



William Perkin
C of E
High School

Physical Education Department



PE Curriculum

Statement of Intent

At William Perkin we recognise the importance of Physical Education and the vital role it has to play in promoting the maintenance of a long-term healthy and activity lifestyle while making positive impacts on the physical, mental and social health of all young people. The intent of our PE Curriculum is to provide all students with high quality PE and Sport provision, not only as a performer but in leadership roles such as a coach, official or organiser. It is our vision for every child to succeed and achieve their own personal best in Sport, through the development of skills in a variety of activities/sports, as well as leading physically active and healthy lifestyles. The promotion of competition and developing positive attitudes underpins every activity area within the Physical Education Curriculum at William Perkin. As well as opportunities through Core Elective lessons, students can access a wide range of extra-curricular activities through the Extended Elective programme. By the end of their time at William Perkin, we hope that all students have developed a positive attitude to Physical Activity and Sport, whilst gaining an understanding of how to maintain a healthy and active lifestyle.



Critical Thinking and the PE Curriculum

Physical Education and Sport provides opportunities for students to think critically, communicate and reason to analyse performances and suggest ways in which to improve our own performance and outwit our opponents. This supports the holistic growth of each individual student but also helps them to obtain the knowledge needed to understand what a healthy, active lifestyle is and how to lead one at present and beyond their Physical Education Journey at William Perkin.

Spiritual, Moral, Social and Cultural Education in PE

Spiritual education involves students developing a variety of skills, for example performing a sequence of moves in gymnastics, which allows the students to express their feelings and emotions through movement, action and transition. This occurs within the PE Department through a well-balanced curriculum where students are given the opportunity to explore a variety of sporting activities while taking on a number of different roles such as coach, official or organiser. Through Extended Elective, students are offered an extensive range of extra-curricular activities, accessing local club links within the community to provide students with tailored coaching and expert sporting drills.

Moral education in PE relates to students having the opportunity to understand how PE can influence their positive lifestyle choices. The PE Curriculum highlights the advantages of health and lifestyle through team sports and health related fitness. Student are also taught to understand the rules of activities and the reasons why they need to abide by them. A big part of the moral education of students at William Perkin is the promotion of fair play and sportsmanship. Within lesson students are challenged to increase their personal fitness levels and to understand the benefits of participation in regular physical activity.

Social education involves students having the opportunity to work together in teams, as well as reflecting on the quality of performance. Students are given the role of a coach or leader to develop their social skills in commitment, communication, co-operation, leadership and teamwork. The varied and balanced curriculum offered to students provides ample opportunities to work as a team and communicate effectively. Students are always challenged to give 100% at all times in PE and the department has a strong ethos of encouraging others in lessons.

Cultural education in PE means students are given the opportunities to learn games and dances from different traditions, as well as developing an appreciation of the roles of both males and females in sport. The students are given the opportunity to compete against other schools locally, regionally and nationally in a variety of sports.

Examples of Spiritual, Moral, Social and Cultural Education in PE:

- Students reflecting on values surrounding competition including etiquette, sportsmanship and fair play
- Students learning to handle success and defeat with dignity
- Giving time to focus on group discussions as well as listening to other people's opinions and giving feedback
- Students being introduced to tactics and strategies in sport
- Students competing against other local schools
- Students experiencing different roles in sport and understanding the emotions of each role
- Students being challenged to give 100% in lessons
- Students being taught to believe in themselves and what they can achieve if they have a 'can do' attitude

Promoting the British Values in PE

Democracy

- Students know how to behave in PE in a way that is socially acceptable
- Students know and understand the roles of Captains, Vice-Captains, Coaches, Officials and Team-Mates
- Students have opportunities to work as individuals and in teams to make informed choices
- Students are fully engaged in lesson

The Rule of Law

- Students can play within the rules across sporting activities
- Students show an understanding of the need for rules, adhere to them and develop rules for activities they have had the opportunity to create for themselves
- Students can solve problems on their own or with by working collaboratively with others
- Students know to adhere to the rules and social etiquette related to any type of competition

Individual Liberty

- Students respected individual differences and are confident to express their own opinion and respect others' views
- Students are able to make judgements about their own and others performances
- Students feel safe in Core and Extended Elective activities

Mutual Respect and Tolerance

- Students avoid stereotype groups, which can be evident through the inclusion of all students studying an extensive range of sporting activities
- Students can articulate their own beliefs
- Students respect PE equipment and the school facilities
- Students respect the venues of off-site activities/trips
- Students know the values of the school and PE, contribute to their development, and accept rewards and sanctions

