

Sandhill View

Physical Education Curriculum Policy

Achieve Aspire Enjoy

Aim

Here at Sandhill View Academy, we aim to securely equip **all** 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 health 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 7	<p>Students will complete a 6-week rotation of the following activities of 2 x 55-minute lesson per week.</p> <p><u>Skills are developed in isolation to master techniques.</u></p> <p>Trampolining, development and Game – football (boys) Swimming (girls).</p> <p><u>Trampolining</u> In this half term pupils will take part in trampolining and develop</p>	<p>All students take part in an annual cross country week. During 2 x 55 minute lessons students complete 2 x 3km cross country course and 2 OAA lessons.</p> <p><u>Skills are developed in isolation to master techniques.</u></p> <p>Swimming (boys), Trampolining, netball (girls)</p> <p><u>Trampolining</u> In this half term pupils will take part in trampolining and develop skills in</p>	<p>Students will complete a 6-week rotation of the following activities of 2 x 55 -minute lesson per week.</p> <p><u>Skills are developed in isolation to master techniques.</u></p> <p>swimming stroke development top up, Badminton and table tennis</p> <p><u>Swimming top up</u></p> <p><u>Swimming top up – for pupils who missed it in 1st term or who need more experience in the water</u></p>	<p>. Students will complete a 6-week rotation of the following activities of 3 x 55 -minute lesson per week.</p> <p><u>Skills are developed in isolation to master techniques.</u></p> <p>swimming stroke development – top up, fitness and exercise to music (Dance elements) – including methods,</p> <p><u>Rugby</u> In this half term pupils will take</p>	<p>Students will complete a 6-week rotation of the following activities of 3 x 55 -minute lesson per week.</p> <p>Focus is based upon <u>skill and technique mastery</u></p> <p>development of cricket, athletics Individual athletics events, 100m, 200m, 400m, relay, hurdles</p> <p><u>Cricket</u> In this half term pupils will take part in cricket and develop skills and competitive game</p>	<p>Students will complete a 6-week rotation of the following activities of 3 x 55 -minute lesson per week.</p> <p>Focus is based upon <u>skill and technique mastery</u></p> <p>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 (field events through shot putt, javelin, discuss, long jump and high jump and relays</p>

<p>skills in 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.</p> <p>Football In this half term pupils will take part in the team game football and develop skills and competitive game situations including short passing using the inside of the foot and be able to pass then successfully move into a new position. They will also develop skills in shooting and defending. Each of the above skills will be practiced in isolation and in competitive situations.</p> <p>Swimming In this half term pupils will improve their competency in water, these lessons will include a variety of strokes</p>	<p>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.</p> <p>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.</p> <p>Swimming 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</p>	<p>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.</p> <p>Badminton 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.</p> <p>Table Tennis 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, they will also understand the service rules and</p>	<p>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.</p> <p>Fitness</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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</p>
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	<p>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.</p> <p>Recovery: Use of Baseline to map where students are, connect starters to incorporate content and second order concepts from KS2,</p>	<p>and treading water. Pupils will be assessed on each stroke throughout the topic.</p>	<p>forehand serve. They will also begin to try different placements of the ball on the table and game play including basic rules to be able to umpire their own games.</p>			<p>take part in track events 4 x 100m relay and hurdles.</p>
Year 8	<p>Students will complete a 6-week rotation of the following activities of 2 x 55-minute lesson per week. <u>Skills are developed in isolation to master techniques.</u></p> <p>Trampolining, development and Game – football (boys) Swimming (girls).</p> <p><u>Trampolining</u> In this half term pupils will take part in trampolining and develop skills in isolation and in a routine this is including skill development of basic jumps and turns in</p>	<p>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.</p> <p><u>Skills are developed in isolation to master techniques.</u></p> <p>Swimming (boys), Trampolining, netball (girls)</p> <p><u>Trampolining</u> In this half term pupils will take part in trampolining and develop skills in isolation and in a routine this is including skill development of basic jumps and turns in isolation and in routines.</p>	<p>Students will complete a 6-week rotation of the following activities of 2 x 55 -minute lesson per week. <u>Skills are developed in isolation to master techniques.</u></p> <p>Badminton, table tennis, swimming stroke development top up</p> <p><u>Swimming top up – for pupils who missed it in 1st term or who need more experience in the water</u></p> <p>In this half term pupils will improve their competency in water, these lessons will include a variety of strokes including;</p>	<p>. Students will complete a 6-week rotation of the following activities of 2 x 55 -minute lesson per week. <u>Skills are developed in isolation to master techniques.</u></p> <p>swimming stroke development top up, basketball, Fitness – including fitness testing and exercise to music (<u>Dance elements</u>)</p> <p><u>Fitness Rugby</u> In this half term pupils will take part in the team game rugby and develop skills and competitive game situations.</p>	<p>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 technique mastery</u></p> <p>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)</p> <p><u>Cricket</u> In this half term pupils will take part in cricket and develop skills and competitive game</p>	<p>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 technique mastery</u></p> <p>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.</p> <p><u>Rounders</u> In this half term pupils will take part in rounders and</p>

