

## PHYSICAL EDUCATION

### INTENT- KS3

Positive student/teacher relationships in PE create a strong and safe environment to develop and succeed as a young adult. We create bespoke curriculum topics that support our students to grow and demonstrate how to use their environment to their advantage. Students will develop physical, technical and tactical sporting skills; enhanced by an embedded focus on mental skills such as resilience, determination and confidence. In KS3 we focus on building strong, confident students who have a love for activity. We encourage positive perceptions of PE and remove barriers to participation. We explore a range of sports, including disability activities to expose our students to new and exciting experiences. We aim to raise aspirations and develop individual ambition for students to make progress and develop a passion for living active lives. Students learn that there is more to sport than being an athlete. We encourage students to take on roles in all aspect of sport- leadership, officiating, coaching and assisting. Extra curriculum provision is provided with a strong inter-house system and external fixtures, which suit both participation and performance in sport. Strong links with community clubs encourage good attitudes and support for our community. SEND/PP students have access to PE classes, they have access to the same knowledge and skills, but tailored to help them succeed in a class environment and supporting them individually.

## SKILLS AND KNOWLEDGE

	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in	
7	<ul style="list-style-type: none"> <li>PE, Sports and Physical activity- understand the differences between these</li> <li>Fitness- understand the term fitness and its importance</li> <li>Physical benefits- impact PE can have on physical health.</li> <li>Mental benefits- impact PE can have on mental and emotional health.</li> <li>Social benefits- impact PE can have on health and well-being in and out of school,</li> <li>Emotions and activity- understand and analyse how emotional change in different situations.</li> <li>Confidence- what it is and how to improve it</li> <li>Attitudes- What is meant by the term attitudes and how this can impact performance.</li> <li>Positive approaches- Understanding to gain the most from the curriculum.</li> <li>Comfort zones- analyse there own comfort zones and they advantages to push beyond these.</li> <li>Failure- analyse the role it has in day-to-day experiences and sport.</li> <li>Growth mindset- insight and understanding on the concept</li> <li>Competence- develop competence in different activities.</li> </ul>	<ul style="list-style-type: none"> <li>Skills &amp; Techniques- Understand the difference between skills and techniques.</li> <li>Practice- how this concept can support learning and development</li> <li>Providing feedback- Analyse performance for meaningful and constructive feedback.</li> <li>Act on feedback- acting on feedback to demonstrate progress</li> <li>Performance- understand the concept and demonstrating competence.</li> <li>Intrinsic Motivation- understand the positive benefits of being intrinsically motivated</li> <li>Extrinsic Motivation- The positive benefits of extrinsic motivation.</li> <li>Setting Goals- demonstrate the tools needed to set and have impactful goals</li> <li>Celebrate Progress- Celebrate progress and reflect on the impact on other parts of life.</li> <li>Persistence- what it is and how to use it during a challenge.</li> <li>Determination- what it is and how to demonstrate it.</li> </ul>	<ul style="list-style-type: none"> <li>racquets/striking and fielding/invasion games/athletics/dance/outdoor and adventurous activities/health related exercise</li> <li>Teamwork</li> <li>fundamental rules and regulations for a range of sports and the need for officials</li> <li>fundamental techniques in a range of sports in isolation and simple drills</li> <li>overcoming opponents in competitive situations in team and individual games (e.g. rugby/netball/badminton/tennis).</li> <li>decision making in competitive sports</li> <li>simple reasoning and questioning in attempting to solve problems</li> <li>identifying strengths and weaknesses of their own and others' work</li> <li>leadership of warm-ups and cool downs</li> <li>officiating low stakes practices in some sports</li> </ul>
