# Sandhill View

# Physical Education Curriculum Policy

# Achieve Aspire Enjoy

### <u>Aim</u>

Here at Sandhill View Academy, we aim to securely equip <u>all</u> of our students for life beyond school as successful, confident, responsible and respectful citizens. We believe that education provides the key to **social mobility** and our curriculum is designed to build strong foundations in the knowledge, understanding and skills which lead to **academic and personal success**. We want our students to **enjoy** the challenges that learning offers.

Our aims are underpinned by a culture of **high aspirations**. Through developing **positive relationships**, we work towards every individual having a strong belief in their own abilities so that they work hard, build resilience and **achieve** their very best.

## Intent

The curriculum includes formal teaching through subject areas, assemblies and extracurricular activities. We regularly review content to ensure we continue to meet our curriculum aims. The Physical Education curriculum is planned to enable all students to develop knowledge and skills in the following areas:

- To develop competence to excel in a broad range of team and individual games
- To engage in competitive sports and activities
- To gain an experience as a participant, coach and umpire.
- To analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- To be physically active for sustained periods of time
- Lead healthy, active lives
- To take part in competitive sports and activities outside school through community links or sports clubs
- Use physical activity as a way to help to combat mental health, releasing emotions, feeling good.
- Pupils are given opportunities to practise, refine and revisit content.
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Physical Education and a well-rounded curriculum are important not just in school but embedding health related knowledge through school and beyond education to encourage students to continue a healthy lifestyle into their adult lives. There are many benefits to Physical Education and a healthy lifestyle which include:

- Physical health and wellbeing and providing health related knowledge and heath benefits of a active lifestyle.
- Psychological benefits of being physically active and the positive affect Physical Education can have on mental health and cognitive abilities.
- Social and emotional benefits by encouraging team work, communication, leadership skills and improving self confidence.
- Improve cognition and academic performance, exercise can help improve concentration and cognitive development including memory and focus.
- Helping to improve mood, anxiety and lowering stress levels, due to the release of endorphins during physical activity leading to a boost in mood and an outlet for anxiety and stress.

Throughout our programmes of study, every attempt is made to make explicit links to careers and the world of work. In addition to subject specific links, we aim to explicitly reinforce the skills and aptitudes which support employers say are important in the workplace;

- Resilience (Aiming High Staying Positive Learning from Mistakes)
- Collaboration (Teamwork Leadership Communication)
- Creativity (Originality, Problem Solving, Independent Study)

The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are taught explicitly and reinforced in the way in which the school operates.

#### Sequence and structure

Our curriculum is covered in Key Stage 3 (years 7, 8 and 9) and Key Stage 4 (years 10 and 11). Our core PE lessons cover a 5 year curriculum with 2 lessons per week year 7-9 and 1 lesson per week in year 10 and year 11.

At KS4 we also offer NCFE Level 2 Technical Award in Health and Fitness as a option subject which consists of 3 lessons per week which are a mixture of theory and practical lessons. In Year 11 all pupils follow the BTEC Tech Award in Sport, this is completed in 2 lessons per week.

# KNOW MORE: Our Key Stage 3 PE Curriculum includes the following areas of study:

Pupils should 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 should understand what makes a performance effective and how to apply these principles to their own and others' work. They should 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.

KS3	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year	Students will	All students take	Students will	. Students will	Students will	Students will
7	complete a 6-	part in an annual	complete a 6-	complete a 6-	complete a 6-	complete a 6-week
	week rotation	cross country	week rotation of	week rotation	week rotation of	rotation of the
	of the following	week. During 2 x	the following	of the following	the following	following activities
	activities of 2 x	55 minute lessons	activities of 2 x	activities of 3 x	activities of 3 x 55	of 3 x 55 -minute
	55-minute	students	55 -minute lesson	55 -minute	-minute lesson	lesson per week.
	lesson per	complete 2 x 3km	per week.	lesson per	per week.	Focus is based
	week.	cross country	Skills are	week.	Focus is based	upon <u>skill and</u>
	Skills are	course and 2 OAA	developed in	Skills are	upon <u>skill and</u>	technique mastery
	developed in	lessons.	isolation to	developed in	technique	development of
	isolation to	Skills are	master	isolation to	<u>mastery</u>	throwing, catching
	master	developed in	techniques.	master	development of	and fielding
	techniques.	isolation to	swimming stroke	techniques.	cricket, athletics	techniques in
	Trampolining,	<u>master</u>	development top	swimming	Individual	rounders/softball,
	development	techniques.	up, Badminton	stroke	athletics events,	Individual athletics
	and Game –	Swimming (boys),	and table tennis	development –	100m, 200m,	events focusing on
	football (boys)	Trampolining,	Swimming top up	top up, fitness	400m, relay,	correct technique
	Swimming	netball (girls)		and exercise to	hurdles	will be covered
	(girls).	(8)	Swimming top up	music (Dance		through athletics in
		Trampolining	– for pupils who	elements) –	<u>Cricket</u>	track events (field
	<b>Trampolining</b>	In this half term	missed it in 1 <sup>st</sup>	including	In this half term	events through
	In this half term	pupils will take	term or who	methods,	pupils will take	shot putt, javelin,
	pupils will take	part in	need more	Rugby	part in cricket and	discuss, long jump
	part in	trampolining and	experience in the	In this half term	develop skills and	and high jump and
	trampolining	develop skills in	water	pupils will take	competitive game	relays
	and develop	•			competitive game	

a rou inclu jum shap land will prac com such and land asse bout inclu basi and Foot In th pupi part gam and skills com gam inclu pass the i foot to pa succ mov new They deve shoo be p isola com	ation and in utine this is uding; Basic ps and pes and seat lings. They	isolation and in a routine this is including; Basic jumps and shapes and seat landings. They will also practice more complex skills such as back and front landings and be assessed in a 5 bounce routine including the basic shapes and skills. Netball In this half term pupils will take part in the team game netball and develop skills and competitive game situations including the 3 types of passing and footwork rule. They will start to understand how to attack and defend from different positions and their roles in the game and which tactics of create space are beneficial during certain situations in a game.	In this half term pupils will improve their competency in water, these lessons will include a variety of strokes including; backcrawl, breast stroke, butterfly and front call arm and leg action. They will also complete sculling and treading water. Pupils will be assessed on each stroke throughout the topic. <b>Badminton</b> In this half term pupils will take part in the individual net game badminton and develop skills and competitive game situations. This includes, the basic badminton grips and ready position. They will experience the basic shots of overhead clear, underarm and flick and drop shot, these will all be practiced in isolation and then in a competitive situation. <b>Table Tennis</b> In this half term pupils will take part in the individual net	part in the team game rugby and develop skills and competitive game situations. Pupils in year 7 will start with ball familiarisation and passing and receiving using the width of the pitch. They will also begin to understand safe tackling and how to attack and outwit opponents in a competitive game. <b>Fitness</b>	situations including; Ball Familiarisation with short and long distance throws, they will begin to use the basic batting and bowling technique. They will also begin to understand basic tactics and fielding techniques and show the skill sin isolation and competitive situations. Athletics In this half term pupils will take part in track events such as; Standing and crouch starts, 200m sprints and 400m run. They will also complete standing long jump and triple jump into the pit and endurance events 800m and 1500m.	Rounders In this half term pupils will take part in rounders and develop skills and competitive game situations including; Ball Familiarisation with short and long distance throws, they will begin to use the basic batting and bowling technique. They will also begin to understand basic tactics and fielding techniques and show the skill sin isolation and competitive situations. Softball In this half term pupils will take part in softball and develop skills and competitive game situations including; understanding the basic rules of softball, catching using the finger down technique. They will cover the basic bowl and batting technique used and begin to understand basic fielding tactics and strategies. At the end of the topic pupils will be assessed against the end points in a competitive game situation.
	•	improve their competency in water, these	pupils will take part in the individual net game table tennis			the end points in a competitive game
In th pupi impi com wate lesse inclu	mming his half term ils will rove their opetency in er, these ons will ude a ety of kes	include a variety of strokes including; backcrawl, breast stroke, butterfly and front call arm and leg action. They will also complete sculling	and develop skills and competitive game situations. This includes, back hand push and forehand push technique, they will also understand the service rules and			Athletics In this half term pupils will take part in athletics field events; Throwing events such as shot putt, javelin and discus. Jumping event such a high jump, they will also

