



## PE Department Curriculum Outline

### Intent

The PE department offers a broad and balanced curriculum in Key Stage 3 and Key Stage 4. The intent of the curriculum offer is to expose our students to a wide variety of sports and activities in order to allow them to develop confidence which leads into competence resulting in them becoming lifetime movers. Another aim of the department which falls in line with the National Curriculum is to allow students to be active for sustained periods of time. Please see our [delivery grids](#) for the sports that we offer during the course of a school year.

The amount of sports that we offer at GCSE level has been expanded over the last 2 academic years to include Table Tennis, Outdoor Education, Swimming and Athletics. This is to enable students to participate in a wider variety of individual sports in order to make progress and attain a greater score for the practical part of the GCSE course. More importantly, individual sports are more often sustained throughout adult life.

In order to further the initial passion that students display for particular sports within lessons we also provide an engaging extracurricular program. Our extracurricular program is targeted at a variety of students. We have clubs such as the Healthy Active Lifestyles club which is aimed at students to simply come down and enjoy being active by taking part in a variety of fun activities that intend to allow students to enjoy being active and learn invaluable movement habits. We also have clubs which are aimed at raising participation, where students can come and take part in a sport that they enjoy and "have a kick around". Furthermore, we have clubs where students can take part in expert coaching sessions aimed at performance improvement. These clubs such as Rugby, Football, Netball and Basketball allow students to train for the school teams and represent the school against others in district and county competitions.

The PE department has also established several links with local sports clubs in order to encourage our students to not only be active within school time but also to engage in sport outside of school hours. PE staff have worked hard in order to branch out and make close links with Worcester Warriors Rugby Club, Alcester Rugby Club, Studley Cricket Club, Redditch Basketball Club and Kingsley Fire Fox Netball Club.

It is also the PE department's intent to provide our students with leadership responsibilities within lessons. These tasks might be as simple as being a captain or leading a warm up within lessons. Sometimes the leadership responsibilities will take the form of planning a progressive practice on the focus of the lesson and delivering it to their peers. In Year 9 students can also apply to be Sports Leaders. Within this role the students help out with our extracurricular program, go to other schools and deliver sports sessions and help out during Primary School sports competitions and sports days.



Since moving to a three year KS3 it is essential that students learning experiences are enriched with KS4 content in order to allow for an effective transition from Year 9 core PE into Year 10 GCSE PE/Cambridge National Sport. In order to allow this to happen, KS4 theoretical knowledge has been drip fed into core PE schemes of work such as Cricket, Rounders and Athletics throughout the summer term in Y9.

Within the Key Stage 4 offer, PE offers both a traditional GCSE qualification and a vocational qualification. This allows our students the opportunity to be successful within sport/PE at Key Stage 4. During the options choices process the PE staff are on hand in order to guide learners to the course that most suits them as an individual. For example, some students are more successful when sitting examinations and find the biological side of PE interesting and therefore a GCSE PE qualification would be most suitable to them. Others may be more successful when being assessed through coursework based tasks and through leading sports sessions and therefore would be better off completing our offer of a Cambridge National in Sport qualification. We feel that by offering both of the courses stated above that we are able to provide our students with a choice that may foster interest and passion that they can take onto life after school i.e. college, sixth form, career in sport.

### Implementation

All teachers have a good subject knowledge of a wide variety of sports that are offered through the PE departments Core PE program. This is reflected in the schemes of work that have been created in the last year, learning works and QA process. Each member of the PE department leads at least two extracurricular clubs per week. The member of staff chosen to run each club is selected based on their sporting expertise. Therefore, we have expert coaches on each sporting club and this is highlighted by the number of students attending each club and the progress they make. The success of our sports teams is also reflective of the quality of teaching within PE lessons and quality of coaching during practices.

