

Subject: Physical Education

Subject Leader

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National Curriculum

Our physical education program is designed to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. We provide opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

We offer a range of qualifications, such as:

- Entry Level into Sport Certificate
- BTEC Level 1 in Sport
- BTEC Level 2 in Sport
- Sport's Leaders Qualification

Curriculum Intent

To offer an alternative to academic core subjects and develop real-life practical and transferable skills that will last a lifetime; these will also include soft skills such as self-esteem building, teamwork, self-control, creativity and problem solving. To offer students meaningful and relevant qualifications that can be built upon in their post-16 provisions. This will be achieved through a wide range of teaching & nurturing styles and a variety of learning contexts.

Curriculum Implementation

		Term	Content/Topics	Assessment
Year 7		1	Fundamental Skills	Pupils are assessed on their ability to: <ul style="list-style-type: none"> -Uses fundamental simple skills such as throwing, catching, running with some control and success. -Demonstrates a skill or movement when assisted or through instruction. -Performs simple skills in isolation with some control and accuracy. -Organises equipment and communicates instructions to others. -Takes risks and learns from mistakes. -Follows simple rules and instructions in an activity.
	Autumn Term		Movement, Handling, Catching, Throwing, Agility, Co-ordination, Balance	

Spring Term	2	<p style="text-align: center;">Invasion Games Game Based</p> <p style="text-align: center;">Football, Basketball, Handball, Dodgeball, Hockey</p>	<p>Pupils are assessed on their ability to:</p> <ul style="list-style-type: none"> -Uses fundamental simple skills such as throwing, catching, running with some control and success. -Demonstrates a skill or movement when assisted or through instruction. -Performs simple skills in isolation with some control and accuracy. -Organises equipment and communicates instructions to others. -Takes risks and learns from mistakes. -Follows simple rules and instructions in an activity.
	3	<p style="text-align: center;">Striking & Fielding Game Based</p> <p style="text-align: center;">Cricket, Rounder's, Baseball, Softball, Golf</p>	<p>Pupils are assessed on their ability to:</p> <ul style="list-style-type: none"> -Uses fundamental simple skills such as throwing, catching, running with some control and success. -Demonstrates a skill or movement when assisted or through instruction. -Performs simple skills in isolation with some control and accuracy. -Organises equipment and communicates instructions to others. -Takes risks and learns from mistakes. -Follows simple rules and instructions in an activity.
	4	<p style="text-align: center;">Racket Games Skill Based</p> <p style="text-align: center;">Tennis, Squash, Table Tennis, Badminton, Padder Tennis</p>	<p>Pupils are assessed on their ability to:</p> <ul style="list-style-type: none"> -Uses fundamental simple skills such as throwing, catching, running with some control and success. -Demonstrates a skill or movement when assisted or through instruction. -Performs simple skills in isolation with some control and accuracy. -Organises equipment and communicates instructions to others. -Takes risks and learns from mistakes. -Follows simple rules and instructions in an activity.

	Summer Term	5	Leadership Problem Solving, Communication, Teamwork, Responsibility, Organisation	Pupils are assessed on their ability to: -Use at least two different verbal and at least two non-verbal communication methods effectively -Demonstrate active listening on at least one occasion -Demonstrate effective organisation on at least one occasion -Use at least two motivational methods effectively -Adapt an activity in line with the participants' needs on at least one occasion
		6	Fitness Activities Athletics, SAQ, Orienteering, Boxercise, Circuits, Training Methods	Pupils are assessed on their ability to: -Uses fundamental simple skills such as throwing, catching, running with some control and success. -Demonstrates a skill or movement when assisted or through instruction. -Performs simple skills in isolation with some control and accuracy. -Organises equipment and communicates instructions to others. -Takes risks and learns from mistakes. -Follows simple rules and instructions in an activity.
		Term	Content/Topics	Assessment
Year 8	Autumn Term	1	Fundamental Skills Movement, Handling, Catching, Throwing, Agility, Co-ordination, Balance	Pupils are assessed on their ability to: -Uses fundamental simple skills such as throwing, catching, running with some control and success. -Demonstrates a skill or movement when assisted or through instruction. -Performs simple skills in isolation with some control and accuracy. -Organises equipment and communicates instructions to others. -Takes risks and learns from mistakes. -Follows simple rules and instructions in an activity.
		2	Invasion Games Game Based Football, Basketball, Handball, Dodgeball, Hockey	Pupils are assessed on their ability to: -Uses fundamental simple skills such as throwing, catching, running with some control and success. -Demonstrates a skill or movement when assisted or through instruction. -Performs simple skills in isolation with some control and accuracy.