8 complete a 6- part i week rotation cross	rules to be abl umpire their o games.			
activities of 2 x55 m55-minutestudelesson percompweek. Skills arecrossdeveloped incourseisolation toby 2 mmastersessiontechniques.SkillsTrampolining,developmentand Game –masterfootball (boys)techniquesSwimmingSwimming(girls).TramTrampoliningnetbalIn this half termpupils will takepart inpupiltrampoliningpart inskills indeveloptrampoliningisolation and in	blete 2 x 3kmper week.countrySkills aredeveloped inSkills aredeveloped inisolation tox OAAisolation toon.masterteretechniques.loped inBadminton, tation totennis, swimnterstrokeniques.developmentming (boys),upspolining,Swimming to- for pupils wmissed it in 12term or whoneed mores will takewater	n of week rotation of the following activities of 2 x sson 55 -minute lesson per week. Skills are developed in isolation to master techniques. stroke top development top up, basketball, top up, basketball, fitness - including fitness testing and exercise to music (Dance elements) rm Fitness fin this half term	Students will complete a 6- week rotation of the following activities of 2 x 55 -minute lesson per week. Focus is based upon <u>skill and</u> technique mastery development of throwing, catching and fielding tactics in cricket and Individual athletics events focusing on correct technique will be covered through athletics in track events ( long and short distance, techniques and tactics Cricket	Students will complete a 6-week rotation of the following activities of 2 x 55 -minute lesson per week. Focus is based upon <u>skill and</u> <u>technique mastery</u> development of throwing, catching and fielding techniques in rounders/softball. Individual athletics events focusing on correct technique will be covered through athletics in track events ( long and short distance, techniques and tactics) Field events through shot putt, javelin, discuss, long jump/triple jump, hurdles, relays.

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isolation and in	They will progress	backcrawl, breast	Pupils in year 8	situations	develop skills and
routines. They	from basic Seat,	stroke, butterfly	will start with	including; the	competitive game
will progress	front and back	and front call arm	refining handling	rules of cricket	situations including;
from basic	landings into	and leg action.	skills and	and how to catch	Catching the ball at
Seat, front and	combinations	They will also	developing	high and low balls,	differing heights,
back landings	such as turns into	complete sculling	passing and	pupils will	long barrier and roll
into	seat, back and	and treading	tackling skills.	experience batting	back fielding
combinations	front landings and	water. Pupils will	They will also	in the nets. They	techniques, bowling
such as turns	swivel hips. Pupils will then master	be assessed on	develop their	•	and batting with
into seat, back	how to place	each stroke	understanding	will also begin to	•
and front	complex moves	throughout the topic.	on how to attack	use a more	accuracy and
landings and	into a routine.	topic.	and outwit	complex bowl	continue to build on
swivel hips.		Badminton	opponents in a	which is the spin	tactics and
Pupils will then		In this half term	competitive	bowl and	strategies to outwit
master how to		pupils will take	game.	experience more	opponents.
place complex		part in the		fielding tactics to	
moves into a		individual net		help be successful	<u>Softball</u>
routine.	Netball	game badminton		in a game	In this half term
	In this half term	and develop skills		situation.	pupils will take part
Football	pupils will take	and competitive			in rounders and
In this half term	part in the team	game situations.		Athletics	develop skills and
pupils will take	game netball and	This includes the		In this half term	competitive game
part in the team game football	0	basic badminton		pupils will take	situations including;
and develop	develop skills and	recap of grips and		part in track	Basic rules of
skills and	competitive game	ready position.		events such as;	softball reminder
competitive	situations	They will		Sprinting	and baseline
game situations	including the	experience the		techniques Week	
including short	fundamental rules	shots of overhead		1,2 and 3 (100m	assessments,
passing while	of netballs and	clear, underarm		and 200m) short	starting to use the
on the move	positioning of	and flick serve		distance runs,	spin bowl and
and be able to	players. They will	and under arm		they will then	batting against a
show	also understand	serve and drop		complete long	more difficult bowl,
consistency and	running onto the	shot, these will all		jump and triple	they will also
control of the	ball and timing of	be practiced in		with a run up	compete in more
ball while	the pass and play	isolation and then		focus. They will	games for
recieving and	and how to attack.	in a competitive		also complete	understanding to
turning. They	including shooting	situation.		endurance runs	incorporate more
will also	skills and how to	Table Tennis		focusing on	fielding tactics and
develop skills in	defend players	In this half term		pacing and then	how to outwit
shooting from a	and areas.	pupils will take		take part in a	opponents in a
distance and		part in the		competitive	game by scoring
defending and	Swimming	individual net		assessment after	more point or
attacking as a	As part of this	game table tennis		each, comparing	getting pupils out
team. Each of	topic pupils will	and develop skills		to normative data.	using tactics.
the above skills	improve their	and competitive			using lactics.
will be practiced	water competency	game situations.			Add add ar
in isolation and	while learning	This includes,			Athletics
in competitive	basic personal	back hand push			In this half term
situation	survival skills.	and forehand			pupils will take part
	Pupils will be	push technique			in athletics field
Swimming	expected to	used confidently			events; they will
As part of this	complete the	in isolation and in			complete several
topic pupils will	following skills	a competitive			throwing events,
improve their	while clothed in	game, they will			shot putt, javelin and discus, this
water	the water	also understand			term focus on a
competency	including treading	the service rules			
• •	water, help and	and perform the			dynamic starting
while learning		backhand serve.			position. In high jump they will
basic personal	huddle positions,	They will also			investigate the
survival skills.	endurance	begin to try			miveougale ule

