



Curriculum Detail: Physical Education

Students in all year groups are encouraged to use a range of tactics and strategies to overcome opponents in direct competition, both individually and as part of a team. They are taught to develop specific techniques in competitive sports and to analyse their performances with the aim of achieving demonstrable improvements in personal best results.

In Year 7, students are assessed in key areas including aerobic fitness, team and individual game play, problem solving, team building and individual skills. They take part in various sports and activities from a selection that includes netball, football, trampolining, badminton, gymnastics, athletics, tennis, rounders and cricket; a range of dance styles and forms are practiced using advanced techniques. In addition, students complete a range of outdoor challenges and fun activities as part of the annual Blackland Farm trip.

Year 8 students take part in a range of sports and activities from a selection that includes netball, football, trampolining, basketball, badminton, gymnastics, athletics, table tennis, rounders, tennis and cricket; a range of dance styles and forms are practiced using advanced techniques.

In Year 9, students take part in a range of sports and activities from a selection that includes volleyball, basketball, netball, football, trampolining, tag rugby, badminton, gymnastics, athletics, tennis, cricket, rounders and table tennis; a range of dance styles and forms are practiced using advanced techniques.

Year 10 students take part in a range of sports and activities from a selection that includes netball, volleyball, football, trampolining, basketball, badminton, gymnastics, dance, athletics, table tennis, rounders, tennis and cricket. Students also participate in a selection of outdoor activities in a range of environments which present intellectual and physical challenges; these encourage them to work as a team, develop problem-solving skills and build trust. Students can choose to also study GCSE PE where they will further develop their learning of both the physical and theoretical aspects of sport and sport science. Within GCSE PE pupils can make use of their knowledge of sports they take part in outside of college, e.g. equestrian events and martial arts.

In Year 11, students take part in a range of sports and activities from a selection that includes health-related fitness, ice skating, dance, dodgeball, basketball, football, trampolining, athletics, tennis, cricket and rounders. There is a revision club for BTEC Sport Unit 1.



Appendix 1: PE Assessment Criteria

KS3 and 4 – Inclusion and Progression in Physical Education

Head – Thinking Skills	Heart – Emotional & Social Skills	Hands – Physical Skills
Apply techniques across different sports and physical activities	Participate in exercise, sports and activities (outside of PE lessons)	Develop technique to improve performance
Apply principles of effective performance to own and others' work	Understand and apply the long-term benefits of physical activity	Develop expert technique in some skills/activities
Use a range of tactics and strategies to overcome opponents	Build trust and have confidence in physical self	Be an effective participant in competitions and games
Use developed skills to solve problems	Develop skills to solve problems	Participate in exercise, sports and activities (outside of PE lessons)
Analyse and improve performances compared to others	Work effectively with others and on own	
	Develop personal fitness and engage in an active, healthy lifestyle	
Contexts: Competitions through team and individual games, participate outside of lessons through extra-curricular clubs and clubs outside of school through community links or sports clubs. Taught through a range of sporting activities.		

Assessment Strands

Strands:	1. Head – Thinking	2. Heart – Social and Emotional	3. Hands – Doing
Foci:	1.1 Self Analysis	2.1 Health and Fitness	3.1 Motor Skills
	1.2 Peer Analysis	2.2 Character	3.2 Application of Skills
	1.3 Problem Solving & Tactics	2.3 Confidence	3.3 Technique
	1.4 Linking across Sports	2.4 Team Work	3.4 Competition
	1.5: Rules and Regulations	2.5 Independent Working	3.5 Participation

Assessment Spectrum for KS3		
Pupil	Teacher	
	↑↑↑	Working at an elite level in all strands
	↑↑	Working at a level above expected in all strands
	↑	Working above expected level in 2/3 strands
	↗	Working above expected level in 1 strand
	→	Meeting expected level
	↘	Working below expected level in 1 strand
	↓	Working below expected level in 2 strands



		APP PE 1: Head – <i>Thinking Skills</i>				
Pupil	Teacher	1.1. Self Analysis	1.2 Peer Analysis	1.3 Problem Solving and Tactics	1.4 Cross Sport Links	1.5 Rules and Regs.
	↑↑↑	Uses self analysis independently to positively affect performance	Uses peer analysis independently to positively affect performance of self/peers	Is integral to solving problems with others. Uses advanced tactics decisively in games/activities	Transfers advanced skills and tactics from different sports, enabling quicker progression. Can discuss links between sports and their advantages	Utilises knowledge of the rules to beat opponents fairly. Can referee/umpire a safe full game/activity
	↑↑	Improves performance based on strengths and weaknesses	Improves performance based on strengths and weaknesses of peer	Develops tactics and solves problems so performance is significant in team/activity	Is so proficient in a sport that is good in linked sports/activities. Uses links to confidently help others	Knows and uses all rules of the game. Can assist in refereeing or umpiring and is learning all the signals and terminology
	↑	Justifies strengths and weaknesses and uses this to aid performance	Justifies strengths and weaknesses of peer and uses this to aid self/peers performance	Chooses successful tactics and solves problems on own and in a team	Picks up new skills quickly due to experience in other sports Attends two sports clubs	Knows advanced rules and plays within them. Assists in referee or umpire role
	↗	Explains strengths and weaknesses and uses this to aid performance	Explains strengths and weaknesses and uses this to aid performance of self/peers	Will try other tactics and new ideas. Will contribute positively to team tactics and game play	Approaches new activities with confidence. Attends a PE club	Plays the major rules of the game and teaches others the basic rules
	→	Identifies basic strengths and weaknesses based on outcomes and feelings	Identifies basic strengths and weaknesses based on observation of peers performance	Uses tactics developed in lesson in a game or competitive situation	Performs and uses tactics in the range of sports in PE lessons.	Can referee/umpire the basic rules Plays fairly
	↘	Identifies basic strengths or weaknesses of self with video/mirror/peer help	Identifies basic strengths or weaknesses of peer with feedback from peer to guide understanding	Can solve basic problems and use tactics within lesson guidelines	Performs basic skills in basic activities in all sports and activities	Can state and play within basic rules of activities
	↓	Can't identify own strengths or weaknesses but could point out others'	States simple differences in performance compared to exemplar	Follows instructions to solve a problem Can follow a prescribed tactic or plan	Performs discrete skills in discrete activities. Building on these in multiple sports	Can state very basic rules