8	<ul style="list-style-type: none"> <li>Verbal communication- develop the ability to communicate effectively</li> <li>Non-verbal Communication- develop the ability to communication non-verbally.</li> <li>Active Listening- How to develop active listening skills.</li> <li>Conflict resolution- understand a range of conflict management skills and how to solve</li> <li>Asking Questions- Reflect on the advantages of using questioning when learning.</li> <li>Providing and receiving feedback- Understand the role of feedback as part of effective communication.</li> <li>Confidence- what it is and how to improve it</li> <li>Attitudes- What is meant by the term attitudes and how this can impact performance.</li> <li>Positive approaches- Understanding to gain the most from the curriculum.</li> <li>Comfort zones- analyse their own comfort zones and they advantages to push beyond these.</li> <li>Failure- analyse the role it has in day-to-day experiences and sport.</li> <li>Growth mindset- insight and understanding on the concept</li> <li>Competence- develop competence in different activities. .</li> </ul>	<ul style="list-style-type: none"> <li>Skills and Techniques- Understand the difference between skills and techniques.</li> <li>Practice- how this concept can support learning and development</li> <li>Providing feedback- Analyse performance for meaningful and constructive feedback.</li> <li>Act on feedback- acting on feedback to demonstrate progress</li> <li>Performance- understand the concept and demonstrating competence.</li> <li>Fixed Mindset- how a fixed mindset will limit success</li> <li>Growth Mindset- differences between a growth and a fixed-mindset</li> <li>Look for Positives- demonstrate the tools required to think and act positively</li> <li>Perspective- demonstrate the tools required to think and act positively.</li> <li>Spread Positivity- positive attitude and the impact it can have upon team dynamics</li> <li>Handle Criticism- develop and demonstrate the tools required to think and act positively.</li> </ul>	<ul style="list-style-type: none"> <li>Racquets/striking and fielding/invasion games/athletics/dance/outdoor and adventurous activities/health related exercise.</li> <li>Teamwork.</li> <li>Techniques in a range of sports in increasingly complex drills under pressure.</li> <li>Overcoming challenging opponents in competitive situations in team and individual games (e.g. rugby/netball/badminton/tennis).</li> <li>Pressured decision making in competitive sports, including some analysis of opponents' strategies.</li> <li>Reasoning, questioning and listening to the contributions of others in order to solve problems.</li> <li>Identifying strengths and weaknesses of their own and others' work and suggesting improvements.</li> <li>Leadership of warm-ups, basic drills and cool downs.</li> <li>Officiating with competence in a greater range of sports and roles</li> </ul>
9	<ul style="list-style-type: none"> <li>Respect- what the term means, and how to demonstrate it</li> <li>Etiquette- the importance of and how to show this.</li> <li>Fair play- value and importance of rules and its role in ensuring fairness.</li> <li>Determination- determination and resilience and when/how it is important</li> <li>Equality- importance of Equality in different settings.</li> <li>Courage- what this is and how it might reflect in a different settings.</li> <li>Self-Determination Theory – Part 1- begin to reflect on their own personal motivations</li> <li>Self-Determination Theory – Part 2- power of autonomy</li> <li>Winning and Losing- good sportsmanship and behaviours</li> <li>Rising to the Challenge- self motivation and improve this individually.</li> <li>Competing Against Yourself- persistence and to improve individual persistence</li> <li>Co-operation and Competition- impact of balancing competition with cooperation.</li> <li>Identify the Problem- what problem solving is and how to identify potential problems to ensure success through a range of problem-solving techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Gather Information- identify and analyse 'issues' from different perspectives, considering ways to tackle the problem.</li> <li>Collaboration - importance of cooperation and being a good team.</li> <li>Planning - importance of cooperation and being a good team player.</li> <li>Decision Making -develop skills taught in this unit, this time by enhancing their decision-making skills.</li> <li>Reflection- apply knowledge to PA, Sport and further aspects of life.</li> <li>Fixed Mindset- how a fixed mindset will limit success</li> <li>Growth Mindset- differences between a growth and a fixed-mindset</li> <li>Look for Positives- demonstrate the tools required to think and act positively</li> <li>Perspective- demonstrate the tools required to think and act positively.</li> <li>Spread Positivity- positive attitude and the impact it can have upon team dynamics</li> <li>Handle Criticism- develop and demonstrate the tools required to think and act positively.</li> </ul>	<ul style="list-style-type: none"> <li>advanced strategies, tactics and skills used in sports and physical activities.</li> <li>rules and regulations for a range of sports and the roles of different types of officials.</li> <li>short and long-term effects of exercise on the body to muscular, cardiovascular and respiratory systems.</li> <li>choreographed dances with advanced ideas.</li> <li>safety factors during physical activity and for more advanced activities.</li> <li>the components of fitness and how you can improve them by using methods of training and principles of training</li> <li>the benefits of leading a healthy active lifestyle – through exercise and diet, to also include physical activity outside of school.</li> </ul>

