

PHYSICAL EDUCATION – CURRICULUM INTENT

ASPIRE – CHALLENGE – ACHIEVE

The Spalding Academy Physical Education department aims to provide an inclusive curriculum based on the 3 P's

Participation

At Spalding Academy, we understand the importance of sport and PE in supporting the well-being of our students, both physically and mentally. We aim to foster positive participation in both our lessons and through our extracurricular program. Our PE curriculum provides a wide range of inclusive activities that aim to promote enjoyment and lifelong participation in sports for all years, nationalities, and abilities. We broadly stick to the National Curriculum PE guidelines. This allows students to develop communication skills, sportsmanship, teamwork, cooperation, etiquette, and fair play, all of which tie into the British values of tolerance and mutual respect. Participation does not just mean as a performer; we also encourage pupils to take on different roles such as referee or coach, especially if a student is unable to take part physically due to illness or injury. At KS4, we have introduced an options-based curriculum to allow pupils to participate in activities they enjoy and also to try new activities in order to maintain their enjoyment of PE and Sport.

Progress

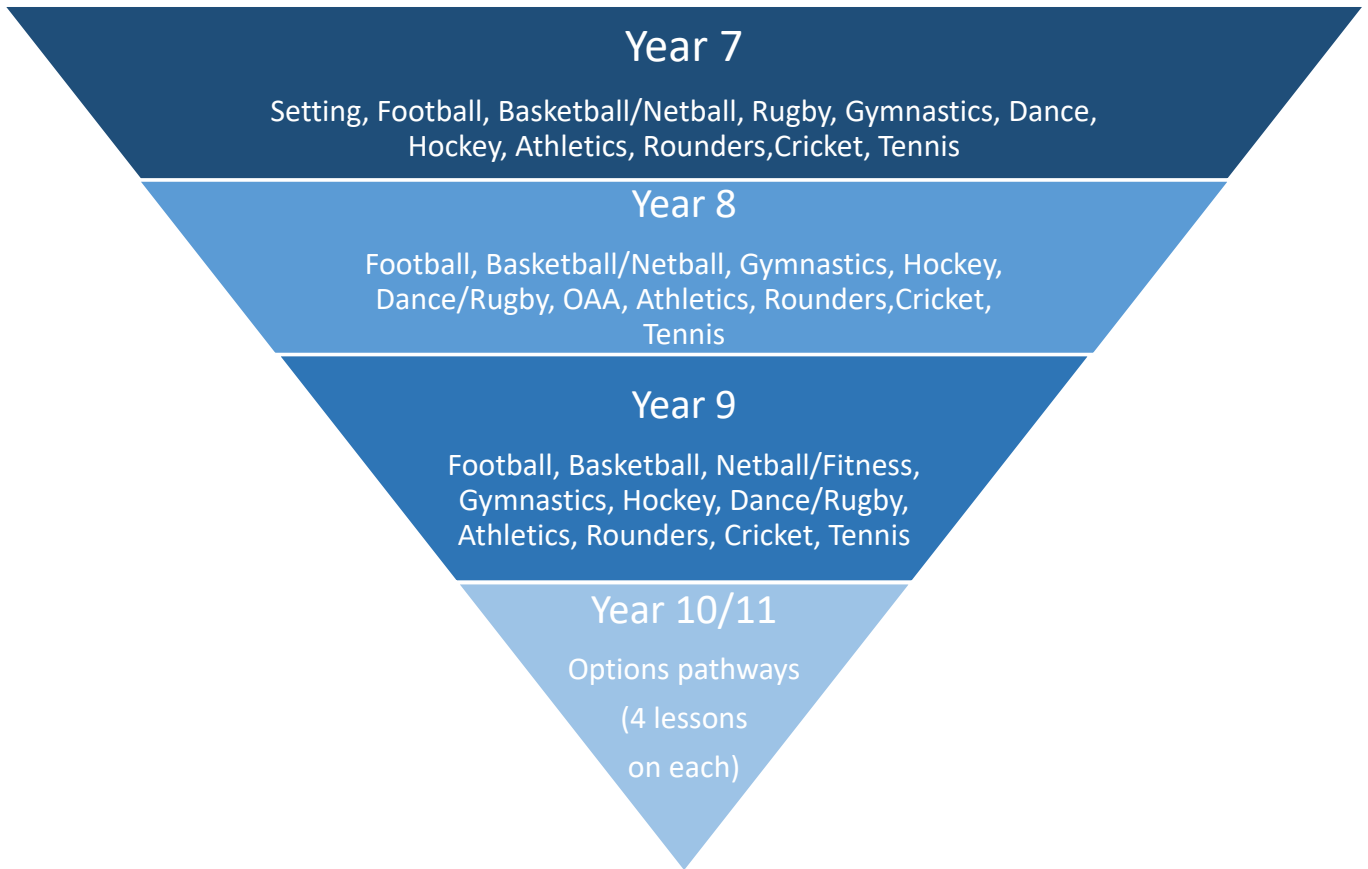
Our curriculum aims to develop and progress all students both physically and mentally. In KS3, learners are given the opportunity to learn and refine basic skills and knowledge in many different sports and activities. Many of these skills are transferable into different activity areas and are important for developing and maintaining a healthy, active lifestyle. In KS4 core PE, students get the opportunity to develop these skills further and discover which sports they would like to pursue further, both recreationally and competitively. In PE, we see all progress as good progress, no matter how small it may seem, whether it is beating a personal best, representing the school, or simply being part of a club. We track pupils' progress and achievements through a 'Sportfolio' and challenge pupils with targets each year. We assess the students both on their physical ability in each activity but also on their knowledge of the rules, tactics, and coaching points. This allows students to succeed even in sports they are not practically strong at, while also developing the literacy of our students. Students have the opportunity to progress further, using independent learning to complete vocational, scenario-based assignments through our examination PE pathway.

