



P.E Departments
Curriculum Model- Me In P.E
OMNIA PRO CHRISTO

ME in PE Curriculum Design

By Ben Powers, Joseph Matthews, Katie Taylor and Eve Mulvaney

Research

Intent

Key
Concepts

Rational

Pathways

Sequencing

Quality
P.E.
teaching

Powerful
knowledge

Assessment
+ HWK

Impact



Our curriculum is based on a variety of research both external and internal. It ensures we created a curriculum that is high in quality, meets the needs of our context but is guided by current best practise in the field of Physical Education globally.

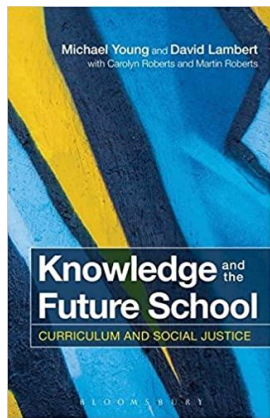


School of CHARACTER

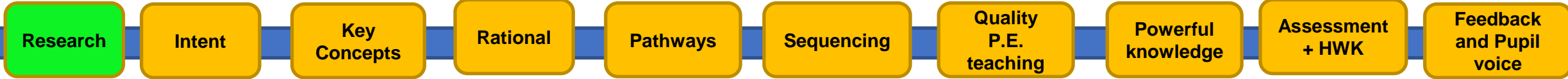


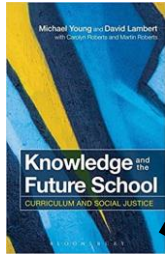
Physical education programmes of study: key stages 3 and 4
National curriculum in England

Final report of the Commission on Assessment without Levels
September 2015



Research and analysis
Research review series: PE
Published 18 March 2022





Me IN PE



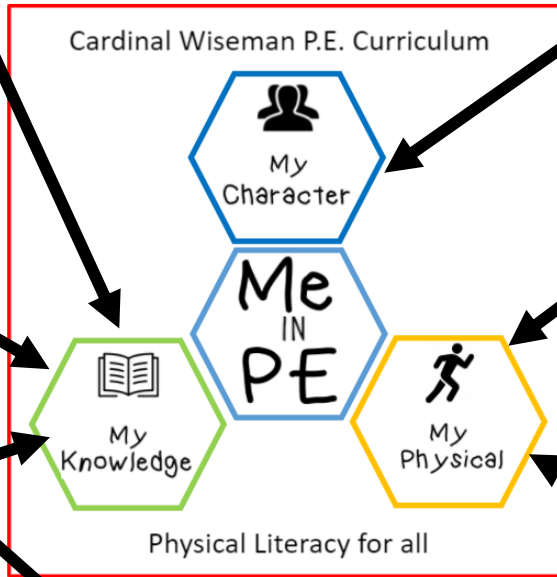
School of CHARACTER



Physical education programmes of study: key stages 3 and 4
National curriculum in England

Final report of the Commission on Assessment without Levels

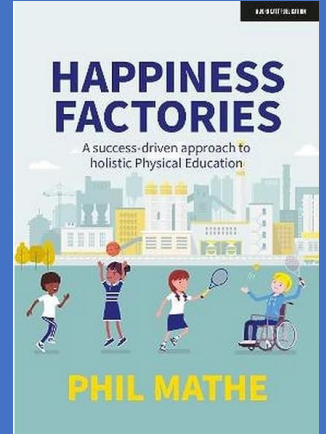
September 2015



Intent of the P.E Department




To develop Physical Literacy through the development of **knowledge**, **physical competences** and **character**. Giving the pupils improved life chances through a healthier and more active lifestyle.

New 2023
We have used current research to ensure our P.E. curriculum remains high quality in 2023



- Research
- Intent
- Key Concepts
- Rational
- Pathways
- Sequencing
- Quality P.E. teaching
- Powerful knowledge
- Assessment + HWK
- Impact

Breakdown of each Me in P.E. Key Concept and how it is assessed

Which Me am I	What is the focus of this Me	Why this Me is important	How is it assessed?
	<p>Physical Me is focused on pupils' ability to physical skills and levels of fitness. Being able to have strong fundamentals are vital in being physically literate and participating or competing in a range of physical activities both during their education and beyond.</p>	<p>Having strong physical skills allows pupils to have the fundamental movement skills pupils require to lead a healthy and active lifestyle. Being healthy and fit allows for an improved quality of life.</p>	<p>Physical Me is assessed through teacher judgement. Staff have a tracking sheet and assess pupils against a set list of specific criteria. Physical Me holds a 70% weighting in the overall score.</p>
	<p>Knowledge Me is focused on helping pupils understand their body and how to lead a healthy and active lifestyle. Independent learning books used for homework cover a variety of topics such as how the body works, how to live a healthy and balanced lifestyle and sporting icons. Lesson activity specific knowledge allows for pupils to understand how to access, enjoy and understand that specific activity.</p>	<p>Knowledge of how to lead a healthy lifestyle is vital in becoming physically literate and leading a longer, a happier life. It is also important to understand how our bodies work. Every pupil deserves to leave school with the knowledge of how to lead a healthier, longer life through physical activity. This allows for educated informed choices on their chosen lifestyle.</p>	<p>Knowledge in P.E. can be seen in lessons and in home learning booklets. Activity specific knowledge is taught and assessed in lessons. However, broader theoretical concepts are delivered through home learning and assessed through written assessments in whole school assessment weeks. Knowledge Me holds 20% weighting in the overall score.</p>
	<p>My Character gives pupils the social and personal skills to be confident, successful young citizens. This includes leadership and teamwork skills as well as the development of persistence, resilience, confidence and motivation.</p>	<p>P.E. is not about developing elite sports performers but strong, confident young people who can leave school and take their strong characteristics and apply in all their ventures to be successful in society, including the workplace.</p>	<p>My Character is assessed through teacher judgement. Staff have a tracking sheet and assess pupils against a set list of specific criteria. Character Me holds a 10% weighting in the overall score.</p>

Research

Intent

Key
Concepts

Rational

Pathways

Sequencing

Quality
P.E.
teaching

Powerful
knowledge

Assessment
weeks

Feedback
and Pupil
voice

How do we sequence and deliver on all key concepts?

1. Sequenced assessment system.
2. Sequenced practical skills through broad range of activities.
3. Sequencing of important knowledge and delivery through independent home learning booklets.



Key Stage 3 Cardinal Wiseman Key Concept focuses

Year 7	Year 8	Year 9
Physical competency: Focus 70% Fundamental and Foundation Skills.	Physical competency: Focus 70% Asserting Skill Acquisition and Basic Leadership.	Physical competency: Focus 70% Developing Advanced Skills, Tactical Understanding and Leadership.
Character Development: Focus 10% Including confidence, communication, leadership and ability to overcome challenge		
Knowledge: Focus 20% Health and Active Lifestyle.	Knowledge: Focus 20% Effects of Exercise and Body Systems.	Knowledge: Focus 20% Components of Fitness.

