**PE**

**Implementation statement**

**A Curriculum Plan**

The curriculum is designed to ensure students can experience a broad range of activities. They are given the opportunity to develop skills, tactics and strategies in different scenarios, individually, as pairs and in groups or teams.

The plan aims to meet the complex needs of the students to allow them to achieve their full potential in a fully inclusive approach. This is achieved through:

* offering a differentiated curriculum to develop competence in a broad range of physical activities.
* sustained periods of physical activity.
* promoting and encouraging relevant social and self-help skills.
* developing a student’s mental health and well-being.
* raising students’ expectations of themselves.
* offering a variety of teaching and learning styles.
* building on pupils existing skills and engaging them in competitive sports and activities.

All year groups get 100 minutes per week for their core PE lessons.

All modules are blocked for between 5-7 weeks using school grounds - Years 7 – 10.

The purpose of the Year 11 timetable is for students to experience sports and activities they could encounter when they leave school e.g boxing/kickboxing/climbing/leisure centre visits/OAA .

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| Year | Autumn / Winter | Spring /Summer |
| 7 | Badminton, Basketball, Gymnastics, Dance, Hockey | Cricket, Rounders, Athletics |
| 8 | Badminton, Basketball, Gymnastics, Dance, Football | Cricket, Rounders, Athletics |
| 9 | Badminton, Basketball, Gymnastics Dance, Hockey, Football Rugby | Cricket, Rounders, Athletics |
| 10 | Leadership- Badminton and BasketballFitness, Dance Rugby | Cricket, Rounders, Softball Athletics |
| 11 | Fitness, Volleyball, Outdoor Adventure Activities, Climbing, Boxing | Cricket Softball |

The program of study covers a wide range of activities as shown above. These are in line with the national curriculum guidelines for key stages 3 and 4.

All activity areas focus on Key Concepts of:

* Competence,
* Performance levels,
* Creativity, and
* Healthy active lifestyles.

In order to make progress in PE student will learn the key processes of:

* Developing skills in physical activity,
* Making and applying decisions,
* Developing physical and mental capacity,
* Evaluating and improving their performance
* Making informed choices about healthy active lifestyles.

Students will build upon prior learning in each activity as shown in the table below:

|  |  |  |  |
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|  | Year 7 | Year 8 | Year 9 |
| Hockey | * Learn the basic principles of attack and defence
* Work in small teams to plan how to play
* Take on different roles in some games including attacker and defender
* Use and keep rules and conventions for games
 | Football* Learn the basic principles of attack and defence
* Work in small teams to plan how to play
* Take on different roles in some games including attacker and defender
* Use and keep rules and conventions for games
 | * Experience setting up and organising hockey practices in groups
* Apply and adapt the principles of attack and defence in small sided games
* Warm up and cool down safely
* Learn about specific techniques e.g. reverse stick
* Use and apply hockey rules
 |
| Basketball | * Learn the basic principles of attack and defence
* Work in small teams to plan how to play
* Take different role in some games including attacker and defence
* Use and keep rules and conventions for games
 | * Play a variety of conditioned basketball games
* Work independently in small groups
* Use and apply basketball rules
* Have some knowledge of tactics and team organisation in basketball
* Develop basic basketball skills – passing, dribbling, shooting
 | * Apply and adapt the principles of attack and defence in small sided games
* Lead own warm up and cool down safely
* Learn about specific techniques e.g. lay up
* Use and apply basketball rules fairy and correctly
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| Gymnastics | * Explore ways of varying the basic body actions
* Perform a sequence of contrasting and matching with a partner
* Learn ways of linking actions
 | * Gain confidence in weight bearing skills
* Experience working individually, in pairs and small groups where they trust each other
* Work with basic apparatus
* Adapt their own and others work
 | * Understand safety considerations needed for gymnastics
* Perform a variety of rolls and balances
* Perform a balance sequence with a partner.
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| Badminton | * Experience basic hand eye co-ordination activities
* Have knowledge of the basic areas and lines of the badminton court
* Experience some tactical ideas of how to win a rally.
 | * Experience basic badminton skills – serve, overhead clear, drop shot
* Experience a range of roles within games
* Experience some strategic ideas of attack and defence
 | * Experience a range of basic badminton strokes
* Experience a range of roles within games
* Experience some strategic ideas
* Play competitively
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| Dance | * Move using simple rhythms.
* Explore basic body actions
* Watch and talk about movement
* Have some experience of action songs and action rhymes
 | * Use basic compositional principles
* Compose dance with a partner and as part of a group
* Experience different dance styles
 | * Develop movement motifs in a variety of ways
* Understand and use basic compositional principles
* Understood the social and cultural context of dances
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| Rounders | * Develop an understanding of field placement
* Where to hit the ball to increase chances of scoring
* Experience a range of batting, bowling and fielding techniques
 | * Develop an understanding of basic batting, bowling and fielding tactics.
* Develop a range of batting, bowling and fielding skills and tactics
* Understand and identified specialist positions for rounders
 | * Develop a range of batting, bowling and fielding techniques and tactics
* Understand and identify specialist positions for rounders
* Umpire small sided games.
 |
| Cricket | * Develop an understanding of field placement
* Where to hit the ball to increase chances of scoring
* Experience a range of batting, bowling and fielding techniques
 | * Develop an understanding of basic batting, bowling and fielding tactics.
* Develop a range of batting, bowling and fielding skills and tactics
* Understand and identified specialist positions for cricket
* Umpire small sided game
 | * Develop a range of basic batting, bowling and fielding techniques and tactics.
* Understand and identified specialist positions for cricket
* Umpire small sided game
 |
| Athletics | * Experience running, jumping and throwing in an athletic form
* Demonstrate basic technique
 | * Acquire sound technique in all events
* Gain knowledge of running, jumping and throwing capacity
* Awareness of strengths and limitations
* Apply strategies in competitive situations
 | * Acquire sound technique in events
* Gain knowledge of relay racing
* Awareness of strengths and limitations
* Apply strategies in competitive situations
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| --- | --- |
| Year 9Rugby(Boys) | * Experience a small range of rugby skills
* Have an understanding of the basic principles of attack and defence in gameplay
* Have an understanding of how to outwit opponents
* Have an understanding of the variety of roles on a Rugby pitch
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The skills, knowledge and understanding that the students have learnt in key stage 2 are used as a foundation on which to pitch the level of learning into key stage 3. Students are given a baseline assessment when they arrive in Year 7. This information is used to put the students into ability groups and allow them to make progress at their own level. Lower ability students will work on gaining the basic skills from the activities covered whilst the higher group will refine and develop their skills.

