

Physical Education-Aims/Intent

P.E follows the National Curriculum

www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study

Students build on and embed the physical development and skills learned in Key Stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. Students understand what makes a performance effective and how to apply these principles to their own and others' work, developing confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

The aims in Physical Education are that students will be taught:

1. To use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example: badminton, basketball, cricket, football, netball, rounders, rugby, dodgeball and tennis].
2. To develop their technique and improve their performance in other competitive sports [for example: athletics, table tennis and gymnastics].
3. To develop their levels of fitness and gain the knowledge as to why fitness is important and what they can do to improve their fitness over time.
4. To take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
5. To analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.
6. To take part in competitive sports and activities outside of school through community links or sports clubs.
7. To understand what it means to be a sports person and the career paths open to them.
8. To read and develop specific technical vocabulary which is specific to each sport or concept.
9. All learners (including EAL/SEND and M.A.) to make strong progress throughout the year.

How cultural capital is enhanced through Physical Education:

Personal Development

Careers in sport and physical activity, and information of further and higher education.

Developing confidence through coaching peers, and building of self-esteem through progress in physical activities and sense of wellbeing.

Social Development

All PE lessons encourage varied social interaction across different groups. Pupils have opportunities to work as teams in lessons and these also encourage the social side of sporting endeavour, e.g. sports day.

Physical Development

Challenge of physical endeavour in all lessons and activities. Opportunities for leadership which promotes healthy lifestyles. Learning in exam based PE about healthy lifestyles and training principles

Spiritual Development

Co-operation, etiquette, team-work, fair-play; these values are promoted in all practical PE lessons, including extracurricular opportunities. Respect for others' beliefs when fasting is promoted.

Cultural Development

Continued promotion of being effective individuals in a sporting context; particularly in extra-curricular provision. Highlighting to students when main or high profile sporting events are taking place.

Moral Development

Implementing the values of sportsmanship and respect within PE.

How students vocabulary is developed through Physical Education:

- Students show an understanding of key words and vocabulary through their peer teaching of skills and activities.
- Students are encouraged to use technical language within examination classroom lessons and are

able to explain their meaning.

- Key words and vocabulary lists are given to students when completing BTEC examination units.

<https://filestore.aqa.org.uk/resources/pe/AQA-8582-VOCAB.PDF>

<https://www.aqa.org.uk/resources/physical-education-and-sport/as-and-a-level/physical-education/teach/subject-specific-vocabulary>

Implementation

Core PE:

Key Stage 3:

Students develop their thinking skills to plan tactics and strategies for use in a variety of situations. They develop their skills in games, gymnastics and athletics, as well as looking at different aspects of fitness. Students are encouraged to work as part of a team through various problem-solving tasks, developing key qualities such as trust, communication and perseverance. They will focus on how to lead a healthy balanced lifestyle through everyday tasks. Within Key Stage 3, all students will have the opportunity to learn and be active within a variety of 18 different sporting activities over the two years.

All students continue to follow an active programme with the focus still on promoting healthy, active lifestyles. They will take on different roles within sports and activities, such as a coach, official and organiser. More of an emphasis is put onto the student to select the sporting pathways that they wish to participate in, in order for high levels of engagement and enjoyment.

BTEC Tech Edexcel Specification

Key Stage 4:

In Y9/10/Y11, students have the option of choosing to study Physical Education in more depth and gaining a qualification in this subject. Currently, students opting for Physical Education in Year 9 follow the BTEC Tech Award in Sport, Activity and Fitness. This qualification links the theory and practical work and will cover topics such as injuries in sport, evolution of technology in sport, leadership and fitness testing. Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Teachers will follow their long term planning to ensure the curriculum is well sequenced and students can build on their prior KS3 knowledge developing and mastering their skills and understanding.

OCR Specification

Key Stage 5:

In Y12/13, students study an OCR Physical Education programme which covers topics such as Anatomy and Physiology, Skill Acquisition, Biomechanics, Sports Psychology and Sport and Society. On top of this students are also assessed in one practical sport in both years and they have to complete a verbal assessment evaluating the performance of another student in their chosen sport.

