



Curriculum Intent

Faculty of Health

Head Of Faculty: Matt Taylor

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Subjects included: P.E, PSHE, Citizenship
and Health Studies.

P.E Curriculum Intent

The PE curriculum will help all our pupils work towards the four goals of the RMS Curriculum Intent statement. Through team sports we will encourage and model **pro-social behaviours** so our children can work towards more **positive relationships**. The experience of winning, losing and exerting your body will build **emotional resilience**. Learning the rules of different sports and playing within the boundaries they provide will help foster **tolerance and respect**. Finally, sport always delivers the opportunity for children to **achieve their best**, always striving towards the best outcome. Physical Education at Red Moor School aims to ensure that all pupils;

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy and active lives

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant program of study.

Physical Education is a foundation subject in the National Curriculum. Planning is in line with National Curriculum requirements for KS1 and KS2.

The subject leader is aware that the Primary Strategy document, Excellence and Enjoyment encourages a creative approach to the curriculum. The scheme of work is reviewed on a rolling program.

Throughout Key Stages 3 and 4 students will follow a sport education model which has an emphasis on participation, team work, organisation and competition. (For more information on sport education please contact the subject leader).

In Y9 students aim to complete and gain accreditation in UAS (unit award scheme) for recognition of the development of their skills and knowledge in different sporting areas. At KS4 all students will follow an entry award (EL3) in sport and leisure with some students aiming to achieve a Level 1 award & certificate.

The school has added The JSLA into its curriculum which allows students to gain a qualification within coaching.

The school has had a Multi Use Games Area (MUGA) built allowing onsite P.E lessons to take place. This will make P.E lessons more productive, re-

Teaching & Learning In P.E

What does excellent teaching and learning look like in P.E?

We believe that the best P.E teaching will allow our students to develop in a multitude of ways including, teamwork, communication, winning and losing and staying healthy. We think that the best lessons will see children actively involved in a variety of sports, whether that be in a practical lesson or learning about how the body works in a theory lesson. Sports allows us to work collectively and individually which is an excellent gateway to further learning and progression.

Our lessons and outcomes are very well structured however we can adapt plans to the needs of the students at the time

We think that the best teaching will allow children to grow their knowledge sequentially so they leave us at the end of year 11 with a wide range of skills developed through sport.

How is P.E taught in the Foundation Curriculum (KS1, 2 & 3)?

In the foundation curriculum students are mainly taught in small groups and the PE lessons are adapted slightly to meet the current attainment of the students taking part. 7 Schedules are planned across the P.E foundation curriculum and each of these is banded so teachers can differentiate appropriately. This allows foundation learners to build on their knowledge sequentially so achievers can work towards the best qualifications and outcomes. Students often achieve AQA Accredited Unit Award Schemes (UAS) and their swimming levels through the Swim Teachers Association (STA) during the foundation curriculum.

How is P.E taught in the Options curriculum (KS4)?

In the Options curriculum students are taught mainly 1:1 unless there is a module where they need to expand their knowledge in team sports. The awards they are working towards achieving are the BTEC, ASDAN awards or Entry Level schemes such as UAS —depending upon ability and the needs of the child. We always have the highest expectations and strive to help our children achieve their best.

How is reading promoted in P.E?

All teacher's of PE are expected to be aware of each child's current reading age and blank level assessment. This will allow staff to differentiate all learning to cater for the needs of different levels. Students will be expected to read in each lesson .

Measuring Impact in P.E

At Red Moor School staff use an online platform called SOLAR (Special On Line Academic Records) to record student attainment in PE. This system uses the RMS Steps Assessment Framework.

The RMS Steps covers a broad range of ability, from the 'Foundation Learning Skills' (FLS) that cover Early Years education, through to the main 'Steps' curriculum that takes students from year 1 through to year 11. This helps to provide staff with additional guidance on the sequence and progression of knowledge and skills within the P.E curriculum helping to ensure that learning builds upon prior attainment.