PE Staff

Mr Ethan Drury
Head of Department

Mr Matthew Barclay
Head of Boys PE
GCSE Co-Ordinator

Miss Chantal Hamilton
Head of Girls PE

Mr Reece Rake
AHT – KS4
Teacher of PE

Miss Stacie Long
AHT – KS3
Teacher of PE

Mrs Lucy Mistry
Sports Leadership Co-Ordinator
Teacher of PE

Mr Ben Jennings
Head of Year 8
Teacher of PE

Mr George Lavender
Teacher of PE

Mr Rory Barton
Teacher of PE

Miss Megan Clark
Teacher of PE

Mr Sajid Mahmood
William Perkin Cricket
Academy

Mr Dave Sargent
Director of Sport

Specialised Lead School for Sport

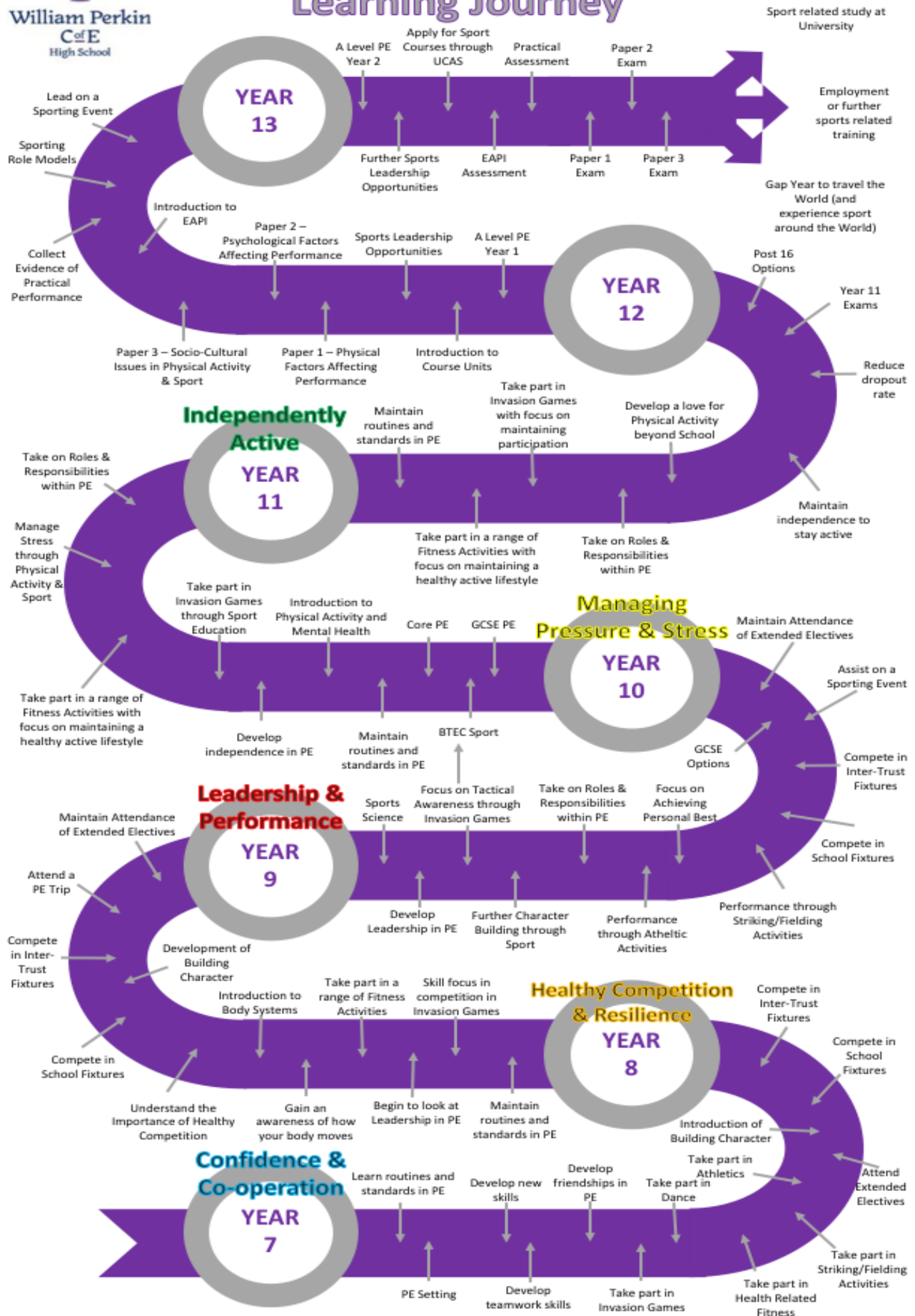
Role of William Perkin:

- To act as a centre of excellence in Sport, delivering high quality, fully inclusive P.E and School Sport.
- To act as role models within the Twyford Trust delivering high quality, fully inclusive P.E and School Sport.
- To promote the impact that physical activity can have on a pupil's mental health and emotional well-being.
- To provide guidance and support to pupils and teachers in the Twyford Trust so that every child has the opportunity to take part in high quality PESSPA.
- To act as a leader in offering opportunities for every pupil regardless of their ability.

Department Curriculum Learning Journey



Physical Education Learning Journey



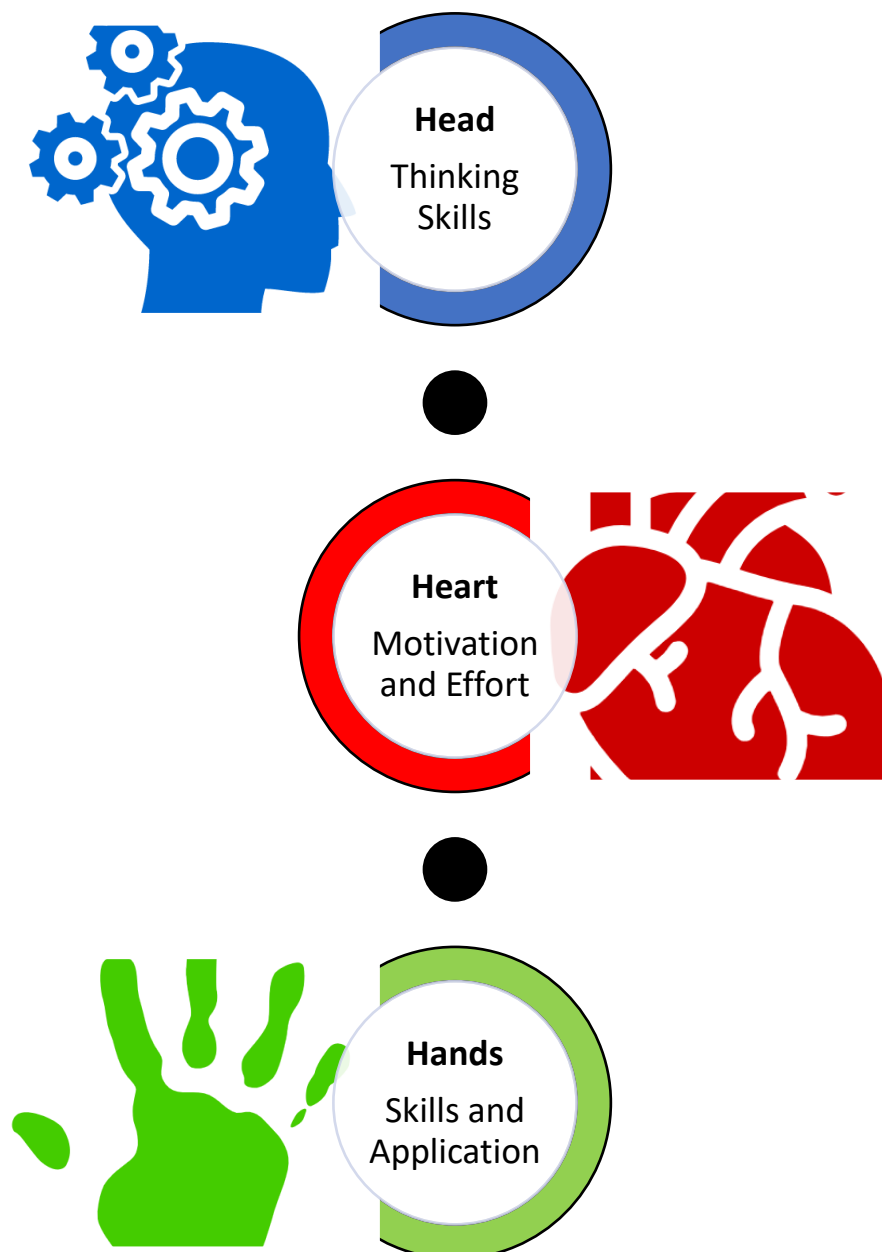
Marking and Assessment in Physical Education

Aim:

To provide meaningful and effective feedback which ensures the progress of all students in Physical Education.

