Physical Education Curriculum



**Physical Education Department Statement of Intent**

**[](https://www.google.com/url?sa=i&url=https://www.bramble.evolvetrust.org/our-academy/our-curriculum/physical-education/&psig=AOvVaw2muKhjj2Cc9B9Bm8MIXQ-4&ust=1592303285639000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCLCjlKfNg-oCFQAAAAAdAAAAABAE) ‘’ For the moment all discipline seems painful rather than pleasant, but later it yields the peaceful fruit of righteousness to those who have been trained by it. Therefore lift your drooping hands and strengthen your weak knees’’ Hebrews 12:11-12**

*Physical Education is held in high esteem at St Joseph’s and provides students with a wide variety of experiences and opportunities. The aim is to inspire students to partake in physical activity and sport, developing a range of transferrable skills which they can use both in and out of the education setting. We look to develop a passion for sporting performance, combined with the life skills of leadership, teamwork, communication and tolerance. All these will be intertwined with performing to the best of ones ability in the glory of God and keeping the body he blessed us with in a positive and healthy state.*

[](https://www.google.com/url?sa=i&url=https://twitter.com/afpe_pe/status/1026814456670638080&psig=AOvVaw00H5VuGDXepW3qIpXsJddE&ust=1592303781771000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCJCQupPPg-oCFQAAAAAdAAAAABAE)**Aims of the Physical Education Department**

1. To provide students with the opportunity to experience a wide variety of sports and develop a passion for competing both in and out of school which can last a lifetime
2. To ensure that students are physically active in lessons and understand the key benefits physical activity can have upon the body
3. To provide experiences of winning and losing in competitive situations with humility
4. Develop physical skills and attributes including strength, co-ordination, balance, speed, stamina and mental resilience
5. To allow students to develop lifelong skills such as teamwork, leadership, communication and problem solving.

**Physical Education Department Overview of Intent**

**Curriculum Intent – Year 9**

By the end of Year 9 our Athletes will…

**Subject Content**

* Undertaken baseline tests and reviewed these throughout the year
* Experienced a range of sports including: Netabll, HRF, Football, Badminton, Basketball, Athletics, Rounder and Cricket.
* Consolidate skills required for each sport, knowledge of the rules and regulations and a combination of interpersonal skills which aid them in performance, looking more into the manipulation of the skill in order to produce a desired outcome and the use of tactics to enhance performance.
* ***Sport science*** students will have undertaken the first of four units of work for their GCSE, which is RO42 - This unit of work will develop student’s knowledge and understanding of components of fitness and methods of training.

**Curriculum Intent – Year 7**

By the end of Year 7 our Athletes will…

**Subject Content**

* Undertaken baseline tests and reviewed these throughout the year
* Experienced a range of sports including: Netabll, Hockey, HRF, Rugby, Football, Badminton, Gymnastics, Basketball, Athletics, Rounder and Cricket.
* Developed the basic skills required for each sport, knowledge of the rules and regulations and a combination of interpersonal skills which aid them in performance.

**Curriculum Intent – Year 8**

By the end of Year 8 our Athletes will…

**Subject Content**

* Undertaken baseline tests and reviewed these throughout the year
* Experienced a range of sports including: Netabll, Hockey, HRF, Rugby, Football, Badminton, Gymnastics, Basketball, Athletics, Rounder and Cricket.
* Further developed skills required for each sport, knowledge of the rules and regulations and a combination of interpersonal skills which aid them in performance, looking more into the manipulation of the skill in order to produce a desired outcome.

**Curriculum Intent – Year 10**

By the end of Year 10 our Athletes will…

**Subject Content**

* Undertaken baseline tests and reviewed these throughout the year
* Experienced a range of sports including: Netabll, Hockey, Rugby, HRF, Football, Badminton, Handball, TGFU, Athletics, Rounder and Cricket.
* Consolidate and enhance skills required for each sport, knowledge of the rules and regulations and a combination of interpersonal skills which aid them in performance, looking more into the manipulation of the skill in order to produce a desired outcome and the use of tactics to enhance performance.
* An increased responsibility for the autonomous running of competitive situations by students is present
* ***Sport science*** students undertake a further two units of work: RO41 - By completing this unit, learners will know how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring, how to react to common injuries that can occur during sport and how to recognise the symptoms of some common medical conditions, providing a good foundation to undertake formal first aid training and qualifications. RO45 - By completing this unit, learners will consider the composition of a healthy, balanced diet. They will also consider the necessity of certain nutrients in particular quantities and the effects of a poor diet. They will reflect upon the role that diet plays in different sports and activities, and use the knowledge gained to produce an appropriate, effective diet plan for a performer.