Each Step of the framework represents the corresponding academic year – so a child working on Step 5 would be working broadly in line with students in year 5 at a mainstream school. A child who masters all 11 steps will be expected to leave the school with an BTEC in sport.

The expectation for progress for students is that they will master 80% of the curriculum each year to achieve mastery of that step, before moving on to the next step.

Students are encouraged to gain external accreditation for their learning from the earliest opportunity. This can be through a range of awarding bodies, such as the AQA Unit Award Schemes, Functional Skills, ASDANs and Entry Level Qualifications. The aspirational goal for all students is that they leave with a BTEC in P.E or the highest level of appropriate qualifications they can access, within their areas of interest and ability.

Skills and Progression in P.E

All the knowledge and skills that we would like our learners to achieve by the end of year 11 are set out in sequential order on SOLAR. It is our intention to ensure that all children progress at the expected rate so they are able to achieve their personal best.

We have ordered the knowledge and skills in a sequential way and these can be seen on the following pages.

Skills and Progression in P.E

SOLAR: Football	
Step 1	I can perform a single skill or movement with some control. I can perform a small range of skills.
Step 2	I can follow and imitate sequences and movement patterns. I can perform a range of very basic skills consistently.
Step 3	I can follow instructions, practice safely and work on simple tasks by myself.
Step 4	I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.
Step 5	I can understand the simple tactics of attacking and defending. I can explain what I am doing well .
Step 6	I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.
Step 7	I have a clear idea of how to develop my own and others? work. I can recognise and suggest patterns of play which will increase chances of success.
Step 8	I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging situations.
Step 9	I can select and combine skills, techniques and ideas. I can apply them in ways that suit the activity with consistent precision, control and fluency.
Step 10	I can select and combine advanced skills, techniques and ideas adapting them accurately and appropriately. I can consistently show precision, control, fluency and originality.
Step 11	I can consistently distinguish and apply advanced skills, techniques and ideas, consistently showing high standards of precision, control, fluency and originality.

Skills and Progression in P.E

SOLAR: Cricket	
Step 1	I can play with others and take turns and share with support.
Step 2	I can describe what I like and do not like about an activity
Step 3	I can move confidently in different ways.
Step 4	I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.
Step 5	I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.
Step 6	I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions.
Step 7	I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others.
Step 8	I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience.
Step 9	I can analyse and comment on how skills, techniques and ideas are used in my own and others? work and on compositional and other aspects of performance and suggest ways to improve.
Step 10	I can select and combine advanced skills, techniques and ideas adapting them accurately and appropriately. I can consistently show precision, control, fluency and originality.
Step 11	I can explain the principles of practice and training and apply them effectively to a variety of sports and activities.

Skills and Progression P.E

SOLAR: Fitness	
Step 1	I am aware of the changes to the way I feel when I exercise .
Step 2	I am aware of many changes to the way I feel when I exercise .
Step 3	I am aware of why exercise is important for good health.
Step 4	I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely .
Step 5	I can describe how and why my body changes during and after exercise. I can explain why we need to warm up and cool down.
Step 6	I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working.
Step 7	I can self-select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity .
Step 8	I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme.
Step 9	I can explain how different types of exercise contribute to my fitness and health and describe how I might get involved in other types of activities and exercise.
Step 10	I can explain the benefits of regular, planned activity on health and fitness and plan my own appropriate exercise and activity programme.
Step 11	I can use my knowledge of health and fitness to plan my own appropriate exercise and activity programme for my chosen sport to reach my full potential.