	Pupils will be expected to complete the following skills while clothed in the water including treading water, help and huddle positions, endurance swimming and surface dives. They will also develop partner skills on towing of casualties both conscious and unconscious.	swimming and surface dives. They will also develop partner skills on towing of casualties both conscious and unconscious.	different placements of the ball on the table using the forehand and back hand drive and game play including basic rules to be able to umpire their own games and experience doubles play and officiating.			scissor technique and how to improve their height. They will also compete in hurdles and maintaining their speed over hurdles to improve their personal best.
Year 9	Students will complete a 6- week rotation of the following activities of 2 x 55-minute lesson per week Focus is based upon <u>skill and</u> <u>technique</u> <u>mastery</u> Rotation: 4 classes: Trampolining, Waterpolo, basketball, handball (outside).	All students take part in an annual cross country week. During 2 x 55 minute lessons students complete 2 x 3km cross country course followed by 2 x OAA session. Students will complete a 6- week rotation of the following activities of 2 x 55 -minute lesson per week Focus is based upon <u>skill and</u> <u>technique</u> mastery	Students will complete a 6- week rotation of the following activities of 2 x 55 -minute lesson per week Understand the 3 parts of a warm up and how to successfully lead one. Develop individual skills in badminton and table tennis, serving, game play, umpiring. Understand the rules and regulations of Badminton.	Students will complete a 6- week rotation of the following activities of 2 x 55 -minute lesson per week. Develop individual skills in badminton and table tennis, serving, game play, umpiring. Understand the rules and regulations of Badminton. Fitness – exercise to music (Dance	Students will complete a 6- week rotation of the following activities of 2 x 55 -minute lesson per week. Focus is based upon <u>skill and</u> <u>technique</u> <u>mastery</u> development of rounders/softball, cricket and athletics. <u>Rounders</u> In this half term pupils will take part in rounders and develop skills	Students will complete a 6-week rotation of the following activities of 2 x 55 -minute lesson per week. Focus is based upon <u>skill and</u> <u>technique mastery</u> development of rounders/softball, cricket and athletics. <u>Rounders</u> In this half term pupils will take part in rounders and develop skills and competitive game
	3 classes: Trampolining, Waterpolo, Handball <u>Waterpolo</u> In this half term pupils will take part in the team game waterpolo and develop skills and competitive game situations including; dribbling,	mastery Rotation: 4 classes: Trampolining, Waterpolo, basketball, handball (outside). 3 classes: Trampolining Waterpolo Handball (outside) <u>Waterpolo</u> In this half term pupils will take	Focus is based upon <u>skill and</u> <u>technique</u> <u>mastery</u> <u>Table tennis</u> In this half term pupils will take part in the individual net game table tennis and develop skills and competitive game situations. This includes, back hand push and forehand push technique	<ul> <li>Focus is based upon <u>skill and</u> <u>technique</u> <u>mastery.</u></li> <li>Rugby In this half term pupils will take part in the team game rugby and develop skills and competitive game situations. Pupils in year will start with</li> </ul>	and competitive game situations including; Accuracy of bowling and bowling rules and how to avoid no balls, batting accuracy and ball placement using tactics, fielding roles and being able to field on bases, out field and bowling and how to outwit	situations including; Accuracy of bowling and bowling rules and how to avoid no balls, batting accuracy and ball placement using tactics, fielding roles and being able to field on bases, out field and bowling and how to outwit opponents in both fielding and batting.

passing and receiving, game waterpolo watking/treadin and develop skills into a and receiving, game situationspassing accuracy theric waterpolo accorpetitive and perform the accuracy of pitching and perform their backhard service rules and perform their backhard service rules and perform their part in trampolining and develop skills ind accuracy of pitching and including; and develop skills ind accuracy of pitching and accuracy of pitching and accuracy of pitching and and part in rounders and perform their part in part in the is hart term and out and back drop scheling skills into their trampolining and develop skills in their trampolining and develop skills in their trampolining and develop skills in their trampolining and develop skills in their trampolining skill including skill they including and out and implementing including; skill they including and out and implementing including; skill they including and out and implementing including; skill they including and out and implementing including; and out and implementing including; and out and implementing including; and out and implementing including; and out and implementing including; and oeviop skills and competitive game situations with rotations in and implementing including; and oeviop skills and competitive game situations in and implementing including; and oeviop skills and competitive game situations. Front and back drop popting will take part in the team including; and oeviop skills and competitive game situations. the skills and develop skills and competitive game situations including; including; including; including; including;<	r						
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gwater and shooting and placing skills and placing skills and placing skills and propertive game.       and competitive and receiving. and receiving. game.       game. they will also understand how space can be used to develop play. They will also develop their shooting and and competitive game.       Softball the service rules and competitive part in nunders and develop skills and and competitive game.       Softball the service rules and perform their part in nunders and develop skills and competitive game.       Softball the service rules and competitive game shuttors         Tampolining and develop skills in ruluding, skill is including skill including		•	•		• •	•	· · ·
<ul> <li>shoulding and placing skills of a competitive game situations including; will should and placing skills in the service rules and performed mark stated and parts in zamoplaining and placing skills in the service rules and selevel of selevel of selevel of the service rules and service rules and selevel of s</li></ul>		•	•		Ŷ.	batting.	
<ul> <li>biologing shull placement of provide server, the service rules and receiving, warking/reading, passing and receiving, warking/reading, passing and receiving, warking/reading, shulls have and short and provide server, the will also below their and provide server, the will also below their and the service rules and corrective below their and provide server, the will also below the accuracy of particing and adverlop skills in and part. They will also below the accuracy of and to consider the service rules and corrective below the accuracy of and the service rules and the servic</li></ul>		•		•			-
<ul> <li>placing Suits</li> <li>dirbbling, passing</li> <li>dirbbling, passing<td></td><td>•</td><td>•</td><td></td><td></td><td></td><td></td></li></ul>		•	•				
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game.wainingueating transpolining a competitive game.backing statistic they will also begin to trydifferent tacking and a competitive game.different tacking and a competitive game.different tacking and attacking and and back hand top pation the pupits will take part in the sector and basic jumps 							, , ,
Transpolining in this haff term puplis will take part in trampolining and develop skills in including skillTrampolining part in trampolining and develop in this haff term puplis will take part in including skill develop ment bis is clutions in including swivel develop ment fine basic jumps and sack drop combinations including swivel develop skills and oback drop combinations including swivel back drop combinations including swivel develop skills and oback drop combinations including swivel develop skills and oback drop combinations including swivel baskstball and or oppetitive game situations including swivel baskstball into a 10Trampolining and placement sit basic jumps and skills and officiating.and competitive take part in the tawg spin and dawking dam develop skills and dowking and their own games and sperience doubles play and officiating.and competitive takes drop combinations with rotations in indu and indu and into a 10and competitive spin and their own games ad sperience doubles play and officiating.Table tensis takes takes drop competitive game situations including; with passing game situations including; into a 10and competitive spin and take part in the tawg spin and take part in the tawg spin and take part in the tawg spin an		•		backhand serve.	their	•	
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pupils will take part in trampolining and develop skills in isolation and in a routine this is functioning skill development of basic jumps and seed forp combinations with rotations in and out and back drop Combinations with rotations in including; shalt ferm pupils will take and out and back drop Combinations with rotations ind including; and out and back drop Combinations with rotations with rotations in including; and competitive game situations, including; and competitive game situations, this half term pupils will take and competitive game situations, with passing game situations, including; and competitive game situations, this half term pupils will take and competitive game situations, the develop skills and competitive game situations, runder the develop skills and competitive game situations, the develop skills and competitive game situations, including; that the team game situations, the develop skills and competitive game situations, the develop skills and competitive game situations, the develop skil				•		•	•
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and observed and       and observed and       and observed and       begin to       begin to       begin to       begin to       and game play       pupils will take       pupils will take       and how to improve         how to defend       understand       In this half term       including basic       pupils will take       will also compete in			• •		spin and back		
how to defend understand In this half term pupils will take pupils to be pupils will take p			•				
zone and attack strategies and pupils will take rules to be able events such as;		•	•				
rules to be able Sprinting						events such as;	
						Sprinting	

