

Intent:

Core PE:

The Physical Education Curriculum is designed:

- for 'Achievement for all' - Every student is motivated to practise a wide range of sports during and after school hours, ensuring a sense of achievement and success both within and outside of lessons.
- for students to take part in PE clubs after school, as part of their school experience and personal development linking to their social, emotional and physical well-being.
- for the students to be offered a broad PE curriculum that ensures excitement and variety. A range of sports are used to enhance their understanding of their physical literacy.
- for the curriculum to have clear links with maths and English, to reinforce their knowledge of core subjects' content and how to apply them to sports situations.
- for all students to develop competence to excel in a broad range of physical activities.
- for learners to not drop out of sports once they finish school at Year 11 or Year 13.
- for students to extend their practices outside school by joining clubs that specialise in a sport.
- for all pupils to be physically active for sustained periods of time.
- for all students to learn, practise and reinforce PE core values, such as sportsmanship, teamwork and fair play and apply them in and out of sports.
- for students to learn the sports science related to the anatomy, physiology, psychology, nutrition, technology, ethics and biomechanics of exercise, which will educate them in the crucial role that sports play in our lives.
- to teach our pupils the different career paths that sports can lead them to, so they can make conscious decisions when including PE in their higher education and/or professional lives.
- for our students to grow to be holistic human beings that show healthy levels of confidence, and maturity and that have a strong and nurturing place in our society.
- To create a love for learning and interest when it comes to Year 10 options to study either GCSE PE or Cambridge National Sports Science.

Cambridge Nationals:

This qualification has been designed with practical and engaging ways of teaching in mind and to enable learners to:

- develop a range of skills through involvement in sport and physical activity in different contexts and roles.
- develop their ability to apply theoretical knowledge relating to principles of training, nutrition and sports injuries.
- develop their analytical and evaluation skills by linking coursework to a case study
- broaden their research skills when creating a 6-week training programme and 2-week nutrition plan.
- increase their awareness of different ways to stay involved in sport and physical activity.

GCSE:

This qualification is divided in practical and theory work, aiming for the learners to:

- deepen their understanding of the anatomy, physiology, psychology and biomechanics of sports.
- have a broader understanding of how to test and train each component of fitness.
- understand how different backgrounds and social groups can affect our participation in sports.
- learn how technology can be used for the different roles involved in sports.
- develop their understanding of how sports are commercialised.
- Know how to interpret data to draw conclusions.

Implementation:

We have presented a typical trajectory through the Physical Education Intent below; however, your son or daughter may study the sports mentioned below in a different order. Rest assured that all aspects will be covered.

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
7 Core PE	Students take part in athletics and volleyball lessons. In athletics lessons, students develop the basic skills required in sprinting, long-distance running, performing the relay, jumping and throwing. In volleyball lessons, students learn the various positions of the game and develop the basic skills required for the serve, the dig and a variety of shots before learning how to defend and outwit opponents.	Students take part in rugby and handball lessons. In rugby lessons, students learn how to pass and receive the ball and a variety of tactics for defending and attacking. In handball lessons, students develop the basic skills required in dribbling, passing, shooting, attacking and defending. Students have the opportunity to put these skills into practice in competitive situations throughout their lessons.	Students take part in table tennis and football lessons. In table tennis lessons, students learn how to serve and play a forehand, backhand and drop shot before learning how to outwit an opponent in a competitive game scenario. In football lessons, students learn the basic skills required to pass, dribble and shoot. They develop an understanding of how to attack and defend effectively.	Students take part in basketball and tennis lessons. In basketball lessons, students develop the basic skills required in dribbling, passing, shooting and defending. They also develop an understanding of why set plays are important when attacking. In tennis lessons, students develop the basic skills required for the forehand and backhand shots, and the serve. They also learn how to work best in a doubles game.	Students take part in cricket and dance lessons. In cricket lessons, students develop the basic skills required to catch, field, bat and bowl before applying these skills to competitive game situations. In dance lessons, students begin to explore the concepts of space, formation, dynamics and relationships. They learn a set motif and develop three key performance skills.	Students take part in a range of different team-based activities known as Summer Games. Each student is categorised into differentiated teams with a particular theme for that year (e.g. World Cup, Euros, Olympic games). Teams compete over 6 lessons to earn points for their country using an array of teamwork and communication skills to overcome challenges.
8 Core PE	Students take part in athletics and volleyball lessons. In athletics lessons, students build on their prior knowledge from Year 7 to refine and further develop the skills required in sprinting, long-distance running, performing the relay, jumping and throwing. Similarly, in volleyball lessons, students deepen their understanding from Year 7 and extend their skillset for the serve, the dig and a variety of shots before learning how to defend and outwit opponents with greater skill.	Students take part in basketball lessons. In these lessons, students build on their prior knowledge from Year 7 so that they are able to dribble, pass, shoot and defend more effectively. They also learn how to perform simple set plays.	Students take part in handball lessons in which students develop the skills they learned in Year 7 so that they can perform with greater accuracy, speed and control.	Students take part in cricket and football lessons. In cricket lessons, students develop their prior skillset from Year 7 so that they are able to catch, field, bat and bowl more effectively in game situations. In football lessons, students build on their prior knowledge from Year 7 so that they are able to pass, dribble and shoot with greater control.	Students take part in rounders lessons, where they incorporate throwing and catching skills within a variety of practices. Batting, bowling and fielding are also demonstrated in small sided activities where there are multiple opportunities for success.	Students take part in a range of different team-based activities known as Summer Games. Each student is categorised into differentiated teams with a particular theme for that year (e.g. World Cup, Euros, Olympic games). Teams compete over 6 lessons to earn points for their country using an array of teamwork and communication skills to overcome challenges.

