



Twyford
C of E
High School

Physical Education Department



PE Curriculum

Statement of Intent

At Twyford 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, which focuses on the holistic development of the student, allowing them to achieve their own personal best. Students will learn fundamental movement skills that will allow them to experience success in a range of sports, but also they will develop a broader understanding of the skills and knowledge that is needed for them to be a life-long learner in PE and sport. Not only as performers but students will learn leadership skills through roles such as planning and delivering coaching and officiating.

The promotion of competition and developing positive attitudes underpins every activity area within the Physical Education Curriculum at Twyford. As well as opportunities through Core PE lessons, students can access a wide range of extra-curricular activities through the Extra-Curricular programme. By the end of their time at Twyford, 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.



Our 10:10 ethic

A value driven focus of PE/Sport:

- Creating life long learners in Physical Education.
- Holistic focus on developing young people.
- Learning in, through, about and for movement.



Critical Thinking and the PE Curriculum

Physical Education and Sport provides opportunities for students to think critically, communicate, 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. This is important in order to guide students understanding as to why this will benefit their lifestyle in their future beyond their Physical Education Journey at Twyford.

Spiritual, Mental, Social and Cultural Education in PE

Spiritual education involves students developing their own values and beliefs through PE and sport. Students will learn the rules and the etiquette that is associated with the sports they will learn, and why they need to abide by them. A big part of the spiritual education of students at Twyford is the promotion of fair play and sportsmanship. The meaning and purpose of the core values and beliefs that they develop, can then be integrated into their lives beyond Twyford. Through our extracurricular program, students are offered an extensive range of activities, accessing local club links within the community, placing them on a pathway in which they can continue to engage in physical activity beyond school.

Mental and emotional education in PE relates to students having the opportunity express their feelings and emotions through movement, action and transition. PE lessons are designed to be active and enjoyable, which fosters a positivity for physical activity.

Social education involves students having the opportunity to work together in teams, as well as reflecting on the quality of performance. Students will learn interpersonal skills such as commitment, communication, co-operation, leadership and teamwork, which can be clearly seen in our sports education units in years 7-10. In year 10-11, students will focus on learning leadership skills that will equip them to plan take part in sport independently without teacher assistance. Furthermore, the varied and balanced curriculum offered to students provides ample opportunities to work as a team and communicate effectively. Students are always be 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 sports 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. Our core curriculum offers breadth for all students, and they have an equal opportunity to learn all of the sports on offer. Our curriculum is gender neutral, which means boys and girls learn the same sports from years 7-11.

Examples of Spiritual, Mental, 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 respect 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 as well as our gender neutral curriculum.
- 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 MacDonald
Head of Department

Ms Aliyah Esprit
Head of Girls PE
Assistant Head of Year 10

Mr Paul Stanton
Teacher of PE
Deputy Head of Sixth Form /Exam
Officer

Miss Beth Hawksworth
PE Coach

Mr Peter Brookes
PE coach

Mr Jamie MacDonald-
Brown
Head of Inclusion / PE Teacher

Key Priorities in PE

Curriculum

- Develop schemes of work for core and extended elective, and GCSE.
 - Key SOW that are a focus include Sports Ed units, Leadership.
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- Promote use of Curriculum Learning Journeys to show progression in PE

Assessment

- Implementation of new department assessment policy and resources for core PE

Pastoral

- PE Stars of the Week
- Review changing room expectations
- Introduce criteria for Sports Colours
- Monitor attendance at sports clubs using sims activities/SOCs
- Celebrate sport through sports awards evening/assemblies

Wider Learning

- Maintain high levels of attendance through broad and varied offer of Extended Electives:
 - Year 7 – 80%
 - Year 8 – 80%
 - Year 9 – 60%
 - Year 10 – 40%
 - Year 11 – 30%
- Weekly inter-house competitions/fixtures and regular inter-trust competitions/fixtures
- Develop Sports Leadership opportunities
 - Sports Leadership Team
 - Sports Councils
 - Sports Leadership Qualification (Year 12)

Staffing

- Sharing of best practice
- Regular and timetabled staff meetings
- PE staff to lead areas whole school training
- All staff aware of expectations and policies