Pathways

Pupils at Spalding Academy will be encouraged to further themselves in Sport and PE through our varied core PE curriculum, strong extracurricular provision, and our successful examination PE courses. We aim for students to sample as many different activities and then encourage them to attend the relevant extracurricular clubs to further advance their skills and interests. As they move through the Key stages, students have the opportunity to select activities based on their interests and aims in physical activity. We have extracurricular clubs in all sports covered in lessons and play plenty of fixtures, tournaments, and competitions against other schools. We also encourage pupils to join out-of-school teams and clubs in the local area. In addition to providing a pathway for practical performance, we also provide an academic pathway for those students who wish to pursue a career in PE & Sport. From Year 9, students can select Sport to prepare for the Level 2 Cambridge National Award in Sport Science course in Year 10 and 11 if they opt to continue. This GCSE equivalent, vocational coursework-based course allows pupils to move onto a Post 16 course in Sport such as the Level 3 Cambridge Technical, Level BTEC Sport, or A-Level PE. Year on year, we produce strong results, and as a PE Dept., we work hard to push learners to achieve their targets and support with focused intervention when required. Alongside this, we also offer a pathway for students interested in coaching and leadership by completing the accredited Level 2 Sports Leaders qualification.

PHYSICAL EDUCATION– CORE CURRICULUM MAP

Students will have two single sex PE lessons in KS3 (8 lessons a unit) and one single sex PE lesson in KS4 (4 lessons a unit) per week.



Key = Matching colours denote links between topics either in content or skills across Key Stages

Key Stage 3	7	Football	Basketball/Netball	Hockey	Dance Rugby	Gymnastics		Rounders Cricket Tennis	Athletics
	8	Football	Basketball/Netball	Hockey	Dance/Rugby	Gymnastics	OAA	Rounders Cricket Tennis	Athletics
	9	Football	Basketball/ Netball	Hockey	Dance/Rugby	Trampolining	Fitness	Rounders Cricket Tennis	Athletics
Key stage 4	Key Stage 4 – Student voice used to create options pathways with following sports/activities available								
	10/11	<u>Traditional KS3 activities</u> Football Basketball Rugby Netball Hockey Trampolining OAA/Team building/Problem solving Tennis Athletics Rounders Cricket Dance				<u>Alternative activities</u> Frisbee Softball Longball Handball Fitness suite Dodgeball Table Tennis Fitness classes			

