

Curriculum Intent

'Physically educated persons are those who have learned to arrange their lives in such a way that the habitual physical activities they freely engage in make a distinctive contribution to their wider flourishing.' James MacAllister

Our PE curriculum at St Cuthbert's is designed and constantly reviewed to meet the needs of all of our students. We aim to foster the joy of learning through providing a broad and balanced curriculum, enabling all students to find activities they enjoy. We promote an aspirational culture where all students are provided with opportunities to experience success. As a department, we believe that Physical Education is a vehicle which provides students with the opportunity to holistically develop the skills, attitudes, values, knowledge and understanding of lifelong participation in physical activity. The provision that we strive to provide is well balanced between participation and performance for all students. Within PE, students have the opportunity to develop a wide range of transferable knowledge and skills which will aid them in their future learning, apprenticeships or employment, whilst taking into account the improving local economy and labour market.

As a department, our intent is to ensure that our curriculum provides students with effective opportunities to:

- Be confident and resilient individuals who lead healthy active lifestyles
- Provide students with new sporting experiences and opportunities which stimulate a love for learning both academically and practically
- Develop employability skills and have an awareness of clear progression routes that follow Key Stage 4, bearing in mind the local economy and labour market.

Within lessons we consistently use Rosenshine's principles of instruction to ensure effective learning takes place. We do this by ensuring that there is a review of learning at the start of every lesson, ensuring that new content is introduced in small steps (with ample time to practice), using questioning for understanding, providing model answers/demonstrations and providing scaffolds for difficult tasks.

The information below sets out our curriculum and enrichment opportunities which are sequenced to ensure that learning is at the heart of every stage and that students are continually challenged.

Alongside the National Curriculum:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
- Develop their technique and improve their performance in other competitive sports
- Perform dances using advanced dance techniques within a range of dance styles and forms
- Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- Take part in competitive sports and activities outside school through community links or sports clubs.
- Use, develop and enhance each of these aspects throughout KS4 to establish a strong commitment to leading a healthy active lifestyle when they leave school



Curriculum Rationale

Physical Education

As a department we have highlighted some potential barriers that may arise with students when accessing, alongside interventions in place to deal with these:

Potential Barriers	Department intervention/acknowledgements
<p>Pre/Misconceptions of PE</p> <ul style="list-style-type: none"> - Lack of specialist PE provision in Primary school - Previous negative experiences in PE - Lack of parental support to take part in PE - “Just not sporty” view of themselves 	<ul style="list-style-type: none"> - Transition activities throughout Primary years - Opportunities for primaries to be involved in festivals - Transition days – PE session - Open evening – opportunity to view and discuss PE at St Cuthberts with parents and potential students
<p>Kit</p> <ul style="list-style-type: none"> - Lack of kit, not bringing kit/organisation of kit, unable to afford kit or additional and optional kit 	<ul style="list-style-type: none"> - Clear and successful kit procedure in place – students aware of consequences of non-kit for lessons - PP and other vulnerable students supported with funding for Kit - Department have a number of spare kit options for students to loan for lessons - Kit monitored and recorded closely by all staff
<p>Weather/Areas</p> <ul style="list-style-type: none"> - Unpredictable weather; flooded pitches, slippery playing surfaces, loss of areas during exam periods 	<ul style="list-style-type: none"> - Curriculum mapping carefully considered at the start of the year and throughout each half term. - Sports which require indoor spaces are placed around the use of the sports hall for examination periods (where possible) - Sports are placed to avoid weather restrictions (where possible)
<p>Ability / disability</p> <ul style="list-style-type: none"> - Some students have under developed motor skills due to lack of practice, not having been taught basic skills in EYFS - Some students suffer with physically disabling or challenging conditions that may prevent their participation 	<ul style="list-style-type: none"> - Key individuals in Y7 identified throughout baseline assessments and any primary transition work. - Intervention throughout all year groups - Extra-curricular opportunities for all highlighted students - Specialist equipment and activities for SEN students and low-ability students
<p>Confidence/Personal Development</p> <ul style="list-style-type: none"> - Peer pressure to perform, lack of parental support, body image issues 	<ul style="list-style-type: none"> - Healthy living sessions - Students are actively encouraged to lead a healthy lifestyle - Effects of sedentary lifestyles discussed during lessons - Opportunities for success throughout lessons and extra-curricular provision - Praise cards – sent home - Phone calls home to parents to discuss - ATL used to demonstrate attitude to learning and can be motivational in students efforts - Alternative changing provision for those “less comfortable” with changing in communal areas - Alternative kit arrangements made to support those less confident to show bare skin. - Intervention sessions – arranged with Personal Development Lead