**Curriculum Intent – Year 11**

By the end of Year 11 our Athletes will…

**Subject Content**

* Undertaken baseline tests and reviewed these throughout the year
* Experienced a range of sports including: Netabll, Hockey, Rugby, HRF, Football, Badminton, Handball, TGFU, Athletics, Rounder and Cricket.
* Consolidate and enhance skills required for each sport, knowledge of the rules and regulations and a combination of interpersonal skills which aid them in performance, looking more into the manipulation of the skill in order to produce a desired outcome and the use of tactics to enhance performance.
* An increased responsibility for the autonomous running of competitive situations by students is present
* Sport science students will have undertaken the last of four units of work for their GCSE, which is RO43 - By completing this unit, learners will understand key aspects of the structure and function of the musculo-skeletal and cardio-respiratory systems and investigate some of the changes which occur to them in response to short and long-term physical activity.

**SMSC in Physical Education**

*Spiritual Development:*

The Bible tells us that God has blessed us with this body, and in order to show our glory to God, we should treat that body with respect and keep it in excellent physical condition. With that in mind, we encourage physical engagement within all lesson and discussions based around how to nourish both the body and soul.

*Moral Development:*

As developments in training, equipment and drug use become apparent within professional sport, it is important to discuss these issues with students and have open conversations as to their opinions in them. This comes to the forefront in particular with performance enhancing drugs, and an entire section is dedicated to this within the Sport Science course.

*Social Development:*

Sport and physical exercise has become more popular as the benefits both physically and mentally are widely documented to be beneficial. Access to clubs, gyms and organisations within the social community and in physical education we try to create strong links within the community in order to direct students to opportunities outside of the classroom.

*Cultural Development:*

Athletes come from all walks of life and from every country in the world, including athletes with disabilities. Students are taught the value that these athletes can bring to sport and are shown the varying cultures in reference to competitions such as the Olympics and other sporting tournaments.

As a Catholic school, Gospel Values are promoted alongside the Fundamental British Values. The Gospel Values are:

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| **Gospel Value** | **Location in Department Teaching** |
| Faithfulness and Integrity | Working hard to achieve goals and being true to yourself |
| Dignity and Compassion | Sports are inclusive for all, students work together |
| Humility and Gentleness | Sportsmanship in victory as well as defeat |
| Truth and Justice | Legislation and laws involved in competitive sports |
| Forgiveness and Mercy | Working as a team, relying on others |
| Purity and Holiness | Keeping a fit and healthy body |
| Tolerance and Peace | Value of competing and varying cultures |
| Service and Sacrifice | Working together for the good of the team |

**Promoting British Values in Physical Education**

*The Rule of Law*

Rules and regulations are an integral part of all sports. Students are taught the rules, how to abide and enforce them. Discussions around the implementation of rules and how it affects safety are had, in particular within the Sport science course. Students are presented with the opportunity to umpire/referee, which allows them to implement rules and communicate these with peers.

Within the Sport science course, Laws around the misuse of performance enhancing drugs, certain equipment and clothing and health and safety laws

*Mutual Respect and Tolerance*

Tolerance and racism is rife within the media, and sport crosses these boundaries frequently. It is our mission within Physical education to show tolerance and acceptance to everyone, and promote the values of good sportsmanship.

*Democracy*

Within Physical education, we provide opportunities for students to have their say and voice heard in regards to the sports they undertake, in particular at KS4. We also encourage students to challenge situations where inequality is present within sport. Our students undertake the British sports, which all incorporate fundamental British values at their core.   *Individual Liberty*

From individual or team performances, British athletes have produced some outstanding performances throughout the years in their respected sports. These inspirational athletes are highlighted in lessons and though the displays within the department. Students are encouraged to peruse their individual sporting dreams, making personal decisions on the path they take and the decisions they make in competitive situations.

