

PE Statement of Intent



We provide an environment in which students are encouraged to take risks, ask themselves questions about their physical journey and respond positively to both staff and their peers to ensure students become open and interested in physical activity and the opportunities that it provides. We know that the Physical Education holds a unique opportunity to impact students in a variety of aspects for rest of their lives whether it be continued in future studies or in their personal health and wellbeing journeys. We know how important the influence of physical activity is on our children's physical and mental health and wellbeing.

As a skills rich curriculum, we believe that the knowledge and application of these skills underpins and enables students to develop key life strategies that can be applied in their future both within and outside of sporting contexts. Though the large range of physical activities offered within our curriculum students are exposed to a variety of both team and individual sports affording them opportunities to gain a series of transferable skills. As each step in a learning journey develops, it incorporates a deeper understanding of prior learning.

We enrich students educational experience by encouraging them to express themselves through a variety of roles, not only as a performer but also as a coach and as an official. We encourage all our students to feel confident exploring their own abilities in a variety of activities and to enable them to learn through self-challenge, whilst expressing their own knowledge and abilities, developing how to analyse and improve their skills.

We support all of our students to ensure they understand the importance of physical activity and how they can then take this knowledge and incorporate it in everyday life, not only now but in the future, so they lead happy and healthy lives.

Lesson Overview



Start of lesson	<ul style="list-style-type: none"> • Line up in silence in teaching groups. • Register completed using Surface Go. • No kit marks recorded. • Students enter changing room once marked in. • Back of the changing rooms locked.
Changing rooms	<ul style="list-style-type: none"> • Sport and Fitness learning objective on the white board for all to read and discuss while changing. • Teachers stood with one foot in the door at the back of the changing rooms, encouraging students to be quick and enter the gym. They are then responsible for locking the changing rooms. • Teacher in Kit cupboard handing out spare kit (tie given in exchange). This teacher then moves to the gym to supervise there. Students to sit in teaching class.
Whole Year starter	<ul style="list-style-type: none"> • Retrieval from last lessons Sport and Fitness objective. • Sport and Fitness objective gone through and discussed with whole year group.
Main Lesson	<ul style="list-style-type: none"> • Objectives clearly displayed on white board and DVI word written on small white board. • Retrieval questions. This to include WWW/EBI's from previous lesson, including whole class feedback. • Objectives discussed and explained. • DVI word completed. • Complete relevant sport specific warm up • Model – demonstration and explanation of skill and how to achieve. • Do – Drill task (Teacher to give individual verbal feedback throughout task) • Review – whole class feedback e.g student demonstration and student feedback. To include feedback and interleaving between sports/lessons. • Model – demonstration and explanation of progression of skill and how to achieve. • Do – Drill task (Teacher to give individual verbal feedback throughout task) • Review – whole class feedback e.g student demonstration and student feedback. Including highlighting improvement on progression. • Model – demonstration and explanation of skill within a game/routine and how to achieve. • Do – Applying skill in a wider sporting context (Teacher to give individual verbal feedback throughout task) • Review – whole class feedback e.g student demonstration and student feedback. This to include questioning around the objective and how they have been achieved.
Changing rooms	<ul style="list-style-type: none"> • One member of staff to monitor kit cupboard. • Changing rooms at the back to be locked and staff member monitor front of changing rooms by standing with one foot in the door.

KS3 Curriculum (Year 7) – September 2021



	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	End Point
7a/Pe1 Boys	Multi Sports	Fitness/5km Challenge	Gymnastics	Badminton	Athletics	Cricket	Students can copy, repeat and explore simple skills and actions with basic control and coordination, link these skills and actions in ways that suit the activities. Students can describe and comment on their own and others' actions. Students can talk about how to exercise safely and how my body feels during an activity.
7a/Pe2 Girls	Multi Sports	Fitness/5km Challenge	Badminton	Gymnastics	Athletics	Rounders	
7b/Pe1 Boys	Multi Sports	Fitness/5km Challenge	Gymnastics	Badminton	Athletics	Cricket	
7b/Pe2 Girls	Multi Sports	Fitness/5km Challenge	Badminton	Gymnastics	Athletics	Rounders	

KS3 Curriculum (Year 8) – September 2021



	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	End Point
8a/Pe1 Mixed Top	Multi Sports	Fitness/5km Challenge	Netball	Badminton	Athletics	Rounders	Students can explore simple skills, can copy, remember, repeat and explore simple actions with control and coordination and can vary skills, actions and ideas and link these in ways that suit the activities. Students can talk about differences between their own and others' performances and suggest improvements. Students can understand how to exercise safely and describe how their body feels during different activities.
8a/Pe2 Girls	Multi Sports	Fitness/5km Challenge	Badminton	Gymnastics	Athletics	Rounders	
8a/Pe3 Boys	Multi Sports	Fitness/5km Challenge	Gymnastics	Netball	Athletics	Cricket	

