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Southchurch High School

Abstract

Students are carefully provided with feedback on their learning to enable them to improve.   
They gain the knowledge leading onto the skills that are necessary to enable them to become successful lifelong learners.

Curriculum – PE

Intent, Curriculum Map & Curriculum



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# Whole School INTENT

**Southchurch students embrace learning opportunities.**

# INTENT, IMPLEMENTATION & IMPACT

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| Intent   * At Southchurch high school, students are provided opportunities to become physically confident, that supports their health and fitness. They are given challenges which build character and help to embed values such as fairness and respect. |
| **Implementation**  • Sequencing of the curriculum  • Adaptive teaching (to take into account of what the learners know and don't know)  • Extending opportunities for extracurricular |
| **Impact**  • All students will achieve their potential with altered trajectories |

# KS2

<https://assets.publishing.service.gov.uk/media/5a7c4edfed915d3d0e87b801/PRIMARY_national_curriculum_-_Physical_education.pdf>

# CURRICULUM MAP

**Core PE**

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| **Year Group** | **Half-term 1** | **Half-term 2** | **Half-term 3** | **Half-term 4** | **Half-term 5** | **Half-term 6** |
| **Year 7** | **Focus: Develop fundamental movement skills and basic knowledge of rules while building confidence, teamwork, and enjoyment in a range of sports.**  **Link to Coaching/Leadership: Students to undertake coaching/leadership roles during the warm up.** | | | | | |
| Sports to be covered:  - Badminton  - Fitness  - Netball  Assessment: Head, Heart, Hands at the end of the half term | Sports to be covered:  - Football  - Handball  - Hockey  - Tag Rugby  Assessment: Head, Heart, Hands at the end of the half term | Sports to be covered:  - Badminton  - Football  - Hockey  - Rugby  Assessment: Head, Heart, Hands at the end of the half term | Sports to be covered:  - Basketball  - Handball  - Trampolining  Assessment: Head, Heart, Hands at the end of the half term | Sports to be covered:  - Athletics (Track and Field events)  Assessment: Head, Heart, Hands at the end of the half term | Sports to be covered:  - Cricket  - Rounders  - Softball  - Tennis  Assessment: Head, Heart, Hands at the end of the half term |
| **Year 8** | **Focus: Consolidate core skills and begin applying them in game situations with a growing understanding of tactics, rules, and cooperation.**  **Link to Coaching/Leadership: Students to undertake coaching/leadership roles during the warm up and cool down.** | | | | | |
| Sports to be covered:  - Badminton  - Fitness  - Netball  Assessment: Head, Heart, Hands at the end of the half term | Sports to be covered:  - Football  - Handball  - Hockey  - Tag Rugby  Assessment: Head, Heart, Hands at the end of the half term | Sports to be covered:  - Badminton  - Football  - Hockey  - Rugby  Assessment: Head, Heart, Hands at the end of the half term | Sports to be covered:  - Basketball  - Handball  - Trampolining  Assessment: Head, Heart, Hands at the end of the half term | Sports to be covered:  - Athletics (Track and Field events)  Assessment: Head, Heart, Hands at the end of the half term | Sports to be covered:  - Cricket  - Rounders  - Softball  - Tennis  Assessment: Head, Heart, Hands at the end of the half term |
| **Year 9** | **Focus: Enhance sport-specific techniques and tactical awareness while developing independence, decision-making and physical fitness.**  **Links to Coaching/Leadership: Students to undertake coaching/leadership roles during the warm up, some exercises during the lesson and cool down.** | | | | | |
| Sports to be covered:  - Badminton  - Fitness  - Netball  Assessment: Head, Heart, Hands at the end of the half term | Sports to be covered:  - Football  - Handball  - Hockey  - Tag Rugby  Assessment: Head, Heart, Hands at the end of the half term | Sports to be covered:  - Badminton  - Football  - Hockey  - Rugby  Assessment: Head, Heart, Hands at the end of the half term | Sports to be covered:  - Basketball  - Handball  - Trampolining  Assessment: Head, Heart, Hands at the end of the half term | Sports to be covered:  - Athletics (Track and Field events)  Assessment: Head, Heart, Hands at the end of the half term | Sports to be covered:  - Cricket  - Rounders  - Softball  - Tennis  Assessment: Head, Heart, Hands at the end of the half term |
| **Year 10** | **Focus: Explore a variety of recreational and fitness-based activities, focusing on enjoyment, personal challenge, and maintaining a healthy, active lifestyle, whilst developing leadership and coaching skills.**  **Links to Coaching/Leadership: Students to undertake coaching/leadership and/or officiating roles during the different phases of the lessons.** | | | | | |
| Sports to be covered:  - Basketball  - Netball | Sports to be covered:  - Football  - Rugby | Sports to be covered:  - Handball  - Trampolining | Sports to be covered:  - Badminton  - Football | Sports to be covered:  - Athletics (Track and Field events) | Sports to be covered:  - Rounders  - Softball |
| **Year 11** | **Focus: Develop confidence and independence in participating in physical activities for leisure, wellbeing and lifelong fitness, whilst taking on leadership or coaching roles to support others.**  **Links to Coaching/Leadership: Students to undertake coaching/leadership and/or officiating roles during the different phases of the lessons.** | | | | | |
| Sports to be covered:  - Basketball  - Netball | Sports to be covered:  - Football  - Rugby | Sports to be covered:  - Handball  - Trampolining | Sports to be covered:  - Badminton  - Football |  |  |