In Key Stage 3 practical PE, the assessment policy will focus on ensuring students are given the opportunities to develop themselves through a holistic approach to PE. Students will be assessed using the Head, Heart, Hands model to assess their thinking skills, physical skills and application, motivation and effort.

In each area of the Head, Heart, Hands model, students will be assessed using a Grade 1-9 system in each of the activities they study. Students will assess themselves at the end of each activity. Teacher assessments in each of the Head, Heart, Hands model will then be used to assess whether students are making the expected progress.



Character Values of Head, Heart, Hands

Thinking Skills (Head):

1. Decision making to overcome challenges in a range of different activities

2. Knowledge and application of rules in different activities/sports
3. Creativity when performing in a range of physical activities
4. Ability to evaluate their own and others performances
5. Leadership and communication skills in physical activities

Motivation and Effort (Heart):

1. Respect to all
2. Collaboration and communication within a team
3. Resilience and determination to overcome challenging situations
4. Effort and engagement in physical activities
5. Confidence to perform well individually or as part of a team

Physical Skills (Hands):

1. Skills and techniques required to perform well in a range of physical activities
2. Physical fitness to meet the demands of activities undertaken
3. Ability to overcome opponents during competitive physical activities in a range of challenging situations
4. Tactics required to outwit opponents in team and individual activities
5. Ability to problem solve in challenging situations



Head

1. Leadership
2. Knowledge
3. Analysis
4. Decision Making
5. Tactical



Heart

1. Effort
2. Resilience
3. Respect
4. Motivation
5. Commitment



Hands

1. Skill Development
2. Skill Application
3. Fitness Levels
4. Technique
5. Competitive

HEAD – Knowledge / Understanding / Analysis / Feedback / Responsibility / Rules

Level	Description
1	I can: <ul style="list-style-type: none">• Identify some muscles in a warm-up and some reasons why I need to complete a warm-up• Describe some basic skills and rules in some sports• Begin to reflect on my own performance
2	I can: <ul style="list-style-type: none">• Perform an effective self-led warm up, identifying most major muscles in the body which prepare me for physical activity• Describe and explain some skills and rules in some sports• Begin to reflect on my own performance
3	I can: <ul style="list-style-type: none">• Begin to explain how the body reacts during exercise• Lead a warm-up for a partner• Identify and describe tactics in some sporting activities• Reflect on my own performance• Begin to give feedback to others about their performance
4	I can: <ul style="list-style-type: none">• Explain how the body reacts to exercise• Describe some benefits of regular exercise• Take responsibility for leading a small group warm-up• Reflect on my own performance• Give feedback to others about their performance
5	I can: <ul style="list-style-type: none">• Begin to identify and describe some of the short and long-term effects of exercise on my physical, mental and social well-being• Show a sound knowledge of the importance of taking part in regular physical activity• Take responsibility for leading a group warm-up• Demonstrate good knowledge of rules and tactics, and begin to apply them in games• Reflect on my own performance• Give feedback to others about their performance (whole team)

Level	Description
6	<p>I can:</p> <ul style="list-style-type: none"> • Identify and describe some of the short and long-term effects of exercise on my physical, mental and social well-being • Show good knowledge and understanding of the important of taking part in regular physical activity • Lead an effective warm up to a large group, ensuring they are prepared for the physical demands of the lesson • Demonstrate good knowledge of rules and tactics, and begin to apply them in games • Reflect on my own performance • Give feedback to others about their performance and give teaching points to improve performance
7	<p>I can:</p> <ul style="list-style-type: none"> • Accurately explain the short and long-term effects of exercise on my physical, mental and social well-being • Show very good knowledge and understanding of the important of taking part in regular physical activity • Lead an effective warm up to a whole class, ensuring they are prepared for the physical demands of the lesson • Lead and officiate matches showing a good understanding of the rules • Reflect on my own performance and suggest areas of self-improvement • Analyse the performance of myself and others in order to improve skills, techniques and/or fitness levels
8	<p>I can:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of different training methods and accurately feedback to performers sporting needs • Critically evaluate the quality of my own and others tactics and skills when performing across a range activities • Suggest ways in which skills, strategies and tactics can affect the quality of my performance • Lead others in activities/warm-ups that enhance students learning
9	<p>I can:</p> <ul style="list-style-type: none"> • Demonstrate an extensive knowledge of the components of fitness and training methods and how this can affect performance • Explain the effects of training and how these factors can improve performance • Evaluate my own and others performance, and give detailed feedback using technical and tactical advice as to how performance can be improved • Plan and lead a safe and effective coaching session