The PE department also have outstanding knowledge of subject content at Key Stage 4 level. This is due to the quality of internal department training on topics within both GCSE PE and Cambridge National Sport qualifications. Each member of staff is proactive in seeking out opportunities for CPD when they need it. PE staff have attended courses for gaps in knowledge regarding coursework content, liaised with other schools in order to ensure marking is accurate by carrying out mock moderations and have become examiners and moderators for the exam board. The department at Studley High School is the lead school in an ongoing Sport England Teacher Training Project which is focussed around increasing whole school attitudes to physical activity. This involves the delivery of CPD sessions across schools in the South Warwickshire area. This particular project has enriched student opportunities to partake in a healthy, active lifestyle through the implementation of the health, based PE teaching model/scheme of work.

Some other successful teaching strategies that have developed from the CPD meetings that the PE department have are the Super 6 resource and 9 mark planner resource. The Super 6 resource is a termly competition which aims to engage the students through bi-weekly competitive scoring. Students can score points by predicting scores/results of real life football games correctly and most importantly, by answering GCSE PE questions correctly. This is used as an exit ticket in order to check learning/progress throughout one or two lessons. Once the students have



completed this task, their teacher takes it away and marks the score predictions and exam answers and provides feedback on any gaps in knowledge (if students answer all questions correctly, they are given a stretch task). At the start of the next lesson each student will look at their feedback and try and improve their answer on the back of the resource. This teaching method provides the students with a competitive edge to theory lessons as they can see where they lie in the table compared to other students but most importantly it allows the teachers to regularly track progress and enables the students to practice exam technique and address any gaps in knowledge.

The 9 mark planner resource boosted our last cohort of GCSE PE students score for extended answers questions considerably during the last examination series. This resource allows students to break down a 9 mark question into three lots of 3 marks questions. This allows the students not only to systematically think about their answer but it also allows the students to structure their answer into three clear paragraphs allowing the marker to see clearly where to reward marks in the response.

In line with the whole schools teaching and learning policy, the teaching staff within the department actively teach the students within their GCSE PE/CN Sport groups about the theory of learning and metacognition techniques. Additionally, teachers will always start their theory lessons with either an interleaving activity or a low stress starter in order to teach in line with Rosenshine's theory of effective teaching. Within core PE lessons teachers will always revisit content that has been delivered in previous lessons and look to encourage the students to make links across sports and other physical activities.

### **Impact**

The impact of our Key Stage 3 core PE curriculum offer is reflected in the amount of students that we have attend extracurricular clubs on a weekly basis. This is showing that as a department we are engaging our students in sport and exercise and they are able to make independent decisions in order to partake in a healthy, active lifestyle.

The impact of our extracurricular offer has a direct influence on students' attendance. If students know that they have a club to look forward to or if they are taking part in a fixture against another school they will make sure they are in school if they are feeling a little under the weather. This has an impact on the school's attendance figures. Furthermore, the more students are in school, the more they are in lessons and the more progress they will make. Therefore, our extracurricular program has a positive impact on the school's grades.

The impact of the new schemes of work at GCSE and vocational level alongside the quality of teaching within theory lessons has allowed the students to make great progress and attain a fantastic set of results. 96% of our GCSE cohort last year achieved 4+ and 82% achieved 5+. Some of the headline figures from the data analysis show that 3rd best SPI in school the PE department recorded the 3rd best residual in school, 100% of students have GCSE PE grade in the open bucket and all PP students achieved above a Grade.



The department is piloting a Health Based PE unit of work throughout Years 7, 8, 9 and 10 in order to allow students to learn the benefits of taking part in a healthy, active lifestyle and to encourage our students to become critical and lifetime movers. This has taught students about how physical activity can help physical, mental and social health and how to seek opportunities to take part in regular activity to become habitual, motivated, informed and critical movers.