**Literacy and Physical Education**

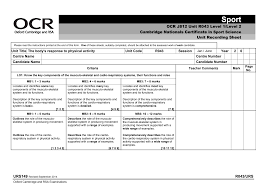
Literacy needs to be deliberately planned into a department’s SOL in order to give it the time and priority it requires. Resources will need to be prepared in advance so that Literacy is an integral part of Physical Education teaching and learning in lessons and develops alongside scientific skills and content. These may include word cards, question cards, books, magazines and leaflets, writing frames and worksheets and games.

Whenever it is appropriate literacy objectives should be built into the lesson along with specific objectives. Literacy can be developed in every lesson through activities such as emphasis on word work during questioning and mental start-up activities at the start of each lesson. Some topics will lend themselves more easily to literacy development than others. Such emphasis on the language of Physical Education will inevitably result in students being more able to articulate scientific ideas in their own words. In Physical Education, all learning objectives are constructed using Blooms Taxonomy to stretch and challenge students, and are displayed and discussed at the beginning of each lesson. A greater focus on literacy is emphasised at OCR Sport science as 75% of the GCSE is coursework based. Lessons are structured around constructing well written and research based work. Specific lessons are also taught around structuring long answer exam questions, with a focus on scaffolding and evidence based answering.

*Key Areas of Literacy – OCR provide a framework for how their coursework is marked.*

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| **Vocabulary**  **Key issues** Technical and specialist words  Appropriate usage  Correct spelling  Understand meaning  **Common difficulties**   * Time and lots repetition needed to ensure new words are internalised into working vocabulary and linked to appropriate concepts. * Ordinary words with alternative meanings can be difficult as it causes cognitive conflict. There may be a precise scientific and an everyday meaning to the same word e.g. mass, element.  Supporting strategies  * Introduce words using a multisensory approach e.g. orally, visually, kinaesthetically * Use vocabulary frequently using open questions * Use words in sentences to keep reflecting back * Use models and picture to help visualise the word * Use flash cards to test students understanding * Ask students to explain using pictures to encourage language development * Use visual clues e.g. hand signals * Use poetry, rhymes, raps and rhythms to aid memory and link to modern culture * Get students to make own word lists to collect new words and test and check their meaning | **Oracy**  **Key issues** Use language precisely  Listen to others and respond by  building on ideas and views **Common difficulties**Constant use and repetition are essential. Words which are not frequently used are easily forgotten  * Often little planned time in lessons to “talk” * One word answers for fear of getting it wrong   **Supporting Strategies**   * Teacher model good use of scientific language * Use questions to review past knowledge and understanding, check understanding, encourage the learner to think and to practice the language * Use a range of questioning strategies * Allow students “thinking” time * Offer students challenge * Use games to encourage meaningful peer group talk and embed new word and concepts * Use small group discussion to develop student understanding through conversation in a less threatening atmosphere |

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| **Reading** **Key issues** Strategies to help reading for understandingLocating and using information Summarising  Synthesise learning from reading Common difficulties  * Students often cannot relate to the type of XXX texts used in school in terms of language and style * Children often prefer fiction to non-fiction texts * Children prefer to use interactive methods of discovering information e.g. Internet * Limited range of text that can be offered to students * Weak readers can lack the ability to scan and skim read * Students prefer to copy chunks of text without checking their relevance  Supporting Strategies  * Develop activities to promote meaningful reading experiences e.g. EXIT model * Activities prior to reading that give students a desire to find out more e.g. using a contents page or index * Activities associated with reading to make the data processing easier e.g. DARTS, cloze procedure, sequencing, underlining * Activities following reading to encourage reformulation of the information into personal knowledge e.g. table/diagram completion, summarising | **Writing****Key issues C**orrect spelling and punctuation Follow grammatical conventions  Organise work in a logical and  coherent form Common difficulties  * Many students are reluctant writers * Poor handwriting and spelling can make writing difficult to interpret * Lack of understanding what they are being asked to write about * Time pressure in lessons to get ideas or work down onto paper  Supporting Strategies  * Plan to incorporate the different forms of scientific writing into lessons e.g. recount and report, instruct etc. * Use different types of text * Get students to analyse prose to look for key words and phrases * Get students to criticise and improve on received text * Encourage use of a variety of genre e.g. narrative, descriptive, persuasive, reports, imaginative when appropriate * Use writing frames where appropriate, encouraging children to use it as a guide line and eventually manage without * Encourage children to redraft work in lessons using teacher comments * Develop skills in note taking by using short simple activities e.g. jot down key words, note observations on teachers demo * Teach students how to summarise text e.g. crosswords, catchword * When asking students to write analysis and evaluations teach them the specialist vocabulary and phrases needed e.g. the relationship between, the gradient of the line…, my results do not support my prediction. |