Skills and Progression P.E

SOLAR: Swimming—Strokes	
Step 1	Supporting child on the front and move freely around the pool
Step 2	Move through the water on the front for 2 metres, turn around and move back to start position
Step 3	Swim 10 metres of front crawl confidently, attempt side breathing
Step 4	Push and glide into either front crawl or breaststroke for 5 metres
Step 5	Swim 15 metres of a recognised front stroke, either front crawl or breaststroke
Step 6	Swim 25 metres of a recognised front stroke, incorporating a correct finish. Learner's first choice
Step 7	Swim 100 metres of a recognised stroke on the front, incorporating the appropriate start, turns, and finish. Learner's first
Step 8	Swim 200 metres within 6 minutes, using a recognised competitive stroke
Step 9	Swim 400 metres within 10 minutes, using a recognised competitive stroke
Step 10	Swim 100 metres in 90 seconds
Step 11	Swim 400m within 8 minutes, using a recognised competitive stroke

Skills and Progression in P.E

SOLAR: Swimming—Safety and staying afloat	
Step 1	Safe entry into the pool by both adult and child
Step 2	Enter the water safely
Step 3	Answer 3 water safety questions
Step 4	Tread water for 10 seconds
Step 5	Swim 10 metres, holding a float under each arm, using life-saving backstroke leg kick
Step 6	Perform a straddle entry and tread water for 30 seconds while wearing a T-shirt. Remove the T-shirt and climb out unassisted. If the water is too shallow, substitute step entry and support scull
Step 7	Enter the water with a straddle entry, swim 25 metres in a recognised stroke in a T-shirt and shorts, tread water or scull support for 1 minute, tread water for 1 minute waving one arm, surface dive, swim 5 metres underwater, surface and remove clothing. If in shallow water, substitute straddle jump for step- in or slide-in entry
Step 8	Tread water, using eggbeater leg action, for 1 minute
Step 9	Tread water, using eggbeater leg action, for 90 seconds (45 seconds x 2 directions)
Step 10	Tread water, using the eggbeater leg action, for 2 minutes (30 seconds x 4 directions)
Step 11	Tread water, using the eggbeater leg action, for 4 minutes (60 seconds x 4 directions)

Skills and Progression P.E

SOLAR: Swimming—Maintaining a streamlined position	
Step 1	Supporting child on the back and move freely around the pool
Step 2	Push and glide on the front
Step 3	Push and glide on back with arms stretched then roll onto front
Step 4	Push and glide into either front crawl or breaststroke for 5 metres
Step 5	Submerge, push and glide on the side, roll to a face down position
Step 6	Push and glide into a handstand – must be performed in tummy-deep or to chest-deep water
Step 7	Perform a head-first surface dive and pick up a sinkable toy from the bottom of the pool, minimum depth of 1.5 metres
Step 8	Scull 15 metres head first and 15 metres feet first
Step 9	Glide swim 10 metres underwater in the supine position from a back push
Step 10	Glide swim 15 metres underwater in the prone position from a front push
Step 11	Glide swim 15 metres underwater in both the prone and supine position starting from a racing backstroke start.

PSHE & Citizenship Curriculum

PSHE & Citizenship at RMS provides multiple opportunities for our children to achieve all **4 goals of the RMS Curriculum vision**. The subject content will help children learn how to navigate the social world more safely through relationships and sex education and online safety awareness—this in turn will allow our children to have more **positive social relationships** so they are able to experience **lifelong friendship and love**. The curriculum will provide opportunities to learn about British values, culture and law so children are more able to become **tolerant and respectful individuals**. Children will learn what drives **emotions and feelings** so they can better understand how to **regulate themselves**. Finally, our curriculum is designed to help students achieve the best outcomes possible at different end points.

The PSHE and Citizenship curriculum at RMS secures for all pupils, irrespective of social background, culture, race, gender, differences in ability and willingness to access learning, an entitlement to;

- learning and development of knowledge
- Understanding the skills and attitudes necessary for self-fulfilment
- growth as an active and responsible member of society.

PSHE and Citizenship encompasses all areas designed to promote pupil's personal, social and health development. It gives pupils the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, make the most of their own abilities and those of others. It is very closely linked with Every Child Matters, SMSC and encompasses our work within Citizenship, The Cornwall Learning Skills for Life Programme and towards National Healthy Schools Status.

