



# Physical Education

## Curriculum Intent

All Physical Education schemes of work will empower students and enable them to develop physically, emotionally and socially in these three distinctly separate areas:

**Physical Competence:** skills, abilities and techniques developed and applied to performance to tackle increasingly demanding physical activities and achieve personal bests.

**Health & Wellbeing:** thriving due to good physical health, emotional and social wellbeing and confidence, self-belief and motivation to be healthy for life

**Character & Employability:** the positive traits, attitudes, behaviours and skills of considerate, responsible and imaginative citizens, ready to access the world of work as resourceful, responsible, reliable and collaborative employees.

### Core PE Transition:

#### Physical Outcomes:

Through PE students will continue to develop and learn how to apply, combine and refine fundamental movement skills and sports skills. Students will learn through a range of increasingly challenging recognised activities and adapted sports activities.

#### Personal Outcomes:

Through PE students will become confident working on their own and with others. They will develop enthusiasm and resilience for learning, allocating my time and developing personal organisation.

### Key Stage 3 Core PE

#### Physical Outcomes:

Through PE students will develop their confidence and competence in applying techniques to a breadth of sports and physical activities. Students will understand what makes an effective performance and will learn through physically and intellectually challenging activities.

## **Personal Outcomes:**

Through PE students will develop resilience and interpersonal behaviours to make informed choices. Students will continue to develop a growth mindset through seizing new opportunities to learn and having a desire to succeed. Students will support others in their learning and contribute and provide ideas.

### **Year 7 My PB**

Physical ME - Fundamental movement skills Thinking ME - knowledge and understanding Social ME - communication active listening This is ME - believe in me - resilience

### **Year 8 My PB:**

Physical ME - Technique & fluency of movement Thinking ME - Innovation

Social ME - Collaboration This is ME - Integrity

### **Year 9 My PB:**

Physical ME - tactics, strategy & fluency of movement Thinking ME - decision making

Social ME - empathy This is ME - responsibility

## **Key Stage 4: GCSE**

### **Core PE: Leadership and Wellbeing**

The physical and personal skills covered in KS3 form the basis of learning in Year 10 and Year 11 and are developed further as the focus shifts to providing situations where learners can challenge and develop their personal skills/ life skills and understand the importance of developing good healthy lifestyle behaviours

#### **Year 10 My PB:**

Physical ME - Physical Health & Fitness

Thinking ME - Evaluation goal setting & improvement skills Social ME - communication - speaking

This is ME - self-management

#### **Year 11 My PB:**

Physical ME - flair, originality & improvisation Thinking ME - Application across a range of activities

Social ME - Motivating & influencing others

This is ME - Self Motivation

## **Key Stage 4**

The GCSE in Physical Education equips students with the knowledge, understanding and skills to develop their own performance in sport. They develop their understanding of socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and well-being.

Studying GCSE (9-1) Physical Education will open students' eyes to the amazing world of sports performance. Not only will they have the chance to perform in three different sports through the non exam assessment component, they will also develop wide ranging knowledge into the how and why of physical activity and sport. The combination of the physical performance and academic challenge provides an exciting opportunity for students. They can perform, and then through the academic study learn how to improve performance through application of the theory.

Physical Education is learned through a range of different contexts and the impact it has on both ours and others everyday lives. You will learn the reasons why we do things, why some people outperform others, mentally and physically. You will also delve into the ethical considerations behind the use of drugs and also gain an understanding of the consequences of inactivity and poor diet.

GCSE (9-1) Physical Education is not just an excellent base for the OCR A Level in Physical Education, it can take students much further. For those fascinated by the human mind, why not carry on to Psychology? For people into the idea of why the human race exists and has developed, this carries you through to Sociology. This is also an excellent additional qualification for those undertaking the sciences with the intention to move through into medicine or physiotherapy routes.

## Key Stage 5

The OCR A Level in Physical Education develops knowledge, understanding and skills relevant to physical education. Students gain an understanding of the scientific and socio-cultural factors that underpin physical activity, and demonstrate their ability as either performer or coach.

Studying A Level provides students with the exciting opportunity to gain a deeper understanding of PE. Stimulating content is at the heart of this engaging qualification, and encourages students to immerse themselves in the world of sports and PE.

Studying A Level PE gives students a fantastic insight into the amazing world of sports performance. Not only do they have the chance to perform or coach a sport through the non-exam assessment component, they can also develop a wide-ranging knowledge into the how and why of physical activity and sport.