**[](https://www.google.com/url?sa=i&url=https://www.ocr.org.uk/Images/77433-the-body-s-response-to-physical-training.pdf&psig=AOvVaw0v74XnsXfRs6uxdwCoKCaW&ust=1592312994499000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCNjutrrxg-oCFQAAAAAdAAAAABAE) Physical Education Staff Structure**

The Physical Education department is made up 3 members of staff, with a female head of PE and two male teaching staff. The department prides itself on having high standards, not only in behaviour, but in effort, outcomes and teaching structured, quality lessons. As well as practical physical education, the department offers the option to study OCR Sport Science from Year 9 onwards in which the recent results have been outstanding. A wide variety of extracurricular activities are offered daily and the school always represents itself with pride in the borough.

In Year 7, Year 8 and Year 9 students have 3 x 1hour lessons over the 2 weeks

In Year 9, Year 10 and Year 11 students have 5 x 1hour lessons over the 2 weeks for Sports Science.

In Year 10 and Year 11 students have 2 x 1hour lessons over the 2 weeks

*Curriculum Structure*

Students in Year 7 and Year 8 are follow a programme of study which aligns to the National Curriculum for Physical Education. The aim of the department is the bridge the transition from Primary School and focus on the core skills and attributes needed to succeed in competitive sport. At its core, the lessons are underpinned with the value that students should be physically active for the majority of their lesson, and that they understand the value and need to remain both physically and mentally healthy.

Each unit of work is

Year 7 and Year 8 Practical:

Sports studied at Year 7 and Year 8:

Netball, Hockey, HRF, Rugby, Football, Badminton, Gymnastics, Basketball, Athletics, Rounders and Cricket.

Year 9, Year 10 and Year 11 Practical

Sports studied at Year 9, Year 10 and Year 11:

Netball, Hockey, Rugby, HRF, Football, Badminton, Handball, TGFU, Athletics, Rounders and Cricket.

Year 9-11 OCR Sport Science

Units studied at OCR Sport Science:

Year 9: RO42 (Learning Outcome 1: Know the principles of training in a sporting context, Learning Outcome 2: Know how training methods target different fitness components, Learning Outcome 3: Be able to conduct fitness tests, Learning Outcome 4: Be able to Develop Fitness Training programmes)

Units studied at OCR Sport Science:

Year 10: RO41 (Learning Outcome 1: Understand different factors which influence the risk of injury, Learning Outcome 2: Understand how appropriate warm up and cool down routines can help to prevent injury, Learning Outcome 3: Know how to respond to injuries within a sporting context, Learning Outcome 4: Know how to respond to common medical conditions)

RO45 (Learning Outcome 1: Know about the nutrients needed for a healthy, balanced diet, Learning Outcome 2: Understand the importance of nutrition in sport, Learning Outcome 3: Know about the effects of a poor diet on sports performance and participation, Learning Outcome 4: Be able to develop diet plans for performers)

Units studied at OCR Sport Science:

Year 11: RO43 (Learning Outcome 1: Know the key components of the musculo-skeletal and cardio-respiratory systems, their functions and roles, Learning Outcome 2: Understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness, Learning Outcome 3: Be able to assess the short-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems, Learning Outcome 4: Be able to assess the long-term effects of physical activity on the musculo-skeletal and cardio-respiratory systems)