### Delivery Grid for GCSE PE

| Year 11 GCSE PE Delivery Grid  |  |   |  |            |          |
|--|--|---|--|------------|----------|
| Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2 |
| <b>Respiratory System</b><br><br><b>Assessment:</b> End of Unit test at end of Autumn 1<br><br><b>Essential Skills/Knowledge</b><br>Students able to identify components of the Cardio-Respiratory system<br>Students are able to apply the role of the Cardio-Respiratory | <b>Biomechanics and Effects of Exercise</b><br><br><b>Assessment:</b> End of Unit Test at End of Autumn 2 (Y11 Mock)<br><br><b>Essential Skills/Knowledge</b><br>Students are able to identify different classifications of levers and link them to sporting performance.<br>Students are able to identify axis and planes | <b>Socio-Cultural Influences in Sport</b><br><br><b>Assessment:</b> End of unit test at end of Spring 1<br><br><b>Essential Skills/Knowledge</b><br>Students able to identify user groups who struggle to take part in sport and the reasons why. | <b>Sport Psychology</b><br><br><b>Assessment:</b> Topic will be addressed in GCSE Exam prep paper<br><br><b>Essential Skills/Knowledge</b><br>Students able to identify different form of feedback, practice and guidance.<br>Students are able to explain the positives and negatives of each type of feedback. | GCSE Exams |          |



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| system to sporting performance.   | <p>and apply them to sporting movements.</p> <p>Students are able to explain short term and long term effects of exercise on the body systems.</p> | <p>Students to suggest how barriers can be overcome.</p> <p>Students able to evaluate the advantages and disadvantages of commercialisation in sport.</p> <p>Students are able to evaluate the appropriateness of positive and negative sporting behaviour.</p> | guidance and practice. |  |
| <p>Practical: Badminton/Handball/Basketball</p> <p><b>Essential Skills/Knowledge</b></p> <p>Students apply different techniques and tactics within isolated and game play situations.</p> |  | <p>Practical: Table Tennis/Trampolining/ Rock Climbing</p> <p><b>Essential Skills/Knowledge</b></p> <p>Students apply different techniques and tactics within isolated and game play situations.</p>  |                        |  |



## Year 10 GCSE PE Delivery Grid

| Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1 | Summer 2 |
|---|--|--|--|----------|----------|
| Health, Fitness and Well-Being<br><br>Assessment: End of Unit Test at end of Autumn 1<br><br><b>Essential Skills/Knowledge</b><br><br>Students able to define health, fitness and well-being.<br><br>Students able to evaluate impact of lifestyle on health. | Musco-Skeletal System<br><br>Assessment: End of Unit Test at end of Spring 1.<br><br><b>Essential Skills/Knowledge</b><br><br>Students able to identify components of the Musco-Skeletal system<br><br>Students able to apply the role of the Musco-Skeletal system to sporting performance. | Cardiovascular System<br><br>Assessment: End of Unit test at end of Summer 2 (Y10 Mock)<br><br><b>Essential Skills/Knowledge</b><br><br>Students able to identify components of the Cardio-Respiratory system<br><br>Students are able to apply the role of the Cardio-Respiratory system to sporting performance. | Controlled Assessment<br><br>Creating, Implementing, Monitoring and Evaluating a Personal Exercise Program.<br><br><b>Essential Skills/Knowledge</b><br><br>Students are able to identify weaknesses from fitness test results.<br>Students must select an appropriate method of training and principles of training in order to improve their weakness.<br>Students will implement a training program and evaluate the effectiveness of their testing and implementation. |          |          |
| Practical: Badminton/Football/Netball<br><br><b>Essential Skills/Knowledge</b><br><br>Students to apply different techniques and tactics within isolated and game play situations.  |  |  | Practical: Cricket & Athletics<br><br><b>Essential Skills/Knowledge</b><br><br>Students to apply different techniques and tactics within isolated and game play situations.  |          |          |



