

Ensuring students are fit to perform, fit to lead and fit for life

The Physical Education department has a broad, balanced and inclusive curriculum which provides meaningful opportunities for all students. The variety of activities included in the curriculum ensure the development of motor competence, knowledge of rules, strategies and tactics and promote healthy participation. These three key areas of focus make up the golden threads of the PE curriculum. The key declarative and procedural knowledge has been specifically identified for each activity in the curriculum to ensure that the golden threads are consistently met. We aim to break down sporting stereotypes through an equal and equitable curriculum.

We aim for all students to become more motor competent and confident in a range of different sporting activities by building on the knowledge and skills acquired at Key Stage 2. The curriculum has been deliberately sequenced to enable students to know more and be able to do more over time in PE. For example, our hand invasion unit allows students to take both procedural and declarative knowledge themes from one activity like basketball to the next activity: netball, allowing students to see the clear links between the skills and knowledge within these units.

Diversity, inclusion and equity is paramount at Salford City Academy, and our inclusive PE curriculum aims to break down sporting stereotypes. For example, all students accessing the same curriculum regardless of gender and levels of experience.

We aim to encourage all students to value sport and exercise and know the positive impact it has on physical, emotional and social wellbeing. By building knowledge of 'healthy participation' throughout the five years, we help students to understand the benefits they can have by leading an active and healthy lifestyle.

We aim for all students to develop skills to feel inspired to engage in our extra-curricular offer to further develop and refine the skills they have acquired in PE lessons. We also provide a range of opportunities for students to represent the school in competitive fixtures.

Curriculum Principles

The PE curriculum at SCA is underpinned by the following curriculum principles:

Entitlement: The curriculum is designed to give students the chance to develop across a broad, balanced, equal and equitable curriculum that meets and exceeds the national curriculum. The PE curriculum ensures that all students take part in the exact same activities, and each student is entitled to the same physical education diet. We aim to break down gender stereotypes in sport through the curriculum to give access to all.

Coherence: Opportunities are provided to allow students to become physically confident in a way that supports their own health and fitness. Additionally, the PE curriculum will help to build aspects of the student's character including resilience and empathy, as well as skills in leadership, decision-making and problem-solving. This can be evidenced through our three golden threads of motor competence, rules tactics and strategies and healthy participation.

Mastery: Through the PE curriculum it is essential that students can know more and do more over time. Our curriculum is about deep learning, not just doing. Therefore, students will not only understand how to perform a skill but why that skill is important in a given situation. It is therefore important that students revisit previous skills to build on knowledge they have previously acquired. This is achieved at SCA by our spiralled curriculum, where skills, themes and knowledge are revisited.

each year. In addition to this, each year group has four booster weeks scheduled into the curriculum which allows students to work on identified areas for development, which may be focused on doing more or knowing more in that golden thread area.

Adaptability: The PE curriculum at SCA makes reasonable adaptations to ensure that all students can access the same curriculum. Beyond the classroom, it allows students to be independently active outside of school through weekly physical activities, extra-curricular clubs, competitions, and links to online resources.

Representation: We pledge that “students of all abilities, gender orientations and backgrounds will feel safe, valued and respected. They will be fully included in line with relevant educational/equality laws and the spirit of fair competition, and feel that health-promoting physical activity is relevant to their identity.” This pledge includes supporting whole school strategies for inclusion, gender and racial equality; using inclusive language and images across lesson resources, corridor and PE facility displays. We also provide and celebrate a diverse range of positive role models.

Education with Character: The aim is that through physical education, all students develop competency to excel in a broad range of physical activities, tailored to suit the needs of our students and the changing trends of popular sports. They will engage in competitive sports and activities, applying the knowledge gained in lessons to competitive situations and school games activities. Students will lead healthy, active lifestyles through developing a sound knowledge of the principles of fitness. Through studying PE, students will understand the positive associations between physical activity and the promotion of mental wellbeing, including as an approach to combat stress.