<p>isolation and in routines. They will progress from basic Seat, front and back landings into combinations such as turns into seat, back and front landings and swivel hips. Pupils will then master how to place complex moves into a routine.</p> <p>Football In this half term pupils will take part in the team game football and develop skills and competitive game situations including short passing while on the move and be able to show consistency and control of the ball while receiving and turning. They will also develop skills in shooting from a distance and defending and attacking as a team. Each of the above skills will be practiced in isolation and in competitive situation</p> <p>Swimming As part of this topic pupils will improve their water competency while learning basic personal survival skills.</p>	<p>They will progress from basic Seat, front and back landings into combinations such as turns into seat, back and front landings and swivel hips. Pupils will then master how to place complex moves into a routine.</p> <p>Netball In this half term pupils will take part in the team game netball and develop skills and competitive game situations including the fundamental rules of netballs and positioning of players. They will also understand running onto the ball and timing of the pass and play and how to attack, including shooting skills and how to defend players and areas.</p> <p>Swimming As part of this topic pupils will improve their water competency while learning basic personal survival skills. Pupils will be expected to complete the following skills while clothed in the water including treading water, help and huddle positions, endurance</p>	<p>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.</p> <p>Badminton 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 recap of grips and ready position. They will experience the shots of overhead clear, underarm and flick serve and under arm serve and drop shot, these will all be practiced in isolation and then in a competitive situation.</p> <p>Table Tennis 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 used confidently in isolation and in a competitive game, they will also understand the service rules and perform the backhand serve. They will also begin to try</p>	<p>Pupils in year 8 will start with refining handling skills and developing passing and tackling skills. They will also develop their understanding on how to attack and outwit opponents in a competitive game.</p>	<p>situations including; the rules of cricket and how to catch high and low balls, pupils will experience batting in the nets. They will also begin to use a more complex bowl which is the spin bowl and experience more fielding tactics to help be successful in a game situation.</p> <p>Athletics In this half term pupils will take part in track events such as; Sprinting techniques Week 1,2 and 3 (100m and 200m) short distance runs, they will then complete long jump and triple with a run up focus. They will also complete endurance runs focusing on pacing and then take part in a competitive assessment after each, comparing to normative data.</p>	<p>develop skills and competitive game situations including; Catching the ball at differing heights, long barrier and roll back fielding techniques, bowling and batting with accuracy and continue to build on tactics and strategies to outwit opponents.</p> <p>Softball In this half term pupils will take part in rounders and develop skills and competitive game situations including; Basic rules of softball reminder and baseline assessments, starting to use the spin bowl and batting against a more difficult bowl, they will also compete in more games for understanding to incorporate more fielding tactics and how to outwit opponents in a game by scoring more point or getting pupils out using tactics.</p> <p>Athletics In this half term pupils will take part in athletics field events; they will complete several throwing events, shot putt, javelin and discus, this term focus on a dynamic starting position. In high jump they will investigate the</p>
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	<p>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.</p>	<p>swimming and surface dives. They will also develop partner skills on towing of casualties both conscious and unconscious.</p>	<p>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.</p>			<p>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.</p>
Year 9	<p>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 technique mastery</u> Rotation:</p> <p>4 classes:</p> <p>Trampolining, Waterpolo, basketball, handball (outside).</p> <p>3 classes: Trampolining, Waterpolo, Handball</p> <p><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,</p>	<p>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 technique mastery</u> Rotation:</p> <p>4 classes: Trampolining, Waterpolo, basketball, handball (outside).</p> <p>3 classes: Trampolining Waterpolo Handball (outside) Waterpolo In this half term pupils will take</p>	<p>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. Focus is based upon <u>skill and technique 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</p>	<p>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 elements) Focus is based upon <u>skill and technique mastery.</u></p> <p>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</p>	<p>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 technique mastery</u> development of rounders/softball, cricket and athletics.</p> <p><u>Rounders</u> In this half term pupils will take part in rounders and develop skills 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 opponents in both fielding and batting.</p> <p><u>Softball</u></p>	<p>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 technique mastery</u> development of rounders/softball, cricket and athletics.</p> <p><u>Rounders</u> In this half term pupils will take part in rounders and develop skills 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 opponents in both fielding and batting.</p> <p><u>Softball</u></p>