## Delivery Grid for Cambridge National Sport

| Year 11 Cambridge National Delivery Grid   |   |   |  |            |        |
|--|---|---|--|------------|--------|
| Term 1   | Term 2  | Term 3  | Term 4   | Term 5     | Term 6 |
| <p>Outdoor Activities</p> <p>LO1: Different Types of Outdoor Activities</p> <p>Assessment: LO1 - Written Assignment on Different Types of Outdoor Activities</p> <p><b>Essential Skills/Knowledge;</b><br/>Students able to identify different types of Outdoor Activities. Students able to explain how outdoor activities are ran and a variety of rules/competitions. Students able to identify how people can get involved in local and national outdoor activities.</p> | <p>Contemporary Issues</p> <p>Preparation for Second Attempt Exam in January</p> <p>Assessment takes form in end of LO exam</p> | <p>Outdoor Activities</p> <p>LO4: Developing knowledge and skills during OA</p> <p>Assessment : Witness statement from teacher</p> <p><b>Essential Skills/Knowledge;</b><br/>Students able to participate in two Outdoor Activities safely and with confidence. Students able to manage equipment and risks safely.</p> | <p>Outdoor Activities</p> <p>LO3: Planning an OA Session</p> <p>Assessment: Students are to plan and write up and Outdoor Activity Session.</p> <p><b>Essential Skills/Knowledge;</b><br/>Students able to plan suitable tasks to form an Outdoor Activities session plan. Students able to plan to implement safety procedures for an OA session.</p> | GCSE Exams |        |





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| <p>Practical:<br/>LO1/LO2</p> <p>Assessment: Performance in individual and team sports</p> | <p>Practical:<br/>LO1/LO2</p> <p>Assessment: Performance in individual and team sports</p> |  |
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### Year 10 Cambridge National Delivery Grid

| Term 1  | Term 2   | Term 3 | Term 4   | Term 5   | Term 6 |
|---|--|--------|--|--|--------|
| <p>Sports Leadership</p> <p>LO1: Roles and Responsibilities of Sports Leaders</p> <p>Assessment: LO1 presentation on Roles and Responsibilities of Sports Leaders</p> <p><b>Essential Skills/Knowledge;</b></p> <p>Students to be able to identify leadership roles within sport.</p> <p>Students to be able to explain what skills</p> | <p>Sports Leadership</p> <p>LO2: Planning a safe sports session</p> <p>Assessment: LO2 Planning a Leadership session and Risk Assessment</p> <p><b>Essential Skills/Knowledge;</b></p> <p>Students to be able to plan appropriate activities for the delivery of a sports leaders session to younger students.</p> <p>Students to be able to identify risks and implement safety procedures.</p> |        | <p>Sports Leadership</p> <p>LO3: Delivery of Sports Leadership Session</p> <p>Assessment: LO3 - Witness Statement of Sport Session Delivery</p> <p>LO4 - Evaluation of Sports Leadership Session</p> <p><b>Essential Skills/Knowledge;</b></p> <p>Students to be able to deliver sports leaders session applying appropriate skills to</p> | <p>Contemporary Issues</p> <p>Preparation for exam unit in May</p> <p>Assessment takes form in end of LO exam</p> <p><b>Essential Skills/Knowledge;</b></p> <p>Students able to identify user groups and explain why they struggle to take part in sport.</p> <p>Students able to suggest solutions to barriers to sport.</p> <p>Students able to explain the impact of the media on popular/unpopular sports.</p> <p>Students able to evaluate the importance of Olympic/Paralympic values.</p> |        |





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| <p>they need in order to be successful in their leadership role.</p> <p>Students to be able to evaluate leadership styles within case studies.</p> <p>Practical:</p> <p>LO1/LO2</p> <p>Assessment:</p> <p>Performance in individual and team sports</p> | <p>Practical</p> <p>LO3: Officiating in Sport</p> <p>Assessment: Teacher witness statement to be produced for students ability at officiating in a sport.</p> | <p>ensure safety and learning of younger students.</p> <p>Students able to reflect and evaluate their plan and delivery of their sports leaders session</p> <p>Practical:</p> <p>LO1/LO2</p> <p>Assessment:</p> <p>Performance in individual and team sports</p> | <p>Students able to explain the importance of positive sporting behaviour.</p> <p>Students able to suggest advantages and disadvantages of hosting major sporting events.</p> <p>Students able to identify National Governing Bodies within sport and explain their role in sport development.</p> <p>Students able to identify performance enhancing drugs and suggest reasons why athletes succumb to taking them.</p> <p>Practical:</p> <p>LO4</p> <p>Assessment: Written assignment on how to improve performance within a sporting activity</p> |
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## Year 7 and 8 Core PE Delivery Grid