<p>9 Core PE</p>	<p>Students take part in athletics and volleyball lessons. In athletics lessons, students deepen their understanding of and ability in sprinting, long distance running, the relay, throwing and jumping. In volleyball lessons, students develop the skills acquired at Key Stage 3 to become more competitive in a game scenario.</p>	<p>Students take part in handball lessons. In these lessons, students develop the skills acquired at Key Stage 3 with an emphasis on performing under pressure.</p>	<p>Students take part in football lessons. In these lessons, students develop the skills acquired at Key Stage 3 with an emphasis on performing under pressure.</p>	<p>Students take part in cricket and table tennis lessons. In cricket lessons, students consolidate their prior knowledge of fielding before learning two more batting techniques and practising bowling with a short run up. In table tennis lessons, students build on their prior knowledge from Key Stage 3 when they learn a variety of more challenging shots in order to outwit opponents.</p>	<p>Students take part in rounders lessons where they learn the skills for the different roles that are involved in the sport, such as batting, bowling, fielding, etc.</p>	<p>Students take part in a range of different team-based activities known as Summer Games. Each student is categorised into differentiated teams with a particular theme for that year (e.g. World Cup, Euros, Olympic games). Teams compete over 6 lessons to earn points for their country using an array of teamwork and communication skills to overcome challenges.</p>
<p>10 Core PE</p>	<p>Students take part in athletics and volleyball lessons. In athletics lessons, students work towards improving their output and personal records within the context of sprinting, long distance running, the relay, throwing and jumping. In volleyball lessons, students learn a different serve technique and build on their prior knowledge and skillset to ensure greater success in game scenarios.</p>	<p>Students take part in handball lessons. In these lessons, students learn how to respond in more varied game scenarios to develop the skills acquired at Key Stage 3.</p>	<p>Students take part in football lessons. In these lessons, students develop the skills acquired at Key Stage 3 with an emphasis on maintaining control of the ball under pressure.</p>	<p>Students take part in cricket and table tennis lessons. In cricket lessons, students consolidate and apply their prior knowledge to competitive situations with control and accuracy whilst developing their understanding of movement, timing and preparation and the importance of these factors in the game. In table tennis lessons, students work towards consolidating and applying the skills they acquired lower down the school with control and power to score an advantage in a competitive game scenario.</p>	<p>Students take part in rounders lessons where they consolidate their skills from Year 9 so that they are able to execute advanced skills and strategies to outwit their opponents.</p>	<p>Students take part in a range of different team-based activities known as Summer Games. Each student is categorised into differentiated teams with a particular theme for that year (e.g. World Cup, Euros, Olympic games). Teams compete over 6 lessons to earn points for their country using an array of teamwork and communication skills to overcome challenges.</p>