Research

Intent

Key
Concepts

Rational

Pathways

Sequencing

Quality
P.E.
teaching

Powerful
knowledge

Assessment
+ HWK

Impact

Practical Curriculum Rational

Our mission is to meet our intent of physical literacy development through a success based hybrid curriculum model. We want pupils to enjoy movement and do more of it. Core P.E. is not a precursor to KS4 options but seen internally as a different subject. Core P.E. can provide some foundation knowledge for KS4 but it isn't the main driver.

We are proud to deliver an ambitious curriculum which is **inclusive and flexible** meeting the needs not just of pupils within our own context but also which meets the ever changing variables individual classes and cohorts can provide. We strive to find **success** for all pupils this can take the form of a performance or more conceptualised domain such as being character based for example. This approach will see staff select activities based on the groups they teach. For example if you had a sporty group with strong fundamental motor skills more traditional sports based approach could be used. However if you had a group who were disaffected with physical activity and lacked the motor skills to be successful in traditional sports then none traditional sports could be selected. Even though there is a flexibility it does come with some caveats. These are that pupils must visit the same activities multiple times. This allows progress over a period of time. Thus avoiding a sample based curriculum model. Pupils also must get a mixture of activity types (H&F, swimming, invasion games, Individual games and aesthetics such as gym and or dance).

For more research based rational please ask to see the Autumn 2022 literature and curriculum review

Research

Intent

Key
Concepts

Rational

Pathways

Sequencing

Lesson
Resources

Powerful
knowledge

Assessment
+ HWK

Impact

Traditional Pathway

This pathway is designed for classes where pupils have the following characteristics.

- Competitive
- Medium to high levels of Confidence.
- High motivation for movement
- More extrovert in personality type
- Enjoy Sport based activities
- Moderate to good levels of fitness
- See sport as a hobbies
- Enjoy being active
- Can operate in social group based activities.
- Participate in team games outside of school or during free time.
- Interest in Sport

Activities for this pathway could include the following.

Football, Netball, Basketball, table tennis, Volleyball and any other sport based activities.

Blended Pathway

This pathway is designed for classes where pupils have the following characteristics

- Can be competitive
- Moderate interest in Sport
- Moderate levels of motor competence
- Can function in social situations with peers
- Moderate interest in Sport or some.
- Introverted extrovert personality type
- Don't mind being active
- Occasionally active in personal life.
- Understand the benefits of meaningful P.E.
- Can enjoy physical activity in some circumstances.

Activities for this pathway could include the following.

Mixture of activities from the traditional and none traditional pathway.

None Traditional Pathway

This pathway is designed for classes where pupils have the following characteristics

- Low self esteem
- Low confidence
- Low motivation for movement
- Struggle in social situations with peers
- More introvert in personality type
- Low levels of physical activity
- At risk of inactive lifestyle
- None competitive
- Low level motor skills
- No interest in Sport

Activities for this pathway could include the following.

Fitness and gym work, Individual sports such as table tennis and badminton, Team building and OAA, Fun based games and challenges, Team games which develop basics

Research

Intent

Key
Concepts

Rational

Pathways

Sequencing

Quality
P.E.
teaching

Powerful
knowledge

Assessment
weeks /HWK

Impact

Orienteering
 Teamwork
 Leadership
 Health and Fitness

Health and fitness / OAA

Swimming

Traditional Activities

None traditional activities and fundamentals

Football
 Basketball
 Netball
 Table Tennis
 Gymnastics
 Dance
 Cricket
 Athletics
 Volleyball
 Tennis



Water confidence
 Stroke Development
 Personal Survival Skills

Cardinal Wiseman P.E. Practical Curriculum

Tchoukball
 Bench ball
 Dodgeball
 Multi Skills
 Flag Football
 Spike ball
 Lacrosse

Physical Literacy

Bespoke and tailored to classes and where possible pupils needs



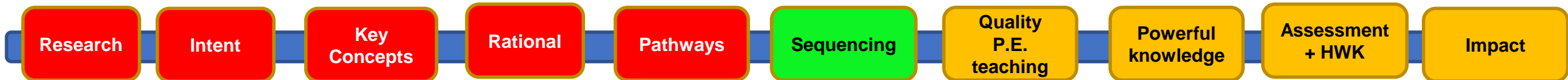
Our current sequencing of practical elements delivered across a range of activities

Year 7	FUNdamental and Foundation Skills							
	Rules and Regs		Basic Gym Safety	Pool Side Safety	Basic Run Technique	Basic Fitness Room Safety	Cultural Dances	
	Ball Mastery and decision making	Grip/ Body Position	Catching/ Throwing	Flight	Water Confidence	Basic Sprint Technique	Circuit training foundation exercises	Formation/ Pathway of movement
	Passing/ Shooting	Ball/ Shuttle Familiarisation and the basic shots	Fielding Techniques	Balances	Water Entry/ Exit	Field events introduction	Team Building- Communication and Orienteering of map structures.	5 category of action Physical Skills
Opposed game Dev (Small)	Basic Footwork	Striking Techniques	Basic Elements	Basic Stroke Development	Competition	Short/ Long term effects of exercise	Basic Performance Interpretive Skills	

When staff select an activity lessons must follow the sequencing plan. This gives staff direction on what the focus should be. This stops short of a lesson by lesson scheme of work. This is because each group is unique and teachers need to be responsive to the needs of the group. For example if you have a class where the majority of pupils play football then more challenging concepts and lessons are required. However you could also get a complete group of novices. In this situation less challenging lessons are needed. A more broken down scheme of work is available but not expected and is there to offer support if needed.

In year 7 we start with a fundamentals of movement unit of work. Which aims to help all pupils develop motor skills before learning specific sport and health and fitness activities.

In year 11 pupils have more input on the sport or physical activity that they participate in. This is to support their mental health during year 11 and help them focus on what they are interested in. With the aim of helping them discover how they will continue to be physical active post their Cardinal Wiseman P.E. Journey.

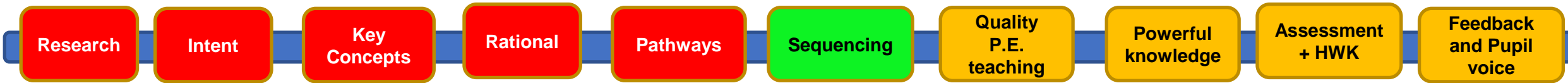


Interleaving the Sequenced Curriculum meeting the 3 elements of me in P.E.