PSHE education will allow pupils to develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. When taught well, PSHE education helps pupils to achieve their academic potential and leave school equipped with skills they will need throughout later life.

Teaching & Learning In PSHE & Citizenship

What does excellent teaching and learning look like in PSHE & Citizenship?

We believe that the best teaching in these subjects will create an enthusiasm and enjoyment for the subject through fun and enjoyable lessons. We think that the best lessons will see children actively involved in practical learning, over a range of topics. These subjects allow us to work collectively and individually which is a fantastic pathway to further learning and progression.

Whilst lesson outcomes are structured we plan for a flexible approach so that lessons are adaptable to the individual needs and curiosity of students at the time.

We think that the best teaching will allow children to grow their knowledge sequentially so they leave us at the end of year 11 with a wide range of skills developed through school.

How are PSHE & Citizenship taught in the Foundation Curriculum (KS2 & 3)?

In the foundation curriculum students are taught in small groups and work is differentiated for each child depending upon the current attainment in PSHE & Citizenship and their individual needs. 7 Schedules are planned across the foundation curriculum and each of these is banded so teachers can differentiate appropriately. This allows foundation learners to build on their knowledge sequentially so achievers can work towards the best qualifications and outcomes. Students often achieve AQA Accredited Unit Award Schemes (UAS) and the ASDAN qualification during the foundation curriculum.

How are PSHE & Citizenship taught in the Options Curriculum (KS4)?

In the options curriculum students are given the chance to study a GCSE in Citizenship which is usually taught in small groups. PSHE however is completed using ASDAN awards or Entry Level schemes such as UAS —depending upon ability and the needs of the child. We always have the highest expectations and strive to help our children achieve their best.

How is reading promoted in PSHE & Citizenship?

All teacher's of these subjects are expected to be aware of each child's current reading age and blank level assessment. This will allow staff to differentiate all learning resources so independent reading can be encouraged every lesson and appropriate questioning of knowledge is utilized so each learner is more able to build upon their knowledge.

Measuring Impact In PSHE & Citizenship

Each Step of the framework represents the corresponding academic year – so a child working on Step 5 would be working broadly in line with students in year 5 at a mainstream school. A child who masters all 11 steps will be expected to leave the school with a GCSE in Citizenship or an (ASDAN / UAS in PSHE.

The expectation for progress for students is that they will master 80% of the curriculum each year to achieve mastery of that step, before moving on to the next step.

Students are encouraged to gain external accreditation for their learning from the earliest opportunity. This can be through a range of awarding bodies, such as the AQA Unit Award Schemes, Functional Skills, ASDANs and Entry Level Qualifications. The aspirational goal for all students is that they leave with a GCSE in Citizenship or the highest level of appropriate qualifications they can access, within their areas of interest and ability.

Skills and Progression In PSHE & Citizenship

All the knowledge and skills that we would like our learners to achieve by the end of year 11 are set out in sequential order on SOLAR. It is our intention to ensure that all children progress at the expected rate so they are able to achieve their personal best.

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Skills and Progression in PSHE

SOLAR: PSHE—Personal feelings	
Step 1	Shows consideration towards others .
Step 2	Knows when someone is sad or happy .
Step 3	Show an understanding of right and wrong.
Step 4	Understand terms: true/lie, give/take, good/bad, right/wrong.
Step 5	Listen to the concerns of others and be willing to assist.
Step 6	Talk about where they had problems but overcame them.
Step 7	Identify things that can cause them to be sad/happy/angry/jealous/frightened/excited/embarrassed/proud.
Step 8	Identify their strengths and weaknesses in school.
Step 9	To recognise their personal strengths and how this affects their self-confidence and self-esteem.
Step 10	To make effective use of constructive feedback and differentiating between helpful feedback and unhelpful criticism.
Step 11	To evaluate the extent to which their self-confidence and self-esteem are affected by the judgments of others.