**Eduqas Sport and Coaching Principles**

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| **Year Group** | **Half-term 1** | **Half-term 2** | **Half-term 3** | **Half-term 4** | **Half-term 5** | **Half-term 6** |
| **Year 10** | **Unit 2 (NEA): Improving Sporting Performance**  Topic areas to be covered:  2.1 Factors affecting sporting performance  - Physiological factors affecting performance in sport  - Psychological factors affecting performance in sport  - Technical factors affecting performance in sport  Assessment: Completion of NEA | | **Unit 2 (NEA): Improving Sporting Performance**  Topic areas to be covered:  2.2 Analysis of sporting performance  - Measuring the physiological, psychological and technical factors affecting sporting performance  - Analysis of performance data for improvement  - Strategies for improvement of sporting performance  Assessment: Completion of NEA | | **Unit 3 (NEA): Coaching Principles**  Topic areas to be covered:  3.1 Knowledge of the skills and responsibilities of a sports coach  - Coaching skills  - The responsibilities of a coach  3.2 Understand the coaching process  - Meeting the needs of the participants in coaching sessions  - The components of a coaching session  - Planning a coaching session  3.3 How to coach  - Demonstrate coaching skills and responsibilities  Assessment: Completion of NEA | |
| **Year 11** | **Unit 3 (NEA): Coaching Principles**  Topic areas to be covered:  3.4 Review coaching performance  - Review coaching session  - Development planning  Assessment: Completion of NEA | **Unit 1 (Exam): Fitness for Sport**  Topic areas to be covered:  1.1 Structure, functions and adaptations to the body’s systems in relation to sport, exercise and physical activity  - The structure of body systems  - The functions of body systems  - The short-term effects of exercise on body systems  - The long-term adaptations from exercise on the body systems  Assessment: At end of half term, summative assessment on 1.1 | **Unit 1 (Exam): Fitness for Sport**  Topic areas to be covered:  1.2 The importance of the components of fitness for different physical activities  - The components of health and fitness required for different physical activities  - Measuring health and fitness  - Why fitness testing is important  Assessment: At end of half term, summative assessment on 1.1 and 1.2 | **Unit 1 (Exam): Fitness for Sport**  Topic areas to be covered:  1.3 The role of training in achieving improvements in fitness  - Factors that need to be considered before training  - The principles of training  - Training methods  - Target setting  Assessment: At end of half term, summative assessment on content in Unit 1 | **Revision in preparation for Sport and Coaching Principles exam** |  |

