

## **KS3: Physical Education**

### **Vision**

In the PE department, our vision is to inspire our students to want to take part in life long physical activity, through delivering a curriculum with depth and breadth accessing a variety of experiences and allowing us to capture their enthusiasm. We want to create a teaching space where students feel *comfortable yet challenged*, where they feel a true *sense of belonging* and where they can discover *confidence* in their own skills, abilities and skins. Our goal is for our students to understand the benefits of regular physical activity on *physical, mental and social health* but also to gain those benefits by being people who regularly participate. We aim for them to be able to begin to understand just how wonderful the *human mind and body* is and that looking after it will only help aid in their successes. We want students to have endless positive experiences with physical activity and exercise and for them to know what hard work truly feels like. This in turn will develop into a *work ethic* and be transferrable into all aspects of their lives. We will develop and expand on the life skills necessary for any and every success; *determination, resilience, motivation, teamwork, self-discipline, communication and respect*. We will do this not only through being athletes and performers but through *alternative roles* such as coach, analyst, leader and official. We will insist on great *sportsmanship* and *sports etiquette* to instil great values to give each student and their experiences a real sense of *purpose*. And finally we wish for those students who have a true *love and passion* for our subject to *pursue* our PE courses and eventually go on to have *careers* within the sports industry.

### **Curriculum**

We are committed to delivering a broad and challenging curriculum to all students that inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It will provide opportunities for pupils to become confident in a way which supports their health and fitness. All pupils will be exposed to activities that will encourage them to engage in life-long physical activity. Students will not only develop skills and fitness to apply in sporting contexts (agility, balance and co-ordination) but skills that can be applied to the wider world (team work, communication, self-worth and dealing with adversity) and serve them throughout their entire lives. We want our learners to be: resilient, self-motivated and independent. We will provide a learning environment which allows our students to thrive; trying new challenges, improving on old challenges, and failing confidently (knowing this is all part of the progression). Opportunities to compete in sport and other activities will build character and help to embed our departmental motto:

**DARE** to be...

**D**isciplined

**A**mbitious

**R**esilient

**E**nergetic

## **KS4- Core Physical Education**

We are committed to further promoting life-long activity through students having more ownership of the activities they complete in their PE lesson. Students use the skills they have developed in KS3 to competently apply to competition. Students take greater responsibility for other roles, particularly officiating, further developing key life skills. Skills for new sports or activities are learnt and practiced then applied to competitive situations. Students will develop a greater understanding of the importance of physical activity to remain mentally well and how to use physical activity as a way of controlling and coping with stress.

Staff and Student version- Core PE Curriculum intent

1. Broad and challenging- life-long participation
2. Develop sporting skills and fitness (physical)
3. Develop skills for the wider world (mental and social)

	Year 7	Year 8 (Year 7 plus this)	Year 9 (Year 7 and 8 plus this)	KS4 Core PE (KS3 plus this)
<b>Tactics and Strategies to overcome opponents (Eg Outwitting opponents)</b>	<ul style="list-style-type: none"> <li>Development of basic skills ensuring correct technique is introduced and attempted.</li> <li>Attempted application of those skills in competition.</li> <li>Knowledge of rules to be able to play fairly and begin to think about what tactics/ strategies they may use.</li> </ul>	<ul style="list-style-type: none"> <li>Refining skills using the correct techniques most of the time</li> <li>Using skills successfully in isolation but not always in competition.</li> <li>Introduction of more complex skills and different variations of the basic skills</li> <li>Introduction to tactics and strategies that may be used to gain a greater advantage</li> <li>Begin to officiate where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Performing skills with accuracy in both isolation and competition</li> <li>Decision making (skill selection/ positioning etc.) and anticipation of opponents</li> <li>Ready body language to gauge their tactic/ strategy</li> <li>Using disguise to outwit more frequently</li> <li>Positioning and recovery</li> <li>Differences between open play and set plays (where appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>Development of application of all skills into competitive situations</li> <li>Development of application of more complex tactics and strategies</li> <li>More independent decision making through extended competitive play</li> </ul>
<b>Develop technique and improve performance (Eg Athletics/ gymnastics)</b>	<ul style="list-style-type: none"> <li>Introduction to the events/ disciplines</li> <li>Very basic skills and techniques</li> <li>Ensuring quality of technique/performance over outcome</li> </ul>	<ul style="list-style-type: none"> <li>Refinement of skills</li> <li>Suggestions for strategies that could be used</li> </ul>	<ul style="list-style-type: none"> <li>Further refinement of skills</li> <li>Implementation of strategies that would improve performance</li> </ul>	<ul style="list-style-type: none"> <li>Emphasis on own development focusing on areas of interest</li> </ul>
<b>Perform dances using a range of styles</b>	<ul style="list-style-type: none"> <li>"I do"</li> <li>Mostly teacher led</li> <li>Introduction of basic terms- timing, pathways, levels</li> </ul>	<ul style="list-style-type: none"> <li>"We do"</li> <li>Students and teachers develop choreography together</li> <li>Using a stimulus to create ideas for choreography</li> </ul>	<ul style="list-style-type: none"> <li>"You do"</li> <li>Development of independence for creating choreography</li> </ul>	<ul style="list-style-type: none"> <li>Students to lead specialist warm ups</li> <li>Students to explore and choreograph numerous new styles of dance supported by member of staff</li> </ul>
<b>Physical and mental challenges (Eg- OAA)</b>	<ul style="list-style-type: none"> <li>Termly challenges</li> </ul>	<ul style="list-style-type: none"> <li>Termly challenges</li> </ul>	<ul style="list-style-type: none"> <li>Termly challenges</li> </ul>	
<b>Performance Analysis</b>	<ul style="list-style-type: none"> <li>Introduction to what success looks like</li> <li>Teacher led feedback</li> <li>Student feedback generally through Q and A</li> <li>2 stars and a wish style</li> <li>WWW/EBI</li> </ul>	<ul style="list-style-type: none"> <li>Students start to be able to generate own success criteria</li> <li>Students peer assess using criteria</li> <li>Comparison to performance in Y7- developing a plan/goals</li> </ul>	<ul style="list-style-type: none"> <li>Students encouraged to self and peer analyse without being told</li> <li>Comparison to performance in Y7/Y8- developing a plan/goals</li> </ul>	<ul style="list-style-type: none"> <li>Self and peer analysis</li> <li>Possible analysis to compare to elite performers</li> </ul>
<b>Theoretical concepts building to GCSE</b>	<ul style="list-style-type: none"> <li>Respiration</li> <li>Components of Fitness</li> <li>Heart rates</li> </ul>	<ul style="list-style-type: none"> <li>Types of training</li> <li>Components of Fitness</li> <li>Movements</li> </ul>	<ul style="list-style-type: none"> <li>Types of Training</li> <li>Roles in sport</li> <li>Warm up/cool down- benefits</li> </ul>	<ul style="list-style-type: none"> <li>Benefits of long term exercise</li> <li>Promotion of a Healthy Active Lifestyle.</li> </ul>