<p>passing and receiving, walking/treading water and shooting and placing skills into a competitive game.</p> <p>Trampolining In this half term pupils will take part in trampolining and develop skills in isolation and in a routine this is including skill development of basic jumps and seat drop combinations including swivel hips. Front and back drop Combinations with rotations in and out and implementing combinations into a 10 bounce routine.</p> <p>Basketball In this half term pupils will take part in the team game basketball and develop skills and competitive game situations including; Attacking and outwitting opponents. More complex shooting on the move and basics of a layup. They will also begin to understand strategies and how to defend zone and attack</p>	<p>part in the team game waterpolo and develop skills and competitive game situations including; dribbling, passing and receiving, walking/treading water and shooting and placing skills into a competitive game.</p> <p>Trampolining In this half term pupils will take part in trampolining and develop skills in isolation and in a routine this is including skill development of basic jumps and seat drop combinations including swivel hips. Front and back drop Combinations with rotations in and out and implementing combinations into a 10 bounce routine.</p> <p>Basketball In this half term pupils will take part in the team game basketball and develop skills and competitive game situations including; Attacking and outwitting opponents. More complex shooting on the move and basics of a layup. They will also begin to understand strategies and</p>	<p>used confidently in isolation and in a competitive game, they will also understand the service rules and perform the forehand and backhand serve. They will also begin to try different placements of the ball on the table using the forehand top spin and back hand top spin and game play including basic rules to be able to umpire their own games and experience doubles play and officiating.</p> <p>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 passing effectively, they will also begin to understand how space can be used to develop play. They will also develop their understanding and safety of tackling in a full sided game. They will also develop attacking and defensive strategies in a full sided competitive game and begin to officiate game play.</p> <p>Badminton In this half term pupils will take</p>	<p>passing effectively, they will also begin to understand how space can be used to develop play. They will also develop their understanding and safety of tackling in a full sided game. They will also develop attacking and defensive strategies in a full sided competitive game and begin to officiate game play.</p> <p>Table tennis 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 used confidently in isolation and in a competitive game, they will also understand the service rules and perform the forehand and backhand serve. They will also begin to try different placements of the ball on the table using the forehand top spin and back hand top spin and game play including basic rules to be able</p>	<p>opponents in both fielding and batting.</p> <p>Softball In this half term pupils will take part in rounders and develop skills and competitive game situations including; Accuracy of pitching and pitching rules and how to avoid no balls and increase batting strikes, batting accuracy and ball placement using tactics to avoid fielders, fielding roles and being able to field on bases, out field and bowling and how to outwit opponents in both fielding and batting.</p> <p>Cricket In this half term pupils will take part in cricket and develop skills and competitive game situations including; Fielding practice and positioning on the field, using the drive shot and pull shot to outwit fielders and be able to being to call batting calls and field placement to be a successful team.</p> <p>Athletics In this half term pupils will take part in track events such as; Sprinting</p>	<p>In this half term pupils will take part in rounders and develop skills and competitive game situations including; Accuracy of pitching and pitching rules and how to avoid no balls and increase batting strikes, batting accuracy and ball placement using tactics to avoid fielders, fielding roles and being able to field on bases, out field and bowling and how to outwit opponents in both fielding and batting.</p> <p>Cricket In this half term pupils will take part in cricket and develop skills and competitive game situations including; Fielding practice and positioning on the field, using the drive shot and pull shot to outwit fielders and be able to being to call batting calls and field placement to be a successful team.</p> <p>Athletics In this half term pupils will take part in athletics field events; they will complete several throwing events, shot putt, javelin and discus, this term focus on a dynamic starting position. In high jump they will investigate the scissor technique and how to improve their height. They will also compete in</p>