	Key Concepts	Physical Competencies	Knowledge	Character		
CORE PE Sequencing Curriculum Map						
Year 11	Hq Personal Sports Pathway- Pool 16 Sports January				Year 11	
	Key Concept: Get half hourly optional classes. Pupils need decide what activities they want enjoy and keep them most active. Promotion of life long participation for all				Year 11	
					Year 11	
Special Education and Sports Leadership						
Year 10	Sports Leadership Focus through skill, tactic and competition development					
	Leading/Developing Tactical	Game Management	Striking Technique	Basic Elements Development	Interpretation Only assessment from Year 11 to decide the scores	Competition
	Marking	Advanced Tactical	Game Management	Advanced Tact	Teamwork	Independent Fitness Training
	Gameplay	Game Play	Game Play	Advanced Competing skills	Group of Field Events	Fitness Programmes
	Positional Assessment	Advanced rules	Bringing of Fielding Skills	Transferring rules	Event Set Up	Teamwork and Communication in Fitness & Sports Leadership
					Year 10	
					Year 10	

Although we appreciate that many of the sequenced topics cross over multiple key concepts, we have mapped where the biggest opportunities are. This ensures that all key concepts are interleaved across all year groups.

Predominantly PHYSICAL. Predominantly KNOWLEDGE. Predominantly CHARACTER.



Sequencing the P.E. Knowledge Curriculum

A1	A2	Sp1	Sp2	Su1	Su2
Unit title: Importance of health and fitness	Unit title: Introduction Healthy and active lifestyle	Unit title: Healthy and active lifestyle	Determined after assessment week 1	Unit title: Nutrition 1	Unit title: Nutrition 2
Big question: What is the relation	Big Question: Do I have a healthy and active lifestyle	Big Question: What are the barriers to having an active lifestyle?		Big Question: What are the strands for a healthy diet?	Big Question: Do I make the best food choices for my body?

In P.E., domain specific knowledge is taught during specific activities. However we recognise the importance of health and wellbeing knowledge. This cannot always be delivered during curriculum time, where the focus is keeping pupils physically active. That is why we have designed a wider-reaching and ambitious scheme for delivering knowledge of P.E.

As a Department we looked at what knowledge P.E. has an obligation to provide to all pupils. We decided that understanding the importance of having a healthy active balanced lifestyle is key to achieving our aim of physical literacy for all. We then mapped out these topics and created home learning booklets alongside 2 assessments for years 7-9.

Year 7 – Healthy and active lifestyles

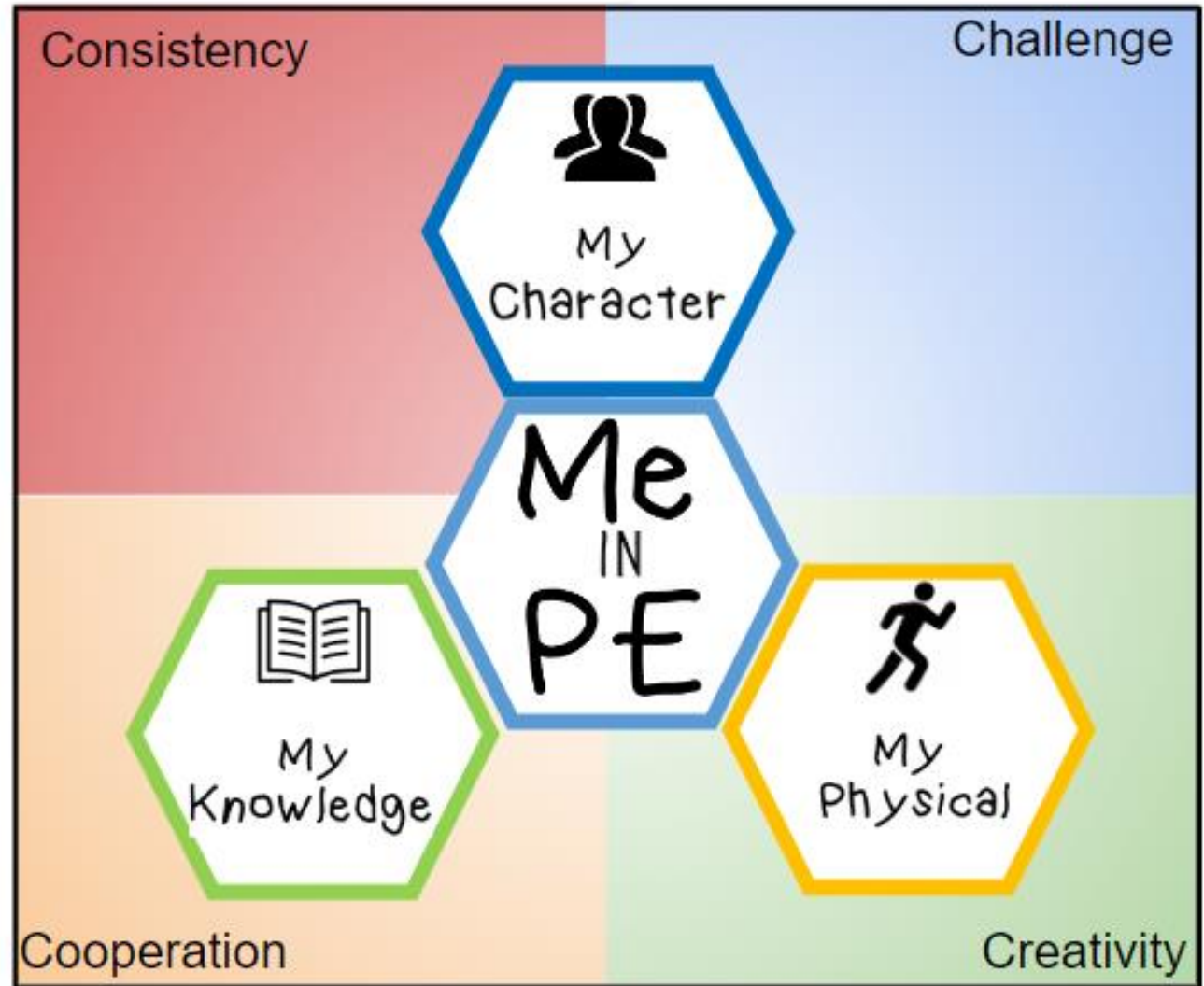
Year 8 – Effects of exercise and my Body systems

Year 9 – Components of fitness



P.E. Pedological Principles CW Four Corner Model

Research and by working with external partners we create our model for what high quality P.E. teaching looks like in our context