			<ul style="list-style-type: none"> -Organises equipment and communicates instructions to others. -Takes risks and learns from mistakes. -Follows simple rules and instructions in an activity.
Spring Term	3	<p style="text-align: center;">Striking & Fielding Game Based</p> <p style="text-align: center;">Cricket, Rounder's, Baseball, Softball, Golf</p>	<p>Pupils are assessed on their ability to:</p> <ul style="list-style-type: none"> -Uses fundamental simple skills such as throwing, catching, running with some control and success. -Demonstrates a skill or movement when assisted or through instruction. -Performs simple skills in isolation with some control and accuracy. -Organises equipment and communicates instructions to others. -Takes risks and learns from mistakes. -Follows simple rules and instructions in an activity.
	4	<p style="text-align: center;">Racket Games Skill Based</p> <p style="text-align: center;">Tennis, Squash, Table Tennis, Badminton, Padder Tennis</p>	<p>Pupils are assessed on their ability to:</p> <ul style="list-style-type: none"> -Uses fundamental simple skills such as throwing, catching, running with some control and success. -Demonstrates a skill or movement when assisted or through instruction. -Performs simple skills in isolation with some control and accuracy. -Organises equipment and communicates instructions to others. -Takes risks and learns from mistakes. -Follows simple rules and instructions in an activity.
Summer Term	5	<p style="text-align: center;">Leadership</p> <p style="text-align: center;">Problem Solving, Communication, Teamwork, Responsibility, Organisation</p>	<p>Pupils are assessed on their ability to:</p> <ul style="list-style-type: none"> -Use at least two different verbal and at least two non-verbal communication methods effectively -Demonstrate active listening on at least one occasion -Demonstrate effective organisation on at least one occasion -Use at least two motivational methods effectively -Adapt an activity in line with the participants' needs on at least one occasion
	6	<p style="text-align: center;">Fitness Activities</p> <p style="text-align: center;">Athletics, SAQ, Orienteering, Boxercise, Circuits, Training Methods</p>	<p>Pupils are assessed on their ability to:</p> <ul style="list-style-type: none"> -Uses fundamental simple skills such as throwing, catching, running with some control and success.

				<ul style="list-style-type: none"> -Demonstrates a skill or movement when assisted or through instruction. -Performs simple skills in isolation with some control and accuracy. -Organises equipment and communicates instructions to others. -Takes risks and learns from mistakes. -Follows simple rules and instructions in an activity.
		Term	Content/Topics	Assessment
Year 9	Autumn Term	1	<p>Fundamental Skills</p> <p>Movement, Handling, Catching, Throwing, Agility, Co-ordination, Balance</p>	<p>Pupils are assessed on their ability to:</p> <ul style="list-style-type: none"> -Uses fundamental simple skills such as throwing, catching, running with some control and success. -Demonstrates a skill or movement when assisted or through instruction. -Performs simple skills in isolation with some control and accuracy. -Organises equipment and communicates instructions to others. -Takes risks and learns from mistakes. -Follows simple rules and instructions in an activity.
		2	<p>Invasion Games Game Based</p> <p>Football, Basketball, Handball, Dodgeball, Hockey</p>	<p>Pupils are assessed on their ability to:</p> <ul style="list-style-type: none"> -Uses fundamental simple skills such as throwing, catching, running with some control and success. -Demonstrates a skill or movement when assisted or through instruction. -Performs simple skills in isolation with some control and accuracy. -Organises equipment and communicates instructions to others. -Takes risks and learns from mistakes. -Follows simple rules and instructions in an activity.
	Spring Term	3	<p>Striking & Fielding Game Based</p> <p>Cricket, Rounder's, Baseball, Softball, Golf</p>	<p>Pupils are assessed on their ability to:</p> <ul style="list-style-type: none"> -Uses fundamental simple skills such as throwing, catching, running with some control and success. -Demonstrates a skill or movement when assisted or through instruction. -Performs simple skills in isolation with some control and accuracy. -Organises equipment and communicates instructions to others. -Takes risks and learns from mistakes.

