The Rowans PE Curriculum Intent 2026–2027

The Rowan Way: The Power of One

At The Rowans, we believe that physical education and sport have the power to change the direction of a young person's life.

Our curriculum is built around **The Rowan Way** and the belief in **The Power of One**: that one positive experience, one trusted adult, one moment of success, one team, one activity or **one sport** can provide the connection a young person needs to begin seeing themselves differently.

For some pupils, success in PE may be the first time they experience genuine achievement within education. For others, sport may provide a safe way to manage emotions, develop relationships, discover a talent or feel that they belong. Our ambition is therefore not simply for pupils to participate in physical activity. We want every pupil to have the opportunity to **find their one** – the activity, sport or form of physical movement that gives them confidence, purpose and a reason to remain physically active beyond their time at The Rowans.

Through this, PE becomes a vehicle for developing the whole child.

We use physical education and sport deliberately to develop the core Rowans' values of **Kindness, Commitment and Resilience**, while helping pupils develop confidence, self-regulation, responsibility, teamwork, communication, leadership and the ability to respond positively to challenges.

Success is therefore measured not only by sporting performance, but by the young person the pupil is becoming.

ENGAGING AND RELEVANT – Finding Their One	PROGRESSIVE – Growing Through Sport	ENRICHING – Experiences Beyond the Lesson
Our curriculum recognises that pupils arrive at The Rowans with different experiences of education, physical activity and sport. Some may already have positive relationships with PE, while others may associate physical activity with failure,	Progress within The Rowans PE curriculum extends beyond becoming technically better at sport. We recognise and deliberately develop **physical, academic, social, emotional and personal**	At The Rowans, enrichment is not an optional addition to the curriculum. It is an essential part of developing cultural capital, raising aspirations and helping pupils understand that their world can be bigger than their previous experiences.

embarrassment, conflict or disengagement. Our first responsibility is therefore to rebuild that relationship.	**progress**.	Sport provides opportunities to take pupils beyond the boundaries of the classroom and, sometimes, beyond the boundaries they have placed upon themselves.
The KS3 and KS4 PE curriculum is designed to be **relevant, purposeful, challenging and enjoyable**, providing pupils with a broad range of sporting and physical experiences. Pupils experience activities across key areas of the National Curriculum, including invasion games, net and wall activities, striking and fielding, athletics, outdoor and adventurous activities, and artistic or creative physical activity where appropriate. Breadth has a specific purpose at The Rowans. We do not expect every pupil to love every sport. Instead, exposure to different activities increases the possibility that every pupil will discover **one activity that connects with them**. That one activity may become a hobby, a coping strategy, a social connection, a qualification, a career pathway or simply something that supports their physical and mental wellbeing throughout adulthood. Lessons are adapted to meet individual starting	The curriculum is sequenced so that pupils progressively develop their: ● physical competence and confidence; ● knowledge of rules, tactics and sporting principles; ● ability to make decisions under pressure; ● communication and teamwork; ● leadership and responsibility; ● self-control and emotional regulation; ● resilience when experiencing difficulty or failure; ● ability to reflect upon and improve performance; ● understanding of health, fitness and wellbeing; ● independence and willingness to participate. Comprehensive baseline information, observation and ongoing assessment are used to identify individual starting points and barriers to participation. Staff use this information to provide appropriate support and challenge while maintaining high expectations. Progress is recognised when a pupil performs a skill more effectively, but also when they	Pupils are given opportunities to experience physical activity in different environments, engage with clubs and community organisations, participate in competitions and events, experience outdoor learning and encounter activities they may otherwise never have accessed. These experiences allow pupils to develop relationships, independence, confidence and an understanding of how sport operates within the wider community. Where appropriate, pupils are introduced to the breadth of careers connected to sport and physical activity, including coaching, teaching, personal training, sports development, physiotherapy, sports therapy, officiating, leisure management, outdoor education, emergency services and the wider health and fitness sector. Enrichment also creates opportunities for pupils to experience success outside traditional academic measures. For a young person who has previously struggled to identify themselves as successful within education, discovering that they can lead,

