Knowledge-** Learning about the human body and how to lead a healthy and active lifestyle. This includes nutrition and the short and long term effects of exercise. Pupils will also learn about inspirational sporting icons and the different careers in P.E

**Character-** The development of pupils' character through our Me In P.E system. This assess pupils across the following areas.

### **Key Documents that have been used to create the P.E Curriculum Intent**

What Document	Link	By Who
P.E National Curriculum	<a href="https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study/national-curriculum-in-england-physical-education-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study/national-curriculum-in-england-physical-education-programmes-of-study</a>	Department for Education
School Sport and Activity Action Plan 2019	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/848082/School_sport_and_activity_action_plan.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/848082/School_sport_and_activity_action_plan.pdf</a>	Department for Education
Birmingham Health Profile 2019	<a href="https://www.birmingham.gov.uk/downloads/file/11845/birmingham_health_profile_2019">https://www.birmingham.gov.uk/downloads/file/11845/birmingham_health_profile_2019</a>	Birmingham Council
Definition of physical activity, physical education and school sport (PESS)	<a href="http://www.afpe.org.uk/physical-education/definition-of-physical-activity-physical-education-and-school-sport/">http://www.afpe.org.uk/physical-education/definition-of-physical-activity-physical-education-and-school-sport/</a>	Association of P.E
Active Lives Survey 2018	<a href="https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/active-lives-children-survey-academic-year-17-18.pdf">https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/active-lives-children-survey-academic-year-17-18.pdf</a> <a href="https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/2020-01/active-lives-children-survey-academic-year-18-19.pdf?cVMsdnpBoqROViY61iUjpQY6WcRyhtGs">https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/2020-01/active-lives-children-survey-academic-year-18-19.pdf?cVMsdnpBoqROViY61iUjpQY6WcRyhtGs</a>	Sport England
ALS Attitudes towards sport and physical activity	<a href="https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/active-lives-children-survey-2017-18-attitudes-report.pdf">https://sportengland-production-files.s3.eu-west-2.amazonaws.com/s3fs-public/active-lives-children-survey-2017-18-attitudes-report.pdf</a>	Sport England
School Sport and physical activity plan	<a href="https://assets.publishing.service.gov.uk/">https://assets.publishing.service.gov.uk/</a>	DFE

2019	<a href="http://government/uploads/system/uploads/attachment_data/file/848082/School_sport_and_activity_action_plan.pdf">government/uploads/system/uploads/attachment_data/file/848082/School sport and activity action plan.pdf</a>  <a href="http://www.afpe.org.uk/physical-education/government-set-to-launch-school-sport-and-activity-action-plan/">http://www.afpe.org.uk/physical-education/government-set-to-launch-school-sport-and-activity-action-plan/</a>	Association of P.E
Benefits of exercise	<a href="https://www.nhs.uk/live-well/exercise/exercise-health-benefits/">https://www.nhs.uk/live-well/exercise/exercise-health-benefits/</a>	NHS
The debate on competitive sport	<a href="https://www.youthsporttrust.org/debate-competitive-school-sport">https://www.youthsporttrust.org/debate-competitive-school-sport</a>	Youth Sports Trust
IPLA AIMS	<a href="https://www.physical-literacy.org.uk/wp-content/uploads/2019/07/IPLA-physical-literacy-simple-guide.pdf">https://www.physical-literacy.org.uk/wp-content/uploads/2019/07/IPLA-physical-literacy-simple-guide.pdf</a>	International Physical Literacy

