

Curriculum Intent:

KS3

The intention of the PE curriculum is to teach our children the positive impacts being active has on their social, mental and physical wellbeing. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. To support this, we have an in-depth curriculum plan which aims to provide students with access to a range of activities but to also prepare students for our GCSE programme in KS4. Some of the sports students will participate in are: Football, Netball, Cricket, Rounders, Handball, OAA, Health Related Fitness, Softball, Basketball to name a few. Students will have a focus for each year they are with us allowing students to learn how to complete skills, understand the decision- making process and tactics behind skills as well as become leaders within their lessons. We offer an enriched sports leaders programme that allows our pupils to explore leadership qualities in their chosen area of interest, Thus, allowing pupils who participate in extracurricular activities the opportunity to gain experience in leadership. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle.

This is delivered through a golden thread approach, with key concepts running throughout each year's group curriculum. In KS3 these key concepts are **skill development, active thinkers, sports leadership**. This enables children to make informed choices about physical activities throughout their lives.

KS4

The intention of the PE curriculum in KS4 continues to build upon the understanding from KS3 upon a healthy active lifestyle but shifts to promoting lifelong participation in physical activity. From KS3, students will have the knowledge of the rules, techniques and tactics to be successful at a range of sports and will now look to create a love of sport and physical activity that they will take into adult life. Students will continue to develop their understanding of the sports further through involvement with extra-curricular activities, fixtures and local club links. Students will develop an understanding around how sporting values can contribute to a growth mindset, resilience, determination and motivation which are important skills to succeed throughout life.

The KS4 curriculum will follow the golden thread of 'Me in PE', this gives students the opportunity to focus on a personalised pathway to suit their individual goals. The 3 pathways provided to students are: Competitive, Recreational/Creative and Leadership.

Competitive Pathway: The Competitive Pathway offers a more traditional approach to physical education, designed for students who are motivated by competition and wish to develop their performance in sport. This pathway enables students to enhance their technical skills, tactical understanding, and game awareness across a range of competitive activities. In addition to physical development, students will continue to strengthen key interpersonal skills such as communication, teamwork, and respect through collaborative and team-based experiences. Students undertaking the GCSE Physical Education course will follow this pathway as part of their core PE programme.

Recreational/Creative Pathway: The Recreational & Creative Pathway provides students with opportunities to participate in a broad spectrum of physical activities without the pressure of formal competition. It includes both traditional and alternative sports not typically covered at Key Stage 3—such as Gaelic football, spikeball, and korfball—as well as a range of creative and fitness-based disciplines, including yoga, clubbercise, and boxercise. This pathway encourages enjoyment, exploration, and personal growth, while continuing to develop transferable physical and social skills. It also aims to increase students' cultural awareness and appreciation of global physical activities.

Leadership Pathway: The Leadership Pathway is designed to develop students' leadership capabilities within a sporting context. Students will acquire the knowledge and skills required to plan, deliver, and evaluate physical activities and sporting events, with a strong emphasis on practical application. This pathway includes elements of theory and organisation, which are regularly reinforced through hands-on experiences. Students will have opportunities to lead a variety of events, including those delivered to primary feeder schools, supporting their development in key areas such as communication, organisation, resilience, and confidence. While the primary focus is leadership, students will also participate in physical activity to support the practical application of their leadership skills.

Our main aims are to:

- **Live:** Broaden pupil choices around their social, physical & mental wellbeing.
- **Love:** Encourage passionate, engaged and enthusiastic learners.
- **Learn:** Develop independent, confident and successful learners who engage with the full PE curriculum