using the 3 man weave. <u>Handball</u> In this half term pupils will take part in the team game handball and develop skills and competitive game situations including; Understanding the basic rules of the game and how to pass the ball legally in a game using shoulder, hip and bounce pass. They will also gain competency in moving with the ball and dribbling with control and turning to avoid opponents using tactics and strategies.	how to defend zone and attack using the 3 man weave. <u>Handball</u> In this half term pupils will take part in the team game handball and develop skills and competitive game situations including; Understanding the basic rules of the game and how to pass the ball legally in a game using shoulder, hip and bounce pass. They will also gain competency in moving with the ball and dribbling with control and turning to avoid opponents using tactics and strategies.	part in the individual net game badminton and develop skills and competitive game situations. They will experience the shots of overhead clear, underarm and flick serve and under arm serve and smash shot and long/high serves, these will all be practiced in isolation and then in a competitive situation. <b>Fitness</b>	to umpire their own games and experience doubles play and officiating. <b>Badminton</b> In this half term pupils will take part in the individual net game badminton and develop skills and competitive game situations. They will experience the shots of overhead clear, under arm serve and smash shot and long/high serves, these will all be practiced in isolation and then in a competitive situation. <b>Fitness</b>	techniques Week 1,2 and 3 (100m and 200m) short distance runs with, they will then complete long jump and triple with a run up focus. They will also complete endurance runs/middle distance runs focusing on pacing and then take part in a competitive assessment, each pupil will be comparing to their person best and others in their year group competing to be Sandhill View Stars of Athletics. All athletics events will be linked to components of fitness as part of bridging the gap for Y10 option.	hurdles and maintaining their speed over hurdles to improve their personal best. Each pupil will be comparing to their person best and others in their year group competing to be Sandhill View Stars of Athletics. All athletics events will be linked to components of fitness as part of bridging the gap for Y10 option.
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We know that students who read well achieve well. As such all subject areas are committed to providing regular opportunities to read extensively. We provide many opportunities for students to read, such as using resource/coaching cards for peer/self assessment to help them access subject specific vocabulary and they have assessments based on their previous learning and using SMART Readers when appropriate. Students are also extensively subjected to oracy in this subject, this is in the form of mini plenaries throughout the lessons.

# KNOW more: Our Key Stage 4 Curriculum

At Key Stage 4 all option students in year 10 follow the NCFE Technical Award Level 1 and Level 2 in health and fitness which includes 3 lessons per week. All students have 1 hour of core PE per week.

# In Year 11 all pupils have 2 lessons per week completing BTEC TECH 2022 in Sport.

KS 4	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year	Students will	All students	Students will	Students will	Students will	Students will
10	complete a 6-	take part in an	complete a 6-	complete a 6-	complete a 6-	complete a 6-week
	week rotation	annual cross	week rotation of	week rotation	week rotation of	rotation of the
<mark>PE</mark>	of the following	country week.	the following	of the	the following	following activities of
	activities of 1 x	During 2 x 55	activities of 1 x	following	activities of 1 x	1 x 55 -minute lesson
	55-minute	minute lessons	55-minute lesson	activities of 1	55 -minute	per week. (Bridging
	lesson per week	students	per week	x 55-minute	lesson per week.	lesson gained part
	Focus is based	complete 2 x	Focus is based	lesson per	(Bridging lesson	way through to make
	upon <u>skill and</u>	3km cross	upon <u>skill and</u>	week	gained part way	it 3 lessons per week).
	<u>technique</u>	country course	<u>technique</u>	Focus is	through to make	Focus is based upon
	<u>mastery</u>	followed by 2 x	mastery	based upon	it 3 lessons per	skill and technique
		OAA session.		skill and	week).	mastery development
	Rotation:	Students will	Rotation:	<u>technique</u>	Focus is based	of
	<b>Trampolining</b>	complete a 6-		<u>mastery</u>	upon <u>skill and</u>	rounders
	In this half term	week rotation	Table tennis		<u>technique</u>	softball,
	pupils will take	of the following	In this half term	Rotation:	<u>mastery</u>	cricket
	part in	activities of 1 x	pupils will take	Table tennis	development of	
	trampolining	55-minute	part in the	In this half	rounders	
	and develop	lesson per week	individual net	term pupils	softball,	<u>Rounders</u>
	skills in	Focus is based	game table tennis	will take part	cricket	In this half term pupils
	isolation and in	upon <u>skill and</u>	and develop skills	in the		will take part in
	a routine. The	<u>technique</u>	and competitive	individual net	Rounders	rounders and develop
	lessons will	<u>mastery</u>	game situations.	game table	In this half term	skills and competitive
			This includes,	tennis and	pupils will take	game situations
	include a basic	Rotation:	back hand push	develop skills	part in rounders	•
	jumps and seat	<b>Trampolining</b>	and forehand	and	and develop	including; Accuracy
	drop	In this half term	push technique	competitive	skills and	and completing a legal
	combinations	pupils will take	used confidently	game		bowl and how to avoid
	and safety and	part in	in isolation and in	situations.	competitive	no balls, batting
	more advanced	trampolining	a competitive	This includes,	game situations	accuracy and ball
	combinations	and develop	game, they will	back hand	including;	placement using
	and	skills in isolation	also understand	push and	Accuracy and	power, forehand and
	development of	and in a routine.	the service rules	forehand	completing a	backhand batting
	•	The lessons will	and perform the	push	legal bowl and	technique, be aware of
	seat rollers,	include a basic	forehand and	technique	how to avoid no	•
	cradles, turn		backhand serve.	used	balls, batting	fielding roles and
	tables,	jumps and seat		confidently in	accuracy and ball	being able to field on
	somersaults	drop	They will also	isolation and	placement using	bases, out field and
	and rotations	combinations	begin to try different	in a	•	bowling and how to
	including a	and safety and		competitive	power, forehand	outwit opponents in
	complex 10	more advanced	placements of the	game, they	and backhand	both fielding and
	bounce routine	combinations	ball on the table	will also	batting	batting. Using complex
	from	and	using the	understand	technique, be	tactics to outwit the
	competition	development of	forehand top spin	the service	aware of fielding	opponent in
	-	seat rollers,	and back hand	rules and	roles and being	competitive game
	level.	cradles, turn	top spin and slice		able to field on	situations.
	<u>Football</u>		and game play	perform the	bases, out field	รแน่สแบบร.
	In this half term	tables,	including basic	forehand and	and bowling and	
	pupils will take	somersaults and	rules for singles	backhand	how to outwit	<u>Softball</u>
	part in the team	rotations	and doubles to be	serve. They		In this half term pupils
	game football	including a	able to umpire	will also begin	opponents in	will take part in softball
	and develop	complex 10	their own games	to try different	both fielding and	and develop skills and
	skills and	bounce routine	and experience	placements of	batting. Using	competitive game
	competitive	from competition	doubles play and	the ball on the	complex tactics	situations including;
	game situations	level.	officiating.	table using	to outwit the	Accuracy of pitching
	•			the forehand	opponent in	and pitching rules
	including the			top spin and	competitive	• •
	attacking and	Football	<b>Badminton</b>	back hand top	game situations.	ensuring that a legal
	defensive role	Football	In this half term	spin and slice	Softball	bowl is completed
					JUILDAII	l

in a game situation and use of wide play including shooting and incorporating advanced rules into game play. Basketball In this half term pupils will take part in the team game basketball and develop skills and competitive game situations including; Implementing layups and jump shots into a game situation and showing attacking skills and defensive strategies using advanced rules to in competitive situations.	In this half term pupils will take part in the team game football and develop skills and competitive game situations including the attacking and defensive role in a game situation and use of wide play including shooting and incorporating advanced rules into game play. Basketball In this half term pupils will take part in the team game basketball and develop skills and competitive game situations including; Implementing layups and jump shots into a game situation and showing attacking skills and defensive strategies using advanced rules to in competitive situations.	pupils will take part in the individual net game badminton and develop skills and competitive game situations. They will experience the shots of overhead clear and back hand clear, short and low serves tactics and game play and umpiring in games. Each of these skills will all be practiced in isolation and then in a competitive situation. <b>Fitness</b>	and game play including basic rules for singles and doubles to be able to umpire their own games and experience doubles play and officiating. Badminton In this half term pupils will take part in the individual net game badminton and develop skills and competitive game situations. They will experience the shots of overhead clear and back hand clear, short and low serves tactics and game play and umpiring in games. Each of these skills will all be practiced in isolation and then in a competitive situations.	In this half term pupils will take part in softball and develop skills and competitive game situations including; Accuracy of pitching and pitching rules ensuring that a legal bowl is completed each time, batting strikes, batting accuracy and ball placement using power and tactics to avoid fielders to score maximum points and minimise outs. Understand and use strategies for fielding roles and being able to field on bases, out field and bowling and how to outwit opponents in both fielding and batting in competitive situations. <b>Cricket</b> In this half term pupils will take part in cricket and develop skills and competitive game situations including; Fielding practice using the slip catch and developing the straight shot and pull shot to outwit	each time, batting strikes, batting accuracy and ball placement using power and tactics to avoid fielders to score maximum points and minimise outs. Understand and use strategies for fielding roles and being able to field on bases, out field and bowling and how to outwit opponents in both fielding and batting in competitive situations. Cricket In this half term pupils will take part in cricket and develop skills and competitive game situations including; Fielding practice using the slip catch and developing the straight shot and pull shot to outwit fielders and be able to begin to umpire games using official cricket rules to develop leadership skills.
				fielders and be	
				able to begin to umpire games	

leadership skills.	

