

P.E.



Curriculum Information, Intent and Map

Hutton Church of England Grammar School

Staff:

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Intent:

- To encourage and develop an appreciation of health, fitness and the benefits of an active lifestyle which we aim to provide through a diverse and experiential curriculum. (see current picture of curriculum). Health, fitness and active lifestyle benefits may also be obtained through an extensive extra-curricular programme with opportunities to represent the school in team and individual activities as well as offering opportunities to all students to participate at lunchtime and after school. [Lunchtime opportunities are less frequent because of the recent change to the school day, but we still aim to offer the facilities, particularly to KS4 & 5 students]
- To provide opportunities and experiences and a learning environment for individuals to achieve their optimum potential by having clear structure to avoid 'grey' areas. This should be achieved by developing an understanding for the need for a safe and healthy working environment (such as a 'zero tolerance' policy in the changing rooms), including the need for rules, regulations and discipline. The intention is to teach students the importance of respect for others such as team mates, opposition, referees/officials, coaches, etc. in a sporting environment through our fair play policy, as well as having self-respect for their appearance and hygiene. The promotion of an extensive and fully inclusive Inter-House programme has the objective of giving students the chance to experience competitive sport as

well as enhancing the experiences of the paragraphs above by understanding the requirements of fair play and sportsmanship. This links to the scripture of **friendship**:

'Those who honour me, I will honour'. 1 Samuel 2:30:

- To provide an appropriately designed P.E. programme which is coherent and flexible so individuals can develop their physical, personal and social skills (see current picture of curriculum). We aim to achieve this with continuity of a theme-based curriculum which is clearly structured to cover Invasion games, individual activities and a post-16 theme at Key Stage 4. This should also help students to understand how experiences can transfer from one activity to another (i.e. through decision-making, cognitive and perceptual skills in TGfU Invasion Games in Y7 to Basketball, Handball, Gaelic Football, Rugby and Football in Y7 & Y8; transfer of HRF body resistance exercise in Y9 to weight training in Y10 & 11; transfer of HRF training in Y9, Y10 & 11 into post-16 swimming themes in Y10 & 11).
- *To enable young people to become **successful learners** who enjoy learning, make progress and achieve* through physical capabilities and knowledge and understanding. We aim to achieve this with thought-provoking methods of problem-solving, decision-making and use of cognitive skills through peer assessment/mentoring/coaching. (i.e. the 'why?' question).
- *To enable our pupils to become **confident individuals*** by giving them the opportunity to work with students of similar ability to avoid students feeling undermined by more athletic and skilful individuals. We aim to improve confidence through differentiation and promoting the perception that students can cope with the demands of a challenging situation or task. This should also help to challenge resilience, determination and humility. This links to our departmental scripture of **endurance**:

'Everyone who competes in the games goes into strict training. They do it to get the crown that will not last; but we do it to get the crown that will last forever'.

1 Corinthians 9:25

- To guide our pupils *to become **responsible citizens** who make a positive contribution to society*, by endeavouring to promote opportunities that are available in the local and wider community, such as playing at different clubs, coaching and officiating primary school children and contributing to helping primary schools with their Sports Days. This is also in conjunction with encouraging elite/more-able athletes who require extra assistance outside school at academy, regional, county and national level to enhance their opportunity to compete or perform at the highest level possible.
- To provide an opportunity for individuals to plan, perform, observe, analyse and evaluate through peer assessment and the use of oral feedback.
- To develop leadership skills through officiating and coaching primary school children in Football, Rugby and Cricket, as well as assisting at primary school Sports Days. It is also the intention to give opportunities to students to lead in curriculum time through warm ups, coaching peers etc.
- To provide opportunities to support personal development through PSHCE outcomes to be able to live safe, healthy and fulfilling lives, having gained the full package experience of sport and recreation at Hutton Grammar School that can be taken into later life.
- We acknowledge that a main aim of our P.E. Department is for all our pupils to encompass enjoyment and satisfaction from Physical Education and thereby encourage a lifelong commitment to an active and healthy lifestyle.

PE Programmes of Study: National Curriculum in England

Purpose of Study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect

Aims

The national curriculum for physical education aims to ensure that all pupils:

- ♣ develop competence to excel in a broad range of physical activities
- ♣ are physically active for sustained periods of time
- ♣ engage in competitive sports and activities
- ♣ lead healthy, active lives

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

Subject Content in Key Stage 3 & 4

Key Stage 3

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Pupils should be taught to:

- ♣ 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.

