



Curriculum Intent Physical Education

The aim of the PE curriculum is to create a positive learning experience for all students whereby they are inspired to develop their understanding and awareness of the benefits of physical activity and sport. The curriculum intends to provide students with learning experiences which impart critical knowledge and fundamental skills in a varied but sequential pathway. Learning activities are carefully selected in line with National Curriculum requirements. Students within the curriculum will learn about how to develop their techniques and skills in a number of activities such as Rugby and Football. They will explore how tactics and strategies can be used in both individual and team activities such as Athletics and Handball. They will develop their awareness of movement patterns within Gymnastics and Dance. Students will be encouraged to solve problems throughout the curriculum and will consistently work on developing their team building skills.

The curriculum is designed for pupils to develop and progress within three key concept areas which underpin the very essence of the subject: Physical, Analytical and Leadership. Structuring the curriculum via three key concepts enables students to progress in a number of ways. These three individual key concepts progress each year, building on previously acquired knowledge.

In Year 7 the Physical concept focuses on developing skills and techniques within a number of different activity areas. For example, Invasion games such as Rugby, Handball and Football focus on techniques such as, passing, catching and throwing. In Year 8 students will start to explore tactics and strategies developing ideas around attacking and defensive principles and also their decision-making process whilst in game situations. In conjunction with this they will also continue to improve and develop previously learnt technical skills. In Year 9 students will consolidate their previous two years of learning and start to examine more advanced skills and tactics. For example, in Handball students will start to really extend their range of passing and shooting skills as well as learning about team formations and tactics that can be employed in these systems.

The Analytical concept firstly introduces students to understanding the importance of being a reflective practitioner. The focus within the first phase is on self - reflective techniques and prompts. For example, in Gymnastics students will focus on how they could improve and progress their individual sequence. The Analytical concept develops and progresses into Year 8 focusing more on developing and assessing the performance of others. For example, in Athletics students will carefully observe partners throwing and jumping techniques suggesting ways to improve deriving from explicitly provided criteria. The Analytical concept in Year 9 allows students to synthesise their knowledge and understanding from previous years. Students have the opportunity to comment on more advanced skills and techniques with learning content focusing on their choice of language and communication skills. For example, in Basketball pupils will comment using technical language the effectiveness of the layup up shot.

Opening minds, opening doors.

Honesty • Excellence • Aspiration



The Leadership concept encourages all students to primarily develop their self confidence in the subject. Students will participate and perform in a variety of groups within different sporting and physical contexts. Students within Year 7 will specially understand how to lead simple warm up activities which prepare both the body and mind for physical activity. Year 7 commence with a unit of Transition which focuses on the key components of a warm up and how these should and can be implemented in a variety of ways. In Year 8 students will learn about organising and leading small skill led activity practices. For example, in Football they will be expected to lead a practice focusing on passing techniques to their peers. In Year 9 students will lead larger groups and will seek to develop practices by improving their understanding of progressing and adapting drills. Students will be required to make practices more challenging in engaging and creative ways. The Leadership concept throughout the Key Stage has been structured so that students continuously improve their knowledge of activity key rules. Students are encouraged and have the opportunity within lessons to take on a number of roles such as officiating and coaching. This aspect of lessons interlinks with discussions about career opportunities sport and physical activity can provide. More specifically students learn what essential skills and discipline a job in the sport sector would require and how PE can develop this.

Students are provided with extra-curricular opportunities to allow them to further develop their abilities in a range of sports as well as taking part in competitive inter and intra school events. These opportunities provide students to develop their own personal values. Resilience and determination are key character traits which are promoted both within and outside of the PE curriculum.

The PE curriculum has been designed with a focus to uphold our schools' key values of, Excellence, Honesty and Aspiration alongside providing knowledge and understanding of the wider British Values. Students are encouraged in lessons to make decisions and think independently. They are taught through teamwork how to accept each other as individuals and understand how respect and tolerance are essential components for successful sporting individuals and teams. The experiences and education students receive in the subject endeavours to provide a lifelong love of physical activity which will be of benefit to them on their own future pathway.

Opening minds, opening doors.

Honesty • Excellence • Aspiration