Skills and Knowledge	Year 7 How to	Year 8 Active Thinkers	Year 9 Leadership	Year 10 <i>Me in PE</i>	Year 11 Lifelong Participation
Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.	Pupils know: Develop knowledge and understanding of techniques, concepts, tactics and game play in invasion games. Use a variation of passes and apply basic movement patterns for possession in competitive games.	Pupils know: Adapt and develop core skills and tactics and apply them in full sided games. Pupils will be able to verbalise their justifications on skill selection. Apply a variety of attacking and defensive tactics based on small-sided conditioned games. Pupils will begin to demonstrate a greater understanding and apply tactics to competitive game play.	Pupils know: Embed skills and tactics in full sided games consistently. Pupils will be able to justify their reasons for skill and tactical application. Pupils will continue to develop a deeper understanding of tactical decisions within a game. Pupils will be able to model, design and develop skill based activities.	Pupils know: <i>Competitive Pathway:</i> Pupils will apply and refine tactics and strategies through regular participation in competitive team and individual sports. They will develop game intelligence, decision-making, and adaptability in order to effectively overcome opponents. <i>Recreational/Creative Pathway</i> Pupils will explore tactical concepts in a range of non-traditional and creative sports, learning to apply basic strategies to enhance performance. The focus remains on enjoyment and skill development while encouraging problem-solving in game situations. <i>Leadership Pathway:</i> Pupils will develop an understanding of tactics	Pupils know: Pupils will embed their knowledge from KS3 and KS4 to find enjoyment, confidence and sustained participation in team and individual games. Pupils will prioritise gameplay, personal choice and social interaction allowing students to apply tactical understanding in meaningful engaging contexts. Through inclusive and enjoyable competition students will develop not only their performance and decision-making skills, but also a positive relationship with physical activity.

				and strategies by planning, observing, leading and officiating team and individual activities. They will analyse gameplay to support others in applying effective approaches to overcome opposition.	
	Where in the curriculum this is taught: Autumn- Netball Basketball Rugby Badminton Spring - Football, Hockey Summer - Rounders, Cricket, Interform Sports	Where in the curriculum this is taught: Autumn- Handball Basketball Rugby Spring - Football, BAdminton Table Tennis Netball Summer - Rounders, Cricket, Tennis	Where in the curriculum this is taught: Autumn- Netball Football Badminton Handball Spring - Hockey Volleyball Gaelic Football Alternative Games- Korfball, Frisbee. Summer - Softball Tennis Table Tennis	Where in the curriculum this is taught: Autumn- Netball Football Badminton Spring - Hockey Volleyball Gaelic Football Alternative Games- Korfball, Frisbee. Summer - Softball Tennis Table Tennis Cricket Rounders	Where in the curriculum this is taught: Autumn- Netball Football Badminton Handball Spring - Hockey Volleyball Gaelic Football Alternative Games- Korfball, Frisbee. Summer - Softball Tennis Table Tennis Cricket Rounders

Develop technique and improve performance in aesthetic disciplines.	Pupils know: Develop knowledge and understanding of techniques and concepts across aesthetic disciplines: Gymnastics (flight) and Athletics. Develop an understanding of regulations and rules to ensure safety and how to apply them in the role of a performer.	Pupils know: Develop knowledge, understand techniques and concepts across aesthetic disciplines: Trampolining and athletics. Pupils will begin to demonstrate basic landings and skills in isolation within the discipline of trampolining. Pupils will develop their technique within the disciplines of run, jump and throw within athletics. Develop an understanding of regulations and safety requirements of trampolining and how to ensure the safety of a peer performer and apply them to the role of the performer.	Pupils know: Pupils will embed basic landings and spins into 10 bounce routines. Pupils will begin to explore rotation and advanced landings. Pupils will continue to demonstrate control when performing aesthetic disciplines. Pupils will understand the importance of aesthetic skills such as lining out and the impact on performance outcomes. Pupils will refine and improve technique in athletics events.	Pupils know: <i>Competitive Pathway:</i> Pupils will develop technique and performance through structured practice in sport-specific skills, with a focus on precision, control, and consistency within a 10 bounce routine to enhance competitive outcomes. Opportunities to refine movement and technique will be embedded throughout lessons. <i>Recreational/Creative Pathway:</i> Pupils will engage in a variety of aesthetic activities such as yoga, clubbercise, and trampolining, where the focus is on control, expression, and movement quality. These activities support the development of technique and personal performance in creative and fitness-based disciplines. <i>Leadership Pathway:</i> Pupils will improve their understanding of aesthetic performance by designing	Pupils know: To develop understanding through lessons that promote creativity, self-expression and personal progress allowing pupils to refine their movement quality through trampolining or fitness disciplines such as aerobics or yoga. Pupils will engage in a variety of aesthetic activities such as yoga, clubbercise, and trampolining, where the focus is on control, expression, and movement quality. These activities support the development of technique and personal performance in creative and fitness-based disciplines. By encouraging exploration of performance in a supportive environment, pupils will aim to build confidence, body awareness, and a lasting appreciation for aesthetic physical activity—equipping students with the motivation and tools to continue participating in expressive
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				and delivering activities that require attention to movement quality and technique. Leading peers in disciplines with aesthetic elements helps reinforce technical accuracy and the ability to give constructive feedback.	forms of movement as part of a lifelong active lifestyle.
	Where in the curriculum this is taught: Spring: Gymnastics Summer: Athletics	Where in the curriculum this is taught: Spring: Trampolining Summer: Athletics	Where in the curriculum this is taught: Spring: Trampolining Summer: Athletics	Where in the curriculum this is taught: Spring: Trampolining Summer: Athletics	Where in the curriculum this is taught: Spring: Trampolining, Fitness- Yoga
Use of OAA and problem solving to develop and build on intellectual and physical challenges.	Pupils know: Pupils will utilise fundamental skills of teamwork to overcome problems that may arise within lessons. The fundamental components of teamwork: Communication, Listening Cooperation Leadership Resilience	Pupils know: Pupils will encounter a sports education module which will encourage students to continue to utilise and embed fundamental teamwork components and problem solving skills including leadership, team cohesion, co-operation and communication in a competitive sporting context.	Pupils know: Pupils will utilise embedded problem solving skills to support map reading skills. Pupils will work together in small teams to overcome intellectual challenges using co-operation and communication.	Pupils know: <i>Competitive Pathway</i> Pupils will engage in competitive scenarios that require tactical thinking and physical problem-solving, both in individual and team contexts. Activities such as modified games and team challenges will encourage students to respond to changing situations with effective strategies.	Pupils know: Develop decision making, communication and leadership skills while developing physical competence. Pupils will develop confidence by participating in sessions that promote personal growth and encourage a lasting appreciation for outdoor activity.