Students are assessed throughout the year, using peer and self-assessment and set success criteria that is shared with the students in each lesson, based on taught content. Students also take part in practical workshops so that they are familiar with anatomy and how the body works through endurance and performance. Teachers will follow their long term planning to ensure the specification is well sequenced and students can build on their knowledge, skills and understanding, taking ownership of their work as it progresses in a deep and rich way.

Impact

Through the study of Physical Education our students will demonstrate that they have made good progress from their starting points and become well rounded individuals. Work in students' folders show they can use a range of technical language and know how the body reacts during exercise. Discussions with students illustrate that they can explain and explore their own understanding of the disciplines of sport. Through monitoring teacher's long term sequencing/planning and students' work it will be clear that student's knowledge, understanding of all forms of sport and their cultural capital have been considerably enhanced.

Students know what it means to maintain a healthy balanced lifestyle. Students develop teamwork skills that support other areas of the curriculum. Physical Education helps students develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations. Students know the career pathways open to them in sports.

We run many after school clubs and events including: rugby/badminton/football/netball/rounders/cricket. At CHA we compete in local, county and national competitions. We also have the opportunity to visit the Performance Lab at Bucks New University, which allows students to understand the stress and strains on the body through physical activity and performance. This year we are starting to introduce rewards trips for students who excel within PE towards the end of the academic year.

This table outlines the key topic areas covered in **Physical Education** across KS3, KS4 and KS5. Students build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. Students understand what makes a performance effective and how to apply these principles to their own and others' work, developing confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Curriculum map - subject: Physical Education

AGE-STAGE	TOPICS (split up into half terms for KS3 and split into terms for KS4/5)					
Year 7	Baseline Testing: for all students at start of the year. G: Fitness and Netball B: Fitness and Basketball M: Fitness and Football	G: Football and Cornerball OR Football and Gymnastics B: Rugby and Football M: Cornerball and Handball	G: Gymnastics and Badminton OR Cornerball and Badminton B: Dodgeball and Gymnastics OR Gymnastics and Badminton M: Table Tennis and Tag Rugby	G: Table Tennis and Tag Rugby OR Dodgeball and Handball B: Handball and Dodgeball OR Table Tennis and Cornerball M: Gymnastics and Badminton	Athletics	G: Rounders and Tennis B: Cricket and Softball OR Tennis and Cricket M: Tennis and Rounders
Year 8	G: Fitness and Badminton OR Basketball and Fitness B: Basketball and Fitness M: Tag Rugby and Fitness	G: Netball and Tag Rugby OR Netball and Cornerball B: Football and Rugby M: Handball and Football	G: Football and Basketball OR Football and Badminton B: Badminton and Cornerball OR Cornerball and Volleyball M: Cornerball and Capture Flag	G: Cornerball and Table Tennis OR Table Tennis and Tag Rugby OR Dodgeball and Tag Rugby B: Dodgeball and Gymnastics OR Dodgeball and Table Tennis M: Table Tennis and Gymnastics	Athletics	G: Rounders and Cricket OR Tennis and Rounders B: Cricket and Tennis M: Tennis and Rounders

BTEC Y9	Types of Fitness and Interpreting Data	Diet and Nutrition Anxiety/Arousal/Confidence and Motivation	How to Lead a Session Session Evaluation
BTEC Y10	Exam: Fitness and Nutrition	February Exam Anxiety/Arousal/Confidence and Motivation	Exam Recap and June Re-sits
	Component 1: Assignment A	Component 1: Assignment B	Component 1: Assignment C
BTEC Y11	Exam Revision: Fitness and Nutrition	February Exam Exam Revision: Questioning and Anxiety, Confidence and Motivation	Component 3: Assignment C
	Component 3: Assignment A	Component 3: Assignment B	
A-Level Y12	Sport, Society and NEA Applied Anatomy and Physiology	Diet/Nutrition, Skill Acquisition and NEA Exercise Physiology	Biomechanics and NEA Sports Psychology
A-level Y13	Sport, Society and NEA Applied Anatomy and Physiology	Biomechanics, Skill Acquisition and NEA Exercise Physiology and Sports Psychology	NEA and Exam Practice Practical and Written Exam