Summer Term			-Follows simple rules and instructions in an activity.	
	4	Racket Games Skill Based Tennis, Squash, Table Tennis, Badminton, Padder Tennis	Pupils are assessed on their ability to: -Uses fundamental simple skills such as throwing, catching, running with some control and success. -Demonstrates a skill or movement when assisted or through instruction. -Performs simple skills in isolation with some control and accuracy. -Organises equipment and communicates instructions to others. -Takes risks and learns from mistakes. -Follows simple rules and instructions in an activity.	
	5	Leadership Young Sports Leaders Problem Solving, Communication, Teamwork, Responsibility, Organisation	Pupils are assessed on their ability to: -Use at least two different verbal and at least two non-verbal communication methods effectively -Demonstrate active listening on at least one occasion -Demonstrate effective organisation on at least one occasion -Use at least two motivational methods effectively -Adapt an activity in line with the participants' needs on at least one occasion -Assist in leading a minimum of 2 x 10 minute sport/physical activities	
	6	Fitness Activities Athletics, SAQ, Orienteering, Boxercise, Circuits, Training Methods	Pupils are assessed on their ability to: -Uses fundamental simple skills such as throwing, catching, running with some control and success. -Demonstrates a skill or movement when assisted or through instruction. -Performs simple skills in isolation with some control and accuracy. -Organises equipment and communicates instructions to others. -Takes risks and learns from mistakes. -Follows simple rules and instructions in an activity.	

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In Year 10 pupils select which option they would like to continue with and which route they wish to pursue within sport.
 The first option is the BTEC Level 1 Course which runs alongside a Sports Leaders qualification.
 The second is the BTEC Level 2 option which is a 2 year course.

BTEC Level 1/ Sports Leader level 1						
Term		Content/Topics	Assessment (including formal exam options)			
Year 10	Autumn Term	1	BTEC Level 1 Developing a Personal Progression Plan -Benefits and purpose of developing a progression plan -Finding out about progression opportunities -Setting a progression goal -Identifying the skills and behaviours needed to meet progression goal. -Reviewing own skills and behaviours against progression goal. -Creating a progression plan	To achieve the criteria you must show that you are able to: - Explore the skills needed to meet personal progression goals. - Produce a progression plan to meet intended progression goals.		
		2				
	Spring Term	3				
		4			BTEC Level 1 Design a personal fitness training Programme	To achieve the criteria you must show that you are able to: -Design a personal fitness training programme. -Review a personal fitness training programme. - To identify strengths and explain why it is a strength, relate to norm data and benefits to lifestyle etc. -To identify areas for improvement and explain why they are areas for improvement, relate to the norm data and previous goals/aims.
	Summer Term	5			-Summarise personal information for designing a fitness training programme -Independently design a safe six-week personal fitness training programme	
		6			-Describe the principles of training and their application to the personal fitness training programme design -Assess personal information for fitness training programme design -Design a safe six-week personal fitness training programme, showing creativity in the design -Justify the training programme design, explaining links to personal information	
Term		Content/Topics	Assessment (including formal exam options)			
Year 11	Autumn Term	1	Sports Leaders Be able to plan appropriate sport/physical activities -Research sports leaders and be able to review why they are successful or unsuccessful. -Understand the attributes that make a good sports leader. -Understand the skills that make a sports leader successful. -Be able to plan an appropriate sports leaders session. -Be able to plan a safe sports leaders session.	To achieve the criteria you must show that you are able to: -Plan, assist in leading and review sport/physical activities. -Complete plans for two activities		
		2				