Research

Intent

Key
Concepts

Rational

Pathways

Sequencing

Quality
P.E.
teaching

Powerful
knowledge

Assessment
+ HWK

Impact

← Health and Safety →

<p>Consistency</p> <ol style="list-style-type: none"> 1. Links to other activities where appropriate. 2. Staff use modelling to show what good looks like or uses pupil examples to allow pupils to see what they are required to do and learn. 3. Formative assessment used to track progress and understanding. 4. Staff record and track progress using their ME IN P.E. Tracker 5. Pupils can explain the P.E. Intent and explain why we need strong physical literacy. 6. P.E. Staff have a consistent approach to routines including moving through school, pe kit, warm ups and behaviour. 7. Staff movement and positioning. 	<p style="text-align: right;">Challenge</p> <ol style="list-style-type: none"> 1. Use of pathways allowing pupils from a range of abilities to progress at their own level and pace. 2. Pupils are active in lessons as much as possible. Each lesson must bring a physical challenge and contribute significantly to their 60 minutes of physical activity each day. 3. Pupils are given time to compete against each other or perform. 4. Students are also challenged by giving time to coach/lead specific elements of the lesson to peers. 5. Scaffolded tasks are used to challenge each individual in order for them to reach the most 'Important knowledge'.
<p>Co-operation</p> <ol style="list-style-type: none"> 1. Pupil leadership and teamwork opportunities in the form of warm-ups, drill creation, feedback or game based tactic creation. 2. Work as a team to move upwards through best fit planned learning activities. 3. Students use questioning and AFL to recap their learning within their group/pair, identifying strengths and weaknesses. 	<p style="text-align: right;">Creativity</p> <ol style="list-style-type: none"> 1. Staff use creative ways to link previous learning and prior knowledge to new contexts. 2. Staff plan and facilitate creative and enjoyable ways for pupils to learn and be active through the physical activity which is being focused upon. 3. P.E. staff use creative ways to support pupils. This could be by using scaffolding or differentiated approach. 4. P.E. Staff are responsive watching the performance of pupils in front of them and reacting appropriately to support improvement and correct misconceptions. 5. Pupils are given the opportunity to be creative in their planning and performances.

Research

Intent

Key Concepts

Rational

Pathways

Sequencing

Quality P.E. teaching

Powerful knowledge

Assessment + HWK

Impact

Practical Resource Cards – Examples of lesson resources

Athletics- Shot Put Techniques

THE BIG QUESTION Can you perform skills and tactics when outwitting opponents?

Section 1- Initial task

Knowledge Task

Can you list 5 health and safety points when 'Pushing' the shot put?

- _____
- _____
- _____
- _____
- _____

THE SMALL QUESTION Can I recall the teaching points of throwing a shotput?

How to hold and pick up

- Bend down with a straight back.
- Collect in 2 hands
- Push up with legs not back

Progress Check 1 Questions

Identify 3 aspects of the shot put technique?

Explain the glide technique and why each element is important?

Compare and contrast the Glide technique with the rotation technique.

Scaffolding

Shot Put Teaching Points

1 The 'Finger tip' Chin Hold



- Shotput in fingertips.
- Place under chin for stability.

2 The 'L-Shaped' stance



- 'L' Shaped stance.
- Back foot (strongest foot) facing partner.
- Allows for starting low.

3 Toe, Knee, Chin- Bounce



- Facing partner.
- Toe, knee and chin inline.

4 'High 5'- Turn and push



- Turn
- Rotate
- Push arm up
- Finish with 'High 5'

Section 2- Progress pathways

Pathway 1 ★ **Technique: 'STANDING TECHNIQUE'**

- Shot put rests in the fingertips, tucked into the side of your neck.
- 'L' shaped stance and bend your knees
- Chin, knee and toe all in line
- Twist your hips, transferring the weight from the back to the front foot
- Keep your elbow high, push the shot into the sky.

Pathway 2 ★★ **Technique: 'GLIDING TECHNIQUE'**

- Stand on throw line and take one big step back.
- Two feet together in 'Toe, Knee, Chin'
- BEND DOWN LOW**
- Right foot step back to green.
- Left foot step back to red.
- Twist your hips, transferring the weight lifting up
- Keep your elbow high, push the shot into the sky.

Pathway 3 ★★★ **Technique: 'SUPER GLIDE TECHNIQUE'**

- Stand on throw line and take two big step back.
- Two feet together in 'Toe, Knee, Chin'
- BEND DOWN LOW**
- Right foot step back to green.
- Left foot step back to red.
- Twist your hips, transferring the weight lifting up.
- Keep your elbow high, push the shot into the sky.

Section 3- Reviewing your partner

Checklist:

- Review their grip
- Review their stance
- Review Toe, Knee, Chin
- Review twist and release
- Review 'High 5'

What went well?

What could they improve on next?

These are 2 example of the type of resources used in practical lessons.

The spoken word and demonstration fades from memory so these resource cards enable pupils to see a model of what is required in their performance.

They also allow for stretch/challenge tasks, planning of questioning and differentiation.

BATTLESHIP THE TACTICAL COMBAT GAME

Serving Technique (With Spin/ Deception)

THE BIG QUESTION How can I improve my table tennis performance?

1



Serving musts!

- Hold ball on flat palm
- Hold above table
- Throw ball in the air and hit on way down
- Bounce on each side of the net
- Do not hit the net

Progress Check 1

I can _____

My partner can _____

THE SMALL QUESTION How to perform a forehand push and back hand service.

Questions

Name 3 Teaching points when performing a serve?

What are the common mistakes when serving?

Explain how to perform a back hand to a serve using 3 teaching points?

Evaluate the importance of a serve in a table tennis match discussing how to add spin and the importance of spin?

Differentiation

BACKSPIN

2

Now you have mastered a basic serve you can advance to back spin serves.



Direction of ball

Rotation

Direction of racket

www.AllAboutTableTennis.com



Accuracy Pathway 1

Teacher Challenge

The aim of the game is to serve to your partner hitting both pieces of paper

Rules:

- Stand behind your line
- Use the technique points from the other page to do the correct serve technique.

How to make your Challenge harder?

- Try an do this forehand and backhand.
- Try and coach your partner the correct skill

What are the coaching points of a serve?

- _____
- _____
- _____

Progress Check 1

Watch a partner perform the low serve. Turn over the page and check off each coaching point.

Advanced Accuracy Pathway 2

Teacher Challenge

The aim of the game is to sink your opponents battleships! By using the backhand flick serve.

Rules:

- Stand behind your service line
- For the serve to be legal it must not hit the net and hit both sides of the table

Try serving the shuttle 15 times across the line from position 1.

The ships you need:

- 1 Cone Ship
- 2 Cone Ship
- 3 Cone Ship

Back Spin Pathway 3

Collect the cones: If you hit their cone, its **YOURS** to put on **YOUR** side.

The winner is the one with the most cones on their side.

Teacher Challenge

On your court play a match to 7 points. If a player scores using the spin serve this will be worth 3 points. All other points are worth 1. **Winner of the point wins the serve.**

Progress Check 2

Evaluate your partners performance in today's lesson in a short paragraph. Try to use good grammar.

Can you use this to coach others?

In Game Serving Mission

In order to pass your serving mission.

- Complete successful basic serve which does not get returned
- Complete a forehand and backhand serve which do not get returned
- Complete backspin serve that does not get returned

In the game situations today a serve that is not returned is worth 2 points not 1!