## INTENT- KS4

**Students will continue to take part in regular Core PE sessions. These sessions follow our concept curriculum. In year 10, students have the additional opportunity to study a BTEC in Sport for other wanting to explore this subject further or increase their knowledge to benefit their future destinations.**

During our KS4 curriculum we build on the strong foundations we have developed in KS3, students feel confident with the knowledge and skills they have developed and are successful applying this into theoretical contexts and sporting situations. Their ability to thrive in sport continues and they are now encouraged to apply more scientific knowledge into their practice.

The transition from participants to leaders is vital during this stage. We provide students with the opportunity to develop their leadership skills through refereeing fixtures, tournaments and primary competitions which also enables strong links within the community. Students will take ownership of their curriculum and the sessions within it.

We aim to ensure all students leave the school possessing the skills, motivation and knowledge to enjoy a lifelong engagement with sport and physical activity. Removing barriers to participation to prolong the enjoyment of sport into adulthood and promote positive associations with PE.

Opportunities to explore the careers they can access through the new skills and knowledge developed within PE. Exposing students to pathways to succeed in a sporting role from universities, apprenticeships and volunteer roles that can be accessed alongside other careers. Students will have opportunities to complete additional qualifications to strengthen their employability in sport such as referee qualifications and coaching levels.

## SKILLS AND KNOWLEDGE

10	Students will develop their KNOWLEDGE of	Students will develop their SKILLS in	
	<ul style="list-style-type: none"> <li>• Roles- understand roles within teams/groups. They will understand the importance of everyone fulfilling their purpose and effectively contributing.</li> <li>• Communication - a range of communication techniques and to develop the ability to communicate effectively within a team.</li> <li>• Problem Solving- what problem solving is and to explore a range of problem-solving techniques within a team context</li> <li>• Embracing Collaboration- the importance of cooperation and being a good team player.</li> <li>• Shared Goal- understand the importance of a vision or goal and how to achieve that alongside others.</li> <li>• Conflict Resolution- conflict management skills and to develop strategies to solve conflicts and disagreements.</li> <li>• Attitudes and Behaviours - what is meant by and the importance of attitude and behaviour in all aspects of life.</li> <li>• Honesty- the importance of demonstrating honesty and being able to respond positively to honest and constructive feedback.</li> <li>• Confidence - understand confidence and connect this concept to positive attitude and behaviour</li> <li>• Commitment- what is meant by and demonstrate commitment.</li> <li>• Enthusiasm- understand what is meant by and demonstrate enthusiasm.</li> <li>• Positivity- understand what is meant by and demonstrate positivity.</li> <li>• Employability- understand the term employability and demonstrate skills related to this term.</li> </ul>	<ul style="list-style-type: none"> <li>• Managing Time- understand the skills most desired by employers and reflect on their own skills.</li> <li>• Commitment to Development- understand how you can take steps to improve and develop their employability skills.</li> <li>• Drive and Initiative- understand the skills most desired by employers and reflect on their own skills.</li> <li>• Analysing and Investigating- understand the skills most desired by employers and reflect on their own skills.</li> <li>• Teamwork and Communication- understand the skills most desired by employers and reflect on their own skills.</li> <li>• Self-Reflection- understand what is meant by the term 'self-reflection and to be able to apply this knowledge to PA, Sport and further aspects of life</li> <li>• Self-Improvement - understand what is meant by the term 'self-improvement' and to be able to apply this.</li> <li>• Self-Care- understand what is meant by the term 'self-care' and to be able to apply this.</li> <li>• Self-Efficacy- understand what is meant by the term 'self-efficacy' and to be able to apply this knowledge to PA, Sport and further aspects of life</li> <li>• Self-Appraisal- understanding of the term 'self-appraisal and will to be able to apply this knowledge to PA, Sport and further aspects of life.</li> <li>• Self-Help- understand what is meant by the term 'self-help' and to be able to apply this knowledge to PA, Sport and further aspects of life.</li> </ul>	<ul style="list-style-type: none"> <li>• Racquet/striking and fielding/invasion games/athletics/dance/health related exercise</li> <li>• Teamwork</li> <li>• using advanced techniques, strategies and tactics in a range of sports in competitive game situations</li> <li>• being able to make the correct decisions in competitive situations to allow you to beat an opponent regularly and apply knowledge to different contexts/activities</li> <li>• contemporary and traditional dance styles and techniques, developing choreography and using the four dance key themes effectively in your work analysing performance of yourself and others during performance to alter the outcome of a game</li> <li>• demonstrating their ability to select and apply appropriate skills, techniques and ideas in a variety of activities</li> <li>• being able to offer a wide range of solutions to challenges set and make effective decisions about their performance</li> <li>• analysing and evaluating their own performance, identifying strengths and weaknesses having an understanding of the impact of skills, tactics or composition and fitness on the quality and effectiveness of performance.</li> </ul>
	<ul style="list-style-type: none"> <li>• Health and Fitness- understand the importance of maintaining a good level of physical health and fitness.</li> <li>• Aerobic and Anaerobic Exercise- understanding of aerobic and anaerobic exercise.</li> <li>• Activity and Social Health- develop an understanding of why social health is important to their day to day lives.</li> <li>• Activity and Mental Health- develop an understanding of why mental health is important to their day-to-day lives</li> <li>• Short-Term Effects of Exercise- understanding of the short-term effects of exercise are and how they affect our body (24-36 hours).</li> <li>• Long-Term Effects of Exercise- understanding of the long-term effects of exercise are and how they affect our body (months and years after exercising).</li> <li>• Competition- consider the role of competition in physical activity engagement.</li> <li>• Personal Fitness- understanding of their own personal fitness and the importance of good fitness in their lives.</li> <li>• Socially Active- understand the benefits of regular physical activity on social health and social activity.</li> </ul>	<ul style="list-style-type: none"> <li>• Training for Purpose - understand how to train for a goal, target or purpose. They will reflect on the importance of challenge in increasing motivation and exercise adherence.</li> <li>• Enjoyment- understand the importance of enjoyment in physical activity uptake and exercise adherence</li> <li>• Maintaining Health- understand the benefits of regular physical activity participation.</li> <li>• Self-Identity- explore self-identity and how important PA, PE, and Sport is to their lives/self-identity.</li> <li>• Habits - consider and reflect on personal habits; to physical activity.</li> <li>• Attitudes and Motivators- reflect on their attitudes and motivations to physical activity.</li> <li>• Physical Literacy- how this will help them to develop physically.</li> <li>• Positive Approaches to Physical Activity- mindset and will form links with physical activity and improved wellbeing.</li> <li>• What Motivates you to Engage in Physical Activity? Reflect on motivations towards PA and understand which physical activities might be right for them.</li> </ul>	<ul style="list-style-type: none"> <li>• Racquet/striking and fielding/invasion games/athletics/dance/health related exercise</li> <li>• Teamwork</li> <li>• using advanced techniques, strategies and tactics in a range of sports in competitive game situations</li> <li>• being able to make the correct decisions in competitive situations to allow you to beat an opponent regularly and apply knowledge to different contexts/activities</li> <li>• contemporary and traditional dance styles and techniques, developing choreography and using the four dance key themes effectively in your work analysing performance of yourself and others during performance to alter the outcome of a game</li> <li>• demonstrating their ability to select and apply appropriate skills, techniques and ideas in a variety of activities</li> <li>• being able to offer a wide range of solutions to challenges set and make effective decisions about their performance</li> <li>• analysing and evaluating their own performance, identifying strengths and weaknesses, having an understanding of the impact of skills, tactics or composition and fitness on the quality and effectiveness of performance.</li> </ul>

