



Curriculum Rationale Department of Physical Education

This document aims to inform parents of the knowledge and skills their children acquire and why they learn what they do over the course of their five years in Salendine Nook High School.

Our Vision/Intent

Physical Education students will be exposed to a wide variety of activities so they may find one that suits their own enjoyment. Through this enjoyment, our students will find a lifelong activity to help them benefit from participation in physical activities. By the end of KS3, pupils will have acquired knowledge about the benefits of physical activity and health benefits of being physically active and its impact on their lives. They can choose to further this understanding through GCSE PE at KS4. Throughout Physical Education, our students will have the opportunity to hone their skills through competition in a fair and respectful way. These values underpin every aspect of competition.

Pupils will develop a comprehensive understanding about the health benefits of physical activity. They will learn a well-rounded approach to understanding and develop a complete mental, social and physical wellbeing. Using correct academic language and vocabulary taught within lessons, students will be able to explain to others these ongoing benefits. Students will learn about issues within sport, covering sportsmanship and gamesmanship, racism, commercialisation and gender equality. Students will learn basic and complex skills in a variety of sporting situations and have the opportunity to practice these in and out of lesson.

The foundations developed in KS3 Core PE will help students continue on their path in KS4. The importance of a well-rounded student will be instilled in their exam work and exam preparation. This knowledge and application will help them go onto further study, but also help them continue a healthy lifestyle passed higher education and into employment.

The Principles which Underpin our Curriculum

Physical Education students are taught through theory and application. Simple and complex skills are taught through repetition with an increasing difficulty leading to mastery. Variations and conditional practice will allow students to apply these skills in more demanding scenarios building towards full game play. Use of demonstrations and video examples are provided to increase knowledge retention, these are supported with verbal descriptors and a full phase-by-phase walkthrough.

Examination PE uses interleaving strategies to build upon knowledge and increase knowledge retention. Examination PE students are expected to complete topic tests to check their understanding throughout the course and complete individual revision on areas they need to work on. Students are provided with extended question breakdowns on every topic to allow them to see how to answer longer-range questions, which will increase their understanding of learning objectives

Our curriculum is structured to maximise exposure to activities and develop enjoyment of PE. Students in KS3 and KS4 are provided with a range of activities above the recommended national curriculum expectations. Through invasion games, students can learn to work as team and develop social interactions and respectful competition. Net games provide the opportunity for students to develop coordination and further tactical awareness. Gymnastics and Dance give students the opportunity to express their creativity whilst developing muscular endurance, flexibility and balance. Swimming is provided for all year groups and offers students the opportunity to learn a life skill and a low-impact way to become physical fitter. OAA at KS3 is designed to expand students understanding of the area they live in and provides knowledge and skills to explore the surrounding area. Team building in year 7 helps

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students with transition into secondary school and base line testing creates opportunities for students to stretch themselves to reach their potential.

Physical Education students will have a good moral compass and a respect for each other as athletes. Inspiring them to continue a healthy active lifestyle throughout their lives and apply this to their wellbeing.

The Research behind our Rationale

In order to create an effective curriculum that supports our students, SNHS PE has key links with other school through our school sports partnership and our PE network. This allows us to pool our knowledge and share good practice to develop a better system for students. For example, our choice in exam boards comes from in-depth discussions regarding the pros and cons of other boards (AQA, Welsh Board, OCR) and determined that the Edexcel course fit our student profile. The sport choices and depth of learning in theory provides our students with a strong understanding for further education. Our school sports partnership provides ongoing training giving our teaching staff the most up-to-date knowledge around each topic area, allowing us to adjust delivery techniques and knowledge to better our students. Our membership to AFPE and the numerous sporting governing bodies gives insight into appropriate sporting choices for our students. For example, our links with the lawn tennis association provides access to specialized coaches and competitions for our students to access. Our curriculum is well informed to meet the demands of students at SNHS and provide a wide of variety of activities , which skill sets complement other areas.

Key Stage Three

Our curriculum covers all aspects of the national curriculum and goes beyond the NC minimum stipulations. Pupils build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They understand what makes a performance effective and how to apply these principles to their own and others' work. They develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the long-term health benefits of physical activity. Students are taught in mixed genders to broaden the access to abilities and activities, without gender stereotyping certain sports. This follows the trend of many primary schools in the area and minimises disruption through transition. A broad range of activities are taught in KS3, including Football, Basketball, Rugby League, Dance, Swimming, Gymnastics, OAA, Trampoline, Badminton, Alternate Sports, Hockey, Tennis, Striking and Fielding, Athletics and Multi Skills.

Year 7

Pupils in year 7 are given the opportunity to build on the skills acquired in KS2, however these skills are applied to different sporting contexts that can be transferred from activity to activity. Students also continue with swimming and water safety above the recommendation of NC. Students revisit some of the key skills taught in KS2, for example, endurance, power and coordination at the start of year 7 and then move into applying these into relevant sports.

Students are taught to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. They can then develop their technique and improve their

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performance in other competitive sports [for example, athletics and gymnastics]. Students are also given the opportunity to experience all aspects of the National Curriculum:

- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs.
- Year 7 pupils are encouraged to engage in all aspects of Physical Education and compete in house competitions to earn points in popular sports. This element of competition is key in the curriculum and allows students to develop sportsmanship and good ethical values.