10 Sport Science (Cambridge Nationals)	<u>R181 – Applying principles of training - Task 1</u> Students learn each component of fitness what fitness tests are used to measure each component. Students then carry out these tests and relate this to normative data for their age group across the country. Students analyse what their score is and what this means for their chosen sports.	<u>R181 – Applying principles of training - Task 2</u> Students create two fitness tests for each of their two sports. These fitness tests must be skill based and a table of normative data must be included. Students must then carry out these tests and subsequently analyse and evaluate their results in detail. Students then deepen their knowledge referring to the validity and reliability of testing	<u>R181 – Applying principles of training - Task 3</u> Students develop their understanding of the SPOR and FITT principles including SMART targets. Students then analyse in detail 10 training methods and which can be linked to the sample from the case study. Aerobic and anaerobic respiration is also studied within this module and students apply this again to the sample.	<u>R181 – Applying principles of training - Task 4 & 5</u> Students create a 6-week training programme for their client and case study. Students reference the aims of from the case study and link back to components of fitness and training methods. Students use their research skills to complete this and evaluate the effectiveness of the plan. Students must also be reflective to analyse what could be improved if the plan was to be implanted again.	<u>R183 – Nutrition – Task 1</u> Students research the characteristics of a balanced nutrition plan for their case study client. Students will outline the food sources of nutrients for their client's activity and explain the role of nutrients within a healthy, balanced nutrition plan.	<u>R181 – Nutrition – Task 2</u> Students analyse and evaluate what their client can eat and drink before, during and after strength-based training. Students then compare the differences between anaerobic and aerobic and detail what their client will eat and drink before, during and after endurance-based training. This is then linked to why and how eating these types of foods will impact performance
10 GCSE PE	Students will learn the anatomy and physiology relevant to sports and how to apply these in practical lessons. They will be taught the structure and functions of the skeletal and muscular system and the synovial joints.	Learners will deepen their understating in the cardio-vascular system and its different features. They will be taught the structure of the heart, lungs and vessels. They will also understand the mechanics of breathing and to interpret lung volumes through spirometer traces.	Pupils will learn the difference between aerobic and anaerobic respiration and exercise. They will have an understanding on the immediate, short and long-term effects of exercise and how to recover from strenuous physical activity.	Students will be taught the different classes of levers found in the body and sporting examples for each one. They will learn the mechanical advantages of each one and the role that muscles and bones have. They will also learn the different planes and axes and how to identify them in a variety of sporting actions.	Learners will deepen their understanding in the different components of fitness and will learn how to test them and train to improve each one. They will be taught how qualitative and quantitative data can be gained and used when fitness testing.	Students will analyse their performance in a sport of their choice and will identify two weaknesses and two strengths that affect their progression and results.

Enrichment Opportunities:

Sports clubs: Attending the range of sports clubs in school, including football, basketball, and cricket, allows pupils to develop their physical fitness, teamwork, and leadership skills while enjoying regular training sessions and matches. These clubs provide a fun and supportive environment where pupils can improve their technique, strategy, and sportsmanship. Additionally, they have the exciting opportunity to compete against other schools, giving them valuable experience in competitive play and fostering a sense of school pride and camaraderie.

Sports trips: Going on trips to watch live sports games, such as football matches at Wembley Stadium, provides pupils with an exciting and immersive experience that enhances their appreciation of professional sports. Seeing top athletes in action helps to inspire and motivate pupils, while also deepening their understanding of teamwork, strategy, and the competitive spirit. These trips create memorable experiences, foster a love for sports, and encourage pupils to engage more actively in their own sporting activities.

Duke of Edinburgh Awards: Year 9 and 10 pupils have the opportunity to sign up to complete Duke of Edinburgh awards. The award gives them the opportunity of improving their dexterity in survival skills and intellectual challenges through outdoor activities, such as orienteering, resources building, team challenges, and photography, building their characters and enhancing their capabilities of decision making, problem-solving, teamwork and working towards a target whilst under pressure.

Impact:

Our broad core PE curriculum and theory offer have a significant positive impact on students by fostering a sense of happiness, personal achievement, and inclusivity. By providing diverse opportunities for success in a variety of sports and physical activities, students are encouraged to explore their strengths and interests, building confidence and a sense of accomplishment. This inclusive approach ensures that all students, regardless of skill level, feel welcomed and valued, contributing to a supportive and motivating environment. Furthermore, our curriculum cultivates a strong culture of physical activity, helping students develop lifelong habits for a healthy, active lifestyle while promoting mental well-being and social interaction. Ultimately, the integration of both practical and theoretical learning allows students to appreciate the value of movement, teamwork, and resilience, enhancing their overall experience in physical education.