	Spring Term	3	<p>Sports Leaders</p> <p>Be able to assist in leading appropriate sport/physical activities</p>	<p>To achieve the criteria you must show that you are able to:</p> <ul style="list-style-type: none"> -Use at least two different verbal and at least two non-verbal communication methods effectively -Demonstrate active listening on at least one occasion -Demonstrate effective organisation on at least one occasion -Use at least two motivational methods effectively -Adapt an activity in line with the participants' needs on at least one occasion -Assist in leading a minimum of 2 x 10 minute sport/physical activities
		4	<ul style="list-style-type: none"> -Use effective communication skills when assisting in the leading of sport/physical activities. - Use effective organisational strategies when assisting in the leading of sport/physical activities. - Use effective motivation methods when assisting in the leading of sport/physical activities. - Adapt an activity in line with the needs of the participant(s). 	
	Summer Term	5	<p>Sports Leaders</p> <p>Be able to review their role in the leading of sport/physical activities</p>	<p>To achieve the criteria you must show that you are able to:</p> <ul style="list-style-type: none"> -Review the role you played to include: -Elements that were successful -Elements that were less successful -An outline of how the review will be used to improve future activities
		6	<ul style="list-style-type: none"> -Attributes associated with successful sports leadership. - Skills associated with successful sports leadership (communication, organisation of equipment, knowledge). - Qualities associated with successful sports leadership (appearance, enthusiasm, confidence). -Core responsibilities associated with successful sports leadership (professional conduct, health and safety, equality). -Plan and lead a successful sports leader's session. -Be able to review a sports leaders session and give strengths and weaknesses. 	
		Term	Content/Topics	Assessment (including formal exam options)
Year 10	Autumn Term	1	<p>Unit 1</p> <ul style="list-style-type: none"> - Components of physical fitness. - Why fitness components are important for successful participation in given sports 	<p>To achieve the criteria you must show that you are able to:</p> <ul style="list-style-type: none"> -60 Minute Multiple Choice Exam
		2	<ul style="list-style-type: none"> - Exercise intensity and how it can be determined. - The basic principles of training (FITT). - Additional principles of training. 	
	Spring Term	3	<ul style="list-style-type: none"> - Requirements for each of the following fitness training methods. - Importance of fitness testing to sports performers and coaches - Requirements for administration of each fitness test -Interpretation of fitness test results 	
		4	<p>Unit 2</p> <ul style="list-style-type: none"> - Understand the rules, regulations and scoring systems for selected sports - Application of the rules/laws of sports in different situations. - Roles of officials. - Responsibilities of officials 	
	Summer Term	5	<ul style="list-style-type: none"> - Practically demonstrate skills, techniques and tactics in selected sports. - Safe and appropriate participation 	

		6	<ul style="list-style-type: none"> - Effective use of skills, techniques and tactics: <ul style="list-style-type: none"> - Review sports performance - Strengths and areas for improvement. -Self-analysis: completion of observation checklist, e.g. use of video. 	<ul style="list-style-type: none"> -To be assessed in each of the areas and assessor to make a valid judgement on each learner's performance within each situation. -To complete a review of your performance considering the different components of fitness, tactics and skills involved.
	Term		Content/Topics	Assessment (including formal exam options)
Year 11	Autumn Term	1	<p style="text-align: center;">Unit 6</p> <ul style="list-style-type: none"> -Attributes associated with successful sports leadership. - Skills associated with successful sports leadership (communication, organisation of equipment, knowledge). 	<p>To achieve the criteria you must show that you are able to:</p> <ul style="list-style-type: none"> -Identify the attributes associated with successful sports leadership. -Be able to plan sports activities and overview of participants and their needs in a sports activity session. -To complete a risk assessment of a sports facility around the school to develop knowledge of how to complete a risk assessment form effectively. -To plan a sports activity session.
		2	<ul style="list-style-type: none"> - Qualities associated with successful sports leadership (appearance, enthusiasm, confidence). -Core responsibilities associated with successful sports leadership (professional conduct, health and safety, equality). 	
	Spring Term	3	<ul style="list-style-type: none"> -Plan and lead a successful sports leader's session. -Be able to review a sports leaders session and give strengths and weaknesses. 	
		4	<p style="text-align: center;">Unit 3</p> <ul style="list-style-type: none"> -Design a personal fitness training programme -Summarise personal information for designing a fitness training programme 	
	Summer Term	5	<ul style="list-style-type: none"> -Independently design a safe six-week personal fitness training programme -Describe the principles of training and their application to the personal fitness training programme design -Assess personal information for fitness training programme design 	
		6	<ul style="list-style-type: none"> -Design a safe six-week personal fitness training programme, showing creativity in the design -Justify the training programme design, explaining links to personal information 	