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	<p>using the 3 man weave.</p> <p>Handball 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.</p>	<p>how to defend zone and attack using the 3 man weave.</p> <p>Handball 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.</p>	<p>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.</p> <p>Fitness</p>	<p>to umpire their own games and experience doubles play and officiating.</p> <p>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, 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.</p> <p>Fitness</p>	<p>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.</p>	<p>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.</p>
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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
<p>Year 10 CORE PE</p>	<p>Students will complete a 6-week rotation of the following activities of 1 x 55-minute lesson per week Focus is based upon <u>skill and technique mastery</u></p> <p>Rotation: <u>Trampolineing</u></p> <p>In this half term pupils will take part in trampolining and develop skills in isolation and in a routine. The lessons will include a basic jumps and seat drop combinations and safety and more advanced combinations and development of seat rollers, cradles, turn tables, somersaults and rotations including a complex 10 bounce routine from competition level.</p> <p><u>Football</u></p> <p>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</p>	<p>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 <u>OAA session.</u></p> <p>Students will complete a 6-week rotation of the following activities of 1 x 55-minute lesson per week Focus is based upon <u>skill and technique mastery</u></p> <p>Rotation: <u>Trampolineing</u></p> <p>In this half term pupils will take part in trampolining and develop skills in isolation and in a routine. The lessons will include a basic jumps and seat drop combinations and safety and more advanced combinations and development of seat rollers, cradles, turn tables, somersaults and rotations including a complex 10 bounce routine from competition level.</p> <p><u>Football</u></p>	<p>Students will complete a 6-week rotation of the following activities of 1 x 55-minute lesson per week Focus is based upon <u>skill and technique mastery</u></p> <p>Rotation: <u>Table tennis</u></p> <p>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 used confidently in isolation and in a competitive game, they will also understand the service rules and perform the forehand and backhand serve. They will also begin to try different placements of the ball on the table using the forehand top spin and back hand top spin and slice and game play including basic rules for singles and doubles to be able to umpire their own games and experience doubles play and officiating.</p> <p><u>Badminton</u></p> <p>In this half term</p>	<p>Students will complete a 6-week rotation of the following activities of 1 x 55-minute lesson per week Focus is based upon <u>skill and technique mastery</u></p> <p>Rotation: <u>Table tennis</u></p> <p>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 used confidently in isolation and in a competitive game, they will also understand the service rules and perform the forehand and backhand serve. They will also begin to try different placements of the ball on the table using the forehand top spin and back hand top spin and slice</p>	<p>Students will complete a 6-week rotation of the following activities of 1 x 55 -minute lesson per week. (Bridging lesson gained part way through to make it 3 lessons per week). Focus is based upon <u>skill and technique mastery</u> development of rounders softball, cricket</p> <p><u>Rounders</u></p> <p>In this half term pupils will take part in rounders and develop skills and competitive game situations including; Accuracy and completing a legal bowl and how to avoid no balls, batting accuracy and ball placement using power, forehand and backhand batting technique, be aware of fielding roles and being able to field on bases, out field and bowling and how to outwit opponents in both fielding and batting. Using complex tactics to outwit the opponent in competitive game situations.</p> <p><u>Softball</u></p> <p>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</p>	<p>Students will complete a 6-week rotation of the following activities of 1 x 55 -minute lesson per week. (Bridging lesson gained part way through to make it 3 lessons per week). Focus is based upon <u>skill and technique mastery</u> development of rounders softball, cricket</p> <p><u>Rounders</u></p> <p>In this half term pupils will take part in rounders and develop skills and competitive game situations including; Accuracy and completing a legal bowl and how to avoid no balls, batting accuracy and ball placement using power, forehand and backhand batting technique, be aware of fielding roles and being able to field on bases, out field and bowling and how to outwit opponents in both fielding and batting. Using complex tactics to outwit the opponent in competitive game situations.</p> <p><u>Softball</u></p> <p>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</p>

