



Physical Education Curriculum Overview

What are the aims of the Physical Education curriculum?

Our Physical Education (PE) curriculum has been designed to allow learners to study PE in both an academic and practical setting. Students are able to critically analyse and evaluate physical performance and apply their experience of practical activities in developing their knowledge and understanding of this subject. Within a practical setting learners are able to refine, apply and evaluate increasing complex and challenging sport specific skills across a range of activities. We aim to develop their leadership skills as well as educating them on the need for a healthy lifestyle, guiding them on how to develop their physical fitness as well as their understanding of a healthy diet.

Furthermore, our academic offering enables students to take their love of PE into the classroom where they can apply the latest theoretical concepts to real life practical examples, critically analyse their own performance and become both physically and academically literate.

How does the Physical Education curriculum support the Seaton Valley Federation's curriculum vision and intent?

The curriculum(s) in PE follow either the National Curriculum at key stage 3 and 4 or exam board specifications (OCR) through key stages 4 and 5. To ensure that our delivery is interesting, challenging and engaging (ICE curriculum), we use a wide range of strategies to ensure that we stimulate the intellectual curiosity of our learners. These include, but are not limited to, teacher-led tasks, including: explanations, research work, discussions, quizzes, debates, group work, individual work, home learning and assessments.

The PE offering allows students, in both a practical and theoretical context, to follow our LINC curriculum. Numeracy examples include keeping score, working out angles of take off, timing their peers and working out calculations for heart rate. Literacy is shown by writing detailed essays in theory lessons or offering detailed feedback on the quality of a peer's performance. Pupils will often be required to work independently on research tasks, completing coursework or by refining their practical skills in a particular sport. Cultural differences are explored when delivering different sports and comparing their popularity and success in other areas of the country and across the world. For example discussing the success of African distance athletes compared to the rest of the world.

How is the Physical Education curriculum sequenced to support pupils to make effective progress.

The key stage 3 curriculum builds upon the fundamental motor skills learnt at key stage 2. At key stage 3 students are now introduced to sport specific games and activities such as football, netball and rugby. Students learn basic skills, rules and tactics which develop in complexity as they move through the years. At key stage 4 learners now refine their knowledge, skills and understanding of these activities and begin to apply more advanced skills and tactics in a more competitive environment. Students also assume different roles at key stage 4 such as referee, umpire or coach. This allows them to apply the rules with increasing consistency as well as giving more concise and accurate feedback on how performers can improve their technique.



At key stage 4 learners can opt to follow examination PE. In year 10 students look at anatomy and physiology as well as methods of training.

In year 11 students move onto sports psychology, socio-cultural issues and finally health, fitness and well-being.

The post-16 curriculum builds the content taught in year 10 and 11. In year 12 students look at how exercise impacts upon 5 different body systems. Alongside this students are taught how to plan, deliver and evaluate sports coaching sessions, these sessions are delivered to students in years 5 and 6.

In year 13 the curriculum has 3 distinct units all of which build upon previous learning for year 10, 11 and 12. Learners begin with a unit on sports development as well as a sport injuries unit. They complete their learning journey with a final unit on sports psychology.

How is assessment and feedback used to aid progress? How is moderation and standardisation achieved within Physical Education?

Both formative and summative assessment will take place throughout the PE curriculum(s). Formative assessment will be used in all lessons. This will be through question and answer sessions, teacher observations, quizzes, discussions, self and peer assessment.

Summative assessment will be less common. This will be in the form of end of unit tests, mock exams and past papers. These assessments will be conducted with the appropriate exam board rigour and will include specific grading criteria set by OCR.

At the end of year 11, those students who opted to follow GCSE PE will be formally assessed on their practical ability in 3 sports as well as two 1 hour examinations.

Assessment in year 12 and 13 will be via a mixture of written coursework and 2 formal examinations. These examinations will be at the end of year 12 and January of year 13. Coursework assessment will be ongoing throughout year 12 and 13.

How is staffing organised within Physical Education?

Teachers involved in the deliver of the PE curriculum(s)

Chris Lamb (HoF)

- Key stage 3 and 4 core PE
- GCSE PE
- Cambridge Technicals (year 12 and 13)

Bex Hewitson (SPL year 10)

- Key stage 3 and 4 core PE
- GCSE PE
- Cambridge Technicals (year 13)

Martyn Simpson

- Key stage 2, 3 and 4 core PE
- GCSE PE
- Cambridge Technicals (year 12)

Anthony Day

- Key stage 2, 3 and 4 core PE



- GCSE PE (practical)

Neil Robinson

- Key stage 2 and 3 core PE

Specialist Information

Chris Lamb (HoF)

- NPQSL
- Senior Examiner Team Leader for Unit 1 (year 12)
- Examiner for Unit 3 (year 13),
- Examiner for GCSE PE Paper1

Neil Robinson

- School Games Coordinator

Anthony Day

- Specialist swimming teacher
- Lifeguard trainer

Examined courses – exam board and course code (exams and controlled assessment elements)

OCR GCSE PE (J587)

- Paper 1: Physical factors affecting performance
- Paper 2: Socio-cultural issues and sports psychology
- Practical: Practical Performance in 3 sports
- Controlled assessment: Analysis and Evaluation of Performance

OCR Level 3 Cambridge Technicals in Sport and Physical Activity (05827)

- Unit 1 Body systems and the effects of physical activity (exam)
- Unit 2 Sports coaching and activity leadership (coursework)
- Unit 3 Sports organisation and development (exam)
- Unit 17 Sports injuries and rehabilitation (coursework)
- Unit 19 Sport and exercise psychology (coursework)