### Industry experts consultation.

Name	Organisation/ Position	Comments
<b>Sue Trotman</b>	<b>Association for P.E (AFPE)</b>  <b>Midlands Regional Advisor</b>  dancedesk@gmail.com	<p>Some good things included in your intention statement but it needs to be a little clearer in Structure and presentation but some excellent ideas re justification.</p> <p>Key feedback would be:</p> <ol style="list-style-type: none"> <li>1. How will you share/highlight key points with pupils staff and SLT so that there is a clear and simple message they all "get".</li> <li>2. What's the "journey" you want the pupils to have /experience?.</li> <li>3/ What are your school Intentions and Values</li> </ol> <p>I have attached a diagrammatic overview from another school. The framework and presentation is simple- possibly too simple .It shows the Journey and includes some of the school values along the way. However may not endorse content as it stands! as driven by exams, not very good in terms of the fact that it's based on examination PE/Sport in KS4. The other attachment is a school overview for whole curriculum but it has some key questions at the end. You can see the difference between the two . I hope this helps. You might start to apply for an afPE Quality Mark this will enable you to work with a consultant for a small fee which will give you further support in reviewing and developing your Curriculum offer.</p> <p>Bet Wishes Sue</p>
<b>Jim Morris</b>	<b>Youth Sports Trust</b>  <b>Development Manager</b>  07825 094787 jim.morris@youthsporttrust.org	<p>My biggest thought would be the intended audience? If this document is to justify your subject to keep teaching hours then its great. If it is for something to use in a Deep Dive situation it might be too much.</p> <p>After going through it a few times...here are some thoughts;</p> <ul style="list-style-type: none"> <li>• This is a very detailed document, it would help to have some context to why it has been created – has this been asked for by SLT? Is the HOD trying to re-position PE, or under threat of losing curriculum time, etc . . .</li> </ul>

		<ul style="list-style-type: none"> <li>• Who is the intended audience? Again, if it is just a document for SLT – it is very detailed and over-and-above anything I would expect from a middle leader to justify their subject. If it is another audience (EG Parents, Governors, other staff, students), I would suggest it needs to be striped right-back – the final statement and 3 bullet points are in a perfect format – but need refining.</li> <li>• I quite like the evidence-based approach this HOD has used – but again, over-and-above, I would not want my staff spending significant amounts of time on this kind of task.</li> <li>• I would say that the image below should be all that’s required; simple, concise and should enable the department to have a clear vision to start developing their curriculum towards:</li> <li>• Fully agree with these bullet points being their 3 aims / Intent of the PE curriculum</li> <li>• <b>Physical competencies</b> – what do they mean by this? Sport-specific? Fundamental skills? Physical literacy? I would remove ‘Sequencing of lessons’ – <b>what physical outcomes do they want their students to develop?</b></li> <li>• <b>Knowledge</b> – I don’t think I would just detail this within home learning / knowledge organisers – it should be embedded into the curriculum, through practical tasks, questioning, discussions, etc . . . And again, <b>What knowledge?</b></li> <li>• Character – they will need to add more detail here as ‘ME in PE’ is not common-language – <b>what personal skills do they want to be outcomes of PE</b></li> </ul> <p>As we discuss in most of our workshops – what is the end goal? What do their students need? Then divide these into the 3 categories/outcomes they have outlined.</p>
<b>James Grinsted</b>	<b>Sport Birmingham</b>  <b>Senior Partnerships Manager (Young People)</b>  <a href="mailto:James.Grinsted@sportbirmingham.org">James.Grinsted@sportbirmingham.org</a>	<p>I have had a quick look over your document and also shared it with our School Sport Advisor for a second view. Here is some of our feedback below:</p> <ul style="list-style-type: none"> <li>· Really like the insight that you have on local data and highlighting the need locally</li> <li>· It could be useful to include links with the 4 aims of the National Curriculum (lead healthy active lives, sustained periods of physical activity, engagement in competitive sports and activities and involvement in a broader range of sports and activities)</li> <li>· Also, could you make specific links to the new Ofsted framework – “schools construct a curriculum that is ambitious and designed to give all learners the knowledge and cultural capacity they need to excel in life”</li> <li>· Could you make more specific links to how PE and sport helps to develop young people which can impact on whole school life – e.g. improved confidence, reduced stress and anxiety, improved concentration, improved mental wellbeing, etc.</li> </ul> <p>I think it is a very good document that starts to outline the importance of PE in the curriculum. Other bodies that I would suggest contacting would be Youth Sport Trust and afPE as both organisations are well positioned to offer advice and guidance as well as having resources to support.</p>