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

	<p>Content area 5: Testing and developing components of fitness</p> <p>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.</p>	<p>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.</p>	<p>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.</p>	<p>appropriate for the named participant, taking into account their individual needs and review the session after each practical and adapt to suit the participant.</p>	<p>after exercise.</p>	<p>muscle. The cardiovascular system and the respiratory system.</p>
<p>Year 11</p>	<p>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.</p>	<p>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</p>	<p>External Exam – 8th January 2025</p>	<p>Pupils will be identified from exam analysis and results plus where there were misconceptions and areas to revisit. Revision topics will include; 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.</p>	<p>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.</p>	<p>External exam for second attempt/resit. 8th May 2025</p>

		before this date.				
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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 style="list-style-type: none"> Pupils copy, repeat and explore simple skills and actions with basic control and coordination. They start to link these in ways that suit the activities. They describe and comment on their own and others' actions. They talk about how to take part in physical activity safely, and how their bodies feel during an activity. They work with others in practices and suggest some simple ideas on how to make changes 	<ul style="list-style-type: none"> Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination. They vary skills, actions and ideas and their deployment and link them in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas. They talk about differences between their own and others' performance and suggest improvements. They understand how to take part in physical activity safely, and describe how their bodies feel during different activities. They work with others, devising simple ideas for practices and rules 	<ul style="list-style-type: none"> Pupils select and use skills, actions and ideas appropriately, applying them with control and coordination. They show that they understand tactics and composition by starting to vary how they respond. They can see how their work is similar to and different from others' work, and use this understanding to improve their own performance. They give reasons why warming up before an activity is important, and why physical activity is good for their health. 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
8	<ul style="list-style-type: none"> Pupils link skills, techniques and ideas and apply them accurately and appropriately. When performing, they show precision, control and fluency. They show that they understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance. They explain and apply basic safety principles when preparing for exercise. They describe how exercise affects their bodies, and why regular, safe activity is good for their health and wellbeing. They work with others to plan and lead simple practices and activities for themselves and others. 	<ul style="list-style-type: none"> Pupils select and combine skills, techniques and ideas and apply them accurately and appropriately in different physical activities. When performing in different physical activities, they consistently show precision, control and fluency. They show that they can draw on what they know about strategy, tactics and composition to produce effective outcomes. They modify and refine skills and techniques to improve their performance and adapt their actions in response to changing circumstances. They analyse and comment on skills, techniques and ideas and how these are applied in their own and others' work. They explain how the body reacts during different types of activity, and why physical activity is an essential component of a healthy lifestyle. They plan, organise and lead practices and activities safely, 	<ul style="list-style-type: none"> 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. They use imaginative ways to solve problems, overcome challenges and entertain audiences. 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. 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. 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,

		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 style="list-style-type: none"> • Pupils select and combine advanced skills, techniques and ideas, adapting them accurately and appropriately to meet the demands of increasingly complex situations. • They consistently show precision, control, fluency and originality. • 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. • 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. • They plan ways to improve their own and others' performance and act on these decisions in order to bring about the improvements. • They explain the principles of practice and training and apply them effectively. • 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 and roles within activities. • 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. 	<ul style="list-style-type: none"> • Pupils consistently distinguish between and apply advanced skills, techniques and ideas, always showing high standards of precision, control, fluency and originality. • 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. • When adapting and responding to changing circumstances and other performers, they maintain the quality of a performance. • 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. • 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. • They use their knowledge of health, fitness and social wellbeing to plan and evaluate their own and others' exercise and physical activity programmes. • They take on different roles within an activity and plan pathways into performance, leadership or officiating based on their choices and preferences. 	<ul style="list-style-type: none"> • Pupils consistently use advanced skills, techniques and ideas with precision, control, fluency and originality. • 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. • They are increasingly independent in finding imaginative, and different solutions to problems posed by themselves and others. • 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. • They reach judgements independently about how their own and others' performance could be improved, prioritising aspects for further development. • They consistently apply appropriate knowledge and understanding of health and fitness in all aspects of their work. • 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

