







## Head of Department Welcome

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Thank you for your interest in Glebelands School and the Physical Education department. I am pleased that you are considering applying for the advertised position and hope that the department brochure will provide you with the information you require to give you an insight into the department.

This is an exceptional opportunity for a dynamic teacher to become part of the team. The successful candidate will align to both the school's and the department strategic vision, have a drive and energy to help shape the curriculum and ensure the learning environment is one in which all of our students will thrive.

**Mr Robert Whistler**  
Head of Department



**Glebelands**  
Respect and Achieve



## Physical Education Department Vision Statement

The Physical Education curriculum at Glebelands is ambitious and aspirational having been designed to enable all students to develop their physical competence and confidence. At the core of the Intent of Physical Education at Glebelands is the aim of developing students Physical Literacy, this is their Physical, Emotional, Social and Cognitive skills through physical activity and through varying the models used to teach students in Physical Education lessons.

Physical Education at Glebelands promotes physical skilfulness, physical development and a knowledge of the body in action. The Physical education curriculum at Glebelands provides opportunities for students to develop their social, emotional and cognitive skills and provides students with opportunities to be creative, competitive and to face up to different challenges as individuals and in groups and teams.

A key aim of Physical Education at Glebelands is to promote positive attitudes towards active and healthy lifestyles. The curriculum is designed to give students the opportunity to perform in a range of physical activities, through this process students discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity, opening minds.

Students learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities, they develop cognitive skills (ability to decide on tactics, solve problems, develop an understanding of rules and tactics of the activities). Students develop their social and emotional skills, students are asked to observe and reflect on their own and others performances, a key aim of the curriculum is to ensure that students evaluate performances and create their own ideas to improve the quality and effectiveness of their practical performance. This links to the whole school ethos of challenging aspirations and opening minds.

The Department have adopted a 'PPE' approach. This stands for Plan, Perform and Evaluate, students are given opportunities in lessons to collaborate and plan tasks, perform them and then evaluate them as individuals and as part of a group or team.

In PE lessons, the department follow the Glebelands way principles of reviewing previous learning and outlining lesson objectives, time for independent learning and use of challenge, questioning, feedback and reviewing learning throughout and at the end of lessons mostly through questioning. The department include the 'Teach- Boost-Teach' philosophy of Glebelands through dedicated learning time given to students to practise Fundamental Motor Skills (FMS).

The department have developed FMS 'Boost' resources and students are taught different FMS on a rotation throughout the year with the intention for them to transfer these across activities and recognise the importance of FMS in all activities.

In Year 9 students are asked to lead activities more, selecting the task and skill they wish to improve and organise their lesson time as part of the development and refinement of their practical skills (student led resources in Outwitting Opponents activities).

The Physical Education curriculum also includes opportunities to further their cognitive skills through teaching about the anatomy and physiology of the human body, the importance of a healthy diet and psychological issues relating to physical education and sport. GCSE practical tasks are included in the key stage three curriculum planning with students being taught how to demonstrate skills in isolated and competitive situations, ensuring that students are challenged and develop intellectual curiosity.

### **It is our purpose in teaching PE to ensure students leave Glebelands being able to:**

- Demonstrate physical competence in a range of activities (physical literacy)
- Demonstrate an ability to communicate effectively with others to solve problems and improve their own and others performances
- Demonstrate an understanding of the physical benefits of exercise and participation in a range of activities
- Demonstrate an understanding of the anatomy and physiology of the body as well as the significance of a healthy lifestyle for continued good health in the future and understand how to exercise safely
- Demonstrate an ability to link the benefits of a healthy diet and physical activity to mental and physical well-being
- Make positive informed choices around their health, well-being and diet
- Transition from KS3 to KS4 and KS5 with the skills, knowledge, character and leadership to excel in KS4 and KS5
- Demonstrate leadership qualities and skills through sport, if they choose to
- Have a lifelong love of sports and physical exercise
- Attend extra-curricular sporting clubs and competitions, have an opportunity to represent their school and community.