Research

Intent

Key Concepts

Rational

Pathways

Sequencing

Quality P.E. teaching

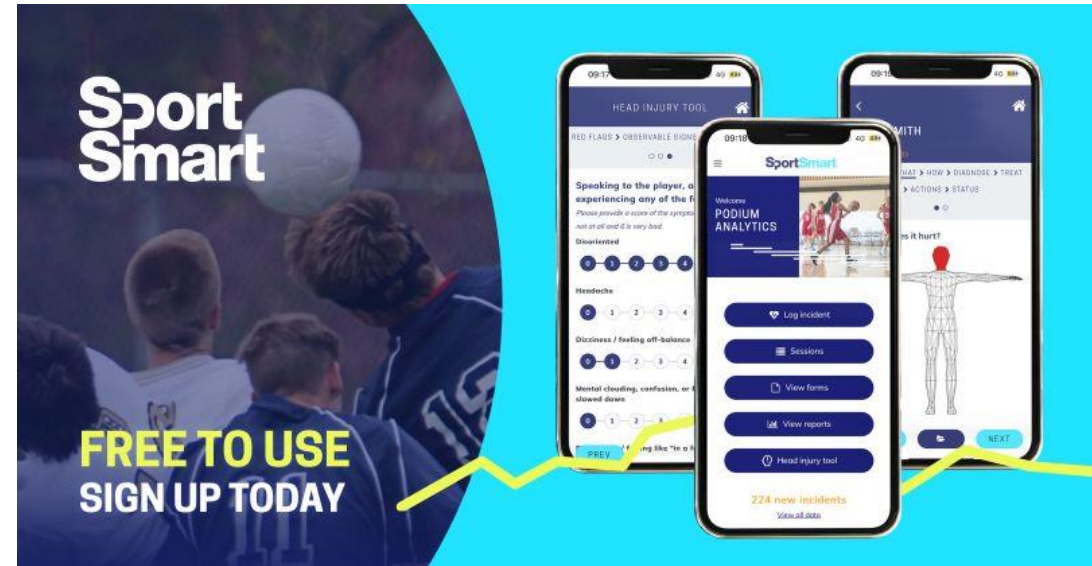
Powerful knowledge

Assessment + HWK

Impact

FOR A SAFER WORLD OF SPORT

Podium
ANALYTICS



All P.E. staff have access to Sport Smart. The charity provides an online platform. This platform has merged through wand meaning all staff can select pupils from Cardinal Wiseman and attach injury reports. This will allow for the first time us to track the types of injuries P.E., where they take place and in what activities. The system also includes a head injury assessment and soon to include notifications to staff and parents when pupils when an injury is logged.

Research

Intent

Key
Concepts

Rational

Pathways

Sequencing

Quality
P.E.
teaching

Powerful
knowledge

Assessment
+ HWK

Impact

What are the powerful P.E. based knowledge we want pupils to know and understand

Autumn- Assessment Point 1

Year 7 Knowledge- Healthy and active lifestyles

1	What Healthy means
2	What being physical active is
3	NHS recommend 60 minutes of exercise a day
4	Benefits of an active lifestyle
5	Risks of an inactive lifestyle
6	What a sedentary lifestyle is
7	Risks of a sedentary lifestyle
8	Benefits and risks of healthy and unhealthy eating
9	To consume fruit and vegetables (5 a day)
10	Role of protein, carbohydrates and fat
11	How weigh loss and gain occurs
12	Macro nutrients and their roles in a healthy diet (including healthy eat plate)

Year 8 Knowledge- Short term effects of exercise

1	What are the short term effects of exercise?
2	What happens to 'Breathing Rate' during exercise?
3	What happens to 'Heart Rate' during exercise?
4	What happens to 'Body Temperature' during exercise?
5	What happens to 'Hydration levels' during exercise?
6	What is 'Muscle Fatigue' and why does it happen?
7	What is 'DOMS' and how does it occur?
8	Interleaved knowledge On Skeletal Bones

Year 9 Knowledge- components of fitness

1	Explain agility including what it is and a sporting example?
2	Explain Power including what it is and a sporting example?
3	Explain Coordination including what it is and a sporting example?
4	Explain reaction time including what it is and a sporting example?
5	Explain balance including what it is and a sporting example?
6	Explain speed including what it is and a sporting example?
7	Explain Cardiovascular endurance including what it is and a sporting example?
8	Explain Flexibility including what it is and a sporting example?
9	Explain Body composition including what it is and a sporting example?
10	Explain strength including what it is and a sporting example?
11	Explain muscular endurance including what it is and a sporting example?

Research

Intent

Key Concepts

Rational

Pathways

Sequencing

Quality P.E. teaching

Powerful knowledge

Assessment + HWK

Impact

What are the powerful P.E. based knowledge we want pupils to know and understand

Summer- Assessment Point 2

Year 7 Knowledge- Healthy and active part 2

1	Can give examples of carbohydrates and know their function in a healthy and active lifestyle
2	Can give examples of proteins and know their function in a healthy and active lifestyle
3	Can give examples of fats and know their function in a healthy and active lifestyle
4	Understand that not all fats are bad fats and that our body needs good fats as part of a healthy diet
5	What the healthy eat plate is and how it should guide our food choices
6	How much water we should have a day and its importance
7	How many calories they are recommended to have
8	Understand food labels and what information they give
9	Know they are recommended to complete 60 minutes a day of moderate to intensive physical activity.
10	That mental health is just as important as physical health.

Year 8 Knowledge- Long term effects of exercise and Body systems

1	Understand what is meant by long term effect of exercise.
2	Can identify some long term benefits of regular exercise.
3	Name parts of the respiratory system
4	Be able to name the pathway air takes
5	Understand the importance of heart rate
6	Be able to name some muscles using their Latin names
7	Be able to name some bones using their Latin names
8	Understand the role of blood vessels in exercise

Year 9 Knowledge- Fitness testing

1	Understanding of what continuous training is
2	Understanding of what fartlek training is
3	Understanding of what interval training is
4	Understanding of what circuit training is
5	Definition of health
6	Definition of what health
7	Basic knowledge of the principles of training
8	Understand what a fitness test is
9	Know some basic fitness tests
10	Know which components are health related
11	Know which components are skill based

Research

Intent

Key
Concepts

Rational

Pathways

Sequencing

Quality
P.E.
teaching

Powerful
knowledge

Assessment
+ HWK

Impact

Assessment - Page 1

Staff complete a excel training document. This is a working document. We schedule some dates in which staff must have their documents fully up to date. Year 11 are exempted from this as pupils get to choose their activities each term with the focus on participation and positive engagement to support them through their exam year and allow a love of specific activities to row.