Skills and Progression in PSHE

SOLAR: PSHE—Health and hygiene	
Step 1	Know how to care for their teeth
Step 2	Know that they need to keep themselves clean
Step 3	The right food and exercise helps humans to stay healthy
Step 4	To know which parts of their body need to be kept clean
Step 5	The right food and exercise helps humans to stay healthy
Step 6	Know how to protect themselves from germs
Step 7	Eating the correct foods to maintain a healthy diet
Step 8	The importance of hygiene and measures to protect the body
Step 9	What constitutes a balanced diet and its benefits (including the risks associated with both obesity and dieting)
Step 10	What might influence their decisions about eating a balanced diet
Step 11	To take increased responsibility for monitoring their own health (including testicular and breast self-examination)

Skills and Progression in PSHE

SOLAR: PSHE—Avoiding harm to self	
Step 1	Aware of common danger e.g. broken glass
Step 2	Knows that some things are dangerous
Step 3	Identify objects that could be dangerous
Step 4	Identify tools that may be dangerous
Step 5	Identify a range of dangerous substances found in the home
Step 6	Describe how to use electrical equipment safely
Step 7	Understand drugs can have harmful effects
Step 8	Define legal and illegal
Step 9	The positive and negative roles played by drugs in society (including alcohol)
Step 10	The risks and consequences of experimental and occasional substance use and the terms dependence and addiction
Step 11	To recognise the impact of drugs and alcohol on choices and sexual behaviour

Skills and Progression in Citizenship

SOLAR: Citizenship—Laws	
Step 6	He/she can explain the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
Step 7	Find out about the different types of sentences or punishments used in your country's legal system and list these in order of severity. Find out what the punishment for the same offences would be in a different country. Comment on any similarities or differences.
Step 8	Explain why countries need laws. Discuss five different laws and identify which you think are the most important in our society. Explain why you think they are important. Look at a list of your centre's 'laws' (e.g. school rules). Show which you agree with and which you don't, giving reasons.
Step 9	Student can explain the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals
Step 10	Explain why countries need laws. Discuss five different laws and identify which you think are the most important in our society. Explain why you think they are important. Look at a list of your centre's 'laws' (e.g. school rules). Show which you agree with and which you don't, giving reasons.
Step 11	Explore an example of how the law is used to establish boundaries between right and wrong in new situations (e.g. advances in reproductive medicine, new methods of communication such as Twitter, online gaming). Explain why people choose to 'go to law' when faced with difficult decisions.

Skills and Progression in Citizenship

SOLAR: Citizenship—Responsibilities	
Step 5	To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;
Step 6	To talk and write about their opinions, and explain their views, on issues that affect themselves and society;
Step 7	He/she understands the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities
Step 8	Consider the responsibilities you have and compare them to the responsibilities of other people in your school/centre or at home.
Step 9	Use a variety of sources to find out about the responsibilities of your local council. Using your findings, promote in a creative way the importance of voting in local elections.
Step 10	What are a citizen's rights and responsibilities within the legal system?
Step 11	How can citizens make their voice heard and make a difference in society?

Skills and Progression in Citizenship

SOLAR: Citizenship—Politics	
Step 6	Research how someone is chosen and elected as prime minister. Compare this with the system used to appoint a head of state or president. Show what you think are the strengths and weaknesses of each system.
Step 7	Citizenship he/she can explain the operation of Parliament, including voting and elections, and the role of political parties.
Step 8	Research you local elected representative. Find out what they did before they were elected, how this prepared them for their role and include two ways to contact them. Present your work using a method of your choice.
Step 9	How often is there a general election in your country? Makes notes on whether you feel that this is frequent enough and the reasons for your views. Discuss with other people and note the points they made.
Step 10	How can citizens try to bring about political change?
Step 11	Where does political power reside in the UK and how is it controlled?