**10
CORE**

- 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.
- They can often show precision, control, fluency and originality with limited understanding.
- 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.
- 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.
- They explain the principles of practice and training and apply them effectively but need support to implement them.
- 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 and roles within activities.
- 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.
- They understand the role of the official in a game situation and understands most of the rules but needs support to be successful.

- 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.
- 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.
- When adapting and responding to changing circumstances and other performers, they can usually maintain the quality of a performance with support.
- 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.
- 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 some improvements with support.
- 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.
- They can play the role of the official in a game situation and understands the majority of rules with little support.
- They can lead a warm up to a small group of students with little to no support.

- Pupils consistently and concisely use a combination of advanced skills, techniques and ideas with precision, control, fluency and originality across a range of sports.
- Pupils use past experiences and advanced strategies, tactics or composition, they consistently apply them showing their own flair and creativity and originality.
- They are fully independent in finding imaginative solutions and solve problems quickly and efficiently.
- 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.
- 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.
- 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.
- They understand the positive effects of exercise, short and long term on the body and how this contributes to their physical health and wellbeing.
- They can confidently and independently play the role of the official applying all rules of the game efficiently and correctly with no support.
- They can confidently and independently lead the 3 parts of a warm up effectively for a large group with no support.

	<ul style="list-style-type: none"> They understand the 3 parts of a warm up and can demonstrate each part as part of a group. 		
<p>10 OPTION</p>	<p><u>Task 1: Fitness assessment of client</u> 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.</p> <p><u>Task 2: General assessment of client</u> AO4 - Reasonable demonstration and application when administering fitness analysis tools with client. Lack of 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 to the client. AO2 - Applies a reasonable understanding of fitness analysis tools to formulate a general assessment of the client, that has some detail and some relevance.</p> <p><u>Task 3: Setting of appropriate goals</u> AO3 - Makes judgements on the fitness and general assessments of their client, to inform their SMART targets, that are reasonable, have some detail and have some relevance to their client. AO2 - Applies a reasonable understanding of goal setting knowledge to formulate SMART targets for the identified components of fitness with some detail. AO1 - Demonstrates a reasonable understanding of goal setting. Overview of goal setting has some detail.</p> <p><u>Task 4 (a): Development of a health and fitness training programme</u></p>	<p><u>Task 1: Fitness assessment of client</u> 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 fitness tests with client (which includes mostly relevant components of fitness). Evidence of some confidence when administering fitness tests.</p> <p><u>Task 2: General assessment of client</u> AO4 - Good demonstration and application when administering fitness analysis tools with client. Evidence of some confidence when administering fitness analysis tools. AO3 - Makes judgements on the results of the fitness analysis tools, that are good, mostly detailed, and mostly relevant to the client. AO2 - Applies a good understanding of fitness analysis tools to formulate a general assessment of the client, that is mostly detailed and mostly relevant.</p> <p><u>Task 3: Setting of appropriate goals</u> 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 a good understanding of goal setting knowledge to formulate mostly detailed SMART targets for the identified components of fitness. AO1: Demonstrates a good understanding of goal setting. Overview of goal setting is mostly detailed.</p> <p><u>Task 4 (a): Development of a health and fitness training programme</u> AO3 - Good explanation of reasons why the selected 4 week fitness training</p>	<p><u>Task 1: Fitness assessment of client</u> 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.</p> <p><u>Task 2: General assessment of client</u> AO4 - Excellent demonstration and application when administering fitness analysis tools with client. Evidence of high levels of confidence when administering 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. AO2 - Applies an excellent understanding of fitness analysis tools to formulate a general assessment of the client, that is highly detailed and highly relevant.</p> <p><u>Task 3: Setting of appropriate goals</u> 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. AO2 - Applies an excellent understanding of goal setting knowledge to formulate highly detailed and highly relevant SMART targets for the identified components of fitness. AO1 - Demonstrates an excellent understanding of goal setting. Overview of goal setting is comprehensive.</p> <p><u>Task 4 (a): Development of a health and fitness training programme</u> AO3 - Excellent explanation of reasons why the selected 4 week fitness training programme is appropriate. Reasons are comprehensive, highly detailed, and highly relevant to the client.</p>