## SKILLS AND KNOWLEDGE - BTEC Level ½ Tech award in Sport

### Students will develop their KNOWLEDGE of

- Explore types and provision of sport and physical activity for different types of participants
- Examine equipment and technology required for participants to use when taking part in sport and physical activity
- Be able to prepare participants to take part in physical activity
- Understand how different components of fitness are used in different physical activities.
- Be able to participate in sport and understand the roles and responsibilities of official.
- Demonstrate ways to improve participants sporting techniques
- Explore the importance of fitness for sports performance
- Investigate fitness testing to determine fitness levels
- Investigate different fitness training methods
- Investigate fitness programming to improve fitness and sports performance

### Students will develop their SKILLS in

- BTECs are all about applying knowledge and skills in real-life scenarios to create career success and develop the employability skills modern businesses need.

With a BTEC qualification, you will learn and develop key skills such as:

- Organisation
- Working to deadlines Teamwork
- communication and leadership Initiative and problem solving
- Ability to learn and adapt.
- You will think critically and creatively
- analyse situations and suggest courses of action
- plan and organise what is involved and carry it through to completion to reflect on what has been done and draw conclusions for the future

### TIMETABLE ALLOCATION

Year 7 Core PE	Year 8 Core PE	Year 9 Core PE	Year 10 Core PE	Year 10 BTEC PE	Year 11 Core PE	Year 11 BTEC PE
4 x one hour lessons	4 x one hour lessons	4 x one hour lessons	2 x one hour lessons	6 x one hour lessons	2 x one hour lessons	6 x one hour lessons

### OVERVIEW

#### Qualification gained by the end of Year 11: BTEC Level 2 Tech Award in Sport

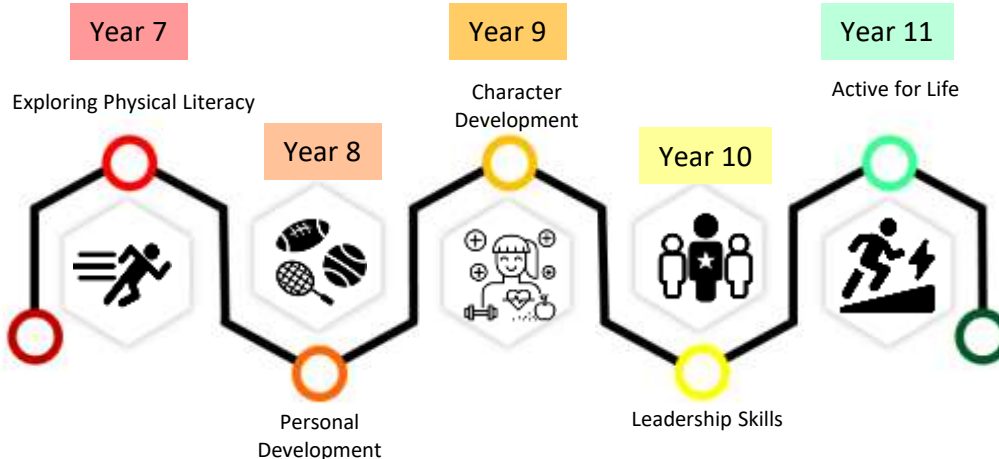
#### Whole school vision links developed in this subject

- Community links with local clubs
- International sporting opportunities to promote languages
- British values through sportsmanship
- Outdoor and adventurous activity
- Promotion of high ambition from university visits.
- Inclusive for all- same setting but adapted work.
- Opportunities outside of the school community
- Working with local providers

#### After school destinations linked to this subject

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• PE teacher</li> <li>• Sports coach</li> <li>• Sports journalist</li> <li>• Physiotherapy</li> <li>• Data analysis referee</li> <li>• Sports statistician</li> <li>• Sports product developer</li> <li>• Sports development officer</li> </ul> | <ul style="list-style-type: none"> <li>• Outdoor education</li> <li>• Commentator</li> <li>• Leisure manager</li> <li>• Gym instructor</li> <li>• Professional athlete</li> <li>• Photographer</li> <li>• Nutritionist</li> <li>• Marketing</li> <li>• Bio mechanist</li> </ul> |
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### PE CURRICULUM THEMES



#### Cross Curriculum links in PE

- Geography- navigating maps
- Maths- grids and scoring systems
- Drama- reading movements
- History- British sports/ development of exercise.
- Science- anatomy & lifestyle
- English- Officiating language
- CA- local outdoor education
- Music- interruption in dance/gym

# Year 7- PE Curriculum



## Curriculum theme: **Exploring Physical Literacy**

Students will explore the concept and understand the importance of 'physical literacy'. Competence, confidence, knowledge and understanding and motivation are covered to help students realise what underpins physical literacy and how it can be developed.