## About the Physical Education Department

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### **Department Staff:**

Mr Robert Whistler - Head of Department for PE

Miss Victoria Retter - Teacher of PE (Responsible for Student leadership and Primary school liaison)

Mr Stephern Jones - Assistant Headteacher and Teacher of PE

Mr Matthew Kerry - Deputy Headteacher and Teacher of PE

Mrs Hannah Proctor - Part time Teacher of PE

Miss Alex McKeown - Teacher of PE

### **Facilities:**

- Astroturf 3G pitch
- Sports hall (4 badminton courts)
- Gymnasium
- Weights/Fitness room
- Extensive outdoor playing fields
- Tennis courts (x6)



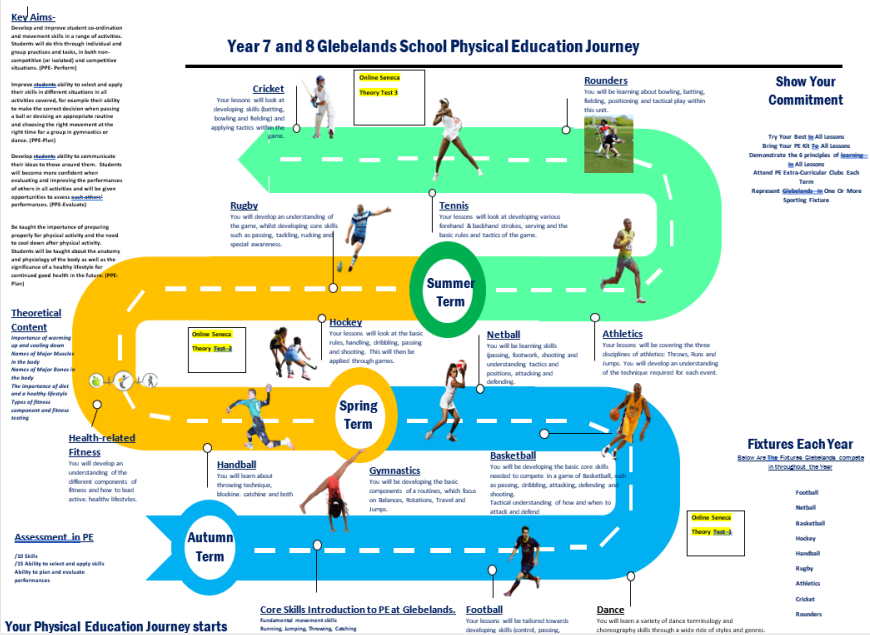


# Physical Education Key Stage 3 Curriculum

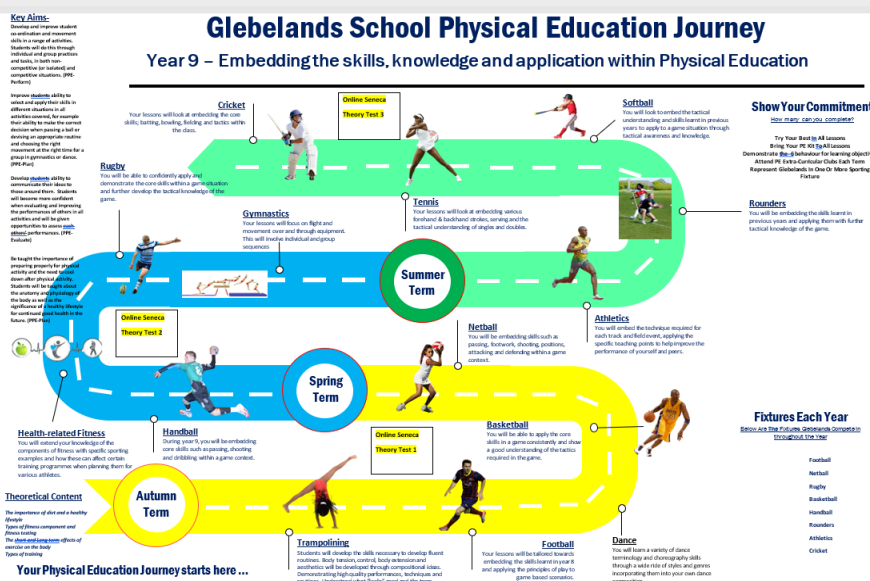
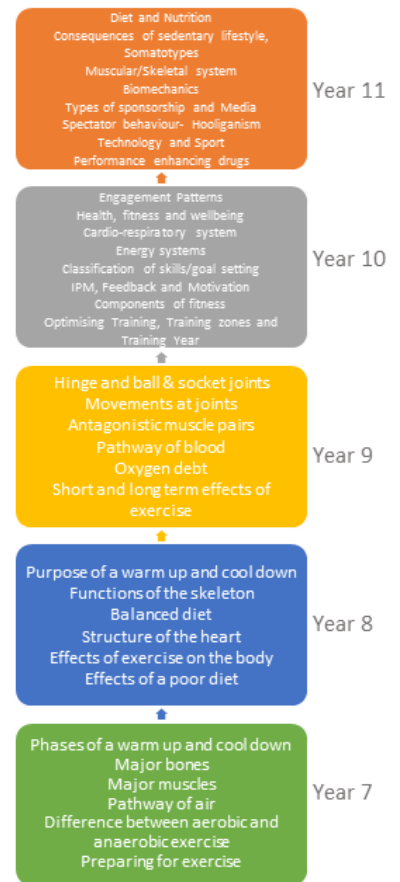
Students participate in a variety of activities and rotate between activities every 4 weeks. Students are assessed on their physical skills and their physical literacy as well as their theoretical knowledge in Year 8 and 9.