KS3 Curriculum (Year 9) – September 2021



	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	End Point
Yr 9 Mixed Top	Multi Sports	Fitness/5km Challenge	Netball	Table Tennis	Athletics	Rounders	<p>Students can select and use skills, actions and ideas appropriately applying them with coordination and control and can show that they understand tactics and composition by starting to vary how they respond. They can see how their work is similar to and different from others' work and use this understanding to improve their own performance. Students can give reasons why warming up before an activity is important and why physical activity is good for their health.</p>
Yr 9 Girls	Multi Sports	Fitness/5km Challenge	Basketball	Netball	Athletics	Rounders	
Yr 9 Boys	Multi Sports	Fitness/5km Challenge	Table Tennis	Basketball	Athletics	Cricket	

KS3 Curriculum links with National Cambridge – September 2021



	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	End Point
Year 7	<p>Understand the issues which affect participation in sport.</p> <p>Be able to officiate in a sporting activity</p>	<p>Know about the role of sport in promoting values.</p>	<p>Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership.</p>	<p>Know how sport is covered in the media.</p>	<p>Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity.</p>	<p>Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity.</p>	<p>Students can all start have an understanding of the aspects within the Nation Cambridge criteria and applying to all of their practical lessons.</p> <p>Students to experience objectives form all 4 topic areas.</p>
Year 8	<p>Understand the importance of hosting major sporting events.</p> <p>Be able to officiate in a sporting activity</p>	<p>Be able to plan sports activity sessions.</p>	<p>Be able to deliver sports activity session.</p>	<p>Understand positive effects that the media can have on sport.</p>	<p>Understand negative effects that the media can have on sport.</p> <p>Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity.</p>	<p>Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity.</p>	<p>Contemporary issues in sport</p> <p>Sport in the Media</p> <p>Sports Leadership</p> <p>Developing sports skills</p>
Year 9	<p>Know about the role of national governing bodies in sport.</p> <p>Be able to officiate in a sporting activity</p>	<p>Understand the relationship between sport and media.</p> <p>Be able to evaluate media coverage of sport.</p>	<p>Be able to plan sports activity sessions.</p> <p>Be able to deliver sports activity session.</p> <p>Be able to evaluate own performance in delivering a sports activity session.</p>	<p>Be able to plan sports activity sessions.</p> <p>Be able to deliver sports activity session.</p> <p>Be able to evaluate own performance in delivering a sports activity session.</p>	<p>Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity.</p>	<p>Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity.</p>	

KS4 Curriculum – September 2021



Externally assessed option:

Cambridge National Award

Students who opt to study Physical Education at Key stage 4 study the Cambridge national award from OCR, the course is broken down into four equally weighted units.

<u>Year</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>End Points</u>
10	<p><u>Contemporary issues in sport</u> Exam taken at the beginning of module three.</p>	<p><u>Sport in the Media</u> <u>Sports Leadership</u> Coursework to be submitted internally in July and externally in November.</p>		<p>Understand the issues which affect participation in sport. Know about the role of sport in promoting values. Understand the importance of hosting major sporting events. Know about the role of national governing bodies in sport. Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership. Be able to plan sports activity sessions. Be able to deliver sports activity session. Be able to evaluate own performance in delivering a sports activity session. Know how sport is covered in the media. Understand positive effects that the media can have on sport. Understand negative effects that the media can have on sport. Understand the relationship between sport and media. Be able to evaluate media coverage of sport.</p>
11	<p><u>Developing sports skills</u> Coursework to be submitted internally in January and externally in May/June.</p>	<p><u>Consolidation of lowest graded unit.</u> Submitted in May/June.</p>		<p>Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity. Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity. Be able to officiate in a sporting activity. Be able to apply practice methods to support improvement in a sporting activity.</p>

Key Stage Four Core Physical Education

Lessons will be structured but game based, allowing the students to utilise the skills they have developed during KS3. The focus on tactics and strategies within the games will allow a deeper and complex understanding of specific sports within the different disciplines. The focus on enjoyment and lifelong participation in these lessons supports the PE department's goal of students leaving with the intention to continue physical activity into their life after school. Additionally, providing a low stress environment supports the students' wellbeing.

10	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Mixed	Gymnastics	Fitness/5km Challenge	Table Tennis	Badminton	Athletics	Rounders

11	Module 1	Module 2	Module 3	Module 4	Module 5	End points
Girls	Basketball	Fitness/5km Challenge	Aerobics	Table Tennis	Student Choice	<p>Students can link skills, techniques and ideas and apply them accurately and appropriately, their performance shows precision, control and fluency and they can understand tactics and composition.</p> <p>Students can compare and comment on skills and techniques and the ways they are applied in their own and others' work and use this understanding to improve their performance.</p> <p>Students can explain and apply basic safety principles in preparing for exercise. And can describe what effects exercise has on my body and how it is valuable to my fitness and health.</p>
Boys	Football	Fitness/5km Challenge	Dodgeball	Basketball		