Assessment in PE

Assessment Criteria	Explanation
	This concept refers to your knowledge and understanding of the sport or activity. It is the ability to show your tactical awareness in a game situation. It also involves demonstrating your ability to coach other people and apply your knowledge in a game situation to improve yours or your team's performance.
	This concept refers to your fitness levels and leadership skills. Are you physically able to cope with the demands of the sport? Can you identify weaknesses in your fitness levels and show knowledge of how to improve them? It also considers your ability to coach and lead others, using appropriate knowledge of the activity, organisation skills and communication skills.
	This concept refers to your technical ability to perform the skills in isolation and in a game situation. For example, in football it is your ability to pass the ball using the correct techniques.

***Specific "Head/Hands" across different sports and activities.**

Full AWOL criteria – separate

Whilst the system above is used to assess students in core PE for each activity, each half term, in examination PE assessment is linked to the exam boards' criteria for both practical and theory units. We currently subscribe to The Everlearner package, this is generally used for internal assessment in theory lessons, as well as periodical KATs.

Extra-curricular opportunities in PE

As a department, we proudly offer a varied and accessible extra-curricular programme. This offers opportunities for recreational activity, competitive sport and intervention sessions (both practically and theoretically).

We strongly encourage students daily to attend these sessions to enhance skill/ability/fitness levels but also as an opportunity to develop social interaction skills, mental wellbeing and sheer enjoyment. Year 11 students have the opportunity and flexibility to utilise our school fitness suite on any evening and access any activity when it fits with their academic studies.

Focus and themes throughout each year group (Rationale)

Generic: The sports and activities throughout the year for each year group are selected through a combination of factors and therefore differ year by year. These factors include;

- Student preference/ Student voice
- Weather
- Timing of external opportunities i.e. fixtures/competitions etc. where lessons can be used

This allows for not only a broad range of sports and activities, but also a personalised approach to each of the groups/year groups.

“Theory” content from across the KS4 qualifications (GCSE/BTEC), is carefully integrated throughout our core practical curriculum. With the added demand of the theory aspect in these qualifications, it is important for students to be able to relate back to their practical experiences in KS3 to support their application of knowledge in these contexts. The theory elements also allow for additional assessment opportunities throughout KS3.

The theory/practical content support and develop learning, for example, understanding the principles of training in Year 8, is then brought to life when doing Training methods in Y9 – as the application of these principles will aid the improvement and progress they make.

Additional culture exposure, experiences and opportunities often arise throughout the school year and we always strive to make the most of these wherever possible. As a department we ensure we offer these internally through local and international sports tours, ski trips, activity days, observing international level performances, Arts trip to London, Arts festivals etc.

We are particularly proud of the Sports Personality Awards evening which we host in-line with the annual National BBC SPOTY event. This event celebrates not only sporting success but attributes and specific personal qualities (leadership, team work etc.) that our students possess in a bid to encourage, promote and inspire students. We invite a professional/famous athlete to come and speak to our students and from this have developed strong links with the wider community.

Year 7: Knowing our fundamentals; Values and Skills

Year 7 is a follow on from the transition work completed in primary. This is the fundamental stage where students are integrated into expectations and routines within the PE department and PE curriculum. Students are introduced to the core values and skills which will run as a thread throughout their PE curriculum. Enjoyment and positive experiences are crucial at this stage, as this is the start line for developing good sporting habits, which will set the trend for their time at St Cuthbert's. Hence, the “freshers” themed fayre/assembly at the start of the year, which offers an outline of the extra-curricular provisions, involvement in PE and the assessment within PE. “Basic” skills are introduced across all sports, with the basic knowledge and understanding of rules etc. within each.

Year 8: Learning to learn, lead and develop growth mindset

Year 8 continues to “Develop” the skills and application of these skills across a variety of sports. Further opportunities for character building, personal development, confidence and success are all key factors in the delivery of lessons. At this stage we want to see students grasping the technique of skills more accurately and knowing how their actions may influence the response from oppositions or their outcomes in performance. Further fitness focuses begin, building a platform for students to consider their own strengths and areas for development.