Students are grouped by sex and ability where possible.

Activities include outwitting opponents (Football, Rugby, Netball, Handball, Basketball, Hockey, Tchoukball), Tennis, Cricket and Rounders. Gymnastics, Accurate replication-Dance (CBM), Performing to personal best and Athletics



## Curriculum Map





## Physical Education Key Stage 4 Curriculum

At Key Stage 4, the aim is to provide a broad programme of physical activities, which will not only consolidate skills but also equip the students for active participation in leisure activities—students will participate in a range of activities from curriculum football, netball, tchoukball, dance, weight training/fitness, badminton, basketball, volleyball, tennis, athletics, softball, rounders, table tennis, trampolining, handball and ultimate frisbee.

In Year 10, activities are taught in four week blocks and where possible students are grouped by ability.

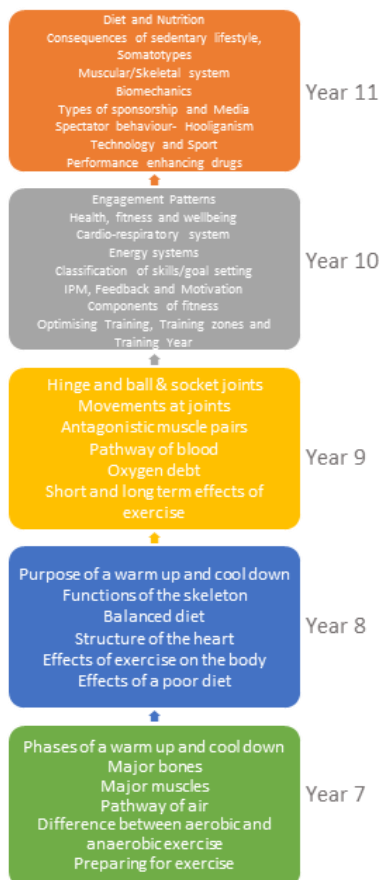
In Year 11, students continue to be taught a range of activities from Year 10. In addition to this, students are expected to consolidate their skills in the major team games and develop new skills in activities like aerobics/fitness and spikeball.

There is also the option of taking a Sports Leadership course in Year 11, leading to a nationally recognised qualification.

### Key Stage 4 2023 Results:

GCSE 80% 9-4

### Curriculum Map





## What our students said when asked to finish the sentence 'I like Physical Education because...'

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*'It's a chance to stay healthy and you can discover different sports and learn how to play them'*

*'It gives us a chance to try out lots of different things and it improves our teamwork. It can be challenging, but in a fun way'*

*'It teaches me to improve skills in different areas and encourages me to push myself to the best of my abilities'*

*'It makes me feel happy and healthy. It also gives me skills such as team work and determination'*

*'It is fun as you get to exercise and do different activities '*

*'I like exercise and it makes me feel happy and calm'*

*'it gives us a chance to explore different activities so that you can find out what you enjoy'*

*'I like sports and I like doing fun activities'*



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