Resources

- Maintenance of PE Areas and Facilities

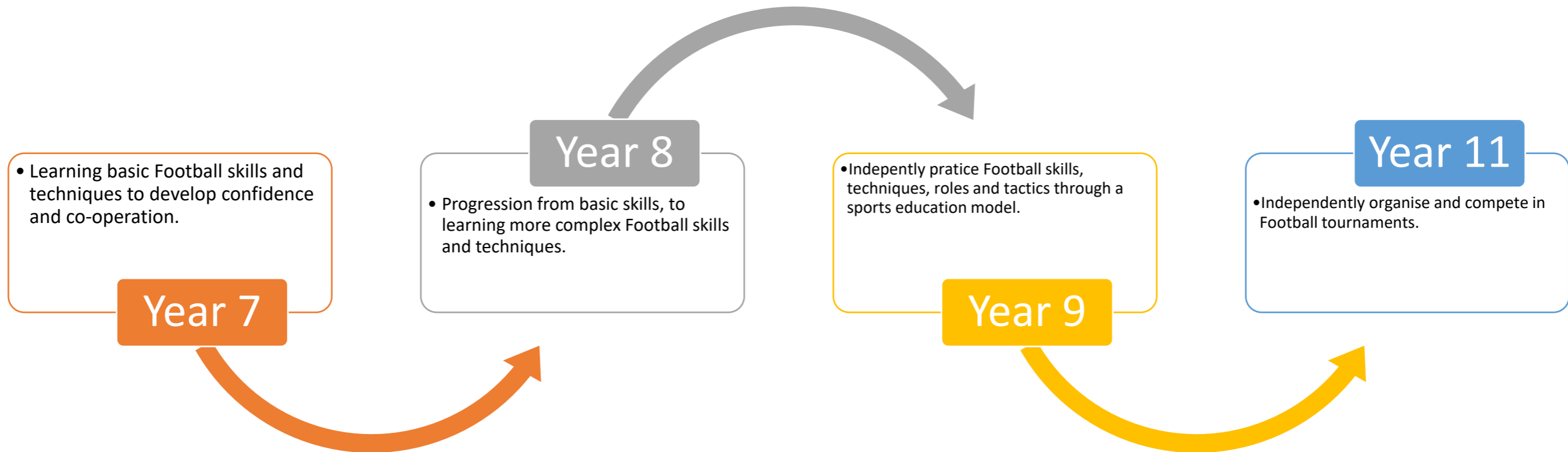
Badminton Inavasion Games	Sports hall Cage / Field	PST	Trampolining	Sports hall	AES	Health & Fitness	Community Room	BGR	Self Defence Health & Fitness	Small Hall Community Room	JMA	Inavasion Games	Cage / Field	JMC	Elective Rounders	Field	AES
		JMC	Badminton Inavasion Games	Sports hall Cage / Field	PST	Trampolining	Sports hall	AES	Self Defence Health & Fitness	Small Hall Community Room	BGR	Self Defence Health & Fitness	Small Hall Community Room	JMA	Elective Cricket	Field	JMA
Self Defence Health & Fitness	Small Hall Community Room	JMA	Self Defence	Small Hall	JMA	Badminton Inavasion Games	Sports hall Cage / Field	PST	Trampolining	Sports hall	AES	Trampolining	Sports hall	BGR	Elective Softball	Field	JMC
		BGR	Health & Fitness	Community Room	JMA	Self Defence	Small Hall	JMC	Badminton	Sports hall	PST	Badminton	Sports hall	AES	Elective Football	Field	PST
Trampolining	Sports hall	AES	Health & Fitness	Community Room	BGR	Self Defence	Small Hall	JMA	Inavasion Games	Cage / Field	JMC	Badminton	Sports hall	PST	Elective Ultimate Frisbee	Field	BGR