		APP PE 2: Heart – Social, Emotional and Behavioural Skills				
Pupil	Teacher	2.1 Health and Fitness	2.2 Character	2.3 Confidence	2.4 Team work	2.5 Independent work
	↑↑↑	Is in peak fitness for age and stage of development. Participates in sport 5 times a week	Role Model Inspires others, sets an academic and sporting example to peers, shows all qualities below	Performs readily in front of class with flair and ease. Makes others feel more confident through encouragement	Works effectively with others in a leadership/team member capacity Makes a marked difference to the team's performance	Takes initiative when working alone Is highly motivated and strives for excellence
	↑↑	Very good fitness level Maintains a very good standard of health Participates in sport 3 times a week	Understands/ demonstrates how to act/ behave in sporting situations Rarely commits fouls Sportsmanship	Performs with enthusiasm and is eager to contribute in lessons Motivates others during their performances	Can perform well as a leader and can work with great success in a team Has the ability to improve a teams' cohesiveness	Is motivated to achieve high standards Demonstrates great resilience when under pressure
	↑	Is active 7hours a week and has a good fitness level Maintains good health	Sportsmanship Sets a positive example to others Very fair in competition Gracious in defeat	Performs readily and with self-assurance Contributes to lessons Supportive of others	A positive member of a team Can lead well Improves teams performance	Can work to achieve very high standards of work Effective organisational skills
	↗	Is active for at least 3 hours a week outside of school Is concerned with own health and fitness	Respectful Has excellent manners Always brings kit even when unable to take part physically	Can perform with conviction in front of an audience and contributes to lessons	Works very well with others to produce good results Is an outgoing member of the team	Works hard to produce a good standard of work Has good organisational skills
	→	Participates in sport outside PE once a week Has basic knowledge of health and fitness	Is positive when helping others and teacher Can be trusted when out of teachers sight	Performs with belief in ability Contribution is forthcoming Encourages others	Can work well with others Is a reliable team member Communicates effectively	Can work on a task alone with no guidance Has sound organisational skills
	↘	Does not participate in any sport outside of PE curriculum Does not consider health and fitness as a priority	Can find it hard to work cooperatively with others Can be disruptive and negative in some instances	Finds it difficult to perform with audience Performance sometimes suffers with pressure	Does not always work well with others Allows others to lead the activity	Does not perform very well when working alone Needs guidance to keep on track Poor organisation Some apathy
	↓	Is overweight/ obese on BMI. Does not participate in sport outside of lessons. Fitness is a concern	Finds it difficult to socialise with others in lesson. Has inappropriate emotional responses in some situations	Finds it hard to participate when people are watching. Performance deteriorates with an audience.	Finds it difficult to work with others in a team Does not communicate effectively Becomes a social loafer	Struggles to work alone Lacks motivation Needs guidance and prompting throughout Produces little work



		APP PE 3: Hands – Physical Skills				
Pupil	Teacher	3.1 Motor Skills	3.2 Application of skills	3.3 Technique	3.4 Competition	3.5 Participation
	↑↑↑	Competent in complex motor skills	Advanced skills applied accurately. Performer's integral to games	Advance technique in complex skills and competitive activities	Competes Nationally	National Standard
	↑↑	Competent in advanced motor skills	Advanced skills applied consistently. Performer's integral to games	Advanced technique in a range of skills in competitive activities	Competes to a County level	County Level
	↑	Competent in all basic motor skills and some advanced motor skills	Advanced skills are accurately applied into activities and drills. Some consistency in games.	Advanced technique in skills used in competitions	Represents the school teams regularly In competitions in lessons is integral to success of the team.	Competing out of School
	↗	Competent in most basic motor skills	Can apply skills into activities and competitions with success	Progression of technique enabling participation in advanced skill activities	Represents the school teams Leads form in inter-form comps	School Team
	→	Competent in all fundamental motor skills	Can use and apply fundamental skills in activities and games	Demonstration of correct technique in activities set	Active participant in lesson and inter-form competitions	Consistent Attendance
	↘	Competent in most fundamental motor skills	Can use fundamental skills in some modified games	Attempting correct technique but not mastered	Participant in lesson comps	Attendance at Club
	↓	Competent in some fundamental motor skills	Can use fundamental skills in modified activities	Techniques modified to meet needs.	Plays in competitions but is ineffective in the activity	Non attendance at Club