



AIM AND PURPOSE

The aim and purpose of the PE curriculum is:

- To be a subject which allows all students to feel positive about themselves and the work they do with other people. This includes developing aspects of physical, mental, social, and emotional health.
- To provide opportunities to develop a range of personal qualities which can be used to excel in a sporting environment and beyond.
- To lay the foundations for widespread participation in extra-curricular activities, while providing motivation, guidance, and inspiration for some to excel as elite sports performers.
- To facilitate a positive pathway through PE related qualifications and into a successful sports related career.
- To create pathways for life-long participation in sport and/or exercise.

HOW DOES THE CURRICULUM INDUCT STUDENTS INTO THE DISCIPLINE OF THE SUBJECT?

- We believe it's important for students to experience a wide range of team and individual activities. This will help them develop a broad skill set, as well as improve general fitness qualities which form the foundation for success in PE.
- We believe that PE lessons should also help to develop a range of personal qualities that are prerequisites for success in high level sport, and wider society.
- PE teachers are responsible for ensuring students experience positivity, ambition, and energy in all their lessons. Teachers will demonstrate quality of performance, but also focus on modelling how to behave, interact, and reflect in a positive way. Teachers will have high expectations of all students, regardless of performance level.





OVERVIEW

- Students in KS3 will be taught a range of individual and team activities.
- Learning will focus on development of key skills, techniques and tactics.
- Assessment will be based on three fundamental personal qualities: respect, resilience and responsibility.
- Activities will vary between classes, with an example curriculum plan shown below.

Term	Focus	Assessment
Aut 1	<u>Handball</u> Students will become familiar with techniques relating to dribbling, passing, and shooting. Game play will focus on the implementation of core skills, and effective attacking/defensive play.	Teacher evaluation of personal qualities.
Aut 2	<u>Badminton</u> Students will become familiar with techniques relating to forehands, backhands, and serving. Game play will focus on the implementation of core skills, and effective attacking/defensive play.	Teacher evaluation of personal qualities.
Spr 1	<u>Basketball</u> Students will become familiar with techniques relating to dribbling, passing, and shooting. Game play will focus on the implementation of core skills, and effective attacking/defensive play.	Teacher evaluation of personal qualities.
Spr 2	<u>OAA</u> Students will become familiar with techniques relating to spatial awareness, map-reading and orienteering. Game play will focus on decision making, leadership and teamwork.	Teacher evaluation of personal qualities
Sum 1	<u>Athletics</u> Students will become familiar with techniques relating to a selection of track and field events. Game play will focus on student's ability to maintain form and consistency during competition.	Teacher evaluation of personal qualities.
Sum 2	<u>Rounders</u> Students will become familiar with techniques relating to fielding, bowling and batting. Game play will focus on the implementation of core skills, and effective attacking/defensive play.	Teacher evaluation of personal qualities.

Home Learning:

- Weekly theory quiz on Carousel.

Useful resources:

- Year 7 Knowledge Organiser



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- Activities will vary between classes, with an example curriculum plan shown below.

Term	Focus	Assessment
Aut 1	<p><u>Football</u> Students will become familiar with techniques relating to dribbling, passing, and shooting. Game play will focus on the implementation of core skills, and effective attacking/defensive play.</p>	Teacher evaluation of personal qualities.
Aut 2	<p><u>Table Tennis</u> Students will become familiar with techniques relating to forehands, backhands, and serving. Game play will focus on the implementation of core skills, and effective attacking/defensive play.</p>	Teacher evaluation of personal qualities.
Spr 1	<p><u>Netball</u> Students will become familiar with techniques relating to passing, footwork, and shooting. Game play will focus on the implementation of core skills, and effective attacking/defensive play.</p>	Teacher evaluation of personal qualities.
Spr 2	<p><u>Trampolining</u> Students will become familiar with techniques relating to basic shapes, controlled landing and twists. Game play will focus on creating fluent and controlled routines linking a range of moves together.</p>	Teacher evaluation of personal qualities.
Sum 1	<p><u>Athletics</u> Students will become familiar with techniques relating to a selection of track and field events. Game play will focus on students' ability to maintain form and consistency during competition.</p>	Teacher evaluation of personal qualities.
Sum 2	<p><u>Cricket</u> Students will become familiar with techniques relating to fielding, bowling and batting. Game play will focus on the implementation of core skills, and effective attacking/defensive play.</p>	Teacher evaluation of personal qualities.

Home Learning:

- Weekly theory quiz on Carousel.

Useful resources:

- Year 8 Knowledge Organiser



OVERVIEW

- Students in KS3 will be taught a range of individual and team activities.
- Learning will focus on development of key skills, techniques and tactics.
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- Activities will vary between classes, with an example curriculum plan shown below.