KS 4	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<mark>Year</mark>	Topic -	Topic -	Торіс-	Topic -	Topic -	Topic -
<mark>10</mark>	Content area	Content area 5:	Content area 6:	Content area	Content area	Content area 1:
OPTION PE	3: Health and	Testing and developing	Impact of	8: Structure	2: Effects of	Structure and
<u>r L</u>	fitness and	components of	lifestyle on	of a health	health and	function of body
	the	fitness	health and	and fitness	fitness	systems
	components		fitness	programme	activities on	Lessons in this
	of fitness	Lessons in this		and how to	the body	content area will
		area will	Lessons in this	prepare	Lessons in	include the
	In this content	include, various	content area	safely	this content	structure and
	area the	training	will include the	Lessons in	area will	function of body
	lessons will	methods linked to the	understanding	this content	include, the	systems including
	include:	components of	how lifestyle	area will	effects of	the skeletal
	Understanding	fitness from	factors can	include how	health and	system, which is
	health and	previous	affect health	pupils will		broken down into
	fitness,	learning. They	and fitness	structure and	fitness	several smaller
	Components	will also start to	which includes,	plan a health	activities on	topic areas which
	of fitness,	devise a health	diet, drugs,	and fitness	the body and	is the structure
	Health-related	and fitness	alcohol and rest	training	it's response.	and function of
	fitness	programme	and recovery.	programme	They will also	the skeleton, types
	components	based in a		and apply all	understand	of bones and
	and the Skill-	athletes needs	Topic -	health and	the short and	joints and the
	related fitness	relating to the recommended	Content area 7:	safety aspects	long term	structure of the
	components	training zones	Applying	to keep	effects of	spine. They will
	and relate	and heart rates	health and	participants	health and	also cover the
	them to	and understand	fitness analysis	safe. This plan	fitness	muscular system
	practical	repetitions and	and setting	will include a		including types of
	examples.	sets.	goals	warm up and	activities on	muscle and their
		Торіс		cool down	the body	structure,
	Торіс	Content area 4:	Lessons in this	and a session	during and	movement and
			content area	plan		contractions of the

	Content area 5: Testing and developing components of fitness In this content area the lessons will include; different fitness testing methods for both health and skill related components of fitness and how the pupils scores compare to normative data.	Principles of training Lessons in this topic area will include the knowledge of the principles of training and how to apply them to a fitness training programme successfully.	will include, how to analyse a persons health and fitness and how to set appropriate goal setting. They will also have to collect data from fitness test and analyse and evaluate their results against normative data.	appropriate for the named participant, taking into account their individual needs and review the session after each practical and adapt to suit the participant.	after exercise.	muscle. The cardiovascular system and the respiratory system.
Year 11	Topic B In this half term pupils will participate in lessons which include the principles of training and how exercise intensity can be determined. They will also cover the fitness testing methods of the components of fitness and some methods of training.	Topic -C Investigate different fitness training methods In this half term pupils will cover the additional requirements for each of the fitness training methods and the long term effects of training on the body. D Investigate fitness programming to improve fitness and sports performance They will also learn how to personal information to aid fitness training programme design and how to motivate participants during their fitness programmes. Mock exam planned for November – gap analysis to be completed	External Exam – 8 <sup>th</sup> January 2025	Pupils will be identified from exam analysis and results plus where there were misconceptions and areas to revisit. <u>Revision topics</u> <u>will include;</u> In this half term pupils will participate in lessons which include the principles of training and how exercise intensity can be determined. They will also cover the fitness testing methods of the components of fitness and some methods of training.	Revision – In this half term pupils will cover the additional requirements for each of the fitness training methods and the long term effects of training on the body. They will also learn how to personal information to aid fitness training programme design and how to motivate participants during their fitness programmes.	External exam for second attempt/resit. 8 <sup>th</sup> May 2025

	before this		
	date.		

# DO MORE: Milestone assessment end points

# Curriculum Area: PE and Sport

Subject: PE			
Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
7	<ul> <li>Pupils copy, repeat and explore simple skills and actions with basic control and coordination.</li> <li>They start to link these in ways that suit the activities.</li> <li>They describe and comment on their own and others' actions.</li> <li>They talk about how to take part in physical activity safely, and how their bodies feel during an activity.</li> <li>They work with others in practices and suggest some simple ideas on how to make changes</li> </ul>	<ul> <li>Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination.</li> <li>They vary skills, actions and ideas and their deployment and link them in ways that suit the activities.</li> <li>They begin to show some understanding of simple tactics and basic compositional ideas.</li> <li>They talk about differences between their own and others' performance and suggest improvements.</li> <li>They understand how to take part in physical activity safely, and describe how their bodies feel during different activities.</li> <li>They work with others, devising simple ideas for practices and rules</li> </ul>	<ul> <li>Pupils select and use skills, actions and ideas appropriately, applying them with control and coordination.</li> <li>They show that they understand tactics and composition by starting to vary how they respond.</li> <li>They can see how their work is similar to and different from others' work, and use this understanding to improve their own performance.</li> <li>They give reasons why warming up before an activity is important, and why physical activity is good for their health.</li> <li>They are able to take the lead in pairs and small groups when carrying out practices or deciding upon their own games, challenges, tactics and sequences</li> </ul>
8	<ul> <li>Pupils link skills, techniques and ideas and apply them accurately and appropriately.</li> <li>When performing, they show precision, control and fluency.</li> <li>They show that they understand tactics and composition.</li> <li>They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance.</li> <li>They explain and apply basic safety principles when preparing for exercise.</li> <li>They describe how exercise affects their bodies, and why regular, safe activity is good for their health and wellbeing.</li> <li>They work with others to plan and lead simple practices and activities for themselves and others.</li> </ul>	<ul> <li>Pupils select and combine skills, techniques and ideas and apply them accurately and appropriately in different physical activities.</li> <li>When performing in different physical activities, they consistently show precision, control and fluency.</li> <li>They show that they can draw on what they know about strategy, tactics and composition to produce effective outcomes.</li> <li>They modify and refine skills and techniques to improve their performance and adapt their actions in response to changing circumstances.</li> <li>They analyse and comment on skills, techniques and ideas and how these are applied in their own and others' work.</li> <li>They explain how the body reacts during different types of activity, and why physical activity is an essential component of a healthy lifestyle.</li> <li>They plan, organise and lead practices and activities safely,</li> </ul>	<ul> <li>Pupils select and combine skills, techniques and ideas and use them in a widening range of familiar and unfamiliar physical activities and contexts, performing with consistent precision, control and fluency.</li> <li>They use imaginative ways to solve problems, overcome challenges and entertain audiences.</li> <li>When planning their own and others' work, and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to changing circumstances, and what they know about their own and others' strengths and weaknesses.</li> <li>They analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and on compositional and other aspects of performance and suggest ways to improve.</li> <li>They understand how the different components of fitness affect performance and explain how different types of exercise contribute to their fitness and health. They describe their involvement in regular,</li> </ul>

