

## The PE curriculum aim

- Our PE curriculum is aimed to develop a passion for sport and physical activity for students to continue throughout their Academy life and beyond.
- We aim to develop self-esteem for our students to allow them to become confident individuals when faced with challenges not only in PE but other curriculum areas.
- We offer an extensive range of activities that develops a wider understanding of sport.
- Our unit blocks are planned to ensure adequate time is spent to allow students to embed fundamental skills and knowledge
- Our curriculum allows students to develop varying fitness components required in varying sports.
- To develop teamwork and leadership skills throughout challenging competitive and cooperative activities.
- To encourage students to develop a healthy lifestyle and understand health
- To promote resilience amongst students challenging them physically and mentally.

## Key Stage 3 Sport and Health Curriculum Overview

The Key Stage three curriculum is designed to support our students to become physically confident embedding a love for sport and understanding of how to lead a healthy active lifestyle later in life. We offer a broad and ambitious curriculum exposing students to a large range of sports throughout KS3. Our curriculum, is high-quality that inspires all pupils to excel in competitive sport and other physically-demanding activities, but most importantly to find a sporting passion through all that we offer. We build on and embed the physical development, skills and basic principles learned in KS2, becoming more competent, confident and expert in techniques. Through experiencing this curriculum, valuable life skills are developed for example resilience, independence, social, team work and organisation skills. We promote theory understanding of basic GCSE concepts throughout the year based on A01 knowledge to build awareness of the body and what successful performance looks like in varying sports.

|          | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|----------|---|--|--|--|---|---|
| <b>7</b> | <b>Practical Aspect</b><br>Rugby<br>Netball<br>Football<br><br><b>Theory content</b> <ul style="list-style-type: none"> <li>• Importance of a warm up</li> <li>• Components of warm up</li> </ul> | <b>Practical Aspect</b><br>Handball<br>HRF<br>Netball<br>Football<br><br><b>Theory content</b> <ul style="list-style-type: none"> <li>• Components of Fitness</li> </ul> | <b>Practical Aspect</b><br>HRF<br>Basketball<br>Handball<br>Football<br>Netball<br><br><b>Theory content</b> <ul style="list-style-type: none"> <li>• Components of fitness</li> </ul> | <b>Practical Aspect</b><br>HRF<br>Basketball<br>Handball<br>Football<br>Netball<br><br><b>Theory content</b> <ul style="list-style-type: none"> <li>• Muscle location</li> </ul> | <b>Practical Aspect</b><br>Cricket<br>Rounders<br>Athletics<br>Trampolining<br>Tennis<br><br><b>Theory Content</b> <ul style="list-style-type: none"> <li>• Muscles and movement</li> </ul> | <b>Practical Aspect</b><br>Cricket<br>Rounders<br>Athletics<br>Trampolining<br>Tennis<br><br><b>Theory Content</b> <ul style="list-style-type: none"> <li>• Muscles and movement</li> </ul> |

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| 8 | <b>Practical Aspect</b><br>Rugby<br>Netball<br>Football<br>Handball<br><b>Theory content</b> <ul style="list-style-type: none"> <li>• Components of fitness</li> </ul> | <b>Practical Aspect</b><br>Rugby<br>Netball<br>Football<br>Handball<br><b>Theory content</b> <ul style="list-style-type: none"> <li>• Muscle and movement</li> </ul> | <b>Practical Aspect</b><br>Handball<br>Basketball<br>Trampolining<br>HRF<br><b>Theory content</b> <ul style="list-style-type: none"> <li>• Antagonistic pairs</li> </ul> | <b>Practical Aspect</b><br>Handball<br>Basketball<br>Trampolining<br>HRF<br><b>Theory content</b> <ul style="list-style-type: none"> <li>• Antagonistic pairs</li> </ul> | <b>Practical Aspect</b><br>Cricket<br>Rounders<br>Athletics<br>Trampolining<br>Tennis<br><b>Theory content</b> <ul style="list-style-type: none"> <li>• Skeletal system</li> </ul>                     | <b>Practical Aspect</b><br>Cricket<br>Rounders<br>Athletics<br>Trampolining<br>Tennis<br><b>Theory content</b> <ul style="list-style-type: none"> <li>• Skeletal system</li> </ul>                     |
| 9 | <b>Practical Aspect</b><br>Rugby<br>Netball<br>Football<br>Handball<br><b>Theory content</b> <ul style="list-style-type: none"> <li>• Components of fitness</li> </ul> | <b>Practical Aspect</b><br>Rugby<br>Netball<br>Football<br>Handball<br><b>Theory content</b> <ul style="list-style-type: none"> <li>• Antagonistic pairs</li> </ul>  | <b>Practical Aspect</b><br>Handball<br>Basketball<br>Trampolining<br>HRF<br><b>Theory content</b> <ul style="list-style-type: none"> <li>• Training Zones</li> </ul>     | <b>Practical Aspect</b><br>Handball<br>Basketball<br>Trampolining<br>HRF<br><b>Theory content</b> <ul style="list-style-type: none"> <li>• Training Zones</li> </ul>     | <b>Practical Aspect</b><br>Cricket<br>Rounders<br>Athletics<br>Trampolining<br>Tennis<br><b>Theory content</b> <ul style="list-style-type: none"> <li>• Skeletal system and synovial joints</li> </ul> | <b>Practical Aspect</b><br>Cricket<br>Rounders<br>Athletics<br>Trampolining<br>Tennis<br><b>Theory content</b> <ul style="list-style-type: none"> <li>• Skeletal system and synovial joints</li> </ul> |