### KS2 recap



### Unit 2- Confidence

1. Confidence- what it is and how to improve it
2. Attitudes- What is meant by the term attitudes and how this can impact performance.
3. Positive approaches- Understanding to gain the most from the curriculum.
4. Comfort zones- analyse their own comfort zones and the advantages to push beyond these.
5. Failure- analyse the role it has in day-to-day experiences and sport.
6. Growth mindset- insight and understanding on the concept.

These concepts will be delivered through **Fitness & Dance**.

### Unit 4- Motivation

1. Intrinsic Motivation- understand the positive benefits of being intrinsically motivated
2. Extrinsic Motivation- The positive benefits of extrinsic motivation.
3. Setting Goals- demonstrate the tools needed to set and have impactful goals
4. Celebrate Progress- Celebrate progress and reflect on the impact on other parts of life.
5. Persistence- what it is and how to use it during a challenge.
6. Determination- what it is and how to demonstrate it.

These concepts will be delivered through **Tennis**

### Unit 1- Knowledge and understanding

1. PE, Sports and Physical activity- understand the differences between these
2. Fitness- understand the term fitness and its importance
3. Physical benefits- impact PE can have on physical health.
4. Mental benefits- impact PE can have on mental and emotional health.
5. Social benefits- impact PE can have on health and well-being in and out of school.
6. Emotions and activity- understand and analyse how emotional change in different situations.

These concepts will be delivered through **Basketball** as the sporting focus.

### Unit 3- Movement Competence

1. Competence- develop competence in different activities.
2. Skills & Techniques- Understand the difference between skills and techniques.
3. Practice- how this concept can support learning and development
4. Providing feedback- Analyse performance for meaningful and constructive feedback.
5. Act on feedback- acting on feedback to demonstrate progress
6. Performance- understand the concept and demonstrating competence.

These concepts will be delivered through **Gymnastics**

### Progressing into Year 8

# Year 8- PE Curriculum



**Curriculum theme: Personal Development**  
Students will explore the concept and understand the importance of 'physical literacy'. Competence, confidence, knowledge and understanding and motivation are covered to help students realise what underpins physical literacy and how it can be developed.

## Year 7 recap

### Unit 2- Resilience

1. Resilience- understanding of the term 'resilience' and be encouraged to demonstrate this concept.
2. Embracing Failure- what is meant by failure and demonstrate how it can aide learning.
3. Marginal Gains- Students will gain an understanding of how marginal gains can lead to big improvements over time.
4. Persistence- what persistence is and demonstrate it when faced with a challenge.
5. Be- Proactive- understand the role of and advantages of being proactive alongside determination and perseverance.
6. Growth Mindset- the difference between a fixed and growth mindset.

These concepts will be delivered through **Badminton**

### Unit 4- Emotional Intelligence

1. Emotional Intelligence- what emotional intelligence is and the importance of it in their lives.
2. Recognise emotions- how to recognise their own and others' emotions and why this is an important part of emotional intelligence.
3. Understand emotions- understanding of emotions and how it might impact behavior.
4. Label emotions- ability to label particular emotions that they have felt at particular times in their lives.
5. Express emotions- how to appropriately express how they are feeling.
6. Regulate emotions- how to appropriately regulate how they are feeling

These concepts will be delivered through **Volleyball**

### Unit 1- Communication

1. Verbal communication- develop the ability to communicate effectively
2. Non-verbal communication- develop the ability to communicate non-verbally.
3. Active Listening- How to develop active listening skills.
4. Conflict resolution- understand a range of conflict management skills and how to solve
5. Asking Questions- Reflect on the advantages of using questioning when learning.
6. Providing and receiving feedback- Understand the role of feedback as part of effective communication.

These concepts will be delivered through **Netball**

### Unit 3- Intra-personal skills

1. Behaviour- reflect and analyse their own behavior.
2. Empathy- empathy and consider appropriate reactions to different feelings presented by others
3. Patience- hat is meant by and how to demonstrate patience.
4. Adaptability- the benefits of change and having an open mindset. They will be given the opportunity to reflect on when and why you need to be adaptable.
5. Coping with pressure- coping with pressure as a stress management tool, they will learn how the body responds to stress/pressure and learn some coping strategies to use in different life settings.
6. Work Ethic- what constitutes as positive work ethic and why it is so important in a variety of different settings. They will consider their own ambitions and life goals.

These concepts will be delivered through **Tag Rugby**

**Progressing into Year 9**

# Year 9- PE Curriculum



**Curriculum theme: Character Development**  
Students will build a connection with and understand how characters can be developed through PE and Sport. Exploring concepts such as 'Sporting Values', 'Competition', 'Problem Solving' and 'the Power of Positivity', students will realise the sheer value of PE and how it can be instrumental in developing positive personal characteristics.