Class	Name		I can perform locomotor skills in isolation with some success (running/jump)	I can perform stability skills in isolation with some success (twist/balance)	I can perform manipulation skills in isolation with some success (throw/kick)	I can perform locomotor skills successfully in oposed situations(running/jump)	I can perform manipulation skills in oposed situations with some success(throw/kick)	Motor Skills Overall	I can show my understanding of rules of activities through my performances	Able to perform basic fitness methods of training	I can show the physical fitness to meet the demands of activities undertaken.	I able understand and deploy basic tactics	I can make P.E. activity based decisions well	Team Sport Performance score	Individual sport Performance Score	Aesthetics Performance Score (Gym&Dance)	I can complete 10 metres swimming.	I can complete 25 metres swimming.	Overall Score	I have confidence in P.E.	I can overcome challenges P.E.	I can communicate effectively with my peers in P.E.	I can lead others in P.E.	I have a positive attitude towards my physical health	Water Confidence	Overall Score	Assessment point 1 (Rules strategies and tactics)	Assessment point 2 (Rules strategies and tactics)	Overall Score
	Ali, Aiden	39	2	2	2	2	2	2	2	2	2	1	1	1	1		0	0	20	2	2	1	1	2	1	12	8	10	
	Arlington, Jacob	42	2	2	2	2	2	2	2	2	2	2	2	2	2		0	1	24	2	2	3	3	2	0	7	5	6	
	Baker, Hayden	38	2	2	2	2	2	2	2	2	1	1	2	2	1		1	1	23	1	1	2	2	3	1	10	5	5	
	Bennett, Jaiden	30	1	1	1	1	1	1	1	1	2	1	1	1	1		1	1	15	1	1	1	1	2	2	8	6	7	
	Bermingham-Holmes, William	24.5	1	1	1	1	1	1	1	1	1	1	1	1	1		0	0	12	1	1	1	1	2	1	7	5	6	
	Blake, Janiah	63.5	3	3	3	3	3	3	3	3	3	3	3	3	2		3	2	40	2	2	3	3	3	3	16	8	7	7.5

Assessment criteria is not activity specific. The rational for this is that would lead to a huge amount of criteria. Also as students will be on different pathways which include different activities their data must be comparable to make judgements regarding the quality of education within CW P.E. Pupils are marked out of 3 for each criteria



Assessment - Year 7 criteria - Page 2

Year 7 Criteria	MY P	MY C	MY K
I can perform locomotor skills in isolation with some success (running/jump)			
I can perform stability skills in isolation with some success (twist/balance)			
I can perform manipulation skills in isolation with some success (throw/kick)			
I can perform locomotor skills successfully in opposed situations(running/jump)			
I can perform manipulation skills in opposed situations with some success(throw/kick)			
I can show my understanding of rules of activities through my performances			
Able to perform basic fitness methods of training			
I can show the physical fitness to meet the demands of activities undertaken.			
I able understand and deploy basic tactics			
Team Sport Performance score			
Individual sport Performance Score			
Aesthetics Performance Score (Gym&Dance)			
I can complete 10 metres swimming.			
I can complete 25 metres swimming.			

Research

Intent

Key
Concepts

Rational

Pathways

Sequencing

Quality
P.E.
teaching

Powerful
knowledge

Assessment
+ HWK

Impact

Assessment - Year 8 criteria - Page 3

Year 8 Criteria	MY P	MY C	MY K
I can perform locomotor skills consistently in isolation (running/jump)			
I can perform stability skills consistently in isolation (twist/balance)			
I can perform manipulation skills consistently in isolation(throw/kick)			
I can perform locomotor skills consistently in opposed situations(running/jump)			
I can perform manipulation skills consistency in opposed situations (throw/kick)			
I can show the physical fitness to meet the demands of activities undertaken.			
I can show my understanding of rules of activities through my performances			
Create basic training sessions			
I have improved my ability to make decision in P.E.			
Team Sport Performance score			
Individual sport Performance Score			
Aesthetics Performance Score (Gym&Dance)			
I can complete advanced stroke technique (1,2,3 Techniques).			
I am able to demonstrate a range of racing technique (1,2,3 Techniques).			

Research

Intent

Key
Concepts

Rational

Pathways

Sequencing

Quality
P.E.
teaching

Powerful
knowledge

Assessment
+ HWK

Impact

Assessment - Year 9/10 criteria - Page 4

Year 9 Criteria	MY P	MY C	MY K
I can demonstrate range of motor skills in isolation			
I can demonstrate range of motor skills in opposed situations			
I can demonstrate range of motor skills during competition			
I can make informed decisions during my performances to outwit an opponent			
I can show the physical fitness to meet the demands of activities undertaken.			
I can demonstrate different components of fitness through methods of training (COF)			
Team Sport Performance score			
Individual sport Performance Score			
I can complete advanced stroke technique (1,2,3 Techniques).			
I can complete a range of rescue techniques when challenged with a personal survival scenario.			



Assessment - Year 7-10 My character criteria - Page 5

Character criteria remains the same each year. This is because these are the character traits we want to see all pupils achieve before they leave us in order to prepare them for the challenges of every day life post 16. By making them hierarchical we just make the challenge more difficult for all pupils to achieve the standard.

Year 9 Criteria	MY P	MY C	MY K
I have confidence in P.E.			
I can overcome challenges P.E.			
I can communicate effectively with my peers in P.E.			
I can lead others in P.E.			
I have a positive attitude towards my physical health			
Water Confidence			