	<ul style="list-style-type: none"> <li>• Protection/ safety</li> <li>• Warm up/cool down- what are they?</li> <li>• Fitness Tests</li> <li>• Sporting rules</li> <li>• Major muscles</li> </ul> <p><i>Knowledge only (AO1)</i></p>	<ul style="list-style-type: none"> <li>• Safety</li> <li>• LT benefits</li> <li>• Fitness Testing- how to carry them out</li> <li>• Warm up/cool down- reasons for</li> </ul> <p><i>Knowledge and basic elements of application (AO1/AO2)</i></p>	<ul style="list-style-type: none"> <li>• Effects of exercise</li> <li>• Safety</li> <li>• Components of Fitness benefitting performance</li> <li>• Movements and joint types</li> </ul> <p><i>Application to sporting/ physical activity contexts (AO2)</i></p>	
<p><b>**NB- The delivery of each area/ activity is dependent on facility availability. Groups share all of the facilities throughout the year so students will be completing different activities at different points throughout each school year. We aim for students to complete at least one activity from all areas of the national curriculum.</b></p>				
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• Takes place continually throughout all lessons to inform planning of next lesson</li> <li>• Teachers will assess students on their skills, application to competition, knowledge of rules, ability to learn and apply tactics and strategies, communication skills, ability to problem solve etc. (PERK). These summative assessment take place at the end of a teaching block for every activity (half termly). These assessments will be shared with students and noted in their booklets.</li> <li>• Students will both self and peer assess, recording their scores in their PE booklets Top 3 sports/activities are selected in line with GCSE model to inform students end of year attainment</li> </ul> <p>*NB- Attainment is not assessed in KS4 Core PE. Students are assessed solely on their effort and attitude.</p>			
<p><b>Feedback</b></p>	<ol style="list-style-type: none"> <li>1. <b>Verbal feedback:</b> the vast majority of feedback at this KS is verbal &amp; continuous. It will occur during the lesson and often mid-activity. Students will be expected to act upon this feedback during their next attempt/performance. Literacy and vocabulary will be part of this feedback.</li> <li>2. <b>Written feedback</b> given in the form of termly data shared with parent/ carer. Students to receive half termly assessment scores from teachers where they can deduce a target for themselves moving forward. This will be recorded in their PE booklet.</li> <li>3. <b>Peer feedback:</b> much of the work done in lessons is collaborative and reciprocal. Group and pair work relies on regular high quality peer feedback as structured by the teacher based on a WWW/EBI (What Went Well and Even Better If) format. This happens on a lesson-to-lesson basis.</li> <li>4. <b>Self-feedback:</b> students are asked to intrinsically reflect on their performance on a lesson-to-lesson basis. Following a degree of self-reflection students have the opportunity to act upon their self-feedback and amend their skill acquisition or strategic approach. This will be recorded in their PE booklet.</li> </ol>			
<p><b>Homework</b></p>	<p>We do not set homework but we would strongly encourage all students to stay active outside of PE lessons. The recommendation is an hour a day of activity where the heart rate is raised. We also encourage all of our students to participate in extra-curricular activities at lunchtime and after school (see website for a list of available clubs). <i>There may be small completion tasks of the PE booklet should students fail to finish it in lesson time</i></p>			
<p><b>How can I support my child?</b></p>	<ul style="list-style-type: none"> <li>• Encourage an active lifestyle and participate together as a family</li> <li>• Practice basic balance, co-ordination and agility at home <a href="#">@My 6 FAVOURITE agility, balance &amp; co-ordination tasks - YouTube</a></li> <li>• Discuss the benefits of physical activity with your child regularly <a href="#">TOP 3 benefits of physical activity - YouTube</a></li> <li>• If possible, purchase some sort of tacking aid for your child to monitor their activity levels. A simple pedometer to ensure they reach 10k steps daily would be a great way to give them some ownership of their activity levels</li> </ul>			