	Problem solving Pupils will be able to reflect on their strategies and improve their outcomes to all performers and begin to reflect on their own learning journey. Optional residential OAA trip.	Pupils will be able to reflect on their strategies and improve their outcomes.		<i>Recreational & Creative Pathway</i> Pupils will take part in outdoor and alternative activities that promote problem-solving, resilience, and teamwork. These experiences provide opportunities to face intellectual and physical challenges in a supportive and exploratory environment. <i>Leadership Pathway</i> Pupils will plan and lead problem-solving and outdoor adventurous activities (OAA), developing their ability to manage challenges and support others through effective communication and decision-making. By organising and facilitating these tasks, they build both leadership capacity and personal resilience.	
	Where in the curriculum this is taught: Autumn: Netball Basketball	Where in the curriculum this is taught: Spring: Hockey Sports Day	Where in the curriculum this is taught: Autumn/Spring: Orienteering/Leadership	Where in the curriculum this is taught: Autumn- Netball Badminton	Where in the curriculum this is taught: Autumn- Netball Badminton

	Rugby Badminton Spring: Residential OAA Trip Football Gymnastics Hockey Summer: Rounders Interform Sports Day		Sports Day	Spring - Volleyball Gaelic Football Alternative Games- Korfball, Frisbee. Summer - Softball Fitness	Handball Spring - Volleyball Gaelic Football Summer - Softball Fitness
Analyse performances based on previous ones and demonstrate improvements including participating in school sport and extra-curricular activities.	Pupils know: Develop an understanding of rules in an invasion game and how to apply them as the performer. Pupils are able to comment on What Went Well and - Even Better If when watching a partner's performance. Pupils begin to analyse their own performance and can suggest improvements based on success criteria. Opportunities to represent the school at	Pupils know: Develop an understanding of rules in an invasion game and how to apply them as the performer and as a coach. Pupils are able to analyse their own performance and can suggest and apply improvements on success criteria. Pupils can use this analysis and verbalise how it may impact the game. Opportunities to represent the school at sporting events as well as working	Pupils know: Have a secure understanding of rules and are able to apply rules correctly to competitive games or activities as a performer, coach or official. Pupils are able to analyse and evaluate their own performance and others performance and apply improvements based on success criteria and embedded knowledge. Pupils can use this analysis to develop practices to improve their game or activity.		