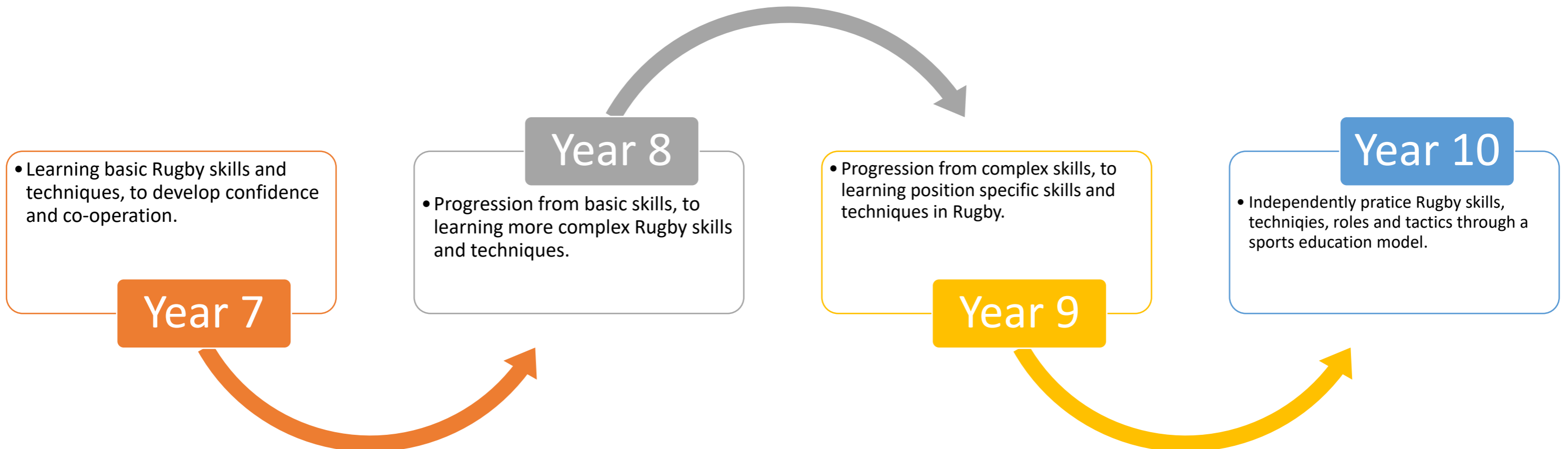
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Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
Activity	Space	Staff	Activity	Space	Staff	Activity	Space	Staff	Activity	Space	Staff	Activity	Space	Staff	Activity	Space	Staff
Elective			Elective			Elective			Elective			Elective					
Football		AES	Football		AES	Football		AES	Football		AES	Football		AES			
Elective			Elective			Elective			Elective			Elective					
Badminton		JMC	Badminton		JMC	Badminton		JMC	Badminton		JMC	Badminton		JMC			
Elective			Elective			Elective			Elective			Elective					
Table tennis		JMA	Table tennis		JMA	Table tennis		JMA	Table tennis		JMA	Table tennis		JMA			
Elective			Elective			Elective			Elective			Elective					
Health and Wellbeing		BGR	Health and Wellbeing		BGR	Health and Wellbeing		BGR	Health and Wellbeing		BGR	Health and Wellbeing		BGR			
Elective			Elective			Elective			Elective			Elective					
Trampolining		PST	Trampolining		PST	Trampolining		PST	Trampolining		PST	Trampolining		PST			