**Eduqas GCSE PE**

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| **Year Group** | **Half-term 1** | **Half-term 2** | **Half-term 3** | **Half-term 4** | **Half-term 5** | **Half-term 6** |
| **Year 10**  **THEORY** | **TA1. Health, Training and Exercise**  Topic areas to be covered:  - Health, fitness and well-being  - The contribution physical activity makes to health and fitness  - Consequences of a sedentary lifestyle  - Diet and nutrition  - Components of fitness  Assessment: At end of half term, summative assessment on content covered so far in TA1 | **TA1. Health, Training and Exercise**  Topic areas to be covered:  - Measuring health and fitness  - Methods of training  - Training zones  - Principles of training and exercising  - Warm up and cool down  Assessment: At end of half term, summative assessment on TA1 | **TA2. Exercise Physiology**  Topic areas to be covered:  - Muscular-skeletal system  - Cardio-respiratory system  Assessment: At end of half term, summative assessment on content covered so far in TA2 | **TA2. Exercise Physiology**  Topic areas to be covered:  - Vascular system  - Aerobic and anaerobic exercise  - Short- and long-term effects of exercise  Assessment: At end of half term, summative assessment on TA2 | **NEA. Performance Analysis and Evaluation**  Students must design an 8-week personal training programme with the aim of providing recommendations to improve performance in **one** of the practical activities in which they were assessed.  Assessment: Marking and feedback on their NEA | |
| **Year 10**  **PRACTICAL** | Students to be assessed on their practical ability in the following sports:  - Athletics  - Badminton  - Basketball  - Football  - Hockey  - Rock Climbing (External)  - Table Tennis  - Tennis  - Trampolining | | | | | |
| **Year 11**  **THEORY** | **TA5. Socio-Cultural Issues in Physical Activity and Sport**  Topic areas to be covered:  - Participation  - Provision  - Performance  Assessment: At end of half term, summative assessment on TA5 | **TA4. Psychology of Sport and Physical Activity**  Topic areas to be covered:  - Goal-setting  - Information processing  - Guidance  - Mental preparation  - Motivation  - Characteristics of a skilled performance  - Classification of skills  - Types of practice  Assessment: At end of half term, summative assessment on TA4 | **TA3. Movement Analysis**  Topic areas to be covered:  - Muscle contractions  - Lever systems  - Planes and axes of movement  - Sports technology  Assessment: At end of half term, summative assessment on TA3 | **Revision in preparation for GCSE PE exam** | |  |
| **Year 11**  **PRACTICAL** | Students to be assessed on their practical ability in the following sports:  - Cricket  - Netball  - Rugby  Revisit sports which are to be undertaken during practical moderation day. | | |  | |  |

# NATIONAL CURRICULUM LINKS

<https://assets.publishing.service.gov.uk/media/5a7c4edfed915d3d0e87b801/PRIMARY_national_curriculum_-_Physical_education.pdf>

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

<https://assets.publishing.service.gov.uk/media/5a7c74e2e5274a5255bcec5f/SECONDARY_national_curriculum_-_Physical_education.pdf>

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| **Purpose of study**  Physical Education is an inspiring, rigorous and practical subject. Using creativity and game play, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as invasion games and team building. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present Practical Physical education, they develop a critical understanding of its impact on daily life and the wider world. High-quality Physical Education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. |
| **Aims:** The national curriculum for Physical education aims to ensure that all pupils: develop the creative, technical and practical expertise needed to perform everyday sporting tasks confidently and to participate successfully in an increasingly physical and competitive world, to build and apply a repertoire of knowledge, understanding and skills in order to perform within games and critical thinking drills, critique, evaluate and test their ideas and products and the work of others |
| **Skills**  Use exploration, such as the study of different sports, to identify and understand user needs  Identify and solve their own problems and understand how to regulate defence and attack structures.  To inform the skills of innovative, functional, appealing skills that respond to needs in a variety of situations. Ie shooting  **Evaluate**  To analyse the work of past and present games and similar sports to develop and broaden their understanding  investigate new and emerging skills needed to compete. |
| **Knowledge**   * To understand and use the rules and laws of both individual games and team games. * To understand how more advanced skills required for complete game play, showcasing changes in movement and force in active game play. |