A Level in PE is studied through a range of different contexts. Students learn the reasons why we do things and why some people outperform others - mentally and physically. They'll also delve into the ethical considerations behind the use of drugs and also the influence that modern technology is having on physical activity and sport.

Beyond A Level, the study of Physical Education can lead to university degrees in sports science, sports management, healthcare, or exercise and health. Physical Education can also complement further study in biology, human biology, physics, psychology, nutrition, sociology, teacher training and many more. The transferable skills you learn through your study of Physical Education, such as decision making and independent thinking are also useful in any career path you choose to take.

# Curriculum Implementation

**Key Stage 3** The girls are assessed using a My PB in line with the whole school Working

towards/at/beyond in the following areas: Physical ME/Think Me/Social ME/This is ME

Year 7	Year 8	Year 9
<p>In year 7 &amp; 8 students are taught in their form groups for PE.</p> <p>All Year 7's begin the year with an introduction to a number of physical challenges from around the world. Students will work individually, in pairs, groups and teams to recognise their strengths and areas for development. After this introduction the girls will cover the following activities: Dance, swimming, orienteering, netball, hockey, badminton, basketball, athletics and cricket.</p> <p><b>Physical ME - FMS</b>  <b>Think ME - Knowledge/ Understanding</b>  <b>Social ME - Active Listening and Communication</b>  <b>This is ME - Resilience</b></p>	<p>In Year 8, the girls get the opportunity to consider whether they can apply their knowledge, skills and understanding in different contexts. During Year 8 girls will cover the following activities:</p> <p>Handball, badminton, rugby, hockey, athletics, tennis, dance, Rookie Lifeguard, Boxercise/Kin-ball/Pop Lacrosse.</p> <p><b>Physical ME - Technique/Fluency Think ME - Innovation</b>  <b>Social ME - Collaboration This is ME - integrity</b></p>	<p>In Year 9 students are taught in point groups, the girls take on extra leadership responsibilities in lessons.</p> <p>During Year 9 girls will cover the following activities:</p> <p>Netball, Your Leaders, badminton, Gym Fit, Game of Your Own (football), athletics, rounders, dance, swimming (Aqua fit, water polo &amp; synchro) and the Handball Leaders Award.</p> <p>Achieving WA at the end of KS3 is recognition that your daughter has met the national expectations for the National Curriculum 2014.</p> <p><b>Physical ME - tactics/strategies</b>  <b>Think ME - decision making</b>  <b>Social ME - empathy</b>  <b>This is ME - responsibility</b></p>

## Key Stage 4: CORE PE

Year 10	Year 11
<p>In Year 10 and 11 students are taught in G-group classes. Through a range of physical activities and leadership experiences, students can acquire skills and learn behaviours which not only develop them as individuals but as drivers of change for others.</p> <p>At present we are implementing My Personal Best into KS4 core PE. The aim is to develop life skills, leadership and employability skills for our students. My Personal Best - Character Education life skills are grouped into three areas:</p> <ol style="list-style-type: none"> <li>1. <b>HEALTHY ME</b> - supports students to develop the personal traits that underpin good health and wellbeing and their personal achievement.</li> </ol>	<p><b>Everyone does 2 hours of PE per week in Y10 and they cover the following:</b></p> <p>Sports Leaders Level 1            Rounders            Volleyball            Your Leaders -5 a side Football            Pickleball            Active Lives            Handball</p> <p><b>Everyone does 2 hours of PE per week in Y11 and they cover the following:</b></p> <p>Sports Leaders Level 1            Volleyball Your Leaders</p>

<p>2. SOCIAL ME- supports students to develop the traits that help them to understand others and work well with other people.</p> <p>3. THINKING ME - supports pupils to develop the cognitive and creative traits that enable them to create opportunities, overcome challenges and make choices.</p>	<p>Rounders Basketball Badminton Tournaments Gym Fitness Be Active</p>
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## Key Stage 4: GCSE (OCR)

### OCR Exam Board

Component 3 straddles both Y10 and Y11 - Practical activity of 3 sports (2 individual and 1 team, or 2 team and 1 individual) and Analysing and Evaluating Performance, 14 hours of written Non examined Assessment (NEA). Sports that are 'off-site' e.g. rock climbing, cycling, equestrianism, swimming will require video evidence. Further clarification can be gained from the PE teachers.