<p>AO3 - Reasonable explanation of reasons why the selected 4 week fitness training programme is appropriate. Reasons have some detail, and some relevance to the client.</p> <p>AO2 - Applies a reasonable understanding of training methods to formulate a 4 week fitness training programme, that has some detail and some relevance.</p> <p>AO1 - Demonstrates a reasonable understanding of training methods, appropriate for identified components</p> <p><u>Task 4 (b): Development of a diet plan</u></p> <p>AO3 - Reasonable explanation of reasons why the 1 week diet plan is appropriate. Reasons have some detail, and some relevance to the client.</p> <p>AO2 - Applies a reasonable understanding of key nutrients to formulate a 1 week diet plan, that has some detail and some relevance.</p> <p><u>Task 5: Completion of fitness training programme</u></p> <p>AO5 - Reasonable analysis and evaluation of the requirements for reviewing the activity session that has some detail, and some relevance.</p> <p>AO5 – Reasonable analysis and evaluation of the effectiveness of skills as a trainee fitness instructor when demonstrating the training methods to the client that is mostly detailed, and mostly relevant.</p> <p>AO4 - Reasonable demonstration and application of the main activity section of the of the programme that has some relevance and some accuracy.</p> <p>AO4 – Reasonable demonstration and application of the training methods to improve or meet a goal that has some relevance to the client's needs.</p> <p><u>Task 6: Review and evaluation</u></p>	<p>programme is appropriate. Reasons are mostly detailed, and mostly relevant to the client.</p> <p>AO2 - Applies a good understanding of training methods to formulate a 4 week fitness training programme, that is mostly detailed and mostly relevant.</p> <p>AO1 - Demonstrates a good understanding of training methods, appropriate for identified components of fitness. Overview of appropriate training methods is mostly detailed.</p> <p><u>Task 4 (b): Development of a diet plan</u></p> <p>AO3 - Good explanation of reasons why the 1 week diet plan is appropriate. Reasons are mostly detailed, and mostly relevant to the client.</p> <p>AO2 - Applies a good understanding of key nutrients to formulate a 1 week diet plan, that is mostly detailed and mostly relevant.</p> <p><u>Task 5: Completion of fitness training programme</u></p> <p>AO5 - Good analysis and evaluation of the requirements for reviewing the activity session that is comprehensive and mostly detailed, and mostly relevant.</p> <p>AO5 – Good analysis and evaluation of the effectiveness of skills as a trainee fitness instructor when demonstrating the training methods to the client that is mostly detailed, and mostly relevant.</p> <p>AO4 - Good demonstration and application of the main activity section of the of the programme that is mostly relevant and mostly accurate.</p> <p>AO4 Good demonstration of the training methods to improve or meet a goal that is mostly relevant to the client's needs.</p> <p><u>Task 6: Review and evaluation</u></p> <p>AO5 - Good analysis and evaluation of the effectiveness of the health and fitness programme that is mostly detailed, and mostly relevant to the client.</p> <p>AO4 - Good demonstration and application when re-administering fitness tests with client. Evidence of some confidence when administering fitness tests.</p>	<p>AO2 - Applies an excellent understanding of training methods to formulate a 4 week fitness training programme, that is highly detailed and highly relevant.</p> <p>AO1 - Demonstrates an excellent understanding of training methods, appropriate for identified components of fitness. Overview of appropriate training methods is comprehensive.</p> <p><u>Task 4 (b): Development of a diet plan</u></p> <p>AO3 - Excellent explanation of reasons why the selected 1 week diet plan is appropriate. Reasons are comprehensive, highly detailed, and highly relevant to the client.</p> <p>AO2 - Applies an excellent understanding of key nutrients to formulate a 1 week diet plan, that is highly detailed and highly relevant.</p> <p><u>Task 5: Completion of fitness training programme</u></p> <p>AO5 - Excellent analysis and evaluation of the requirements for reviewing the activity session that is comprehensive, highly detailed, and highly relevant.</p> <p>AO5 – Excellent analysis and evaluation of the effectiveness of skills as a trainee fitness instructor when demonstrating the training methods to the client that is comprehensive and highly detailed, and highly relevant.</p> <p>AO4 - Excellent demonstration and application of the main activity section of the programme that is highly relevant and highly accurate.</p> <p>AO4 – Excellent demonstration and application of the training methods to improve or meet a goal that is highly relevant to the client.</p> <p><u>Task 6: Review and evaluation</u></p> <p>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.</p> <p>AO4 - Excellent demonstration and application when re-administering fitness tests with client. Evidence of high levels of confidence when administering fitness tests</p>
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	<p>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.</p> <p>AO4 - Reasonable demonstration and application when re-administering fitness tests with client. Lack of confidence when administering fitness tests.</p>		
<p>11</p>	<p><u>Component 3 – Developing fitness to improve other participants performance in sport and physical activity.</u></p> <p>Brief understanding of principles of training (FITT) and additional principles of training with some links to training programmes.</p> <p>Brief understanding of exercise intensities, training thresholds and how technology can be used to measure exercise intensity.</p> <p>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 results of all fitness tests.</p> <p>Briefly understands how to improve all components of</p>	<p><u>Component 3 - Developing fitness to improve other participants performance in sport and physical activity.</u></p> <p>Good understanding of principles of training (FITT) and additional principles of training with links to training programmes that are mostly accurate.</p> <p>Good understanding of exercise intensities, training thresholds and how technology can be used to measure exercise intensity.</p> <p>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.</p> <p>Good understanding of how to improve all components of fitness through use of methods of training.</p>	<p><u>Component 3 - Developing fitness to improve other participants performance in sport and physical activity.</u></p> <p>Good understanding of principles of training (FITT) and additional principles of training with links to training programmes have a high level of accuracy.</p> <p>Confident understanding of exercise intensities, training thresholds and how technology can be used to measure exercise intensity.</p> <p>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.</p> <p>Has a confident understanding of how to improve all components of fitness through use of methods of training.</p> <p>Can confidently explain how each method of training is carried out with</p>