points, group dynamics and additional needs while maintaining ambitious expectations. Pupils are supported to experience success without removing appropriate challenge. Positive relationships underpin delivery. Staff model enthusiasm, consistency, fairness and respect, creating environments in which pupils feel safe enough to participate, make mistakes, take appropriate risks and succeed. **We engage pupils through sport so that sport can become a pathway back into learning, belonging and belief in themselves.**	participate for longer, regulate their response to losing, communicate appropriately with a teammate, accept feedback, persevere after failure, lead an activity or return to learning following a difficult experience. These moments matter. They represent **The Power of One** in practice: one successful experience can become another, gradually changing what a pupil believes they are capable of achieving. At KS4, pupils are provided with meaningful pathways which recognise their strengths and future aspirations. Academic, vocational and enrichment opportunities support progression towards further education, training, employment and lifelong participation in physical activity. Our ambition is for pupils to leave The Rowans able to say: **"I know what I enjoy. I know what I can do. I know how to keep going when things become difficult."**	compete, coach, perform, persevere or contribute to a team can be transformational.

The Rowan Way Through PE

Physical education provides a unique environment in which the values of The Rowans can be experienced rather than simply discussed.

KINDNESS	COMMITMENT	RESILIENCE
Pupils learn that sport depends upon other people. They learn to encourage teammates, respect opponents, include others, communicate appropriately, recognise different abilities and understand that their actions affect the experiences of those around them.	Pupils learn that improvement requires effort. They experience the relationship between practice and progress and learn to participate when activities are difficult, maintain effort, take responsibility and work towards individual and collective goals.	Sport provides repeated, safe opportunities to experience setbacks. Pupils will miss shots, lose games, make mistakes and encounter activities they initially find difficult. Our role is not to remove these experiences but to teach pupils how to respond to them. Through appropriate challenge and supportive relationships, pupils learn that failure is temporary, improvement is possible and their response to difficulty matters.

The Power of One

The central ambition of the 2026–2027 PE curriculum is simple

Every pupil deserves the opportunity to find their one.

One sport they enjoy.

One activity that makes them feel successful.

One place where they feel they belong.

One adult who recognises their potential.

One experience that changes how they see themselves.

One reason to keep moving.

For some pupils, that may lead to competitive sport or further study. For others, it may become a lifelong recreational activity. For another pupil, their “one” may simply become the activity they turn to when life becomes difficult.

All of these are successful outcomes.

We cannot predict which activity will connect with which pupil. That is why our curriculum provides breadth, meaningful choice, repeated opportunities for success and exposure to experiences beyond the classroom.

Our Intended Impact

By the time pupils leave The Rowans, we want them to have developed more than sporting ability.

We want pupils to:

- understand the importance of physical activity for lifelong physical and mental wellbeing;
- have experienced a broad and ambitious range of sports and physical activities;
- identify at least one form of physical activity they genuinely enjoy and could continue beyond school;
- demonstrate increasing confidence, independence and self-belief;
- understand how effort, practice and perseverance contribute to improvement;
- respond more positively to challenge, setbacks and competition;
- communicate and work effectively with others;
- demonstrate kindness, commitment and resilience;
- understand opportunities within sport, education, employment and the wider community;

- recognise their own strengths and achievements;
- develop the confidence to access sport and physical activity independently beyond The Rowans; and
- leave with stronger aspirations for who they can become.

Ultimately, the impact of our PE curriculum cannot be measured only in scores, grades, fitness levels or sporting performance.

Its greatest impact may be the pupil who discovers running helps them regulate their emotions; the pupil who finds belonging within a team; the pupil who discovers confidence through lifting, climbing, athletics or racket sports; the pupil who becomes a leader; or the pupil who previously believed that they were "not good at school" and discovers something at which they can succeed.

That is **The Rowan Way**.

That is **The Power of One**.

And that is why sport matters at The Rowans.