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| Year 7 | Year 8 | Year 9 | [Image result for physical education](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwiPr7i1qJDcAhUDXMAKHb__CPEQjRx6BAgBEAU&url=http://www.prosancons.com/education/pros-and-cons-of-physical-education/&psig=AOvVaw2Uo5aQVaV03m-FZxvjqPzE&ust=1531167184075881)See the source image[Image result for physical education](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwiPr7i1qJDcAhUDXMAKHb__CPEQjRx6BAgBEAU&url=http://www.prosancons.com/education/pros-and-cons-of-physical-education/&psig=AOvVaw2Uo5aQVaV03m-FZxvjqPzE&ust=1531167184075881) | | |
|  |  |  | Step | Practical | Understanding |
| LADD1 |  |  | 1 | Limited precision, control, fluency and skills. Inaccurate timing. Timing is not yet accurate. Skills development is individual not team focussed. | Emerging understanding of rules, skills, techniques and tactics from some supports. |
| LADD2  MA DD1 |  |  | 2 | A basic level of technical accuracy, precision, control and fluency. Some evidence of awareness of timing and application of skills. Has basic influence on the performance and motivation of others on the team and shows some communication skills. Relies on support. | Shows some basic understanding of the rules and regulations, basis skills, techniques and tactics of some sports as well as of the impact of physical activity on a person’s health, wellbeing and fitness. |
| LADD3  MADD2  HADD1 | LADD1 |  | 3 | Can demonstrate a good level of technical accuracy, with precision, control and fluency, this may include good position-specific skills, good timing, good communication resulting on some influence over the performance and motivation of others. | Understands the basic rules and regulations from some sports and demonstrates knowledge and understanding of basic skills, techniques and tactics within some sports. |
| MA DD3  HADD2 | LADD2  MADD1 |  | 4 | Demonstrates a good level of technical accuracy, with good precision, control and fluency, good position-specific skills, improving accuracy of timing and more consistent application of skills. Can influence on the performance and motivation of others and communicates effectively in the game. There is some evidence of tactical understanding and appreciation as well as the ability to adapt to changes in a competitive situation. Shows a degree of independence. | Understands and effectively applies the rules and regulations from some sports and demonstrates accurate knowledge and understanding of skills, techniques and tactics and their use within some sports. Can provide feedback on their own performance. Has an understanding of the impact of physical activity on a person’s health, wellbeing and fitness |
| HA DD3 | LADD3  MADD2  HADD1 | LADD1 | 5 | Demonstrates a good level of technical accuracy, with good precision, control and fluency, good position-specific skills, where accuracy of timing and more consistent application of skills are beginning to reduce the number of errors. Regularly influences the performance and motivation of others. Shows tactical understanding and appreciation as well as the ability to adapt to changes in a competitive situation. Works independently. | Understands and effectively applies the rules and regulations from a wider range of sports and demonstrates accurate knowledge and understanding of skills, techniques and tactics and their use within sports. Can provide feedback on their own performance and the performance of others. Has a growing understanding of the impact of physical activity on a person’s health, wellbeing and fitness |
|  | MDDD3  HADD2 | LADD2  MADD1 | 6 | Demonstrates a good level of technical accuracy, with good precision, control and fluency. Has very good position-specific skills, accurate timing and more consistent application of skills with few errors and misjudgements consistent influence on the performance and motivation of others effective communication in the game applies tactical understanding and appreciation. Adapts to changes in a competitive situation. Can independently and safely prepare for, and recover from, physical activity | Understand and effectively apply the rules and regulations from some of sports. Demonstrates accurate knowledge and understanding of skills, techniques and tactics and their use within some sports. Able to evaluate and provide feedback on own and others performance. Has an understanding of the impact of physical activity on a person’s health, wellbeing and fitness |
|  | HADD3 | LADD3  MADD2  HADD1 | 7 | Demonstrates a very good level of technical accuracy, with very good precision, control and fluency. Has very good position-specific skills, accurate timing and more consistent application of skills with few errors and misjudgements consistent influence on the performance and motivation of others effective communication in the game applies tactical understanding and appreciation. Adapts well to changes in a competitive situation. Can independently and safely prepare for, and recover from, a variety of different types of physical activity | Demonstrates a very good level of technical accuracy, with good precision, control and fluency. Has very good position-specific skills, accurate timing and more consistent application of skills with few errors and misjudgements consistent influence on the performance and motivation of others effective communication in the game applies tactical understanding. |