		KS3 – National Curriculum – Key Themes				
	Topics	Use a range of tactics & strategies to overcome opponents through team or individual games	Develop technique to improve performance in other competitive sports	Perform dances using advanced dance techniques within a range of dance styles & forms	Analyse their performance compared to previous ones and demonstrate improvement to achieve their personal best	Take part in competitive sports and activities outside school through community links / sports clubs
Year 7	<i>Football</i> <i>Basketball</i> <i>Rugby</i> <i>Netball</i> <i>Hockey</i> <i>Gymnastics</i> <i>Dance</i> <i>Tennis</i> <i>Athletics</i> <i>Rounders</i> <i>Cricket</i>	<ul style="list-style-type: none"> Use a range of simple tactics / strategies to overcome opponent Be able to apply simple rules 	<ul style="list-style-type: none"> Perform simple techniques Develop simple techniques to improve performance Able to select correct technique in specific situations 	<ul style="list-style-type: none"> Perform dances using different dance techniques Create own patterns and formations within dances Understand simple techniques of cannon, unison, mirror & matching 	<ul style="list-style-type: none"> Identifying positive and negative factors of performance Be able to make simple analysis of performance against previous attainment Ask questions about how to improve Be able to evaluate athletic scores and compare to award scheme criteria 	<ul style="list-style-type: none"> Take part in competitive sport in school teams/clubs Encouraged to attend school clubs and teams in lessons Signposted to community sport /clubs
Year 8	<i>Football</i> <i>Basketball</i> <i>Rugby</i> <i>Netball</i> <i>Hockey</i> <i>Gymnastics</i> <i>Dance</i> <i>OAA</i> <i>Tennis</i> <i>Athletics</i> <i>Rounders</i> <i>Cricket</i>	<ul style="list-style-type: none"> Use a range of simple tactics / strategies to overcome opponent Able to choose the correct tactics / strategies within team & individual games Be able to apply more complex rules in competitive situations 	<ul style="list-style-type: none"> Combine skills and techniques with fluency to improve performance Develop more complex skills building on Year 7 Select the most appropriate skill or technique in different situations 	<ul style="list-style-type: none"> Perform dances following various dance themes and genres Create own patterns and formations based on different dance styles Show more appreciation of routine choreography 	<ul style="list-style-type: none"> Identifying positive and negative factors of performance Able to analyse WWW/ EBI Be able to evaluate athletic scores Plan an activity, carry it out and review its success suggesting ways to improve 	<ul style="list-style-type: none"> Take part in competitive sport in school teams/clubs Encouraged to attend school clubs and teams in lessons Signposted to community sport /clubs

<p style="text-align: center;">Year 9</p>	<p><i>Football</i> <i>Basketball</i> <i>Rugby</i> <i>Netball</i> <i>Hockey</i> <i>Gymnastics</i> <i>Dance</i> <i>Fitness</i></p> <p><i>Tennis</i> <i>Athletics</i> <i>Rounders</i> <i>Cricket</i></p>	<ul style="list-style-type: none"> • Use a wider range and more advanced tactics and strategies to outwit opponent's opponent • Select and apply different strategies dependant on the changing context of the game and the opponent • Be able to officiate effectively a range of different sports and activities 	<ul style="list-style-type: none"> • Deploy advanced skills and techniques to greater influence games and activities • Develop more complex skills building on Year 8 • Select the most appropriate skill or technique depending on context of game or tactics being used 	<ul style="list-style-type: none"> • Experience and experiment with dances following various dance themes and genres • Create own patterns and formations based on different dance styles • Show more appreciation of routine choreography 	<ul style="list-style-type: none"> • Identifying positive and negative factors of performance • Able to analyse WWW/EBI • Be able to evaluate athletic scores • Effectively use peer and self-assessment to improve performance • Develop leadership and coaching skills in a variety of sports and activities 	<ul style="list-style-type: none"> • Take part in competitive sport in school teams/clubs • Encouraged to attend school clubs and teams in lessons • Signposted to community sport /clubs • Apply for Sports leaders programme to develop a career in sport.
<p style="text-align: center;">Year 10/11</p>		<ul style="list-style-type: none"> • Select and apply different strategies dependant on the changing context of the game and the opponent • Be able to officiate effectively a range of different sports and activities • Be able to set up and organise own sporting activities 	<ul style="list-style-type: none"> • Deploy advanced skills and techniques to greater influence games and activities • Develop existing skills and learn new skills for new activities • Select the most appropriate skill or technique depending on context of game or tactics being used. • Transfer existing skill set across other activities were appropriate 	<ul style="list-style-type: none"> • Follow a passion for dance by selecting the option pathway with dance in it. • Explore advanced choreography and themes. 	<ul style="list-style-type: none"> • Identifying positive and negative factors of performance • Able to analyse WWW/EBI • Be able to evaluate athletic scores • Effectively use peer and self-assessment to improve performance • Develop leadership and coaching skills in a variety of sports and activities 	<ul style="list-style-type: none"> • Take part in competitive sport in school teams/clubs • Encouraged to attend school clubs and teams in lessons • Signposted to community sport /clubs