## Year 8 recap

### Unit 2- Redefining Competition

1. Self-Determination Theory – Part 1- begin to reflect on their own personal motivations
2. Self-Determination Theory – Part 2- power of autonomy
3. Winning & Losing- good sportsmanship and behaviours
4. Rising to the Challenge- self motivation and improve this individually.
5. Competing Against Yourself- persistence and to improve individual persistence
6. Co-operation & Competition- impact of balancing competition with cooperation.

These concepts will be delivered through **Cardiovascular training and Dance**

### Unit 4- Power of Positivity

1. Fixed Mindset- how a fixed mindset will limit success
2. Growth Mindset- differences between a growth and a fixed- mindset
3. Look for Positives- demonstrate the tools required to think and act positively
4. Perspective- demonstrate the tools required to think and act positively.
5. Spread Positivity- positive attitude and the impact it can have upon team dynamics
6. Handle Criticism- develop and demonstrate the tools required to think and act positively.

These concepts will be delivered through **Golf**

### Unit 1- Sporting values

1. Respect- what the term means and how to demonstrate respect.
2. Etiquette- the importance of and how to show good etiquette.
3. Fair play- value and importance of rules and its role in ensuring fairness.
4. Determination- determination and resilience and when/how it is important
5. Equality- importance of Equality in different settings.
6. Courage- what this is and how it might reflect in a different settings.

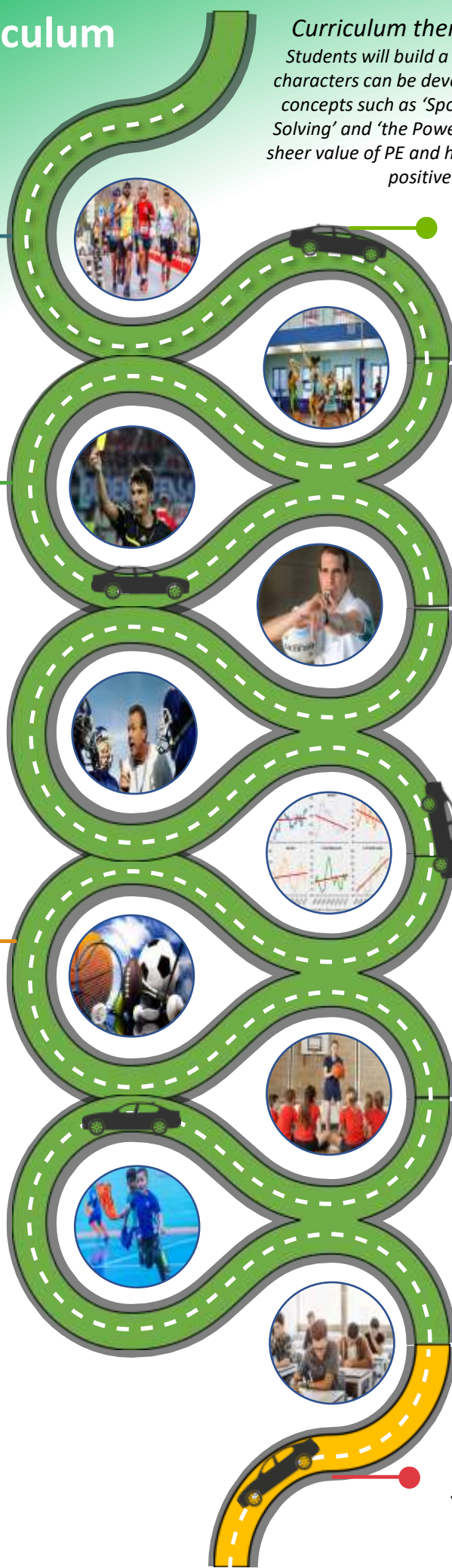
These concepts will be delivered through **Football and Hockey**

### Unit 3 Problem Solving

1. Identify the Problem- what problem solving is and how to identify potential problems to ensure success through a range of problem-solving techniques.
2. Gather Information- identify and analyse 'issues' from different perspectives, considering ways to tackle the problem.
3. Collaboration - importance of cooperation and being a good team player.
4. Planning - importance of cooperation and being a good team player.
5. Decision Making -develop skills taught in this unit, this time by enhancing their decision-making skills.
6. Reflection- apply this knowledge to PA, Sport and further aspects of life.

These concepts will be delivered through **Outdoor adventurous activities** as the sporting focus.

## Progressing into Year 10



# Year 10- PE Curriculum



## Curriculum theme: **Leadership Skills**

Students will understand how sport and physical activity can be an important tool to developing their leadership skills. Schemes of work including 'Fulfilling Potential', 'Effective Teams', 'Self-reflection' and 'Attitudes and Behaviours' will support students to understand their own leadership qualities and experience what makes an effective leader

### Year 9 recap

#### Unit 1- Effective Teams

1. Roles- understand roles within teams/groups. The importance of everyone fulfilling their purpose and contributing.
2. Communication - a range of communication techniques and to develop the ability to communicate effectively within a team.
3. Problem Solving- what problem solving is and to explore a range of problem-solving techniques within a team context
4. Embracing Collaboration- the importance of cooperation and being a good team player.
5. Shared Goal- understand the importance of a vision or goal and how to achieve that alongside others.
6. Conflict Resolution- conflict management skills and to develop strategies to solve conflicts and disagreements.

