

Physical Education Curriculum Intent

Subject Vision

At Trinity Academy Newcastle, the Physical Education curriculum enables learners to develop physical competence, confidence and resilience through a wide range of sporting and physical activities. Through participation in individual and team-based activities, learners develop the knowledge, skills and attitudes required to lead healthy, active, and fulfilling lives. The curriculum encourages learners to challenge themselves, build self-belief and develop positive relationships whilst promoting lifelong participation in physical activity

The Role of Physical Education within the Trinity Curriculum

Physical Education forms a key part of the **Therapeutic and Applied Learning** strand of the Trinity Curriculum Model. Through participation in physical activity, sport, and fitness, learners develop confidence, resilience, teamwork, and independence whilst experiencing success beyond traditional academic contexts. PE supports both physical wellbeing and personal development, helping learners build positive habits that contribute to successful adult lives.

Physical Education contributes significantly to the academy's curriculum drivers by promoting independence, self-regulation, SEMH development, and preparation for adulthood. Through structured physical activity, learners develop communication skills, leadership qualities and the confidence to participate positively in school, their communities and future workplaces

Assessment and Progression

Assessment is directly aligned to curriculum progression and enables learners to demonstrate growth in physical competence, performance, evaluation and independence from their individual starting points.

Progress is measured through curriculum mastery, ensuring that learners develop both physical skills and transferable personal qualities over time. Through Trinity Academy's assessment framework, learners are supported to develop confidence, resilience and competence in Physical Education across Key Stages 3 and 4.

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Key Stage 3 Intent

Developing Physical Competence and Performance

Learners develop physical competence, coordination, control and technique across a broad range of activities including invasion games, net games, striking and fielding, athletics, gymnastics and fitness. Skills are taught progressively, enabling learners to build confidence and apply their learning within increasingly demanding situations throughout Key Stages 3 and 4.

Developing Tactical Understanding and Decision- Making

Learners develop the ability to apply skills within competitive and cooperative contexts. They learn how to create space, employ tactics, evaluate performance and make informed decisions during activities. As learners progress, they become increasingly independent in analysing performance and adapting strategies to improve outcomes

Developing Health, Fitness & Well Being

Learners develop knowledge of fitness, training methods, physical health, and healthy lifestyles. They learn how exercise impacts physical and mental wellbeing whilst developing the skills needed to plan, implement, and evaluate personal fitness programmes. This promotes lifelong engagement in physical activity and healthy living.

Developing Leadership, Communication & Character

Physical Education contributes significantly to the development of communication, leadership and teamwork. Learners take on a variety of roles including performer, leader, coach and official, helping them to develop confidence, responsibility, resilience and respect for others. These experiences support success across the wider curriculum and future employment pathways

Developing Digital Literacy and Performance Analysis

Educational technology is used to enhance learning and engagement within PE. Learners use digital tools to review performance, analyse fitness data, research health and wellbeing topics, and evaluate progress. This supports the academy's commitment to digital literacy and aligns with the NAACE EdTech Review Framework by enabling learners to use technology effectively to support personal development, health, and lifelong learning.

Key Stage 4 Progression

At Key Stage 4, learners build upon the physical, social and personal skills established during Key Stage 3 through personalised pathways and enrichment opportunities.

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Learners continue to develop:

- Physical competence
- Tactical understanding
- Leadership and teamwork
- Health and fitness knowledge
- Independence and self-management

The curriculum prepares learners for participation in lifelong physical activity and supports progression into further education, employment and adult life.

Learners are encouraged to apply physical, personal and social skills confidently in a variety of settings whilst maintaining ambitious expectations for progress and achievement.

Supporting SEMH Development

The PE curriculum has been designed to support learners with SEMH needs through structured routines, active participation, and opportunities for success. Physical activity provides a positive outlet for emotional regulation whilst supporting self-esteem, resilience, social interaction, and confidence. Learners are encouraged to challenge themselves and develop positive attitudes towards physical activity and wellbeing

Preparation For Adulthood

Preparation for Adulthood is embedded throughout the PE curriculum. Learners develop transferable skills including teamwork, leadership, communication, resilience, self-management and independence. The curriculum encourages healthy lifestyle choices and promotes lifelong participation in physical activity, helping learners develop habits that positively impact their future wellbeing and quality of life.

Intended Outcomes

By the end of Key Stage 4, learners will:

- Demonstrate competence and confidence across a range of physical activities.
- Apply tactical understanding and decision-making skills within competitive and cooperative contexts.
- Understand the principles of health, fitness, and healthy living.
- Demonstrate leadership, teamwork, and effective communication skills.
- Use technology appropriately to support performance analysis and personal fitness development.

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- Develop confidence, resilience, and self-regulation through participation in physical activity.
- Engage positively in physical activity and understand its importance for lifelong wellbeing.
- Be prepared for further education, employment, and adult life through the development of transferable skills and healthy lifestyle habits.
- Demonstrate leadership, teamwork and communication skills in a range of environments.
- Develop positive attitudes towards health, fitness and lifelong participation in physical activity.
- Use resilience, self-management and problem-solving skills effectively across school and beyond.
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Ambition

Regardless of starting point or pathway, all learners are entitled to an ambitious Physical Education curriculum that develops physical competence, confidence and personal resilience.

Through carefully sequenced learning and high expectations, learners are supported to become:

- Confident participants in physical activity
- Effective team members and leaders
- Resilient and independent learners
- Positive contributors to their communities
- Successful learners prepared for further education, employment and adult life