Progressions of sport from year 7-11

Football



Rugby



Netball and Court Games



Gymnastics and Trampolining

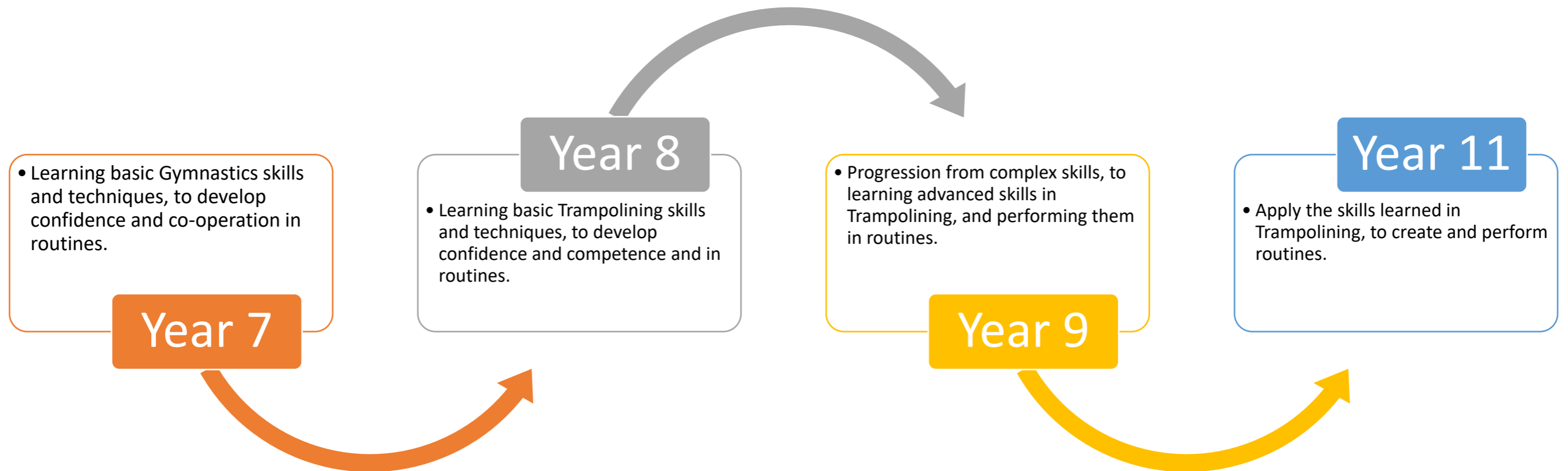
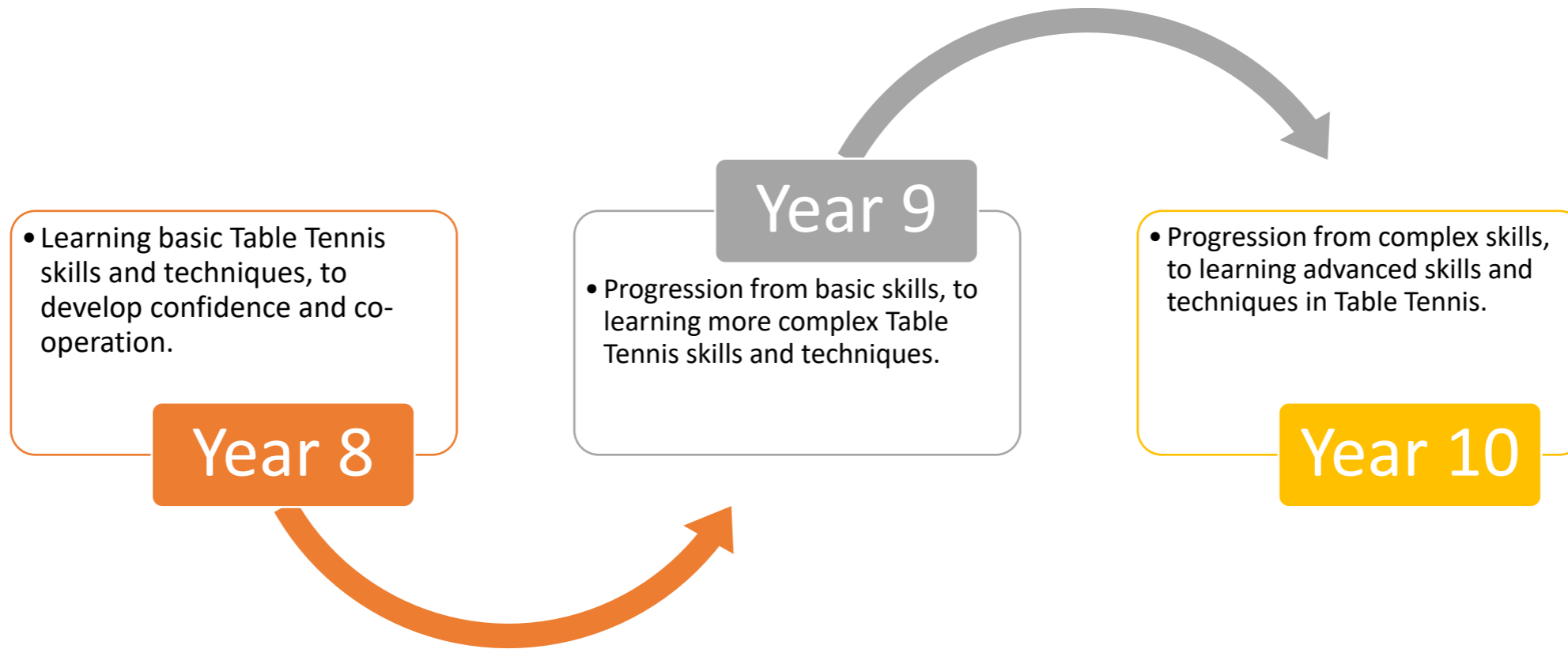