|  |  | MADD3  HADD2 | 8 | Demonstrates an excellent level of technical accuracy, with good precision, control and fluency. Excellent position-specific skills with excellent timing and consistent application of skills with few errors and misjudgements. Consistent influence on the performance and motivation of others. Effective communication in the game and applies tactical understanding and appreciation. Adapts to changes in a competitive situation. Can independently and safely prepare for, and recover from, physical activity. | Understand and effectively apply the rules and regulations from a range of sports. Demonstrate accurate knowledge and understanding of skills, techniques and tactics and their use within a range of sports performance, sometimes leading to improvements Able to evaluate and provide accurate feedback on own and others |
|  |  | HADD3 | 9 | Demonstrates an excellent level of technical accuracy, with very good precision, control and fluency. Excellent position-specific skills with excellent timing and consistent application of skills, in a variety of sports, with few errors and misjudgements. Consistent influence on the performance and motivation of others. Effective communication in the game and applies tactical understanding and appreciation. Adapts to changes in a competitive situation. Can independently and safely prepare for, and recover from, physical activity Has an understanding of the impact of physical activity on a person’s health, wellbeing and fitness | Understand and effectively apply the rules and regulations from a range of sports. Demonstrate accurate knowledge and understanding of skills, techniques and tactics and their use within a range of sports performance, always leading to improvements Able to evaluate and provide accurate feedback on own and others |
|  |  |  | 10 | Demonstrates an outstanding level of technical accuracy, with good precision, control and fluency. Outstanding position-specific skills, outstanding timing and consistent application of skills with few errors and misjudgements. Consistent influence on the performance and motivation of others. Effective communication in the game and applies tactical understanding and appreciation. Adapts to changes in a competitive situation. Can lead the safe preparation for, and recovery from, physical activity | Understand and effectively apply the rules and regulations from a wide range of sports. Demonstrate accurate knowledge and understanding of skills, techniques and tactics and their use within a wide range of sports. Able to evaluate and provide accurate feedback on own and others performance, Always leading to improvements Has an in-depth understanding of the impact of physical activity on a person’s health, wellbeing and fitness |
|  |  |  | 11 | Demonstrates a mastery technical accuracy, with good precision, control and fluency. Mastery of position-specific skills and adaptable to perform in numerous positions. Accurate timing and more consistent application of skills with few errors and misjudgements. Outstanding influence on the performance and motivation of others. Has excellent communication in the game and applies tactical understanding and appreciation adapting to changes in a competitive situation. Can lead the safe preparation for, and recovery from, physical activity | Understand and effectively apply the rules and regulations from a wide range of sports  Demonstrates detailed and accurate knowledge and understanding of skills, techniques and tactics, and justify their use within a wide range of sports  Be able to evaluate and provide accurate feedback on own and others performance, always leading to improvements Has an in-depth understanding of the impact of physical activity on a person’s health, wellbeing and fitness |
|  |  |  | 12 | Demonstrates a mastery including flair and creativity of technical accuracy, with outstanding precision, control and fluency. Adaptable to any position, incorporating skills associated with relevant position. Has outstanding timing and more consistent application of skills with few errors and misjudgements. Outstanding influence on the performance and motivation of others and effective communication in the game. Applies tactical understanding and appreciation adapting to changes in a competitive situation .Can lead the safe preparation for, and recovery from, physical activity | Understand and effectively apply the rules and regulations from a wide range of sports. Demonstrate detailed and accurate knowledge and understanding of skills, techniques and tactics, and justify their use within a wide range of sports. Able to evaluate and provide accurate feedback on own and others performance, always leading to improvements. Has an in-depth understanding of the impact of physical activity on a person’s health, wellbeing and fitness |

