

# Newbridge Learning Community School

## Physical Education 2025-2026

### Intent

The intent of the Physical Education (PE) curriculum at Newbridge Learning Community School is to promote holistic development through physical activity with the aim to enhance the physical, emotional, and social well-being of all students. We want instil a lifelong appreciation for physical health and fitness through the adaptation of the curriculum so that all specific needs of students are catered for.

Our PE Curriculum is designed to:

- **Develop Physical Literacy:** Teach fundamental movement skills and encourage participation in a variety of physical activities that will promote students to lead active and healthy lifestyles.
- **Enhance Mental Well-being:** Build confidence, self-esteem, and resilience through group sports (such as dodgeball, football and basketball) and individual challenges (such as badminton, table tennis and athletics). Use physical activity as a tool to improve mental health and teach students coping strategies through exposure of success and failure in a controlled and supportive setting.
- **Promote Social Skills:** Encourage positive relationships and social interactions through teamwork and positive communication, building on essential interpersonal skills.
- **Be Inclusive:** Provide an accessible PE curriculum that accommodates diverse needs and abilities, ensuring that every student can participate fully and enjoyably.
- **Encourage a Healthy Lifestyle:** To develop an understanding of the importance of physical health and mental well-being, equipping students with knowledge to make informed lifestyle choices and the impact that this can have later in life.

### Implementation

Our PE programme is implemented through a carefully structured, yet flexible curriculum that caters to the individual needs of our students. At key stage 3, students access two hours of Physical Education a week. At key stage 4, students access one hour of Physical Education per week and also have the opportunity to study Edexcel GCSE PE or Cambridge Nationals Sports Studies Level 1/2 as one of their option choices.

The key aspects of our implementation strategy include:

- **A Varied Curriculum:** We deliver a broad range of physical activities within our curriculum that includes traditional sports and alternative physical activities allowing us to cater to varying interests and abilities and promote continuous engagement.
- **Specialist Teaching:** All PE staff are trained in both physical education and supporting the varied needs of our students, enabling us to create engaging, supportive, and challenging lesson plans.
- **Personalised Learning:** Lessons are tailored to accommodate individual learning styles and abilities. Differentiation strategies are an integral aspect to our teaching and we adapt lessons based on student engagement and well-being.
- **Assessment for Progress:** Half termly assessments identify strengths and positive achievements of our students within PE. This has an all-inclusive framework which is split under the headings of;
  - Head (such as knowledge, understanding and responsibility),
  - Heart (such as communication, teamwork and resilience)
  - Hands (such as skills, techniques and tactics)

The assessment process caters for individual needs and interests within PE, allowing for personalised learning experiences that promote engagement and progression.

- **Community Engagements:** We actively seek opportunities to extend learning beyond the classroom through regular participation in friendly and competitive sporting fixtures with other local SEMH schools, and both a key stage and key stage 4 football team within the LCFA League. We are always aiming to broaden students' experiences and perspectives and provide opportunities for students to engage with the community.

### Impact

The impact of our PE programme is measured through observations and feedback. We want to achieve the following improvements in students' physical, social, and emotional outcomes:

- **Increased Participation:** We want to increase student participation in PE lessons and promote a desire to participate in physical activities at break and lunch time. We aim to create a positive shift in the attitudes towards physical fitness and sporting activities.
- **Improved Well-Being:** We want students to improve skills such as cooperation, communication and improve their ability to resolve conflicts, particularly within competitive situations. Students will be less likely to be reluctant to participate in PE lessons.
- **Skill Development:** We want students to show progress in their physical ability from their baseline assessments to end-of-term evaluations. We aim to have students develop new skills and interests in various sports and physical activities.
- **Behavioural Changes:** We aim to develop an improvement in overall behaviour and engagement within PE lessons. We want assessment data to indicate an increased levels of confidence and resilience, leading to a more positive classroom environment.
- **Positive Attitudes Towards PE and Physical Activity:** We want to increase student interest and participation in physical activities. This would mean that students have an overall positive mindset when engaging with different sports and communicating and working with their peers.

In conclusion, our PE curriculum effectively addresses the needs of our students through a well-structured, inclusive, and engaging programme that promotes significant physical and emotional development, fulfilling the criteria of outstanding practice as outlined in Ofsted's inspection framework.