	sporting events as well as working with local sports clubs to increase participation.	with local sports clubs to increase participation	Opportunities to represent the school at sporting events as well as working with local sports clubs to increase participation		
	Where in the curriculum this is taught: All sports throughout the year.	Where in the curriculum this is taught: All sports throughout the year.	Where in the curriculum this is taught: All sports throughout the year.		
Evaluate performances based on previous ones and demonstrate improvements including participating in school sport and extra-curricular activities.				Pupils know: <i>Competitive Pathway:</i> Pupils will regularly evaluate their own and others' performances through structured gameplay, feedback, and assessment tasks, identifying areas for improvement over time. <i>Recreational/Creative:</i> Pupils will reflect on personal progress and set goals through engagement in a range of physical	Pupils know: Pupils will engage regularly in tasks that allow them to reflect meaningfully on their personal progress physically, tactically and socially. With a focus on enjoyment and relevance, students are supported to set realistic goals, recognise their development, and explore opportunities to extend their

				activities, focusing on enjoyment, fitness, and skill development. Opportunities for self-assessment and informal peer feedback will support ongoing improvement. <i>Leadership Pathway:</i> Pupils will evaluate their leadership performance and the effectiveness of their sessions by reflecting on outcomes and peer feedback. Involvement in leading extra-curricular events and school sport provides further opportunities to refine delivery and demonstrate progression over time. All pupils regardless of pathway get the opportunities to represent the school at sporting events as well as working with local sports clubs to increase participation.	participation through extra-curricular sport and recreational activity..
				Where in the curriculum this is taught: All sports throughout the year.	Where in the curriculum this is taught: All sports throughout the year.

To develop an understanding of how to lead a healthy active lifestyle.	Pupils know: Develop knowledge of components of fitness, muscles, heart rate and an introduction to methods of training. Pupils will understand and demonstrate an effective warm up, whilst understanding the short term effects of exercise on the body.	Pupils know: Build an understanding of the basic muscles within the human body and how they create and support movements within sport and physical activity. Pupils will lead an effective sport specific warm up. Pupils will verbalise short term effects of exercise on the body.	Pupils know: Develop their understanding of heart rate and physical activity guidelines and can relate the importance to real life examples. Pupils will be able to design sport specific training methods to meet the needs of the performer. Pupils will gain an understanding of heart rate zones and the long term effects of exercise on the body.	Pupils Know: <i>Competitive Pathway:</i> Pupils will explore the physical, mental, and social benefits of regular participation in competitive sport, understanding how training, recovery, and nutrition contribute to a healthy active lifestyle. Through structured practice and competition, they will develop habits that support long-term wellbeing. <i>Recreational/Creative pathway:</i> Pupils will experience a variety of activities that promote lifelong engagement in physical activity, with a strong emphasis on enjoyment, fitness, and personal wellbeing. This pathway encourages students to make informed choices about how to stay active in diverse and sustainable ways. <i>Leadership Pathway:</i> Pupils will learn how to promote healthy active lifestyles to others by	Pupils know: Pupils will be encouraged to explore the physical, mental and social benefits of regular participation in enjoyable physical activity. Pupils will understand that autonomy and choice can develop life-long habits and participation.
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				planning and leading inclusive, purposeful activities. Pupils will develop their own awareness of the benefits of physical activity whilst influencing the habits of others.	
	Where in the curriculum this is taught: All sports throughout the year. *Health Related Fitness unit	Where in the curriculum this is taught: All sports throughout the year.	Where in the curriculum this is taught: All sports throughout the year. *Health Related Fitness unit	Where in the curriculum this is taught: All sports throughout the year. Health Related Fitness unit.	Where in the curriculum this is taught: All sports throughout the year.

Curriculum Impact:

Pupils achieve academically, are ready for their next steps in their Physical education and have high aspirations for their future.

The curriculum across KS3 and KS4 aims to instil a lifelong love of physical activity, empowering students to not only excel in sport but also embrace its role in enhancing mental, social and emotional wellbeing. Our students should be able to make decisions, become critical thinkers and independent learners.

Through involvement in extra curricular activities, fixtures, and local club links, students will be encouraged to continue their participation beyond the classroom, establishing habits that will support a healthy, active lifestyle long after they leave school.

- **Live:** Broaden pupil choices around their social, physical & mental wellbeing.
- **Love:** Encourage passionate, engaged and enthusiastic learners
- **Learn:** Develop independent, confident and successful learners who engage with the full PE curriculum