These concepts will be delivered through **invasion Games**.

#### Unit 3 – Fulfilling Potential

1. Employability- understand the term employability and demonstrate skills related
2. Managing Time- understand the skills most desired by employers and reflect on their own skills.
3. Commitment to Development- understand how you can take steps to improve and develop their employability skills.
4. Drive & Initiative- understand the skills most desired by employers and reflect on their own skills.
5. Analysing & Investigating- understand the skills most desired by employers and reflect on their own skills.
6. Teamwork & Communication- understand the skills most desired by employers and reflect on their own skills.

These concepts will be delivered through **Badminton**

#### Unit 2 – Attitude & Behaviours

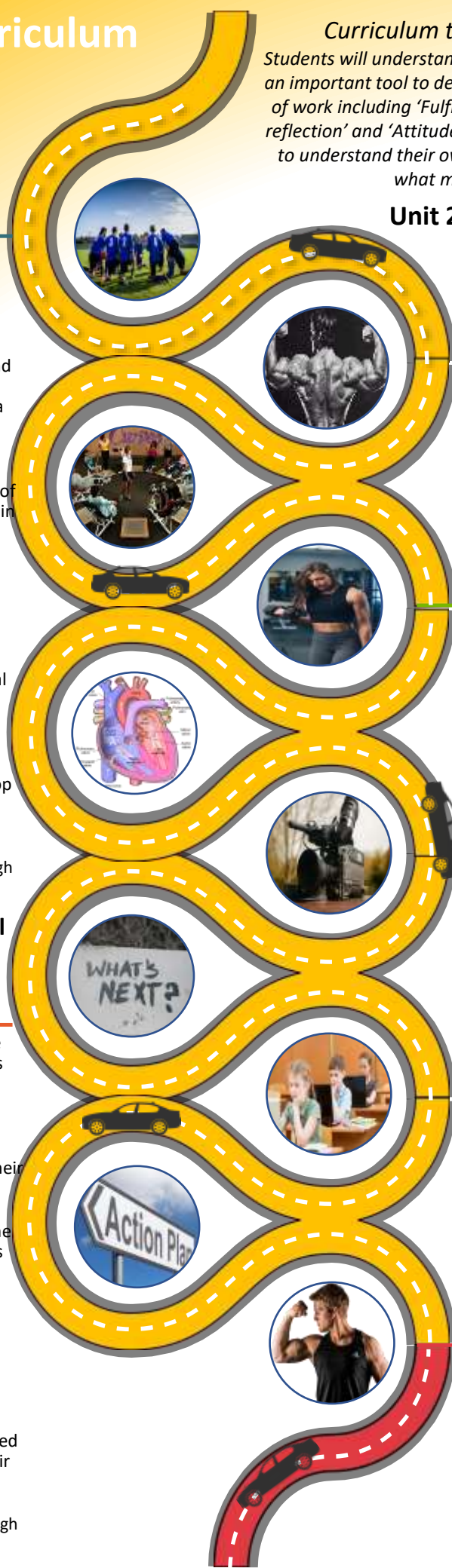
1. Attitudes and Behaviours - what is meant by and the importance of attitude and behaviour in all aspects of life.
2. Honesty- the importance of demonstrating honesty and being able to respond positively to honest and constructive feedback.
3. Confidence - understand confidence and connect this concept to positive attitude and behaviour
4. Commitment- what is meant by and demonstrate commitment.
5. Enthusiasm- understand what is meant by and demonstrate it.
6. Positivity- what is meant by and demonstrate positivity.

These concepts will be delivered through **Volleyball**.

#### Unit 4 – Self-Reflection

1. Self-Reflection- understand what is meant by the term 'self-reflection' and to be able to apply this knowledge to PA, Sport and further aspects of life
2. Self-Improvement - understand what is meant by the term 'self-improvement' and to be able to apply this.
3. Self-Care- understand what is meant by the term 'self-care' and to be able to apply this.
4. Self-Efficacy- understand what is meant by the term 'self-efficacy' and to be able to apply this knowledge to PA, Sport and further aspects of life
5. Self-Appraisal- understanding of the term 'self-appraisal' and to be able to apply this knowledge to PA, Sport and further aspects of life.
6. Self-Help- understand what is meant by the term 'self-help' and be able to apply this knowledge to PA, Sport and further aspects of life.

These concepts will be delivered through **Fitness/Dance**



# Year 11- PE Curriculum



## Curriculum theme: **Active for Life**

Students will gain a deeper understanding of what it means to have good health and wellbeing and will explore different ways to keep active as they leave school. Through 'Active for Life', students will embed their understanding of the importance of physical activity and the many benefits associated to allow students to remain active for the rest of their lives.

### Year 10 Recap

#### Unit 2 – Engagement Post 16

1. Competition- consider the role of competition in physical activity engagement.
2. Personal Fitness- understanding of their own personal fitness and the importance of good fitness in their lives.
3. Socially Active- understand the benefits of regular physical activity on social health and social activity.
4. Training for Purpose - understand how to train for a goal, target or purpose. They will reflect on the importance of challenge in increasing motivation and exercise adherence.
5. Enjoyment- understand the importance of enjoyment in physical activity uptake and exercise adherence
6. Maintaining Health- understand the benefits of regular physical activity participation.

