

Golden Threads

Diversity

KS1 – Lessons are co-educational and students are expected to take part in mixed gendered teams/ groups in all activities. Games lessons in KS1 are taught by external coaches, both of which are male, providing a sporting role model of a different gender for students in this key stage. We make a conscious effort to challenge misconceptions and stereotypes in sport and physical activity through discussions.

KS2 – Lessons are co-educational and students are expected to take part in mixed gendered teams/ groups in all activities. We make a conscious effort to challenge misconceptions and stereotypes in sport and physical activity through discussions.

KS3 & 4 - We have a number of displays in senior school celebrating females in sport; Careers in sport display depicting a number of successful women in a wide variety of sports-based careers; equality, diversity and inclusion in sport display; Women's football display in B3; Female cyclist display in B3. We make a conscious effort to challenge misconceptions and stereotypes in sport and physical activity through discussions.

GCSE PE - We ensure that a wide variety of names are used in example exam questions; We use a wide variety of sporting examples within topics that represent the diverse community in which we teach (eg. Both male and female sportspeople from a variety of races, backgrounds, religions, sexuality, disability etc), not only to allow our students to relate to those people used in examples, but also to develop an awareness of the breadth of people involved in sport; We make a conscious effort to challenge misconceptions and stereotypes in sport and physical activity through discussions.

Cultural Capital

KS1-4 – We have developed a number of theory-based lessons around sporting role models that are shared with students during winter months when physical PE lessons become disrupted by poor weather conditions, providing students with a wider appreciation for sport and physical activity in the news, current affairs, and in history. We encourage students to attend extra-curricular club to broaden their experiences in sport and physical activities and have a number of links established with external sports clubs and facilities to encourage participation outside of school.

GCSE PE – We make a conscious effort to involve students in discussions about current affairs in sport, linking recent events to relevant GCSE topics in discussions, and to encourage a deeper interest in sport and physical activity outside of their GCSE study. Lessons include recommendations for further learning opportunities (eg. Links to extended knowledge videos, recommendations for activities that can be completed outside of school).

Linguistic Development

KS1-4 - This is embedded in the day-to-day teaching across the primary phase in the following ways; Highlighting key words and phrases both verbally throughout lessons, and in display on whiteboards, wall display materials and resources. Use of subject specific terminology is modelled correctly eg. Stating badminton is played with a racket not a bat. Students are encouraged to share and discuss their personal lesson targets (from KPI displays) with peers and teacher in lessons.

GCSE PE - The meaning of Key words is discussed within questions and throughout topics; Emphasis on spelling correctly and use of subject specific terminology is modelled correctly; Students read out aloud text and questions regularly within lessons