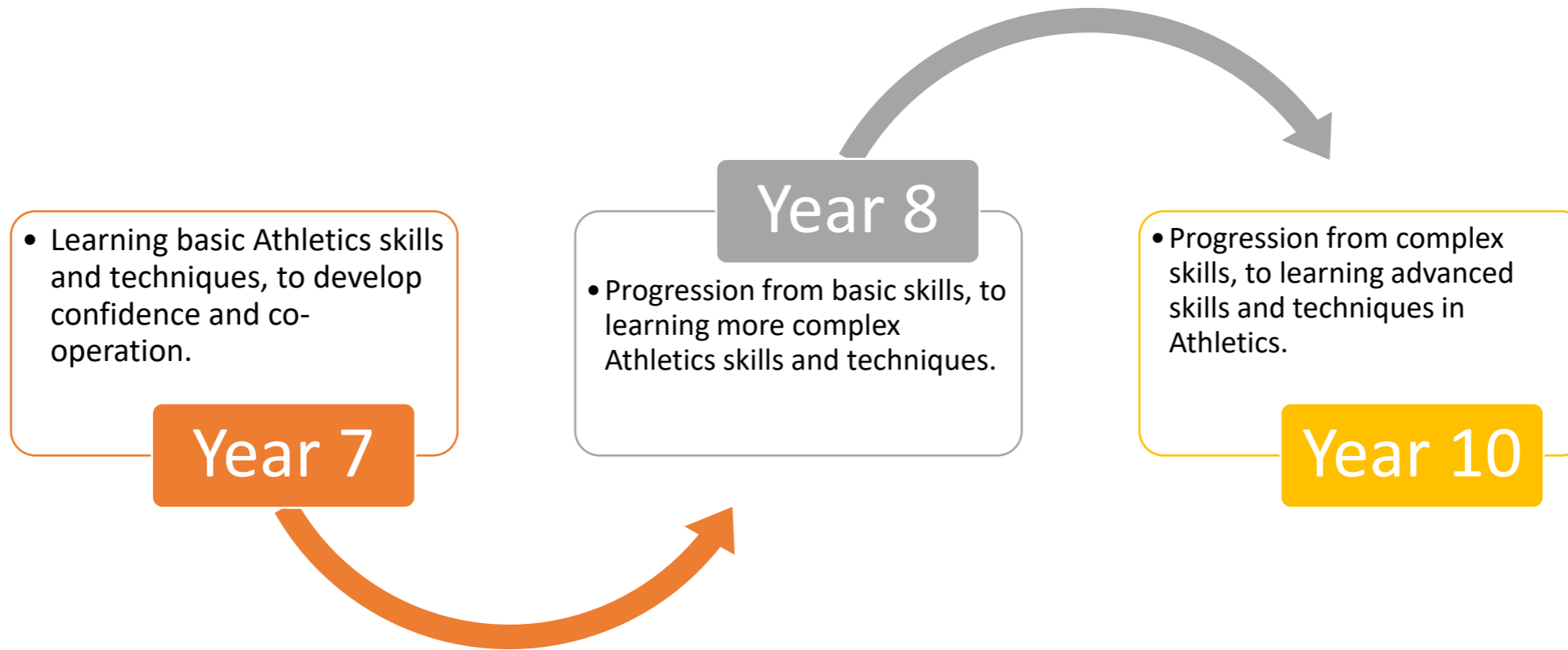
Table Tennis



Cricket and Rounders



Athletics



Progressions of learning focuses from year 7-11

Creating a leader

Year 8
Within Netball

- Develop the understanding of social responsibility through the sports education model
- Independently practice skills and techniques in a Netball team
- Roles, Responsibilities, Tactics

Year 9
Within Football

- Securing understanding of social responsibility
- Independently practice skills and techniques in a Football team
- Roles, Responsibilities, Tactics