Component 3 is worth 40% of your total GCSE

Year 10	Year 11
<p><b>Students follow the teaching of Component 1:</b></p> <p>Physical factors affecting performance, introduces and explores some of the physical factors which underpin participation and performance in physical activities and sports. Learners will start to explore the ways in which parts of the human body work and function during physical activity and the physiological adaptations that can occur due to diet and training.</p> <p>Learners will also develop their knowledge and understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results. The study of these topics will aid learners in the development of both their own practical performance and that of others. In many areas of this specification, it is expected that practical examples from physical activities and sports will be used to show how theoretical concepts can be applied and to reinforce understanding.</p> <p><b>Component 1 - Applied Anatomy and Physiology, Physical Training</b> 1 hour written exam 30% of total GCSE</p>	<p><b>Students follow the teaching of Component 2:</b></p> <p>Socio-cultural issues and sports psychology, learners will develop their knowledge of socio-cultural influences that impact on participation and performance in physical activities and sports.</p> <p>Learners will also develop their knowledge and understanding of how sport impacts on society. Engagement patterns of different social groups will be understood by learners, along with strategies to promote participation with practical examples. The commercialisation of physical activities and sports will be understood, including the influences of sponsorship and the media.</p> <p>Learners will also develop their knowledge and understanding of ethical and socio-cultural issues in physical activities and sports. Learners will develop their knowledge and understanding of sports psychology theories related to acquiring movement skills and optimising performance. Learners will be able to reflect on their own learning and performance of physical activities and sports skills to recognise the key psychological concepts affecting performance.</p> <p>Learners will develop their knowledge and understanding of the benefits of participating in physical activities and sports to their health,</p>

fitness and well-being. The physical, emotional and social aspects will be understood as well as the consequences of a sedentary lifestyle. Learners will also develop their knowledge and understanding of energy use along with diet, nutrition and hydration.

**Component 2 - Socio-cultural influences, Sports Psychology, Health, fitness and well-being**  
**1 hour written exam**  
**30% of total GCSE**

## Key Stage 5: A Level (OCR)

### Years 12 and 13

CR Exam board (A level specification OCR)

#### Content overview

The teaching of the components is split between 3 teachers of A Level PE. In Year 12 students follow the specification content for AS Physical Education. In Year 13 the remaining component of the A level (H555) course are completed. Students have 4 hours teaching time per week, plus homework. Students have access to online support materials via the PE Everlearner and PE Review Magazine, to encourage independent study.

Y12 Teacher 1: Applied anatomy and physiology; Exercise physiology and Biomechanics

Teacher 2: Skill acquisition and Sports psychology Teacher 3: Sport and society

Y13 Teacher 1: Applied anatomy and physiology; Exercise physiology and Biomechanics

Teacher 2: Sports psychology. The role of either performer or coach in one practical activity

Teacher 3: Contemporary issues in physical activity and sport and Evaluation and Analysis of Performance for Improvement (EAPI)

#### Component 01: Physical factors affecting performance

Students gain a deeper understanding of key systems in the body and how they react to changes in diet and exercise. They also study the effects of force and motion on the body and how they can be used to our advantage. There are three topics:

- Applied anatomy and physiology
- Exercise physiology
- Biomechanics

#### Component 02: Psychological factors affecting performance

Students study the models and theories that affect learning and performance in physical activities, how different methods of training and feedback work and why their effectiveness differs from person to person. They also explore the psychological factors that affect group dynamics and the effects of leadership and stress. There are two topics:

- Skill acquisition
- Sports psychology

#### Component 03: Socio-cultural issues in physical activity and sport

This component focuses on the social and cultural factors that have shaped sports over time, and their influences on physical activity. Students consider the impact of hosting a global sporting event such as the Olympic Games, and the influence of modern technology on both the performer and the spectator of contemporary sport. There are two topics:

- Sport and society
- Contemporary issues in physical activity and sport

#### **Component 04: Performance in physical education**

Students are assessed in the role of either performer or coach in one practical activity. They are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

Students are also assessed in the Evaluation and Analysis of Performance for Improvement (EAPI). They observe a live or recorded performance by a peer and provide an oral analysis and critical evaluation of their peer's performance

**Paper 1: Applied Anatomy and Physiology 2hrs 30% Exercise Physiology**

**Biomechanics**

**Paper 2: Skill Acquisition 1hr 20% Psychology**

**Paper 3: Sport and Society 1hr 20%**

**Contemporary issues in physical activity and sport Paper 4: Practical Component - Performance or Coaching 30%**

**Evaluation and Analysis of Performance for Improvement (EAPI)**

**Key assessment features:**

**3 Theory exams in June**

**Practical performance evidence submitted by February of Y13**

**EAPI completed by March of Y13**

**Practical performances can be as a Performer or Coach**

## **Impact**

### **Key Stage 3**

**Year 7 My PB**

**Physical ME** - Fundamental movement skills—you can apply basic fundamental movement skills in the context of activities with consistency in practise and small sided competitive situations/group work.

