

Curriculum overview: Physical Education

Key Stage 2

Sport & Games

Adding in the range of sports (Net and wall games, athletics, dance, striking and fielding, invasion games) experienced and skills.

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations.

Key skills/content requirements at GCSE

- Theoretical knowledge of:
 - Applied anatomy and physiology Physical training
 - Socio-cultural influences Sports Psychology Health, fitness and well-being
- Practical activity assessment in 1 team sport, 1 individual sport and 1 sport of choice.
- Analysing and Evaluating Performance (AEP)

Curriculum Overview

Year 7 and Year 8	Year 9	Year 10 and Year 11
<p style="text-align: center;">Key Stage 2 +</p> <ul style="list-style-type: none"> ▪ To use a range of tactics and strategies in team sports. For example, basketball, football, netball, rounder's, rugby and tennis. ▪ To develop their technique and improve their performance in individual sports. For example, athletics and gymnastics. ▪ To perform dances within a range of dance styles and forms. ▪ To take part in outdoor and adventurous activities that encourage teamwork and develop problem-solving skills. ▪ To develop theoretical knowledge and understanding of: <ol style="list-style-type: none"> a) Components of fitness b) Muscular system c) Methods of training 	<p style="text-align: center;">Year 7 & 8 +</p> <ul style="list-style-type: none"> ▪ To evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best. ▪ To continue to take part regularly in competitive sports and activities outside school through community links or sports clubs. ▪ To develop theoretical knowledge and understanding of: <ol style="list-style-type: none"> a) Components of fitness b) Muscular system c) Methods of training 	<p style="text-align: center;">Year 7, 8 & 9 +</p> <ul style="list-style-type: none"> ▪ To develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance. ▪ To understand how the physiological and psychological state affects performance in physical activity and sport. ▪ To perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/ or compositional ideas. ▪ To develop their ability to analyse and evaluate to improve performance in physical activity and sport. ▪ To understand the contribution which physical activity and sport make to health, fitness and well-being. ▪ To understand key socio-cultural influences which can affect people's involvement in physical activity and sport.

GCSE Physical education external assessment:

The course is graded using the GCSE 1-9 grading system. Assessment is made up of the following components:

- Written examination: 1 hour and 45 minutes (Fitness and Body Systems) 36% of the qualification,
- Written examination: 1 hour and 15 minutes (Health and Performance) 24% of the qualification,
- Practical assessment: internally marked and externally moderated (30% of the qualification, 10% per activity; team, individual, choice)
- PEP assessment: internally marked and externally moderated (10% of the qualification)

Vocational (BTEC) Sports studies external assessment:

The course is graded at pass, merit, distinction or distinction*.

- 75% of the qualification is theory based that is internally assessed by coursework and assignments.
- 25 % of the qualification is externally assessed.

SMSC in PE

Our department endeavour to deliver all aspects of the spiritual, moral, social and cultural agenda and believe that physical education is the perfect vehicle for which to achieve this. The department identified a number of core values which we believe are crucial to every learner, ensuring they are a well-rounded individual with suitable qualities for life-long learning. The six core values are equality; friendship; respect; determination; courage and excellence. These values have been successfully applied to all of our lessons to develop a range of behaviours, qualities and inter-personal skills based on sporting experiences.

Spiritual Development in PE

During the range of activities that students participate in, including examination physical education and extra-curricular sessions students develop a sense of enjoyment and fascination in learning about themselves, others and the world around them. Students are consistently encouraged to use their imagination and creativity in their learning, and showcase a willingness

to reflect on their experiences. Key stage 3 dance and gymnastics allow students to be creative in sequences and choreography but we also encourage our students to be creative when outwitting the opposition in team game situations. Dance further allows the expression of personal, emotional and spiritual concepts. Outdoor and adventurous activities students have the opportunity to use imagination to solve problems, develop teamwork and show determination and creativity.

Moral Development in PE

Physical education teaches students about rules and regulations (written and unwritten) across a variety of sports and activities, which encourages students to follow and respect codes of conduct; appreciate etiquette with handshakes before and after matches, applauding the opposition, fair play, and sportsmanship. In every lesson students abide by the rules and regulations, gaining a good understanding of rules and the consequences of breaking them, which in turn helps students, apply this understanding to their own lives. Level 3 BTEC students study a variety of laws associated with sport and beyond in Unit 3 'Assessing the Risk. The concepts of self-discipline to excel are essential. Students are taught that the only way you can achieve in sport to a high standard is if you work hard and if you can discipline yourself to train and apply yourself.

Social Development in PE

Students in physical education use of a range of social skills in different contexts. The willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. An interest and understanding of, the way communities and societies function at a variety of levels. Leadership skills underpin the units and lessons provide students with the chance to lead warm-ups, skill practices and officiate games to enhance social skills. Sports activities and teams focus upon developing students' social skills such as meeting new people, communicating with others including adults. The school games organising committee and team captains are integral to our department, liaising with everyone in the team and often

having to liaise with the member of staff involved. 'Sports Relief' activities provide an excellent opportunity to volunteer for a number of fundraising events to make positive contributions to others.

Cultural Development in PE

The physical education department encourages a willingness to participate in sporting opportunities that will help to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. Our partner school in India has provided several opportunities to experience sport and wider socialisation in a different country. In dance students are given the opportunity to express different cultures through performance. The annual ski trip also gives students excellent opportunities to experience different cultures.