		helping others to improve their performance	safe physical activity for the benefit of their health and wellbeing. When leading practices and activities, they apply basic rules, conventions and/or compositional ideas consistently.
9	<ul> <li>Pupils select and combine advanced skills, techniques and ideas, adapting them accurately and appropriately to meet the demands of increasingly complex situations.</li> <li>They consistently show precision, control, fluency and originality.</li> <li>They apply the principles of advanced strategies, tactics and compositional ideas in their own and others' work and modify them in response to changing circumstances and other performers.</li> <li>They analyse and comment on their own and others' work as individuals and team members, showing that they understand how skills, tactics, composition and fitness relate to the quality of the performance.</li> <li>They plan ways to improve their own and others' performance and act on these decisions in order to bring about the improvements.</li> <li>They explain the principles of practice and training and apply them effectively.</li> <li>They explain the principles of practice and planned physical activity on physical, mental and social wellbeing, and carry out their own physical activity programmes based on their choices and preferences of activities.</li> <li>They take on different roles within an activity, showing an ability to organise and communicate effectively, and applying rules fairly and consistently or adhering to the conventions and codes of conduct for activities.</li> </ul>	<ul> <li>Pupils consistently distinguish between and apply advanced skills, techniques and ideas, always showing high standards of precision, control, fluency and originality.</li> <li>Drawing on what they know of the principles of advanced strategies, tactics or composition, they apply them with expertise, flair and originality in their own and others' work.</li> <li>When adapting and responding to changing circumstances and other performers, they maintain the quality of a performance.</li> <li>They critically evaluate their own and others' work, showing that they understand the impact of skills, strategy, tactics or composition and fitness on the quality and effectiveness of performance.</li> <li>They use this information to plan and monitor ways in which their own and others' performance could be improved, acting on these decisions to bring about the improvements.</li> <li>They use their knowledge of health, fitness and social wellbeing to plan and evaluate their own and others' exercise and physical activity programmes.</li> <li>They take on different roles within an activity and plan pathways into performance, leadership or officiating based on their choices and preferences.</li> </ul>	<ul> <li>Pupils consistently use advanced skills, techniques and ideas with precision, control, fluency and originality.</li> <li>Drawing on what they know of the principles of advanced strategies, tactics or composition, they consistently apply these principles with originality, capability and flair in their own and others' work.</li> <li>They are increasingly independent in finding imaginative, and different solutions to problems posed by themselves and others.</li> <li>They critically analyse and judge their own and others' work, showing that they understand how skills, strategy, tactics or composition and fitness relate to and affect the quality and originality of performance in different physical activities.</li> <li>They reach judgements independently about how their own and others' performance could be improved, prioritising aspects for further development.</li> <li>They consistently apply appropriate knowledge and understanding of health and fitness in all aspects of their work.</li> <li>They understand the contribution physical activity makes to their physical activity both in and out of school for the benefit of their health and wellbeing</li> </ul>

	<ul> <li>Pupils select and combine advanced skills, techniques and ideas, adapting them accurately and appropriately to meet the demands of increasingly complex situations shows limited knowledge of complex skills across a range of sports.</li> <li>They can often show precision, control, fluency and originality with limited understanding.</li> <li>They apply the principles of advanced strategies, tactics and compositional ideas in their own and others' work and modify them in response to changing circumstances and other performers, often choose the correct tactic but sometimes needs support.</li> <li>They analyse and comment on their own and others' work as individuals and team members, showing that they understand how skills, tactics, composition and fitness relate to the quality of the performance often with limited success of improvements.</li> <li>They explain the principles of practice and training and apply them effectively but need support to implement them.</li> <li>They explain the benefits of regular, safe and planned physical activity on physical, mental and social well- being, and carry out their own physical activity programmes based on their choices and preferences of activities.</li> <li>They take on different roles within an activity, showing an ability to organise and communicate effectively, and applying rules fairly and consistently or adhering to the conventions and codes of conduct for activities in a limited number of sports.</li> <li>They understand the role of the official in a game situation and understands most of the rules but needs support to be successful.</li> </ul>	<ul> <li>Pupils consistently distinguish between and apply advanced skills, techniques and ideas, always showing high standards of precision, control, fluency and originality. They can show a degree of fluency of skills and some complex skills across a range of sports.</li> <li>Drawing on what they know of the principles of advanced strategies and frequently show good use of tactics or composition, they apply them with expertise, flair and originality in their own and others' work.</li> <li>When adapting and responding to changing circumstances and other performers, they can usually maintain the quality of a performance with support.</li> <li>They critically evaluate their own and others' work, showing that they understand the impact of skills, strategy, tactics or composition and fitness on the quality and effectiveness of performance and can often suggest improvements and show some problem solving skills.</li> <li>They use theis information to plan and monitor ways in which their own and others' performance could be improved, acting on these decisions to bring about some improvements with support.</li> <li>They use their knowledge of health, fitness and social wellbeing to plan and evaluate their own and others' exercise and physical activity programmes and understand the benefits of leading a healthy active lifestyle.</li> <li>They can lead a warm up to a small group of students with little to no support.</li> </ul>	<ul> <li>Pupils consistently and concisely use a combination of advanced skills, techniques and ideas with precision, control, fluency and originality across a range of sports.</li> <li>Pupils use past experiences and advanced strategies, tactics or composition, they consistently apply them showing their own flair and creativity and originality.</li> <li>They are fully independent in finding imaginative solutions and solve problems quickly and efficiently.</li> <li>Pupils can critically analyse their own and others' work, showing a strong understanding of skills, strategy, tactics or composition and can then act on this and show improvement.</li> <li>They can independently make suggestions on how their own and others' performance could be improved and being able to lead on this and suggest successful strategies and techniques to show improvement.</li> <li>They understand the contribution physical activity makes to their physical, mental and social wellbeing and participate regularly in physical activity both in and out of school for the benefit of their health and wellbeing.</li> <li>They can confidently and independently part of the game efficiently and correctly with no support.</li> <li>They can confidently and independently parts of a warm up effectively for a large group with no support.</li> </ul>
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	• They understand the 3 parts of a warm up and can demonstrate each part as part of a group.		
10	Task 1: Fitness assessment of	Task 1: Fitness assessment of	Task 1: Fitness assessment of client
OPTION	client AO3- Reasonable analysis and evaluation of client's results when comparing them to normative data. Analysis and evaluation has some detail. AO4 - Reasonable demonstration and application when administering fitness tests with client (which includes components of fitness, that have some relevance). Lack of confidence when administering fitness tests.	client AO3 - Good analysis and evaluation of client's results when comparing them to normative data. Analysis and evaluation is mostly detailed. AO4 - Good demonstration and application when administering	AO3 - Excellent analysis and evaluation of client's results when comparing them to normative data. Analysis and evaluation is comprehensive and highly detailed. AO4 - Excellent demonstration and application when administering fitness tests with client (which includes highly relevant components of fitness). Evidence of high levels of confidence when administering fitness tests.
	Task 2: General assessment of client	fitness tests with client (which includes mostly relevant components of fitness). Evidence	Task 2: General assessment of client
	AO4 - Reasonable demonstration and application when administering fitness analysis tools with client. Lack of	of some confidence when administering fitness tests. Task 2: General assessment of client	AO4 - Excellent demonstration and application when administering fitness analysis tools with client. Evidence of high levels of confidence when administering
	confidence when administering fitness analysis tools. AO3 - Makes judgements on the results of the fitness analysis tools, that are reasonable, have some detail and some relevance	AO4 - Good demonstration and application when administering fitness analysis tools with client. Evidence of some confidence when administering fitness analysis tools.	fitness analysis tools. AO3 - Makes judgements on the results of the fitness analysis tools, that are excellent, highly detailed, and highly relevant to the client.
	to the client. AO2 - Applies a reasonable understanding of fitness analysis tools to formulate a general assessment of the client, that has	AO3 - Makes judgements on the results of the fitness analysis tools, that are good, mostly detailed, and mostly relevant to the client.	AO2 - Applies an excellent understanding of fitness analysis tools to formulate a general assessment of the client, that is highly detailed and highly relevant.
	some detail and some relevance. <u>Task 3: Setting of appropriate</u> <u>goals</u> AO3 - Makes judgements on the fitness and general assessments of their client, to inform their SMART	AO2 - Applies a good understanding of fitness analysis tools to formulate a general assessment of the client, that is mostly detailed and mostly relevant. Task 3: Setting of appropriate goals	Task 3: Setting of appropriate goals AO3 - Makes judgements on the fitness and general assessments of their client, to inform their SMART targets, that are excellent, highly detailed, and highly relevant to their client.
	targets, that are reasonable, have some detail and have some relevance to their client. AO2 - Applies a reasonable understanding of goal setting	AO3 - Makes good judgements on the fitness and general assessments of their client, to inform their SMART targets, that are mostly detailed, and mostly relevant to their client.	AO2 - Applies an excellent understanding of goal setting knowledge to formulate highly detailed and highly relevant SMART targets for the identified components of fitness.
	knowledge to formulate SMART targets for the identified components of fitness with some detail.	AO2 - Applies a good understanding of goal setting knowledge to formulate mostly detailed SMART targets for the identified components of fitness.	AO1 - Demonstrates an excellent understanding of goal setting. Overview of goal setting is comprehensive.
	AO1 - Demonstrates a reasonable understanding of goal setting. Overview of goal setting has some detail.	AO1: Demonstrates a good understanding of goal setting. Overview of goal setting is mostly detailed.	Task 4 (a): Development of a health and fitness training programme AO3 - Excellent explanation of reasons why
	Task 4 (a): Development of a health and fitness training programme	Task 4 (a): Development of a health and fitness training programme AO3 - Good explanation of reasons why the selected 4 week fitness training	the selected 4 week fitness training programme is appropriate. Reasons are comprehensive, highly detailed, and highly relevant to the client.