Year 10
Within Rugby

- Securing understanding of social responsibility
- Independently practicing skills and techniques in a Rugby team
- Roles, Responsibilities, Tactics

Year 10
Within Netball

- Learn and develop styles of leadership
- Understand how to differentiate an activity
- Deliver micro coaching sessions to primary school students

Year 11
With Leadership

- Develop coaching philosophy
- Plan and deliver independent coaching sessions to primary school students
- Evaluate coaching sessions

Keeping safe in sport

Year 7
Within Rugby

- Learning the 4 stages of a warm up, and 2 stages of a cool down
- Perform appropriate warm up and cool downs
- Understand why warm up and cool downs are important for keeping safe in sport

Year 8
Within Cricket

- Learn about the protective equipment that is used in sport
- Understand SAFE principle to manage risk in sport
- Understand the importance of rules, to increase safety in sport

Towards a positive wellbeing

Year 7
Within Gymnastics

- Learning the 4 dimensions of personal wellbeing
- Physical, Mental/Emotional, Social and Spiritual wellbeing
- Understanding how physical activity can maintain a positive wellbeing

Year 8
Within Rugby

- Learn the 5 food groups
- Give examples of foods from five food groups
- Analyse ones diet and suggest any changes to improve general diet

Year 9
Within Football

- Learn about two energy systems (anaerobic and aerobic)
- Measure intensities using Heart rates
- Identify appropriate methods of recovery from exercise

Year 10
Within Fitness

- Learn about the different methods of training
- Apply the methods of training to improve fitness

Year 11
Within Choice

- Students will be independently active in a sport of their choice

Values and culture of sport

Year 7
Within Athletics

Develop knowledge of Olympism

Compete in athletic events, demonstrating the olympic values

Year 8
Within Athletics

Develop knowledge of the culture of sport, focusing on the Olympics

Compete in athletic events, demonstrating the olympic values

Year 9
Within Netball

Students will develop critical thought about diversity in sport, specifically focusing on gender equality.

Year 9
Within Rounders

Students will develop the brief knowledge of the history of rounders

How has the history of sport led to the development of modern day sport

Year 10
Within Athletics

Students will compete in Athletic events, using an Olympic style format.

Independently demonstrating the Olympic values during competition

Learning to learn

Year 7
Within Cricket

Learn the stages of skill acquisition

Analyse skill level based on the stages of skill acquisition

Use basic practice methods (whole - part - whole) to develop new skills in the game of Cricket

Year 8
Within Trampolining

Analyse skills in Trampolining

Suggest methods to improve skill level

Practice skills using different practice methods, and analyse improvement

Year 8
Within Table Tennis

Practice skills using a range of practice methods to develop skills in Table Tennis

Analyse improvements

Year 9
Within Table Tennis

Students will practice skills in a range of situations (both isolated and game situations), and independently use a range of practice methods to refine and master the skills they have learnt.

Year 10
Within Trampolining

Students will learn different styles of giving feedback to others

Students will use a range of feedback styles to give appropriate feedback to others to improve technique

Year 11
With Trampolining

Students will design and implement a trampoline routine, and analyse tariffs.

Becoming an independent learner

Year 7
Within the first 4 weeks

Students will participate in a range of sports

Students will research clubs within their community that they can join

Students will be introduced to sports clubs at EFHS, and encouraged to sign up to a club

Year 10 & 11
With Table Tennis

Learn how to run and organise different forms of tournament and competition

Students will independently play and officate matches within their class

Year 11
Within Court games

Students will reflect on their participation in clubs from years 7-11

Students will research clubs in the community, and evaluate how they can part of their life after ealing fields

Being a 'good sport'



Year 7
Within Football

Learn the etiquette and sportsmanship associated within the game of Football

Independently participate in Football matches using applicable etiquette and sportsmanship



Year 8
Within Football

Learn the basic rules of Football

Officiate games of Football


Independently follow the rules of Football



Year 9
Within Cricket

Learn the etiquette and sportsmanship associated within the game of Cricket

Independently participate in Cricket matches using applicable etiquette and sportsmanship



Year 10
Within Cricket

Learn the basic rules of Cricket

Officiate games of Cricket

Independently follow the rules of Cricket