Year 7		
Football	OAA	Swimming
Basketball	Badminton	Striking and Fielding
Netball	Athletics	Dance
Fitness	Tennis	Baseline /Multi Skills

Year 8

Pupils in year 8 are given the opportunity to build on the skills acquired in year 7. Some of these skills are applied to the same sports in order for students to progress in that area, however there are several skills, which are applied to different sporting contexts, Trampoline, Table Tennis and Handball, are introduced at year 8 to provide a balanced curriculum. Students also continue with swimming and water safety above the recommendation of NC.

Year 8		
Football	Trampoline	Swimming
Basketball	Badminton	Striking and Fielding
Netball	Athletics	Handball
Fitness	Tennis	Table Tennis

Year 9

Pupils in year 9 can build on previous skills with more dedicated class time for popular activities. Extra-curricular clubs provide a range of alternate activities as well, providing a rich spectrum of choice. Students also continue with swimming and water safety above the recommendation of NC.

Students have an opportunity to learn about their bodies and how they react to health and fitness. Starting with health and fitness and moving towards methods of training provides students with a background understanding before they move onto application.

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Student activity varies per group, but the knowledge given to student's over the year remains the same. This provides students with a good grasp of understanding for those students that wish to pick up examination PE in year 10. It also provides students that choose a more participation based route through core PE, with relevant information that will help them lead healthy active lifestyles. This preparation in KS3 gives students a strong transition into KS4 learning, not only to continue a well-balanced lifestyle but also provide insight into more examination routes.

Year 9		
Football	Trampoline	Swimming
Basketball	Badminton	Striking and Fielding
Netball	Athletics	Handball
Fitness	Tennis	Table Tennis

Key Stage Four

Pupils tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils should be taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

Students are placed into ability groups to maximise performance and participation at KS4. As students will have been given a choice to further study PE at GCSE, we want to support this choice by providing like-minded students. It also allows students who did not choose examination PE, but have an interest, the opportunity to further their understanding without a final exam at the end.

GCSE PE is taught using the Edexcel exam board specification. As a department, we believe this offers a rigorous course with enough depth and breadth to provide balance. It also has a large range of activities to choose from for practical assessment meaning more of our students can access the course.

We also provide a vocational route through the NCFE 1 / 2 technical award in Health and Fitness. This allows students a different method of achieving a similar grade with a specification that is very similar to the GCSE course. By removing the physical assessment, it allows students who are interested and motivated in physical education to access a higher grade. It also places a higher emphasis on coursework, which we know some students prefer.

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The knowledge gained in KS3 supports both of these courses and provides a platform to build on prior knowledge.

As well as the guidance from the exam boards, we also give students 2 opportunities to complete an extended project around Performance Enhancing Drugs and Diet and Nutrition. Although both areas are included within both specifications, the projects ask students to read around and research areas that will not be relevant to any exam. This allows us to teach students skills relating to research and investigation.

Year 10

Year 10 students are given choices from the range of activities they have taken part in to allow them to specialize in an area of activity. Performance or Participation? Students will have decided before hand if they would prefer to adopt a performance or participation route.

Year 10		
Football	Trampoline	Swimming
Basketball	Badminton	Striking and Fielding
Netball	Athletics	Handball
Fitness	Tennis	Table Tennis
Golf	Alternate Sports	

Transition into KS4 examination PE builds on previous knowledge. Early topics are chosen for their familiarity at the start of the course, which allows us to build up deeper understanding at the start. We also teach students how to use this knowledge early on by teaching those methods of answering extended questions. Use of structuring and exemplar material gives guidance to students on the level of expectation. Topics are ordered in a way to support the coursework element for GCSE PE that occurs in the summer. For example, we teach SMART targets and graphical data from component 2 in between component 1 work, as this directly relates to their coursework. The same method is also used in VCERT to prepare them for their exam.

As a department, we felt it important to allow the students to complete their GCSE coursework earlier in their KS4 development to allow them time to focus on the remaining 60% of their course, which is the exam. In addition, Vcert students are given more time to focus on exam preparation as well in year 10 as they have their final exam very early in year 11. We felt it important to provide them with a strong foundation for this throughout year 10

Year 11

Year 11 core PE establishes a strong link with leadership and ownership for the students. As a subject it is vitally important for students to take control of their own health and wellbeing as they begin to transition into higher education and employment. The planning behind year 11 core, allows students experience activities in a controlled setting, but similarly how they would expect to find them in the wider world.

Year 11		
Football	Trampoline	Swimming
Basketball	Badminton	Striking and Fielding
Netball	Athletics	Handball

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Fitness	Tennis	Table Tennis
Golf	Alternate Sports	

Year 11 examination PE, reviews previous knowledge of the course early on, and then begins to build on exam preparation and recapping. Utilizing a variety of revision techniques to hone examination skills, as well as provide key understanding of the topics covered, is the basis for the content. Mock exams and topic tests allow us to individualize recaps and find gaps in students understanding.

Year 11 students are also given the opportunity to take on further leadership roles through our sports Academy. This carries a level of prestige and students are expected to support the department through extra-curricular leadership and events.

COVID19 Addendum 2020

- Students access to certain sports, i.e Rugby, has been temporally minimised to reduce risk.
- Contact sports have been temporally removed following government guidelines.
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