AO3 - Reasonable explanation of reasons why the selected 4 week	programme is appropriate. Reasons are mostly detailed, and mostly relevant to	AO2 - Applies an excellent understanding of training methods to formulate a 4 week
fitness training programme is appropriate. Reasons have some	the client.	fitness training programme, that is highly detailed and highly relevant.
detail, and some relevance to the client.	AO2 - Applies a good understanding of training methods to formulate a 4 week fitness training programme, that is	AO1 - Demonstrates an excellent understanding of training methods,
AO2 - Applies a reasonable understanding of training	mostly detailed and mostly relevant.	appropriate for identified components of fitness. Overview of appropriate training
methods to formulate a 4 week fitness training programme, that has some detail and some	AO1 - Demonstrates a good understanding of training methods, appropriate for identified components of fitness. Overview of appropriate	methods is comprehensive.
relevance.	training methods is mostly detailed.	Task 4 (b): Development of a diet plan
AO1 - Demonstrates a reasonable understanding of training	Task 4 (b): Development of a diet plan	AO3 - Excellent explanation of reasons why the selected 1 week diet plan is appropriate.
methods, appropriate for identified components	AO3 - Good explanation of reasons why the 1 week diet plan is appropriate. Reasons are mostly detailed, and mostly	Reasons are comprehensive, highly detailed, and highly relevant to the client.
Task 4 (b): Development of a diet	relevant to the client.	AO2 - Applies an excellent understanding of key nutrients to formulate a 1 week diet
plan	AO2 - Applies a good understanding of key nutrients to formulate a 1 week diet	plan, that is highly detailed and highly relevant.
AO3 - Reasonable explanation of reasons why the 1 week diet plan	plan, that is mostly detailed and mostly relevant.	
is appropriate. Reasons have some detail, and some relevance to the client.		<u>Task 5: Completion of fitness training</u> programme
	<u>Task 5: Completion of fitness training</u> programme	AO5 - Excellent analysis and evaluation of
AO2 - Applies a reasonable understanding of key nutrients to formulate a 1 week diet plan, that	AO5 - Good analysis and evaluation of the requirements for reviewing the	the requirements for reviewing the activity session that is comprehensive, highly detailed, and highly relevant.
has some detail and some relevance.	activity session that is comprehensive and mostly detailed, and mostly relevant.	AO5 – Excellent analysis and evaluation of the effectiveness of skills as a trainee fitness
Task 5: Completion of fitness	AO5 – Good analysis and evaluation of	instructor when demonstrating the training methods to the client that is comprehensive
training programme	the effectiveness of skills as a trainee fitness instructor when demonstrating	and highly detailed, and highly relevant.
AO5 - Reasonable analysis and evaluation of the requirements for	the training methods to the client that is mostly detailed, and mostly relevant.	AO4 - Excellent demonstration and application of the main activity section of the programme that is highly relevant and
reviewing the activity session that has some detail, and some relevance.	AO4 - Good demonstration and application of the main activity section	highly accurate.
AO5 – Reasonable analysis and evaluation of the effectiveness of	of the of the programme that is mostly relevant and mostly accurate.	application of the training methods to improve or meet a goal that is highly
skills as a trainee fitness instructor when demonstrating the training methods to the client that is	AO4 Good demonstration of the training methods to improve or meet a goal that is mostly relevant to the client's needs.	relevant to the client.
mostly detailed, and mostly relevant.	Task 6: Review and evaluation	Task 6: Review and evaluation
AO4 - Reasonable demonstration and application of the main activity section of the of the	AO5 - Good analysis and evaluation of the effectiveness of the health and fitness programme that is mostly detailed, and mostly relevant to the	AO5 - Excellent analysis and evaluation of the effectiveness of the health and fitness programme that is comprehensive, highly detailed, and highly relevant to the client.
programme that has some relevance and some accuracy.	client. AO4 - Good demonstration and	AO4 - Excellent demonstration and application when re-administering fitness

application when re-administering

fitness tests.

fitness tests with client. Evidence of

some confidence when administering

tests with client. Evidence of high levels of

confidence when administering fitness tests

AO4 – Reasonable demonstration and application of the training methods to improve or meet a goal that has some relevance to the client's needs.