Year 9: Building aspirations and developing resilience

Year 9 involves the “advancing” of skills and application, taking the knowledge and understanding of the skills across sports and adapting or influencing them to gain further successes usually within a more competitive environment. In a student's own personal development, particularly, at a hormonal stage, this

year is important for students to reflect on their motivations and overcoming challenges and barriers to participation. Options discussions take place with students to highlight career possibilities and prompt students to consider whether studying PE and Sport is for them.

Year 10 & Year 11: Making active lifestyle and Career choices

Across KS4, whilst skills continue to progress further, difficulty of these increases, especially for those being assessed in GCSE. PE lessons are utilised to support the mental well-being more so than ever, especially as pressures from other subjects start to build. Throughout Y10 and Y11, further independence and voice is given to students to ensure the curriculum. Activities and sports suit the individual needs of students. Knowledge of life choices and how these impact health and wellbeing are constantly reflected upon to ensure students are prepared and equipped to lead a healthy active lifestyle when they leave school. Students are equipped to plan, deliver and evaluate a training programme suited to themselves and the role in which target setting plays in the success of this. This in-turn, helps to the students to holistically approach their end of school exams in year 11.

Knowledge organisers

Year 7 Knowledge organisers offer support for students to review the vast amount of sports they will cover and continue to return to throughout their PE curriculum. These will help to embed the “basic” concepts which students will need as their foundation to develop and advance any skills and understanding as they move up through school.

The knowledge organisers across Year 8 -11 tie in-line with the “Theory” aspect/ focus which is delivered within practical lessons each half term. The organisers offer a review of the knowledge that will be covered and bring students’ practical learning to life. The theory focuses have been carefully planned and embedded to allow students to progress this knowledge onto any KS4 qualification within PE, whether that be GCSE or BTEC, as we have ensured that the content is a common thread across all. Ultimately, whether students do opt to study PE at KS4, their knowledge and understanding of content and concepts will enable and equip them to lead a healthy and physically active lifestyle when they leave school.

Key Stage 4 Examination PE – Year 10 & Year 11

Through the year 9 Options process, students will have the option to continue to study physical education as an examination subject in year 10 and year 11. This gives students who have a keen interest in PE and Sport the opportunity to study the theory content to a higher level, possibly in preparation for further study.

At St Cuthbert’s, we currently offer two pathways, GCSE PE (Edexcel) and BTEC First Award in Sport (Pearson). These specifications differ in their style and content and have been selected to meet the needs of our students. The GCSE PE course is generally more suited to students with a high practical ability in a range of sports and a higher academic ability, due to the final examination approach. The BTEC First in Sport Award is more suited to students who enjoy sport and physical activity, but lack a high level of performance in a range of sports. Due to the unit-assessed approach of the course it tends to suit students who prefer to complete assignments as opposed to final exams. Students will be guided by their PE teachers, towards the pathway that we believe is most suited to them



GCSE PE

We opted to follow the Edexcel GCSE PE specification due to the wide range of content, which is engaging and relevant to our learners, preparing them well for further study, should they choose this pathway.

Students that opt to study GCSE PE will cover the following:

Component 1: Fitness and Body Systems

Written examination: 1 hour and 45 minutes

36% of the qualification

90 marks

Content overview

- Topic 1: Applied anatomy and physiology
- Topic 2: Movement analysis
- Topic 3: Physical training
- Topic 4: Use of data

Assessment overview

The assessment consists of multiple-choice, short-answer, and extended writing questions.

Component 2: Health and Performance

Written examination: 1 hour and 15 minutes

24% of the qualification

70 marks

Content overview

- Topic 1: Health, fitness and wellbeing
- Topic 2: Sport psychology
- Topic 3: Socio-cultural influences
- Topic 4: Use of data

Assessment overview

The assessment consists of multiple-choice, short-answer, and extended writing questions.

Component 3: Practical Performance

Non-examined assessment: internally marked and externally moderated

30% of the qualification

105 marks (35 marks per activity)

Content overview

- Skills during individual and team activities
- General performance skills

Assessment overview

The assessment consists of students completing three physical activities from a set list.

One must be a team activity.

One must be an individual activity.

The final activity can be a free choice.

Component 4: Personal Exercise Programme (PEP)

Non-examined assessment: internally marked and externally moderated

10% of the qualification

20 marks

Content overview

- Aim and planning analysis
- Carrying out and monitoring the PEP
- Evaluation of the PEP

Assessment overview

The assessment consists of students producing a Personal Exercise Programme (PEP), and will require students to analyse and evaluate their performance.