**Assessment Principles**

In Core PE, students are assessed practically using the descriptors above. The students are assessed for each sport they undertake throughout the year. Teachers will use their professional judgement and analyse students’ application of skills and tactics in both isolation, conditioned and competitive situations. When undertaking a sport, students will focus on the core skills needed to take part in a competitive situation, with the focus moving towards manipulation of skills and tactics as they progress. At its core, the focus is on students being physically active for the majority of the lesson and developing both their confidence and a passion for playing sport/staying physically active.

From Year 9, students have the option to study OCR Sport Science. This qualification is assessed over 4 units, 2 mandatory and 2 optional. The course is assessed 25% external examination and 75% internal coursework assessment. Below are the units studied at St Josephs and a brief overview of their content. Students will have on average five one hour lessons over the two weeks as well as their core physical education lessons.

**RO42 – To be studied for the duration of YEAR 9**

This unit of work will develop student’s knowledge and understanding of components of fitness and methods of training.

Students will identify how the sport and physical activity industry tests for a wide range of components of fitness. They will also carry out these tests and be able to evaluate and analyse the results and develop them into a suitable and detailed fitness training programme.

Students will know the principles of training and various training methods, in a sporting context and be able to explain them such as;

* progression, i.e. progressive overload by increasing frequency, intensity, time, type, adherence (FITTA)
* specificity, i.e. practices a skill used in a sport, trains the muscle group(s) predominantly used in a sport (e.g. passing the ball in rugby)
* aerobic and anaerobic exercise, i.e. difference between aerobic and anaerobic exercise, i.e. aerobic, i.e. utilising oxygen to fuel the body during exercise anaerobic, i.e. fuelling the body during exercise without using oxygen

Students will understand how these elements can be monitored and evaluated within a 6 week training programme and how to effectively evaluate individual performance and how it can be adapted and modified if needed

**RO41 – To be studied September – December in YEAR 10 Exam to be sat January of YEAR 10**

This unit of work will develop student’s knowledge and understanding of generic and sport specific injuries, and how they can be reduced through effective planning and preparation.

Knowing how to reduce the risk of injury when taking part in sport, and how to respond to injuries and medical conditions in a sport setting are, vital skills in many roles within the sport and leisure industry, many of which will be researched and analysed by the students.

On completion of this unit of work, learners will know how to prepare both individuals and teams to participate in physical activity, they will also know how to;

* minimise the risk of injuries occurring,
* react to common injuries that can occur during sport
* how to recognise the symptoms of some common medical conditions,
* appreciate and evaluate effective first aid training and qualifications.

Students will also understand and how and why to warm up and cool down effectively and efficiently, and appreciate routines that can help to prevent injury and know the psychological benefits of a warm-up.

We will also develop our learning and understanding about Emergency Action Plans and why they are needed and what it consists of including; emergency personnel, emergency communication and emergency equipment.

**RO43 – To be studied January – July in YEAR 10**

This unit of work will develop student’s knowledge and understanding of the body’s response to physical activity.

Many careers within the sport, leisure and health industries require employees to have an understanding of how the body changes and responds to a wide variety of physical activities.

With this knowledge it is possible to improve body systems to optimise sports performance and promote healthier lifestyles.

On completion of this unit, learners will understand;

* The key aspects of the structure and function of the musculo-skeletal and cardio-respiratory systems
* How to investigate some of the changes which occur to them in response to short and long-term physical activity.

Students will know and understand the key components of the musculo-skeletal and cardio-respiratory systems as well as their functions and roles, such as;

* major bones in the body i.e. cranium, scapula, clavicle, humerus, radius, ulna, sternum, pelvic girdle,
* The musculo-skeletal system (e.g. support, movement, protection, blood formation)
* The cardio-respiratory system and its function, i.e. heart, i.e. ventricles, atria, valves
* respiratory system, i.e. trachea, lungs, alveoli, diaphragm

Students will understand the importance of the musculo-skeletal and cardio-respiratory systems in health and fitness where we will look at the benefits of cardio-respiratory fitness and prevention reduction of heart disease and obesity.

Students will be taught how to assess the short-term effects of physical activity on the muscular-skeletal and cardio-respiratory systems

**RO45 – To be studied for the duration of Year 11**

This unit of work will develop student’s knowledge and understanding of nutrition and its role within a healthy lifestyle and physical activity.

On completion of this unit, learners will consider the composition of a healthy, balanced diet. They will also consider the necessity of certain nutrients in particular quantities and the effects of a poor diet.

Students will be able to understand and explain the importance of;

* complex carbohydrates
* simple carbohydrates
* protein
* fibre
* fat
* water

They will reflect upon the role that diet plays in different sports and activities, and use the knowledge gained to produce an appropriate and detailed diet plan for a performer, within a specific physical activity.

Students will learn the characteristics of a balanced diet and what nutrients are as well as the correct terminology and be able to identify what food sources contain these nutrients. Students will also be taught and understand the importance of nutrition before, during and after physical activity. The reasons for the varying dietary requirements for different activities.