**Thinking ME** - knowledge and understanding- you are willing to share my knowledge and understanding in PE, usually when you know others will be receptive

**Social ME** - communication active listening - you work hard at being attentive to show others that you are actively listening and do try to focus on their ideas, thoughts and feelings.

**This is ME** - believe in me - resilience - you are willing to have a go, persevere when things are difficult, trial different methods, adapt to different circumstances, bounce back from setbacks

**When you have resilience you...**

**In PE ...try different techniques to see what works for you**

**In school...keep trying even when a task is difficult, you don't give up or get frustrated**

**In life....can cope when things are tough, you believe in yourself**

**Year 8 My PB:**

**Physical ME** - Technique & fluency of movement—you can consistently demonstrate control in practise situations. You can coordinate various body parts at the same time. You can apply simple tactics and capitalise on some of my opponents mistakes.

**Thinking ME** - Innovation - You are creative in PE. Even if others are doubtful, you invent new ways



to try things, link ideas to come up with a different approach or imagine what the end result will look like. When something doesn't work you readily adapt your idea or try an alternative method.

**Social ME - Collaboration** - You always try my best to build good relationships in PE situations and I am a much more effective collaborator. You are keen to contribute and also negotiate to agree the best for the group. You can reflect on and agree roles according to people's skills.

**This is ME - Integrity** - students will set themselves high standards, keep their word, behave consistently, make choices based on values rather than personal gain, put their principles into action.

**When they have integrity you...**

**In PE ...** are honest about the score and the rules, acknowledging when you have committed a foul

**In school...**can see both sides of an argument

**In life....**are fair and honest with your friends; they trust you

**Year 9 My PB:**

**Physical ME** - tactics, strategy & fluency of movement - You can implement tactics, strategies or compositional ideas, both in competitive and practise situations. I can select appropriate ideas to bring about change in performance. I am able to respond to opponents actions and feedback successfully

**Thinking ME** - decision making - You are decisive in PE. Even if others are doubtful. . When something doesn't work you readily change my decision or try an alternative method.

**Social ME** - empathy - You are aware of others in PE. You take time to find out and understand their motives and needs. You always try to respond in a way that supports and includes them, without necessarily condoning what they do or say. Your feedback is always constructive.

**This is ME - responsibility...**plan ahead, organise myself and my belongings, complete tasks to the best of my ability, don't let others down, volunteer to help—not just for the prestigious roles

**When you have responsibility you...**

**In PE ...**offer advice and encouragement to team mates and partners

**In school...**positively contribute to the enjoyment and working atmosphere of the lesson

**In life....**play an active role in a global community

## Key Stage 4

**Core PE -**

**Physical Outcomes:**

Through PE students will learn to embed physical activity habits and make lifestyle choices that prepare the students for further learning.

**Personal Outcomes:**

Through PE students will be self motivated, articulate and passionate. Students will learn to build their mental health and manage pressure, training or work environments where work readiness, wellbeing and pressure are daily factors.

By undertaking a qualification in Sports Leadership you will learn and demonstrate important life skills such as effective communication and organisation whilst learning to lead basic physical activities to younger people and their peers. The award will equip you with valuable and essential employability skills. The Skills Framework identifies five key skills areas: Communication, Self-Belief, Teamwork, Self-Management and Problem Solving. This ensures that all young people have the ability to realise their potential whatever their career pathway.

**GCSE PE**

A good GCSE PE grade shows that you **possess a mixture of practical and academic skills**. GCSE PE leads specifically to further study of Physical Education at AS and A2 and beyond to degrees in areas such as Physical Education; Sports Sciences; Sport and Exercise Sciences; Sports Psychology and many, many more



## Key Stage 5

A level PE will give students a fascinating insight into the world of sports performance, through anatomy and physiology, biomechanics, skill acquisition, sports psychology, sports history and contemporary sport. Thus resulting in a well-rounded PE student. Students who have completed an A level in PE can progress onto many different university courses that could enable them to become teachers, coaches, physiotherapists, personal trainers or even diet and fitness instructors. With such a wide skill set required many students go onto a diverse array of further studies such as psychology, criminology and business courses.