These will be assessed by the teacher and moderated by Pearson.

The Edexcel specification provides a broad and coherent course of study which encourages students to contextualise theory and to develop and apply their knowledge, understanding and quality of performances in practical assessments.

The course will enable students to:

- Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge and understanding to improve performance.
- Understand how the physiological and psychological state affects performance in physical activity and sport.
- Perform effectively in different physical activities by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
- Develop their ability to analyse and evaluate to improve performance in physical activity and sport.
- Understand the contribution that physical activity and sport make to health, fitness and well-being.
- Understand the key socio-cultural influences that can affect people's involvement in physical activity and sport.

Structure of the GCSE Course

During year 10, the students will study the content of Component 1 in theory lessons. They will deepen their knowledge of the structure and function of the musculoskeletal system, including types of bones and muscles, classifications of joints and the different types of movement possible at each joint, how muscles contract to produce movement and the different types of muscle fibres. They will also develop their knowledge of the structure and function of the cardiorespiratory system, including labelling components of the systems and understanding their functions, the structure of blood vessels and the composition of blood. They will also learn about the structure of the alveoli and will learn to apply their knowledge of how the systems work together to allow participation in physical activity and sport.

Students will go on to learn about how the body provides energy for sports performance and will further develop their knowledge of the long-term and short-term effects of exercise on the body systems. They will also be introduced to lever systems and planes and axes of movement. Students will further enhance their knowledge of physical training and will study components of fitness, principles of training and methods of training, building on the knowledge developed in Key Stage 3. They will be introduced to common injuries in sport and how they can be treated, as well as developing an understanding of ways to minimise the risk of injury.

Towards the end of year 10, students will begin to study Component 2. They will look at physical, social and emotional health, fitness and well-being, including the impact of fitness on well-being and the impact of lifestyle choices on health, fitness and well-being. Students will develop their understanding of energy use, nutrition and hydration and will apply this knowledge to optimum weights for sport. Students will also gain a greater understanding of sports psychology and will build on what was learnt in Key Stage 3 on classification of skills and target setting, as well as being introduced to feedback and mental preparation for performance.

Throughout year 10, students will develop their exam technique and will have ample opportunities to demonstrate their understanding and apply their knowledge by answering exam-style questions, with teacher support provided when needed. Students will also continue to take part in a wide range of practical sports, developing their skills, techniques and tactics in preparation for practical assessment in year 11 (Component 3). They will generally have two practical lessons and four theory lessons per fortnight, however where possible theoretical knowledge will be developed through practical lessons. This approach maximises the chances of students retaining the information.

In year 11 students will be introduced to socio-cultural influences in sport and will develop their knowledge and understanding of engagement patterns of different social groups in physical activity and sport. They will learn about the commercialisation of physical activity and sport and develop a deeper understanding of ethical and socio-cultural issues in physical activity and sport. During the first part of year 11 students will also complete their PEP. This is done at this time to ensure that students have the knowledge and understanding required to apply what they have learnt throughout the course. This is an independent piece of work that requires them to plan, carry out and evaluate a personal training programme linked to one of the sports that will be used for their final assessment. Practical assessment also takes place in year 11, usually around the end of March. The remainder of the time left in year 11 will be used to re-visit topics to consolidate learning and ensure that students are confident in applying their knowledge in different scenarios, as well as focusing on exam and revision techniques in preparation for the final exams.

BTEC First Award in Sport

The BTEC First Award in Sport course was selected for its vocational approach. It covers a variety of aspects of physical education and sport, giving students a solid foundation should they choose a pathway of further study. The vocational nature means that 75% of the course consists of internally set and assessed units which are externally moderated and 25% of the content is assessed via an external exam. Students that choose to study the BTEC Sport course will cover the following:

Unit	Mandatory Units	Assessment Method
1	Fitness for Sport and Exercise	External (exam)
2	Practical Performance in Sport	Internal
3	Applying the Principles of Personal Training	Internal Synoptic
	Optional Specialist Units	
4	The Mind and the Sports Performer	Internal
5	The Sports Performer in Action	Internal
6	Leading Sports Activities	Internal

We have opted for the optional unit 'Leading Sports Activities'. This is because we feel that it suits our students best, due to its practical nature and the opportunities they are given to develop and demonstrate a wide range of transferrable skills.