HEART – Communication / Leadership / Respect / Resilience / Effort / Confidence

Level	Description
1	I can: <ul style="list-style-type: none">• Lead my own warm up but lack the confidence to lead others• Sometimes demonstrate resilience and effort• On occasions show respect for equipment and others
2	I can: <ul style="list-style-type: none">• Demonstrate leadership of a small group of peers with some confidence• Demonstrate communication skills within discussions and activities• Often show respect for equipment and others
3	I can: <ul style="list-style-type: none">• Demonstrate confidence and effective communication within discussions and activities.• Give 100% effort to every activity and often show resilience when faced with challenging tasks• Consistently show respect for equipment and others
4	I can: <ul style="list-style-type: none">• Demonstrate confidence and leadership qualities and often volunteer to lead group warm ups and activities• Display a hardworking approach to all activities, show resilience and accept challenges• Build respectful relationships with all my peers
5	I can: <ul style="list-style-type: none">• Lead large groups of people in a variety of roles (official/coach) with confidence and some success• Demonstrate empathy and respect for my peers• Support and motivate others to improve their performance
6	I can: <ul style="list-style-type: none">• Show confidence and competence when leading groups of performers• Effectively vary my methods of communication to different abilities, experiences and situations• Often inspire others to participate and progress in sporting activities
7	I can: <ul style="list-style-type: none">• Demonstrate good leadership qualities both in lessons and at Extended Electives• Display clear communication skills, empathy, patience and respect• Develop positive working relationships with my peers
8	I can: <ul style="list-style-type: none">• Demonstrate great leadership qualities and I am an active leader both in lesson and at Extended Electives• Demonstrate a wide range of effective communication skills and demonstrate these when leading groups• Be a positive role model, showing commitment and participation in school sport
9	I can: <ul style="list-style-type: none">• Embrace challenges, showing resilience and 100% effort• Demonstrate an exceptional range of effective communication skills and demonstrate these when leading groups• Display outstanding confidence, authority and respect when leading, officiating or performing

HANDS – Ability / Fitness Levels / Competitive / Technique / Tactics / Problem Solving

Level	Description
1	I can: <ul style="list-style-type: none">• Demonstrate, with some accuracy and success, basic skills and techniques in passive practices• Apply basic tactics in passive practices
2	I can: <ul style="list-style-type: none">• Demonstrate, with some accuracy and success, skills and techniques across a variety of activities in moderately pressured practices• Apply tactics with some success
3	I can: <ul style="list-style-type: none">• Demonstrate, with some accuracy and success, skills and techniques across a variety of activities in highly pressured practices• Apply tactics with some success across a variety of activities
4	I can: <ul style="list-style-type: none">• Demonstrate, with some accuracy and success, skills and techniques across a variety of activities in competitive activities• Apply tactics in competitive activities with some success
5	I can: <ul style="list-style-type: none">• Demonstrate, with consistent accuracy and success, skills and techniques across a variety of activities in competitive activities• Apply more complex ideas and tactics in activities and games
6	I can: <ul style="list-style-type: none">• Demonstrate, with consistent accuracy and success, skills and techniques across a variety of activities in challenging activities• Make effective decisions and apply a range of ideas and tactics in challenging activities
7	I can: <ul style="list-style-type: none">• Demonstrate, with precision, control and fluency, an extensive range of appropriate skills and techniques in challenging activities• Consistently make effective decisions and apply a range of ideas, solutions and tactics in challenging activities
8	I can: <ul style="list-style-type: none">• Demonstrate, with consistent precision, control and fluency, an extensive range of appropriate skills and techniques in challenging activities• Consistently make effective decisions and apply a range of ideas, solutions and tactics in challenging activities
9	I can: <ul style="list-style-type: none">• Demonstrate, with outstanding precision, control and fluency, an extensive range of appropriate skills and techniques in complex and challenging activities• Consistently make effective decisions and apply a range of ideas, solutions and tactics in challenging activities