## Key Stage 4 Sport and Health Curriculum Overview

At key stage 4 we ensure every student experiences a diverse curriculum through the offer of traditional and non-traditional sports. The curriculum enables them to embed prior learning through retrieval practice and to strengthen skills learned in KS3. We aim to continue students enjoyment for sport by encouraging inclusive and competitive participation, both inside and outside of school, whilst also preparing students for life with the knowledge to look after their mental and physical health.

At GCSE, we follow the AQA PE specification, which focuses on three main areas;

1. The Human Body and Movement in
2. Physical Activity and Sport and Socio-cultural Influences and Wellbeing in Physical Activity and Sport
3. Practical performance in physical activity and sport -

|           | Course         | Autumn 1                            | Autumn 2                       | Spring 1  | Spring 2                       | Summer 1         | Summer 2                                  |
|-----------|----------------|-------------------------------------|--------------------------------|---|--------------------------------|------------------|---|
| <b>10</b> | <b>GCSE PE</b> | GCSE Applied anatomy and Physiology | Applied anatomy and Physiology | Physical Training   | Physical training              | Sport Psychology | Sport Psychology Course work introduction |
| <b>11</b> | <b>GCSE PE</b> | NEA Coursework                      | Socio cultural influences      | Socio cultural influences<br><br>Health Fitness and wellbeing | Movement analysis/<br>Revision | Exam Preparation |   |

## Key Stage 5 Sport and Health Curriculum Overview

For students who want to continue their sporting studies, we offer AQA A-level physical education

1. Factors affecting participation in physical activity and sport
2. Factors affecting optimal performance in physical activity and sport
3. Practical performance in physical activity and sport

|                 | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|-----------------|---|--|--|--|--|---|
| <b>12 Sport</b> | <b>Applied anatomy</b><br>Cardiovascular system<br>Respiratory system<br><br><b>Skill Acquisition</b><br>Characteristics of skill<br>Structure of practice<br><br><b>Sport and society</b><br>Pre-industrial (pre-1780) | <b>Applied anatomy</b><br>Neuromuscular system<br><br><b>Skill Acquisition</b><br>Principles and theories of learning and performance<br><br><b>Sport and society</b><br>Post World War II (1950 to present) | <b>Applied anatomy</b><br>The musculo-skeletal system and analysis of movement in physical activities<br><br><b>Skill Acquisition</b><br>Principles and theories of learning and performance<br><br><b>Sport and society</b><br>The impact of sport on society and of society on sport<br>Sociological theory applied to equal opportunities | <b>Applied anatomy</b><br>Energy system<br><br><b>Skill Acquisition</b><br>Use of guidance and feedback<br><br><b>Sport and society</b><br>The role of technology in physical activity and sport | <b>Applied anatomy</b><br>Energy system<br><br><b>Skill Acquisition</b><br>Memory models<br><br><b>Sport and society</b><br>Coursework | <b>Applied anatomy</b><br>Coursework<br><br><b>Skill Acquisition</b><br>Efficiency of information processing<br><br><b>Sport and society</b><br>Course work |
| <b>13 Sport</b> | <b>Exercise Physiology</b><br>Diet<br>Training methods<br><br><b>Sport Psychology</b><br>Personality<br>Attitudes<br>Arousal  | <b>Exercise Physiology</b><br>Injury prevention<br>Biomechanics<br><br><b>Sport Psychology</b><br>Anxiety<br>Aggression<br>Motivation<br>Social facilitation   | <b>Exercise Physiology</b><br>Levers<br>Linear motion<br>Angular motion<br><br><b>Sport Psychology</b><br>Group dynamics<br>Goal setting<br>Attribution theory   | <b>Exercise Physiology</b><br>Projectile Motion<br>Fluid mechanics<br><br><b>Sport Psychology</b><br>Self-efficacy<br>Leadership<br>Stress management  | <b>Revision and exam practise</b>  |   |

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|  | <b>Sport and society and the role of technology in physical activity and sport</b><br>Concepts of sport<br>Elite performance | <b>Sport and society and the role of technology in physical activity and sport</b><br>Ethics in sport<br>Violence in sport | <b>Sport and society and the role of technology in physical activity and sport</b><br>Drugs in sport<br>Sport and the law | <b>Sport and society and the role of technology in physical activity and sport</b><br>Commercialisation |  |  |
|--|--|--|---|---|--|--|