Research

Intent

Key
Concepts

Rational

Pathways

Sequencing

Quality
P.E.
teaching

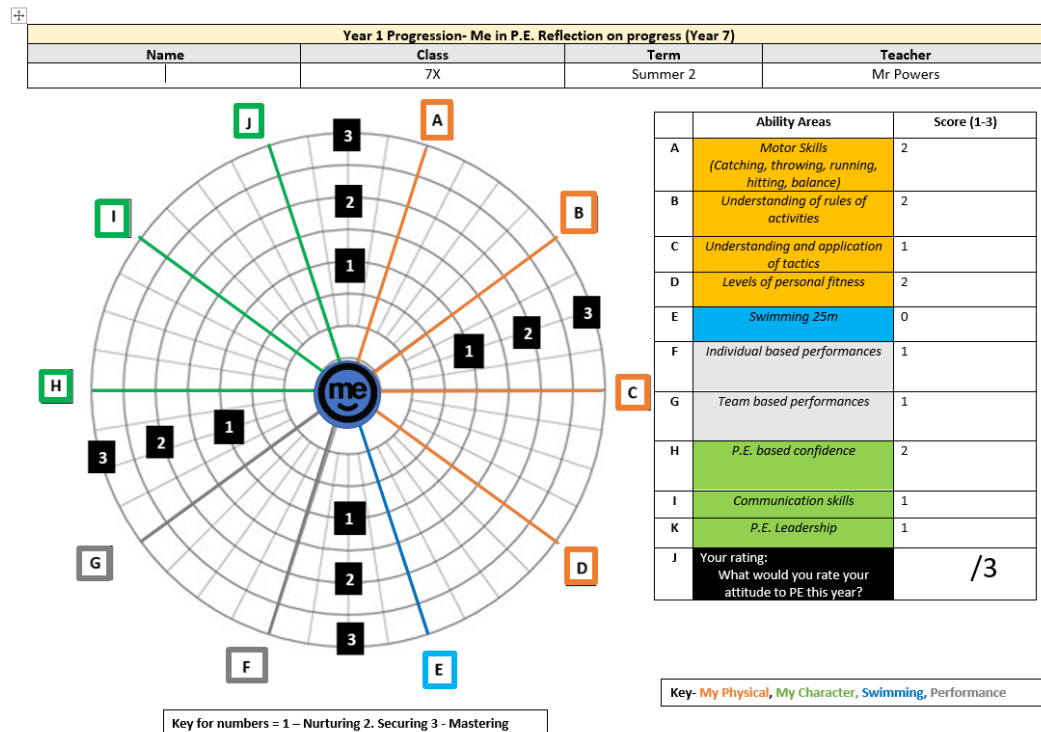
Powerful
knowledge

Assessment
+ HWK

Feedback
and Pupil
voice

Assessment Feedback

After an assessment week we provide pupils with a feedback sheets showing some of their progress. We communicate this is not all the criteria or all their success. This is because too much feedback would reduce the quality of the feedback. Therefore as a P.E. department we decided which criteria is the most important / powerful. Pupils must then use the information to plot a radar graph and make inferences regarding their progress, success and future aims. On the reserve important questions are asked to ensure pupils understand the curriculums bigger picture.



Assessment | Year 7- Red Pen Reflection

Question 1:	What are the 3 areas of Me In PE? 1. _____ 2. _____ 3. _____	Question 6:	How do you know this or why do you think this is the case? (use your graph to explain your progress) _____ _____ _____
Question 2:	What is PE's Intent? _____ _____ _____	Question 7:	From the Diagram on the other page. What ability areas are your strengths this year? 1. _____ 2. _____ 3. _____
Question 3:	What activities have you done so far this year? • _____ • _____ • _____	Question 8:	Pick one of the ability areas from above and explain why this is a strength _____ _____ _____
Question 4:	Explain something you are proud of from your P.E. lessons this year? _____ _____ _____	Question 9:	From the Diagram on the other page. What ability areas would you like to see improvement in next year? 1. _____ 2. _____ 3. _____
Question 5:	Are you doing well in PE? (Please Circle) • Yes • No	Question 10:	Do you Enjoy Physical Education? Please explain your answer: _____ _____ _____

Research

Intent

Key
Concepts

Rational

Pathways

Sequencing

Quality
P.E.
teaching

Powerful
knowledge

Assessment
+ HWK

Impact

Assessment Week

In whole school assessment weeks, pupils complete the following

Online multiple choice quiz on homework knowledge (see powerful knowledge section of this booklet).

Online pupil voice questionnaire

Review and complete P.E. progress Feedback sheet

Research

Intent

Key Concepts

Rational

Pathways

Sequencing

Quality P.E. teaching

Powerful knowledge

Assessment + HWK

Impact

Homework/Independent learning

1. Week 1 homework starts with a knowledge quiz and task - these are printed in specifically-designed booklets.

Week 1 – P.E. Year 7 Core P.E.

Section 1 - Healthy and active lifestyles

Knowledge Quiz

No.	Question	Answer
1	What does being healthy mean?	
2	What does being active mean?	
3	What does Over fat mean?	
4	What is an example of a sedentary lifestyle?	
5	Give 2 impacts of a sedentary lifestyle?	
6	How can we recharge the body?	
7	Why is being active important?	
8	What are the benefits of an active lifestyle?	
9	Why is behaviour important?	
10	What does Obese mean?	

Application task 1:

What does it mean to have an active and healthy lifestyle?

You need to either provide 5 bullet points which include an example or write in paragraphs. Make sure you use the knowledge organiser to help you. You need to do your best to fill all lines.

2. In week 2 pupils are given the answers on google classroom where they need to reflect on the previous week's homework.

Week 2 – P.E. Year 7 Core P.E.

Section 1 - Healthy and active lifestyles

Knowledge Quiz

No.	Question	Answer
1	What does being healthy mean?	Being healthy means to look after your body including wellbeing
2	What does being active mean?	Being active means any body movement that works your muscles and uses energy.
3	What does Over fat mean?	weighing more than the expected weight for height and gender
4	What is an example of a sedentary lifestyle?	a lifestyle with no or irregular physical activity. This includes sitting, reading, watching television & playing video games
5	Give 2 impacts of a sedentary lifestyle?	1. Heart disease 2. Type 2 diabetes
6	How can we recharge the body?	More sleep and eating healthy foods
7	Why is being active important?	Because it give you energy and makes you feel great
8	What are the benefits of an active lifestyle?	1. Boosts self esteem 2. Reduces stress and anxiety 3. Improves fitness levels
	Why is behaviour important?	Because it helps you stay safe
	What does Obese mean?	weighing significantly more than expected.

YOUR TASK IS TO LOOK OVER YOUR ANSWER AND ADD ANY RED PEN WHERE YOU CAN IMPROVE. DO THIS ON LAST WEEK HOMEWORK. YOU ALSO HAVE 2 REFLECTION TASKS TO COMPLETE.

3. As well as reflecting on week 2, pupils have to use the knowledge to complete a reflection task. After this the same cycle repeats itself.

Week 2- Reflection for Week 4 – P.E. Year 7
Autumn Term 1 - Healthy Active Lifestyles

Instructions	✓
Mark and correct your answers to the knowledge check from week 1 using a red pen.	
Use a red pen to make your improvements on the application task on week 1.	
Complete reflection task below using your knowledge from week 1	

Please reflect on your answer and compare them to your teacher then select an option from below. You will then need to complete that selection underneath as this weeks homework reflection task.

Your Reflection Task

Now you know what it means to have a healthy and active well balanced lifestyle you need to look and reflect on how you are currently living.

Below write 3 things you do that would contribute towards a healthy and active lifestyle?

Toptip- Make sure you say what you do and why it is good?