# PERSONAL DEVELOPMENT CURRICULUM

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| **Aims**   * Aims The national curriculum for physical education aims to ensure that all pupils * develop competence to excel in a broad range of physical activities * are physically active for sustained periods of time * engage in competitive sports and activities * lead healthy, active lives |
| **Character Development:** All members of the school community (regardless of background or ability) understand, develop and demonstrate the values that underpin our student mission of a Community of Opportunity, Learning and Aspiration.   * **Community of Opportunity** – All students are supported and encouraged to perform Infront of their peers and watched with mutual respect. Students are provided with various, collaborative group tasks each lesson in which all learners are supported to engage equally and freely share their ideas and opinions. * **Learning** – All students have equal opportunity to access the curriculum. Students are taught and placed into mixed ability classes, ensuring all students are supported with adapted practice, where necessary, to ensure curriculum access. All students are invited to an array of enrichment opportunities including; clubs, trips and visits and workshops. * **Aspiration** – Students are encouraged to develop their love of design through careers talks, trips and external speakers. They take every opportunity within lesson to learn and take control over their own personal development. |
| **Equality & Diversity:** The Physical Education curriculum aims to develop an understanding through the design process of showing how people of different faiths, convictions, ability, gender, heritage and ethnicity can form a successful, cohesive and happy community that draws from the best in each of us.   * Students will explore how the designing of products needs to consider the needs of different users and taking a consideration of cultural, ethical, and religious factors within the designing of new products. |
| **Wellbeing & Community** – The Physical Education curriculum recognizes the importance of our students knowing how to care for themselves both mentally and physically, whilst they also develop personal traits and virtues that will motivate and guide students with confidence and resilience. |
| **Cultural Capital** – The Physical Education curriculum supports the school’s vision in ensuring that all students gain the knowledge and cultural capital they need to succeed in life through a wealth of experiences both in and outside the taught curriculum.   * **Trips & Visits:** * **Sports events** * **Competitions** * **Fixtures** * **Sports educational trips abroad** * **Ski trips** * **Extra-Curricular:** * **Wide ranging Extra curricular timetable that changes every term.** * **British Values:** * **Individual Liberty**: * **Mutual Respect**: Students are respectful when listening to the opinions and views of other students. * **The Rule of Law:** The classroom rules enable all students to develop their skills in an environment where equipment and each other’s feelings are respected. * The classroom rules ensure students are all responsible for the learning environment. * **Tolerance:** Students are tolerant of the opinions and creative ideas of each other. Students value the wide variety of cultures that we explore from all over the world and are tolerant of different faiths and beliefs in the styles we study. * **Democracy:** Students are all part of the learning experience and are listened to. Students assess each other’s work and celebrate each other’s successes. All students are granted autonomy and have the opportunity to make choices on how to develop their own creativity. |
| **Careers & Employability –** The physical education curriculum is designed to ensure students have a breadth of opportunities and experiences that our pupils can start to build their own future pathways on. Through the Physical Education curriculum, our students are supported to develop the following skills;   * Communication * Confidence * Teamwork and Leadership * Listening and Responding * Creativity * Critical thinking and problem solving * Time management * Research |

# SMSC CURRICULUM LINKS

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| **Spiritual Development**  Through the activities and curriculum offered in physical education at both key stages, pupils learn to appreciate the aesthetics, functionality, and evolution of various physical activities. They explore how physical education influences the quality of daily life and are encouraged to develop their thinking skills by engaging with the natural world around them. Pupils are taught to reflect on their experiences, generating ideas and solutions to problems that are both practical and innovative. |
| **Moral Development**  In physical education, pupils encounter moral decisions, such as choosing appropriate behavior, fair play, and understanding the impact of their actions on others. They learn about sustainability and the environmental effects of physical activities. Pupils also explore the influence of new technologies in sports and physical activities, recognizing both the benefits and potential moral dilemmas they may present. Respect for others and taking responsibility for their own actions, as well as considering the |
| **Social Development**  Physical education often requires pupils to work collaboratively, respecting others while participating in group activities and sports. Peer evaluation and feedback are integral parts of the learning process, helping pupils articulate their thoughts and feelings about their own performance and that of others. They learn to accept constructive criticism and provide thoughtful feedback, fostering mutual respect and promoting social skills that are essential for teamwork and personal development. |
| **Cultural Development**  Pupils are taught to ensure that their actions and behaviors in physical education are respectful of diverse backgrounds and beliefs. They consider how their participation and conduct can impact the world around them. Pupils are encouraged to draw inspiration from the physical activities, sports, and practices of various cultures and historical contexts, using these influences to enrich their own participation and understanding in physical education. |

# Equality, Diversity and Inclusivity Links

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| **Aims**  Within the different projects we look to ensure that there is a broad range emphasising equality, diversity and inclusivity. We ensure that all students work together within pairs, groups and teams to strengthen professional relationships within the classroom and promote an acceptance for all students and the wider world around them. |