These concepts will be delivered through **Basketball**

#### Unit 1 – Health & Well-being

1. Health & Fitness- understand the importance of maintaining a good level of physical health and fitness.
2. Aerobic & Anaerobic Exercise- understanding of aerobic and anaerobic exercise.
3. Activity & Social Health- develop an understanding of why social health is important to their day to day lives.
4. Activity & Mental Health- develop an understanding of why mental health is important to their day to day lives
5. Short-Term Effects of Exercise- understanding of the short term effects of exercise are and how they affect our body (24-36 hours).
6. Long-Term Effects of Exercise- understanding of the long term effects of exercise are and how they affect our body (months and years after exercising).

These concepts will be delivered through **Fitness**

#### Unit 3 – Remaining Active

1. Self-Identity- explore self-identity and how important PA, PE, and Sport is to their lives/self-identity.
2. Habits - consider and reflect on personal habits; to physical activity.
3. Attitudes and Motivators- reflect on their attitudes and motivations to physical activity.
4. Physical Literacy- how this will help them to develop physically.
5. Positive Approaches to Physical Activity- mindset and will form links with physical activity and improved wellbeing.
6. What motivates you to Engage in Physical Activity? Reflect on motivations towards PA and understand which physical activities might be right for them.

These concepts will be delivered through **Health- related Fitness**

#### Life after school

1. Students will be given opportunities and knowledge to support them to live a healthy active life after leaving the school setting.
2. School will support students to make club links with their community





# Year 10- PE BTEC Sport



Curriculum theme: **The theory behind the practical.** Students will explore the different elements that need to be considered behind the scenes, of taking part in sport. How does each aspect affect how we perform and participate.

## Year 9 recap



## Component 1: Preparing participants to take part in sport and physical activity

**Learning outcome A:** Explore types and provision of sport and physical activity for different types of participants

**Assessment:** A written assessment of 3-5 A4 pages- 2 hours to complete the task.

**Learning outcome B:** Examine equipment and technology required for participants to use when taking part in sport and physical activity

**Assessment:** a presentation of 10-15 slides- 1 hour to complete.

**Learning outcome C:** Be able to prepare participants to take part in physical activity

**Assessment:** a written assessment of a warm-up plan of 3-4 A4 pages. A video recording of the session being delivered- minimum 10 minutes.

**Assessment Window:** February-April 2023

## Component 2: Taking Part and Improving Other Participants Sporting Performance

**Learning outcome A:** Understand how different components of fitness are used in different physical activities.

**Assessment:** A written assessment, 2-3 pages of A4- 1 hour to complete the task.

**Learning outcome B:** Be able to participate in sport and understand the roles and responsibilities of officials

**Assessment:** Video recording of sporting skills in isolated practice and sporting skills/strategies in competitive situations- 1 hour to complete the assessment.

**Assessment:** A 10-15 slide presentation on a selected sport- 1 hour to complete.

**Learning outcome C:** Demonstrate ways to improve participants' sporting techniques

**Assessment:** A written assessment 3-5 pages of A4. Video evidence of drills and conditioned practices- 1 hour to complete.

**Assessment Window:** October 2024



## Progressing into Year 11

Students will already have completed one assessment towards their final grade.

Assessments for component two and three will go ahead this year.

# Year 11- BTEC Sport



Curriculum theme: **Developing performance.**  
Students will increase their awareness of the elements that can affect and improve performance. How to investigate and put in place interventions to make key improvements in performance.

**Year 10 Recap and introductions to the unit.**

**Learning outcome A-**  
Explore the importance of fitness for sports performance.

**A1: The importance of fitness for successful participation in sport**

**A2: Fitness training principles**

**A3: Exercise intensity and how it can be determined**

**Learning outcome C:**  
Investigate different fitness training methods.

**C1- Requirements for each fitness training methods**

**C2- Fitness training methods for physical components of fitness and C4- Additional requirements for each of the fitness training methods.**

**C3- Fitness training methods for skill-related components of fitness and C4- Additional requirements for each of the fitness training methods.**

**C5- Provision for taking part in fitness training methods**

**C6 The effects of long-term fitness training on the body systems**

**Component 3: developing fitness to improve other participant's performance in sport and physical activity**

**Learning outcome B-**  
Investigate fitness testing to determine fitness levels

**B1: Importance of fitness testing and requirements for administration of each fitness test**

**B2: Fitness test methods for components of physical fitness and B4: interpretation of results**

**B3: Fitness test methods for components of skill-related fitness and B4: interpretation of results**

**Learning outcome D:**  
Investigate fitness programming to improve fitness and sports performance.

**D1 Personal information to aid training fitness programme design and D2 personal programme design.**

**D3 Motivational techniques for fitness programming**

**Potential destinations**

• Lakes / Carlisle college, 6<sup>th</sup> form or apprenticeship.

• Sports coach, sports analysis, physiotherapy, policy development for PE governing bodies.

**Assessment: 1.5 hour written exam worth 60 marks.**

**Assessment Window:  
January/February 2024 or  
May/June 2024**