Task 6: Review and evaluation

	AO5 - Reasonable analysis and evaluation of the effectiveness of the health and fitness programme that has some detail and has some relevance to the client. AO4 - Reasonable demonstration and application when re- administering fitness tests with client. Lack of confidence when administering fitness tests.		
11	Component 3 – Developing fitness to improve other participants performance in sport and physical activity.	Component 3 - Developing fitness to improve other participants performance in sport and physical activity.	Component 3 - Developing fitness to improve other participants performance in sport and physical activity.
	Brief understanding of principles of training (FITT) and additional principles of training with some links to training programmes.	Good understanding of principles of training (FITT) and additional principles of training with links to training programmes that are mostly accurate.	Good understanding of principles of training (FITT) and additional principles of training with links to training programmes have a high level of accuracy.
	Brief understanding of exercise intensities, training thresholds and how technology can be used to measure exercise intensity.	Good understanding of exercise intensities, training thresholds and how technology can be used to measure exercise intensity.	Confident understanding of exercise intensities, training thresholds and how technology can be used to measure exercise intensity.
	To have a brief understanding of fitness testing. Some brief links to the methods of fitness testing like reasoning of fitness testing, pre test procedures, validity, reliability practicality and the interception of fitness test	To have a good understanding of fitness testing. Most links to methods of fitness testing like reasoning of fitness testing, pre test procedures, validity, reliability, practicality and the interception of fitness test results of all fitness tests are accurate.	To have a confident understanding of fitness testing. Heavy links to the methods of fitness testing like reasoning of fitness testing, pre test procedures, validity, reliability, practicality and the interception of fitness test results of all fitness tests are accurate.
	results of all fitness tests. Briefly understands how to improve all components of	Good understanding of how to improve all components of fitness through use of methods of training.	Has a confident understanding of how to improve all components of fitness through use of methods of training. Can confidently explain how each method of training is carried out with

fitness through use of methods of training.		heavy links to the advantages and disadvantages of the method of training.
Briefly explain how each method of training is carried out with limited links to the advantages and disadvantages of the method of training.	Good explanations of how each method of training is carried out with mostly accurate links to the advantages and disadvantages of the method of training.	Has a confident understanding of how to link methods of training to the 3 different types of provisions.
Briefly understands how to link methods of training to the 3 different types of provisions.	Good understanding of how to link methods of training to the 3 different types of provisions. Good understanding of the long	a confident understanding of the long term effects of fitness training on the body systems with heavy accurate links to how it can adapt the body to improve specific components of fitness.
Briefly understands the long term effects of fitness training on the body systems with limited links to how it can adapt the body to improve specific components of fitness.	term effects of fitness training on the body systems with mostly accurate links to how it can adapt the body to improve specific components of fitness.	Confident understanding of how to investigate fitness programmes to improve fitness and sporting performance.
Brief understanding of how to investigate fitness programmes to improve fitness and sporting performance.	Good understanding of how to investigate fitness programmes to improve fitness and sporting performance.	Has a confident understanding of how to design a fitness programme with heavy accurate links to methods of training and principles of training.
Has a brief understanding of how to design a fitness programme with limited links to methods of training and	Has a good understanding of how to design a fitness programme with mostly accurate links to methods of training and principles of training.	Has a confident understanding of motivational techniques for fitness programs with heavy accurate links to types of motivation and setting goals.
principles of training.	Has a good understanding of motivational techniques for fitness programs with mostly accurate links to types of motivation and setting	
Has a brief understanding of motivational techniques for fitness programs with limited links to types of motivation and setting goals.	goals.	

We are also explicitly embedding transferable 'Skills Builder' skills such as problem solving, aiming high and teamwork to prepare our students for higher education and employability skills for the future. This year in PE we will focus on **LEADERSHIP** including self development, team development, strategic thinking and innovation. Through this we aim to create a climate of supporting, encouraging and developing others to achieve a shared goal. We also aim to develop **CREATIVITY** through generating new ideas which can be honed through the problem-solving process. The focus is on developing confidence in different situations. Furthermore, we want our students to **AIM HIGH** by setting goals, prioritising tasks and involving others. This focuses on being able to plan effectively whilst working with care and attention, taking pride in success and having a positive approach to new challenges.

### How does our Curriculum cater for students with SEND?

Sandhill View is an inclusive academy where every child is valued and respected. We are committed to the inclusion, progress and independence of all our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development and their independence. We actively work to support the learning and needs of all members of our community.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age.

Teachers are responsible for the progress of ALL students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their very best and all students at the Academy are expected to make at least good progress.

Specific approaches which are used within the curriculum areas include:

- 1:1 support with practical tasks e.g. Leadership at KS4 using modified groups working with swimming teacher and primary schools
- Resources adapted to accommodate a range of SEND needs
- Seating plans to allow for peer/teacher support
- A range of learning roles used to embed understanding e.g. practical participant, coach, leader, official
- Differentiated and feedback tasks outlined clearly on the board or in teaching resources and linked to assessment criteria at KS4.
- Group work and discussion tasks to develop confidence in leadership and ownership of learning from KS3 onwards e.g. leading warm-ups, stretches.
- Work is always uploaded onto Teams in order for both students and parents to work outside of the lesson
- Extracurricular clubs take place at lunch time and intervention takes place within the moderation windows for BTEC students when necessary.
- Modelling is a non negotiable in practical lessons to aid understanding of tasks.
- Visual aids, differentiated for individual pupils where necessary

### How does our curriculum cater for disadvantaged students and those from minority groups?

As a school serving an area with high levels of deprivation, we work tirelessly to raise the attainment for all students and to close any gaps that exist due to social contexts. The deliberate allocation of funding and resources has ensured that attainment gaps are closing in our drive to ensure that all pupils are equally successful when they leave the Academy. More specifically within the teaching of Physical Education we;

- Offer overseas visits to ski resorts across Europe with subsidy available for disadvantaged pupils
- Targeted support for under-performing students completed on a 6 weekly cycling following data capture and identified on TEF's and CEF's.
- Intervention available throughout the week to close the gap between non-disadvantaged and disadvantaged.

- Engagement through the use of practical learning at KS3 and KS4.
- Due to accessing funding for disadvantaged students we ensure all these students are equipped with a BTEC revision guide to promote resilience, pride and independence in their work.
- Our KS4 results have shown a limited gap in attainment for disadvantaged students in comparison to those that are not.

### How do we make sure that our curriculum is implemented effectively?

The PE curriculum is designed to give students the opportunity to work as part of a team a key quality required in employment. All KS4 students gain a leadership experience which gives them opportunity to coach younger students/their peers in an activity specified in the BTEC scenario of which they are required to develop organisation, time management and carry out the role of an official. Further opportunities are available within the department such as enrichment and extra-curricular activities ran by the department and external agencies. We are also heavily involved in the Sunderland School league and provide many sporting opportunities as part of the Sainsbury's School Games as well as a range of football teams across the years in the school and they are entered into the schools local league and play league games and cup games. We are also involved in the everyone active, which helps gain the involvedment of peoples who may not want to be involved competitively. This has ranged from disengaged girls, SEN students, disadvantaged students with the aim of 'Active 60' and to encourage students to be active for 60 minutes by joining in in a range of activities.

The Physical Education curriculum leader is responsible for designing the Physical Education Curriculum and monitoring, implementation, success and reflecting on it's success and make relevant changes. The subject leader's monitoring is validated by senior leaders.

Staff have regular access to professional development/training to ensure that curriculum requirements are met, this is both from external and in house training based on monitoring and evaluating activities and drawing on the strengths of staff.

Effective assessment informs staff about areas in which interventions are required. These interventions are delivered during curriculum time to enhance pupils' capacity to access the full curriculum for example: swimming top up, intervention groups.

Curriculum resources are selected carefully and reviewed regularly and whole schools strategies implemented.

Assessments are designed thoughtfully to assess student progress and also to shape future learning. These have been adapted to mirror the exam at KS4, these are monitored and approved by senior leaders.

### How do we make sure our curriculum is having the desired impact?

- Examination results analysis and evaluation, reported to the senior leaders and the local governing body to ensure challenge
- Termly assessments-analysis and the completion of TEF's and CEF's
- Lesson observations
- Learning walks
- Book scrutiny
- Regular feedback from Teaching Staff during department meetings
- Regular feedback from Middle Leaders during curriculum meetings
- External reviews and evaluations