Key Stage 4

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils should be taught to:

- ♣ use and develop a variety of tactics and strategies to overcome opponents in team and individual games
- ♣ develop their technique and improve their performance in other competitive sports or other physical activities
- ♣ take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- ♣ evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- ♣ continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

Curriculum Map:

Year	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half Term 6
7	TGfU	Basketball	Gymnastics	Swimming #2	Athletics x 2	Athletics/Tennis
	HRF	Swimming #1	Badminton	Handball	Cricket	Cricket/Striking & Fielding Games
	Rugby	Rugby	Rugby/Invasion Games	Gaelic Football		
8	Basketball	HRF	Swimming #2	Volleyball	Athletics x 2	Athletics/Tennis
	Swimming	Badminton	Gymnastics	Hockey	Cricket	Cricket/Striking & Fielding Games
	Rugby/Football/Gaelic Football/Aussie Rules	Rugby/Football/Gaelic Football/Aussie Rules	Rugby/Football/Gaelic Football/Aussie Rules	Rugby/Football/Gaelic Football/Aussie Rules		
9	HRF	Personal Survival – swimming	Volleyball	Handball	Athletics	Athletics
	Rugby/ Football/ Hockey/ Badminton	Rugby/ Football/ Hockey/ Badminton	Rugby/ Football/ Hockey/ Badminton	Rugby/ Football/ Hockey/ Badminton	Cricket / Softball / Tennis	Cricket / Softball / Tennis
We follow the OCR (9-1) GCSE specification.						
10	GCSE PE	GCSE PE	GCSE PE	GCSE PE	GCSE PE	GCSE PE
	HRF/Weights	Swimming – post-16 fitness theme	Volleyball	Handball	Athletics	Athletics
	Rugby/ Football/ Hockey/ Badminton	Rugby/ Football/ Hockey/ Badminton	Rugby/ Football/ Hockey/ Badminton	Rugby/ Football/ Hockey/ Badminton	Cricket / Softball / Tennis / Athletics	Cricket / Softball / Tennis / Athletics
11	GCSE PE	GCSE PE	GCSE PE	GCSE PE	Athletics / Football / Tennis	GCSE Examinations
	HRF/Weights	Swimming – post-16 fitness theme.	Volleyball	Handball		
	Rugby / Football / Weights / Badminton / Table Tennis / Swimming	Rugby / Football / Weights / Badminton / Table Tennis / Swimming	Rugby / Football / Weights / Badminton / Table Tennis / Swimming / GCSE Coursework	Rugby / Football / Weights / Badminton / Table Tennis / Swimming / GCSE PE Revision	Cricket / Athletics / Football / Tennis / Volleyball / Swimming / GCSE PE Revision	

We follow the OCR H555 A level specification						
12	Physiological factors Skills Acquisition / Sports Psychology Socio-cultural Rugby / Football / Netball / Badminton / Weights	Physiological factors Skills Acquisition / Sports Psychology Socio-cultural Rugby / Football / Netball / Badminton / Weights	Physiological factors Sports Psychology Socio-cultural Rugby / Football / Netball / Badminton / Weights	Physiological factors Sports Psychology Socio-cultural Rugby / Football / Netball / Badminton / Weights	Physiological factors Sports Psychology Socio-cultural Cricket / Tennis / Football / Softball /	Physiological factors Sports Psychology Coursework (oral response) Socio-cultural Cricket / Tennis / Football / Softball /
13	Physiological factors Skills Acquisition / Sports Psychology Sport in Society Rugby / Football / Netball / Badminton / Weights	Physiological factors Skills Acquisition / Sports Psychology Sport in Society Rugby / Football / Netball / Badminton / Weights	Physiological factors Sports Psychology Coursework (oral response) Sport in Society Rugby / Football / Netball / Badminton / Weights	Physiological factors Sports Psychology / Skills Acquisition Coursework (oral response) Sport in Society Rugby / Football / Netball / Badminton / Weights	Physiological factors Sports Psychology / Skills Acquisition Revision Socio-cultural / Sport in Society Revision Cricket / Tennis / Football / Softball /	A Level Exams

KS 3 & 4 Activities can change each half term depending on facilities available, other groups, staffing etc.

For additional course & curricular information please see:

GCSE: Options Booklet

A Level: Sixth Form Course Information