Structure of the BTEC Sport course

In year 10 the students will study Practical Performance in Sport, this unit builds on the practical skills developed throughout Key Stage 3, as well as consolidating knowledge of rules, regulations and scoring systems of selected sports and the roles and responsibilities of officials. Students will also fine tune their evaluation skills in order to evaluate their own performance in selected sports, giving recommendations for future improvements.

The second unit that students will study is Fitness for Exercise and Performance. They will build on their Key Stage 3 knowledge of components of fitness, principles of training and methods of training and will learn protocols for a variety of fitness tests and how to interpret fitness test data. This unit is assessed via an external online, on demand examination. Students will be taught the skills needed to successfully

answer exam questions and will learn how to apply their knowledge to different scenarios. The exam will be booked when we are confident that the students have all of the necessary knowledge and understanding required to achieve a strong grade. Should it be required, there will also be an opportunity available to re-sit the exam in year 11.

In year 11 students will study the Leading Sport Activities unit. They will once again build upon and strengthen the leadership skills introduced in Key Stage 3. Students will learn to plan an effective sports session and will become confident, knowledgeable sports leaders who will have the ability to deliver a successful sports session to a target group. Students will also build on their evaluation skills as they review their own planning and leading, making suggestions for improvements.

The final unit that the students study is Applying the Principles of Personal Training. This unit is studied last as it is designed as a synoptic unit which assesses a wide variety of knowledge, understanding and application developed in previous units (and introduced during Key Stage 3). The students will be required to design a personal fitness training programme, understand the effects of training on the body systems, implement the training programme and review its success. Students will also have the opportunity to re-sit the external exam, should they wish to improve their grade.

A strong foundation for GCSE/BTEC:

The KS3 curriculum has been structured and built to provide a strong foundation for both the GCSE and BTEC specifications. Throughout Key Stage 3, a theory thread runs alongside and inter-weaved within practical lessons, to ensure that students are prepared for the theoretical demands of Key Stage 4 examination study. The detail of this is outlined below:

GCSE Component 1 – Fitness and Body Systems/BTEC Unit 1 – Fitness for Sport and Exercise and Unit 3 – Applying the Principles of Personal Training

In year 7 the students study the effects that exercise has on the different body systems, they learn why the changes to the body occur and begin to be able to describe this using sporting examples. They also learn the terms for the components of fitness and how they are applied in different sports. In year 8 students learn the names of the major bones and muscles in the body and begin to describe how they work to produce movement. They also look at the principles of training and how to apply these to their own training. In year 9 students learn about the different types of joints in the body and how they are used for movement in sport. They also begin to develop their understanding of aerobic and anaerobic exercise and how energy is produced. Finally, in year 9 students begin to look at different methods of training, linking them to components of training and principles of training.

GCSE Component 2 – Health and Performance/BTEC Unit 1 – Fitness for Sport and Exercise

In year 7 the students look at key sporting and Olympic values and how these are applied/why they are beneficial in certain situations. They also look at how sport and physical activity can contribute to physical, mental and social well-being. In year 8 pupils continue to develop their understanding of fitness and how physical fitness impacts on health. In year 9 students take greater ownership for their own personal fitness and target setting and study skill-classification in a practical setting.

GCSE Component 3 – Practical Performance/BTEC Unit 2 – Practical Performance in Sport and Unit 6 – Leading Sports Activities

Throughout the Key Stage 3 curriculum and through extra-curricular activities, students take part in a wide variety of individual and team sports, learning the rules, regulations and scoring systems, whilst developing their practical ability. They link practical performance to skill development, components of fitness and training and develop the skills needed to evaluate their own performances and the performances of others. Students also have the opportunity to develop and demonstrate their leadership skills through sport, by planning and leading activities for their peers and for primary school pupils at a range of sporting events and transition activities.

GCSE Component 4 – Personal Exercise Programme/BTEC Unit 1– Fitness for Sport and Exercise and BTEC Unit 3 - Applying the Principles of Personal Training

During Key Stage 3, particularly within fitness lessons students develop the ability to identify their own strengths and areas for improvement linked to sports performance and become increasingly confident at linking these to components of fitness. They study different methods and principles of training and are able to apply these to appropriate sports. They also begin to look at fitness testing to determine levels of fitness and measure improvements.

The Big Write

As a PE department we contribute to this whole school initiative by setting writing tasks for students three times a year. The writing tasks support the development of literacy skills and the themes for Key Stage 3 tasks are linked closely to the requirements of Key Stage 4 theoretical study, again giving the students the opportunity to experience the theoretical aspect of the subject.