

PE & Games

Overview of the curriculum

Key Stage 3 (Years 7, 8 & 9)

Our Key Stage 3 curriculum is sequential in nature and designed to build the fundamental skills that underpin performance and success in physical activity and sport. Students are taught a range of concepts that progress in difficulty as they move through the key stage. The students start by gaining an understanding of some of the core components of fitness and the importance of controlling their bodies whilst being adaptable to various situations within performance. In Years 8 and 9, students are then able to apply these fundamental skills to more varied and challenging situations, both in skill isolation as well as competitive environments. The importance of physical health and well-being is a focus of our curriculum, which is designed to inspire students to enjoy a healthy and active lifestyle through Key Stages 4 and 5 and beyond.

Core Games - Key Stage 4 (Years 10 & 11)

All students participate in Core Games lessons in Key Stage 4. We have opted for an approach that allows our students to participate in activities that will be valuable for them as individuals post school. As such, students are afforded an opportunity to tailor their participation to suitable and appropriate activities. Students follow various pathways that match their personality profile to ensure all students get the most value out of experiences in PE and Sport.

In Year 10, the Sports Leaders unit of work is designed to ensure all students have an opportunity to develop and demonstrate key personal skills that will become transferable to other areas of their lives. In Year 11, students are provided with a choice of activities and choose what they would like to participate in. This is designed to ensure students can continue to enjoy those activities they are passionate about, but are also able to try new activities.

GCSE PE - Key Stage 4 (Years 10 & 11)

A Level PE - Key Stage 5 (Years 12 & 13)

At both GCSE and A Level PE we follow the AQA specifications. We have chosen these specifications as they are designed to provide an all round approach to understanding the impact of Sport, PE and a healthy active lifestyle can have on your own personal performance. The GCSE specification underpins the key concepts of the A Level specification. The A Level course digs deeper into

the fundamental factors that influence performance and allows our students to experience the key determinants that separate the elite performers. By applying these concepts to their own performance, the students are provided with a rich variety of knowledge that is designed to inspire them to continue their PE studies at higher education.

SMSC in Physical Education

Spiritual development in PE enables students to reflect on personal achievement, emotional expression and self-awareness through physical activity. Students are given opportunities to develop resilience, determination and self belief by setting personal goals and overcoming physical challenges. Activities such as individual sports, mindfulness exercises and personal performance reflection help students gain insight into their own values and motivations. Themes such as respect, fairness and integrity are explored within both individual and team settings, fostering a greater sense of purpose and identity as active participants.

Moral development is promoted as students examine the importance of rules, fairness and ethical behaviour in sport and physical activity. Through competitive and cooperative games, students explore issues such as sportsmanship, equality, inclusion and the consequences of unethical conduct, including the use of performance-enhancing substances. Students are encouraged to evaluate their own decisions and consider the impact of their actions on others, developing a strong sense of right and wrong both on and off the field. Through the use of co-curricular activities, students are encouraged to win well and lose with integrity, always considering what has been learnt in success and in failure. Respect is a fundamental value that is prompted in the curriculum and part of the co-curricular programme.

Social development is a key aspect of the PE curriculum, as students are regularly engaged in activities that promote teamwork, leadership, communication and mutual respect. Group work and team sports encourage cooperation and the appreciation of different roles within a team. Students take on responsibilities such as captains, referees or coaches, which help to build confidence, trust and accountability. Through the use of activities such as Sports Leadership, Sport Education and Problem Solving, participation in physical activities allows students to form positive relationships, develop interpersonal skills and work effectively with others regardless of background or ability.

Cultural development in PE provides students with the opportunity to explore a wide range of sports and physical activities from different cultures and traditions. Students learn about the historical and social significance of various games and how sport reflects the values of different communities. The curriculum includes international sports, traditional dances and discussions on access to physical activity across different regions and societies. Students are encouraged to appreciate cultural diversity in sport and understand the role of global sporting events in promoting unity and shared values.