EXAMINATION PE & SPORT – CURRICULUM MAP

For Year 9, students can select Sport to prepare for examination PE & Sport in Year 10 and 11, if they opt to continue. This will consist of 2 mixed gender Year 9 Sport lessons per week. Should students decide to continue on the examination PE & Sport pathway into year 10 and 11, they will complete the OCR Level 2 Cambridge National Award in Sport Science (1 GCSE Equivalent) and have 3 mixed gender lesson per week.

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9 SPORT	Body Systems	Effects of Exercise	Injuries	Fitness training	Personal training
10 CNAT SPORT	R181 – Applying principles of training: fitness and how it effects performance <ul style="list-style-type: none"> Coursework based unit (5 tasks, 60 marks) Components of Fitness, Principles of training, Training methods, Fitness testing, Training programme/review 		R182: The body’s response to physical activity and how technology informs this <ul style="list-style-type: none"> Coursework based unit (3 tasks, 40 marks) Cardiorespiratory system, Musculo-skeletal system, technology and effects of exercise 		
11 CNAT SPORT	R182: The body’s response to physical activity and how technology informs this (continued) <ul style="list-style-type: none"> Coursework based unit (3 tasks, 40 marks) Cardiorespiratory system, Musculo-skeletal system, technology and effects of exercise 		R180: Reducing the risk of sports injuries and dealing with common medical conditions <ul style="list-style-type: none"> Factors that influence injury, Warm up and Cool downs, Types of Injury, Medical conditions Revision Mock PPE and 8-mark question practice Actual exam 1 hour 15 minutes (70 marks) 		

PE: WIDER CURRICULUM

Visits	Football trip to Wembley, Basketball trip in O2 Arena, Sports leaders helping at Primary Football, Tennis and Rounders events, Girls Rugby development day
Competitions	KS3 = Boys Football fixtures (league & cup), Girls football fixtures (cup), U13 & U15 Girls Football tournament, South Lincs Cross Country, Indoor Hockey tournaments (7,8,9), Boys Futsal tournament (7,9), Girls Futsal tournament (7,9), Basketball league fixtures (8,9,11,11), Year 7 Boys Basketball tournament, U14 Girls Basketball tournament, Netball tournaments (7,8,9), Netball league fixtures, KS3 Trampoline competition, South Lincs Athletics trials, South Lincs Athletics Championships, Combined events, Sports Day (7,8,9), Rounders tournaments (7,8,9), Rugby tournament (7,8,9), Rugby friendlies, Tennis tournament, County & regional gymnastic competitions, Golf competitions, Dance comp, Winter and summer Inter-house competitions(7-9) KS4 = Boys Football fixtures (league & cup), Girls football fixtures (cup), Girls Basketball fixtures (Friendlies) South Lincs Cross Country, KS4 Trampoline competition, U15 & U16 Girls Indoor Hockey tournament, Netball tournaments (10,11), Netball league fixtures, South Lincs Athletics trials (10,11), South Lincs Athletics Championships (10), Combined events, Sports Day (10), Rounders tournaments (10,11), Elite 11 Fitness competition, Rugby Friendlies Swimming Gala, Tennis tournament, County & regional gymnastic competitions, , Golf competitions, Winter and summer Inter-house competitions(10)
In House	<u>Lunch & After school teams / clubs</u> KS3 = Boys & Girls Football, Netball, Boys & Girls Rugby, Boys & Girls Basketball, Fitness suite, Gymnastics, Squad Gymnastics, Dance, Trampoline, Hockey, Volleyball, Rounders, Athletics, Cricket KS4 = Boys & Girls Football, Netball, Boys & Girls Rugby, Boys & Girls Basketball, Fitness, Gymnastics, Squad Gymnastics, Dance, Trampoline, Hockey, Volleyball, Rounders, Athletics, Cricket Accredited awards Year 9 Sports leaders Level 2 Qualification
Other	Discussion of current related news articles Lunch & after school intervention / Easter & May holiday revision sessions SEN intervention group (Kick starts) during am registration SEND Boccia and bowling festivals Transition Kin ball festival