<p>fitness through use of methods of training.</p> <p>Briefly explain how each method of training is carried out with limited links to the advantages and disadvantages of the method of training.</p> <p>Briefly understands how to link methods of training to the 3 different types of provisions.</p> <p>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.</p> <p>Brief understanding of how to investigate fitness programmes to improve fitness and sporting performance.</p> <p>Has a brief understanding of how to design a fitness programme with limited links to methods of training and principles of training.</p> <p>Has a brief understanding of motivational techniques for fitness programs with limited links to types of motivation and setting goals.</p>	<p>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.</p> <p>Good understanding of how to link methods of training to the 3 different types of provisions.</p> <p>Good understanding of the long 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.</p> <p>Good understanding of how to investigate fitness programmes to improve fitness and sporting performance.</p> <p>Has a good understanding of how to design a fitness programme with mostly accurate links to methods of training and principles of training.</p> <p>Has a good understanding of motivational techniques for fitness programs with mostly accurate links to types of motivation and setting goals.</p>	<p>heavy links to the advantages and disadvantages of the method of training.</p> <p>Has a confident understanding of how to link methods of training to the 3 different types of provisions.</p> <p>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.</p> <p>Confident understanding of how to investigate fitness programmes to improve fitness and sporting performance.</p> <p>Has a confident understanding of how to design a fitness programme with heavy accurate links to methods of training and principles of training.</p> <p>Has a confident understanding of motivational techniques for fitness programs with heavy accurate links to types of motivation and setting goals.</p>
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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 involvement 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