Learners will know and understand about the effects of a poor diet on sports performance and participation, as well as the definition of malnutrition and the effects of overeating on sports performance and participation.

**Enrichment and Extra-Curricular**

The Physical Education department offers weekly enrichment during lunchtimes and after school on most days.

Physical Education offer sports clubs including throughout the year:

* Football
* Rugby
* Netball
* Dance
* Basketball
* Badminton
* Hockey
* Cricket
* Athletics
* Rounders

Competitive sports fixtures within the borough are undertaken throughout the academic year.

Extra-curricular visit include

**Physical Education Strengths and Areas of Focus**

A comprehensive evaluation of the department and its performance is detailed in the department SEF and a comprehensive action plan for improvement is detailed the department improvement plan.

Below is concise summary of the departments’ main strengths and areas for development.

*Strengths*

Delivery of extra-curricular opportunities

Quality of lesson delivery throughout the staff in the department

Improving results within the OCR Sport Science qualification

Behaviour for learning and high expectations of student attainment within Physical Education

*Areas of Focus*

Further develop knowledge of OCR Sport Science qualification in order to continue the upward trajectory of Year 11 outcomes.

*SEND PE*

The Equality Act 2010 and Special Educational Needs and Disability (SEND) Regulations 2014 place certain duties on schools to ensure that students with SEND are able to take advantage of the same opportunities that other students have. To help students with special educational needs and disabilities (SEND) reach their full potential, they first must have equal access to the curriculum.

In the physical education department, providing opportunities for all pupils, including those with SEND to progress, access high quality teaching and above all, enjoy their learning experience, are of a high priority.

Within core physical education, a number of strategies are put in place in order to achieve this. Firstly, discussions are had in CPD department times on the pupils in our cohort and how best to support them based upon their specific needs. This then means the staff are prepared before even meeting the child on what to expect and how they can adapt their teaching in order to offer the best possible learning environment. Within the practical lessons, which are often mixed ability, staff will quickly assess individual skill levels and therefore ensure when groups of students are working together, ability levels are matched. On occasions, HA students may be given a leadership role where they work with and guide SEND students, which is a non-threatening, inclusive approach which doesn’t isolate the SEND pupils and make it obvious that their needs are different to the rest of the class. All learning objectives are designed to be accessible to the class, while still teaching towards the top, and any skills that may be difficult to acquire are broken down and simplified through demonstrations and ample time given to practice.

Often in lessons, adapted equipment is used in order to make certain sports and skills more accessible. Examples of this can be as simple as changing the size of a ball which then makes it easier if co-ordination and fine motor skills are an issue. We also ensure that anyone needing a wheelchair can access the lesson, and a specific chair designed for easier movement while playing sport is available.

Throughout both practical and theoretical lessons, a variety of formative assessments methods are used, most commonly the practice of hands down questioning, group work and kagan style questioning methods, all of which allow SEND students to feel confident in giving their responses in a safe non judgemental environment.

Within OCR sports science, further adaptations and structures are in place to help SEND students achieve their target grades. Students in Years 9-11 are given the GCSE/Cambridge National mark schemes before commencement of assessments and these are discussed in detail so that all students know what is expected to achieve each of the levels. Students are supported to achieve their potential. SEND students are often sat near or next to HA students who can help guide them through any learning they find difficult or offer them support when trying to formulate coursework. WAGOLL are produced for all students, and even though lessons are aimed again teaching to the top, complex topics such as the structure of the heart are broken down and explained in simpler terms via the departments lesson resources.

During the exam unit, differentiated exam questions and resources are produced which allows SEND students to keep up with the pace of the lesson, and also ensures they are supported in answering difficult exam style questions. These resources often use a scaffold approach which allows the SEND students to start at the level they feel comfortable at.

Most importantly, in both practical and theoretical lessons, members of the department simply ask SEND students what works best for them. Once these conversations have been had, often the student will verbalise what they like and what they feel helps them in lesson. This then allows the department to be reactive and put in place the steps agreed by both parties, which again encourages engagement and a sense of belonging to the lesson along with the rest of their peers.

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| **PE** | **Physical and mental health** | **Core PE time will focus priorities on physical health, body image, mental health. OCR PE follows intervention programme.** |