4 lessons per two weeks = **78 lessons** across the school year

Areas covered;

- Health Based PE
- Net and Wall Games - Badminton and Table Tennis
- Striking and Fielding Games - Lessons taught from any of the schemes of work from the following sports Rounders, Cricket and Softball
- Invasion Games - Lessons taught from any of the schemes of work from the following sports Netball, Football, Rugby, Basketball and Handball
- Gymnastics
- Trampolining
- Outdoor Adventurous Activities
- Dance
- Athletics

| Autumn 1 - 7 weeks - 14 lessons                                    |
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| Health Based PE - 8 lessons  |
| <b>6 Lesson Rotation</b>   |
| Invasion Games --- Badminton --- Table Tennis --- OAA - 6 lessons  |
| Autumn 2 - 7 weeks - 14 lessons                                    |
| <b>6 Lesson Rotation</b>   |
| Invasion Games --- Badminton --- Table Tennis --- OAA - 14 lessons |
| Spring 1 - 7 weeks - 14 lessons                                    |
| <b>6 Lesson Rotation</b>   |
| Invasion Games --- Badminton --- Table Tennis --- OAA - 4 lessons  |



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| <b>6 Lesson Rotation</b>  |
| Trampolining --- Gymnastics --- Dance or Rugby --- <b>Health Based PE II</b> - 10 lessons |
| <b>Spring 2 - 6 weeks - 12 lessons</b>  |
| <b>6 Lesson Rotation</b>  |
| Trampolining --- Gymnastics --- Dance or Rugby --- <b>Health Based PE II</b> - 12 lessons |
| <b>Summer 1 - 5 weeks - 10 lessons</b>  |
| <b>6 Lesson Rotation</b>  |
| Trampolining --- Gymnastics --- Dance or Rugby --- <b>Health Based PE II</b> - 2 lessons  |
| Invasion Games - 4 lessons  |
| Striking and Fielding -4 lessons  |
| <b>Summer 1 - 8 weeks - 16 lessons</b>  |
| Striking and Fielding - 2 lessons   |
| Athletics - 12 lessons  |

### Year 9, 10 and 11 Core PE Delivery Grid -

4 lessons per two weeks = **59 lessons** across the school year

Areas covered;

- Health Based PE
- Net and Wall Games - Badminton and Table Tennis
- Striking and Fielding Games - Lessons taught from any of the schemes of work from the following sports Rounders, Cricket and Softball
- Invasion Games - Lessons taught from any of the schemes of work from the following sports Netball, Football, Rugby, Basketball and Handball



- Gymnastics
- Trampolining
- Outdoor Adventurous Activities
- Dance
- Athletics

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| <b>Autumn 1 - 7 weeks - 10 lessons</b>   |
| Health Based PE - 6 lessons  |
| <b>6 Lesson Rotation</b>   |
| Table Tennis --- Invasion Games --- Badminton --- OAA - 4 lessons                              |
| <b>Autumn 2 - 7 weeks - 11 lessons</b>   |
| <b>6 Lesson Rotation</b>   |
| Table Tennis --- Invasion Games --- Badminton --- OAA - 11 lessons                             |
| <b>Spring 1 - 7 weeks - 11 lessons</b>   |
| <b>6 Lesson Rotation</b>   |
| Table Tennis --- Invasion Games --- Badminton --- OAA - 11 lessons                             |
| <b>5 Lesson Rotation</b>   |
| Trampolining --- Gymnastics or Football --- Dance or Rugby --- Striking & Fielding - 2 lessons |
| <b>Spring 2 - 6 weeks - 9 lessons</b>  |
| <b>5 Lesson Rotation</b>   |
| Trampolining --- Gymnastics or Football --- Dance or Rugby --- Striking & Fielding - 9 lessons |
| <b>Summer 1 - 5 weeks - 8 lessons</b>  |



### 5 Lesson Rotation

Trampolining --- Gymnastics or Football --- Dance or Rugby --- Striking & Fielding - 8 lessons

**Summer 2 - 8 weeks - 12 lessons**

**Athletics - 12 lessons**