The range of content outlines the breadth of the subject on which staff should draw upon when teaching the key concepts and key processes.

**Games Activities** (Basketball, Hockey, Football, Rugby, Cricket, Rounders, Softball, Badminton)

* Games are taught as a unit in a specific game and then built onto each other across other games activity areas. The level of demand made on individual pupils will relate to the rate at which each pupil progresses.

**Gymnastic Activities** (Gymnastics, Dance)

* Gymnastic activities provide opportunities for the development of skilful body management involving moving with poise, control and confidence on the floor and on apparatus, constantly working on safety issues. These activities also provide opportunities for creating artistic experiences or for being involved in them through bodily movement and opportunities for the development of skills involving planning, performance and evaluation.

**Health and Fitness**

* Students are given the opportunity to engage in health promoting physical activity and understand the true value of health and fitness and how physical activity helps your well-being. This includes how to prepare for particular activities and how to recover afterwards, the short- and long-term effects of exercise on the various body systems and the role of exercise in establishing and maintaining health. Students learn how their bodies react to particular exercise regimes or activities. Health and fitness is delivered in a cross curricular manner. Teachers teach through warm-ups etc and ask questions of children, do they know how to warm up, how to plan a simple warm up, why we warm up etc

**KEY STAGE 4 PROGRAMME OF STUDY**

Students in KS4 have at least 100 minutes PE each week. The students are taught a range of sports continuing on from key stage 3. However, at this stage of school life, it becomes more important for students to gain skills promoting the active and independent use of leisure time and gain experience of using community-based facilities such as joining a gym. This is considered to be an integral part of learning particularly in year 11.

The Basketball Activators Award and the Badminton Yong Helpers Award is delivered to students in year 10. Our primary school pupils become the groups the students work with, which provides a good primary/ secondary link.

Students in Key stage 4 are also study a BTEC course in sport studies. This involves the student, staffing choosing their 2 strongest practical sports. The course involves practical assessment and evaluation of performance. These courses are both internally and externally moderated.

**Extra-curricular Activities**

After school sports clubs boost curriculum learning and offer extended school sports opportunities for all across the school phases. Pupils access competition at an intra-school level, inter school level, at county level and at national level. Gifted and Talented pupils have access to out of school opportunities and are encouraged to join clubs, and to access suitable pathways to further their performance levels and to compete at higher levels.

**Assessment and record keeping.**

* Students are assessed at the end of a five-week activity block. There are five criteria that are used to assess:

Performance

Effort

Knowledge

Fitness

Extra-Curricular

* Students are assessed through teacher observation and specific task. For example, for gymnastics and dance students are expected to perform a sequence which they have worked on with that module.
* The information collected is used for online continual assessment (Go4schools) and to track student progress. It is also used for parents evening and writing students reports. In addition to this the information is used to help with reviewing and planning the curriculum for the next year
* Students assessments are kept on Go4schools and all teachers are expected to keep records of their class grades.

**Equality of participation and access**

* Students are taught in single sex groups.
* All students have the same opportunities to take part in all activities, however, year 9 boys do rugby and girls continue with dance. Also, boys will do cricket and girls continue to do rounders. This was to encourage maximum participation and motivation among both genders. Previously when Year 9 boys did dance there was a massive drop in participation levels.
* Female students are given the opportunity to play male dominated sports and vice versa through extra-curricular activities
* All students given same opportunities during the extra-curricular programme.
* Groupings are done according to ability.
* Multicultural school so their culture is taken into consideration when planning the curriculum.
* Teaching assistants are implemented where needed, particularly with students with physical disabilities. Occasionally students with learning needs are given support.
* Lessons are adapted to cater for students with physical disabilities through the use of differentiated equipment and task.