-
-
-

Research

Intent

Key Concepts

Rational

Pathways

Sequencing

Quality P.E. teaching

Powerful knowledge

Assessment + HWK

Impact

**Pupil Voice July 2023
Year 7-9**

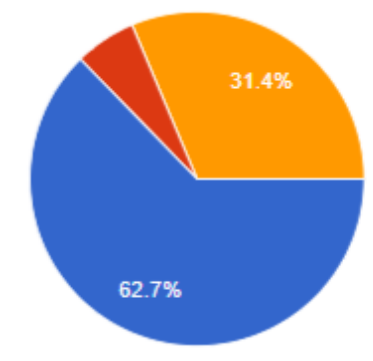
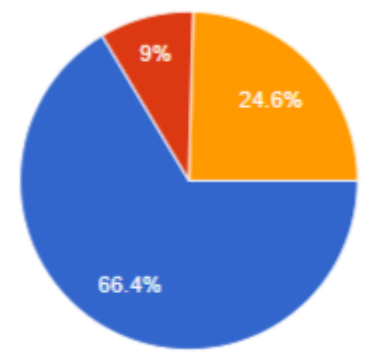
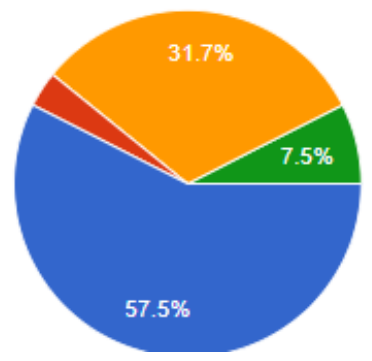
Year 7

Year 8

Year 9

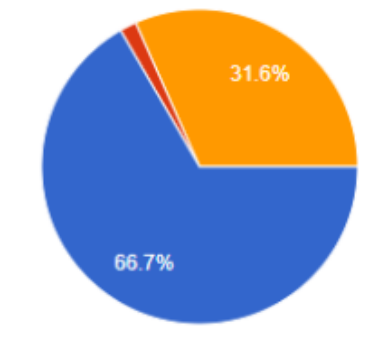
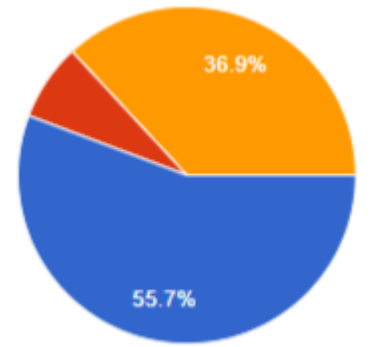
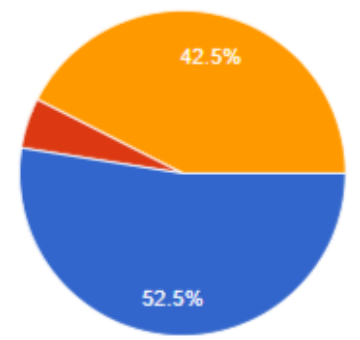
Do you enjoy P.E. at CW?

- Yes
- No
- Sometimes
- Occationally



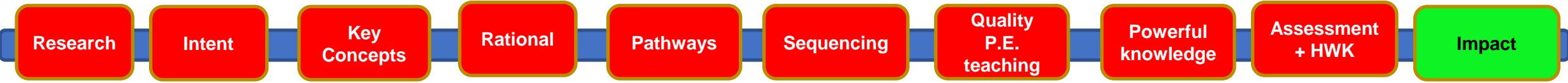
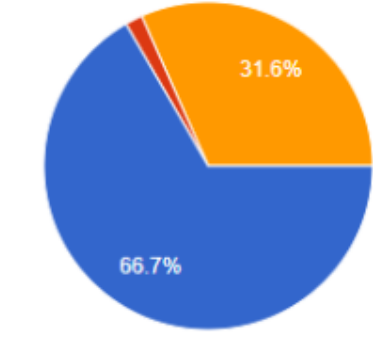
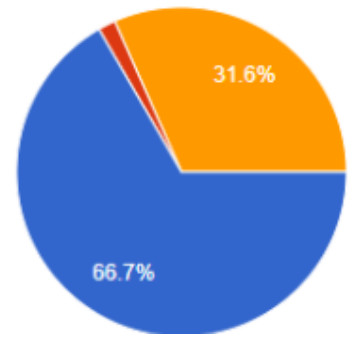
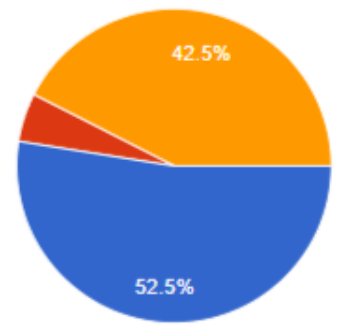
Do you feel you are improving?

- Yes
- No
- In some activities



Do you feel you are improving?

- Yes
- No
- In some activities



Pupil Voice July 2023
Year 7-9

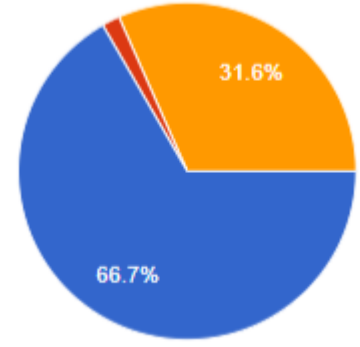
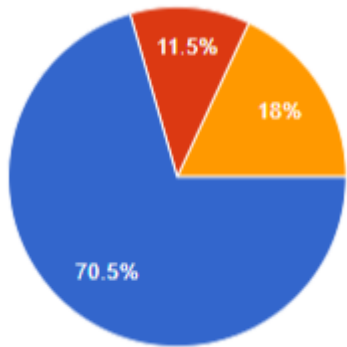
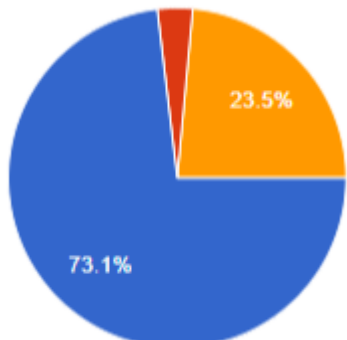
Year 7

Year 8

Year 9

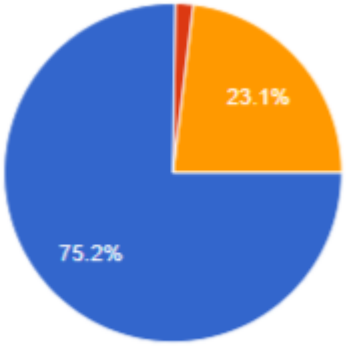
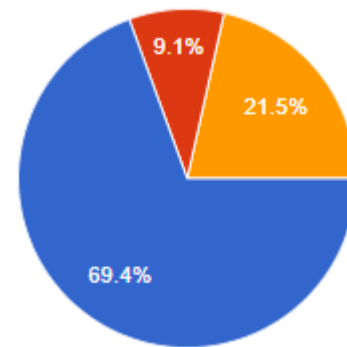
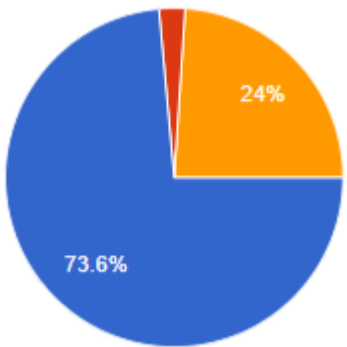
Do you feel you are getting more confident in P.E.?

- Yes
- No
- In some activities



Do you value your P.E. lessons?

- Yes
- No
- Sometimes



Do you feel like you are experiencing success in P.E.?

- My Physical
- My Character
- My Knowledge
- All of the above areas
- No