Term	Focus	Assessment
Aut 1	<u>Rugby</u> Students will become familiar with techniques relating to passing, tackling and building phases of play. Game play will focus on the implementation of core skills, and effective attacking/defensive play.	Teacher evaluation of personal qualities.
Aut 2	<u>Hockey</u> Students will become familiar with techniques relating to dribbling, passing, and shooting. Game play will focus on the implementation of core skills, and effective attacking/defensive play.	Teacher evaluation of personal qualities.
Spr 1	<u>Volleyball</u> Students will become familiar with techniques relating to passing, setting, and serving. Game play will focus on the implementation of core skills, and effective attacking/defensive play.	Teacher evaluation of personal qualities.
Spr 2	<u>Health and Fitness</u> Students will become familiar with techniques relating to specific training methods linked to improving muscular endurance, flexibility, power and aerobic capacity. Game play will focus on maintaining form and effort when challenge is increased (i.e., through changes to frequency, intensity and time).	Teacher evaluation of personal qualities.
Sum 1	<u>Athletics</u> Students will become familiar with techniques relating to a selection of track and field events. Game play will focus on students' ability to maintain form and consistency during competition.	Teacher evaluation of personal qualities.
Sum 2	<u>Stoolball</u> Students will become familiar with techniques relating to fielding, bowling and batting. Game play will focus on the implementation of core skills, and effective attacking/defensive play.	Teacher evaluation of personal qualities.

Home Learning:

- Weekly theory quiz on Carousel.

Useful resources:

- Year 9 Knowledge Organiser



OVERVIEW

The GCSE PE course follows the AQA specification. Assessment is split between theory (60%) and practical (40%). Two formal written exams are completed in Year 11, although students will complete mock exams every half-term throughout the course.

Students can be assessed in a wide range of practical activities, including those in which they train/perform outside of school.

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none">The structure and functions of the musculoskeletal systemThe structure and functions of the cardio-respiratory systemAnaerobic and aerobic exercise	<ul style="list-style-type: none">Paper 1 /40Practical /25
Aut 2	<ul style="list-style-type: none">The effects of exerciseLever systems, examples of their use in activity and the mechanical advantage they provide in movementPlanes and axes of movement	<ul style="list-style-type: none">Paper 1 /78Practical /25
Spr 1	<ul style="list-style-type: none">The relationship between health and fitness and the role that exercise plays in bothThe components of fitness, benefits for sport and how fitness is measured and improved	<ul style="list-style-type: none">Paper 1 /78Practical /25
Spr 2	<ul style="list-style-type: none">The principles of training and their application to personal exercise/training programmesHow to optimise training and prevent injuryEffective use of warm up and cool down	<ul style="list-style-type: none">Paper 1 /78Practical /25
Sum 1	<ul style="list-style-type: none">Self-analysis and evaluationDevelopment of exam technique for Level Marked Questions	<ul style="list-style-type: none">Paper 1 /78Practical /25
Sum 2	<ul style="list-style-type: none">Demonstrate an understanding of how data is collected – both qualitative and quantitativePresent data (including tables and graphs)Analyse and evaluate data	<ul style="list-style-type: none">Paper 1 /78Practical /25

Home Learning:

- Weekly theory quizzes on Carousel.
- Revision for knowledge recall assessment /20

Useful resources:

- Year 10 Knowledge Organiser
- GCSE SOW booklet



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Students can be assessed in a wide range of practical activities, including those in which they train/perform outside of school.

Term	Focus	Assessment
Aut 1	<ul style="list-style-type: none">• Classification of skills (e.g., basic/complex, open/closed)• The use of goal setting and SMART targets to improve and/or optimise performance• Basic information processing	<ul style="list-style-type: none">• Paper 1 /78• Paper 2 /78• Practical /25
Aut 2	<ul style="list-style-type: none">• Guidance and feedback on performance• Mental preparation for performance• Engagement patterns of different social groups in physical activity and sport• Commercialisation of physical activity and sport	<ul style="list-style-type: none">• Paper 1 /78• Paper 2 /78• Practical /25
Spr 1	<ul style="list-style-type: none">• Ethical and socio-cultural issues in physical activity and sport• Physical, emotional and social health, fitness and wellbeing• The consequences of a sedentary lifestyle• Energy use, diet, nutrition and hydration	<ul style="list-style-type: none">• Paper 1 /78• Paper 2 /78• Practical /25
Spr 2	<ul style="list-style-type: none">• Examination preparation	<ul style="list-style-type: none">• Paper 1 /78• Paper 2 /78
Sum 1	<ul style="list-style-type: none">• Formal Summer examinations	<ul style="list-style-type: none">• Paper 1 /78• Paper 2 /78• Practical /100
Sum 2	<ul style="list-style-type: none">• Course completed	

Home Learning:

- Weekly theory quizzes on Carousel.
- Revision for knowledge recall assessment /20

Useful resources:

- Year 11 Knowledge Organiser
- GCSE SOW booklet