Examples of Spiritual, Moral, Social and Cultural development in Physical Education include:

- Reflecting on emotional responses and goal setting during personal fitness challenges.
- Demonstrating resilience in the face of defeat or lack of success in skills/task
- Debating the ethical issues surrounding drug use in professional sport and its impact on fair play.
- Working collaboratively in team sports, demonstrating mutual respect, cooperation and good communication.
- Exploring traditional and international games to understand how sport reflects different cultures and histories, such as taking an active part in the Sports of the Worlds unit of work.
- Discussing barriers to participation in sport, such as gender, disability and socio-economic background.
- Taking on leadership and officiating roles to build confidence, responsibility and empathy.
- Experiencing professional and elite level sport through attending professional sporting events.
- Immersing in a different culture of another country by attending sports tours.

Overview of schemes of work at each key stage

Key Stage 3	Key Stage 4	Key Stage 5
During the key stage, students experience a curriculum that covers: ● Fundamental Movement Skills ● Invasion Games (<i>Rugby, Football, Netball, Hockey, Basketball</i>) ● Net/Wall Games (<i>Badminton, Tennis and Table Tennis</i>) ● Aesthetics (<i>Dance and Gymnastics</i>) ● Striking & Fielding (<i>Rounders, Cricket and Softball</i>) ● Physical Wellbeing (Yoga, Boxercise, Step) ● Athletics ● Futsal	Core Games Students follow blocks of work, normally for 4 weeks (8 lessons). All Year 10 students are offered the opportunity to complete a Sports Leaders qualification. All students take part in the delivery of the leadership course, regardless of whether they opt in for the qualification or not. Students are taught in mixed gender groups for this unit. Students then follow a pathway of activities that are designed to suit varying personalities, with their traits being matched via a questionnaire.	A Level PE There are 6 main topics delivered on the AQA A Level course. These are split across three different teachers. ● Skill Acquisition ● Sport Psychology ● Anatomy and Physiology ● Exercise Physiology ● Sport and Society ● Technology in Sport Critical analysis and evaluation, as well as being able to reflect on key concepts taught, are the focus of A Level. Students are taught to research content and then

A range of skills are taught across the different activities. Skills are progressive in nature and are often hierarchical between each year group (if activities are repeated). The physical attributes required for each activity are taught alongside personal skills such as team work, communication, leadership, respect and hard work. <u>Year 7 units</u> Autumn & Spring Terms ● Football ● Dance ● Basketball ● Rugby ● Tag Rugby ● Table Tennis ● Netball ● Badminton ● Gymnastics ● Hockey Summer Term ● Athletics ● Tennis ● Striking & Fielding Activities <u>Year 8 units</u> Autumn & Spring Terms ● Physical Wellbeing ● Badminton	In Year 11, all students are provided with autonomy over their activities. Students are taught in mixed gender groups. At Key Stage 4, activities similar to those at Key Stage 3 are offered, but in addition we offer: ● Yoga ● Zumba ● Health Related Fitness ● Step Aerobics ● Ultimate Frisbee ● Sports Leaders ● Strength and Conditioning GCSE PE There are 6 main units of work: ● Health and Fitness ● Physical Training ● Anatomy and Physiology ● Movement Analysis ● Sport Psychology ● Socio-Cultural Influences Use of Data is also taught as part of the course. The skills of recall, application, analysis and evaluation form the basis of the assessment at GCSE. These are delivered through three key Assessment Objectives. We aim to ensure our students grasp these key skills to be able to effectively answer examination style questions.	form logical and well structured answers to examination style questions. Students complete an in depth analysis and evaluation of their own performance. It is designed to be a reflective piece of work that requires knowledge and understanding of key areas of the specification. Students demonstrate their ability to identify weakness, describe in detail the technique used and then add further by evaluating the causes and corrections of the identified weakness.
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● Problem Solving ● Rugby ● Basketball ● Table Tennis ● Football ● Sport Education ● Dance ● Gymnastics Summer Term ● Athletics ● Tennis ● Striking & Fielding Activities <u>Year 9 units</u> Autumn & Spring Terms ● Badminton ● Netball ● Hockey ● GCSE PE taster ● Volleyball ● Rugby ● Invasion Games ● Table Tennis ● Futsal ● Sports of the World Summer Term ● Athletics ● Tennis ● Striking & Fielding Activities	The practical component consists of attacking, defensive and strategic skills in both isolated drills and competitive situations. Each sport is assessed against prescriptive criteria that is designed to challenge the students in a set of progressive drills and a full context competitive situation. Curriculum time is split between theory lessons (3 hours per fortnight) and practical lessons (2 hours per fortnight).	
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