



VIA DIVERSA VITA UNA – ONE LIFE, MANY PATHS

Physical Education (core PE) curriculum map

“Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity” – John F Kennedy

Yr	Intent	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	<ul style="list-style-type: none"> - To develop basic skills and techniques across a range of activities building on primary school experience. - To develop an understanding of the basic rules and tactical concepts to overcome opponents in a range of activities. - To develop social skills and mental qualities such as cooperation, teamwork and resilience. - To develop an understanding of the benefits to health and well-being of physical activity. 	<p>Students have 2 PE lessons per week. Each group has 2 activities per week and these change on a half-termly basis.</p> <p>Students start with a baseline unit for 3 weeks where they experience 6 different activities to allow setting: Following this activities are taught on rotation due to spacing and include 8 of the following: Fitness, football, handball, rugby, OAA, table tennis, gymnastics, badminton, netball, basketball.</p> <p>Key themes that are also covered on rotation are: cooperation, fairplay, determination, imagination, healthy lifestyle, self-belief, teamwork, respect, resilience, mental well-being, leadership, creativity, empathy, sportsmanship, self-discipline, trust, personal best, integrity.</p>				<p>Activities are taught on rotation due to spacing and include 2-4 of the following: Athletics, cricket, rounders, tennis, table tennis.</p> <p>Key themes that are also covered on rotation are: determination, self-motivation, healthy lifestyle, fairplay, self-belief, personal best, resilience, mental well-being, respect, self-discipline, leadership and trust.</p>	
8	<ul style="list-style-type: none"> - To develop consistency in performance of basic skills and techniques and the across a range of activities building on prior experience as well as developing some competence in performing more advanced skills and techniques. - To build on their knowledge of rules and tactical concepts to overcome opponents in a range of activities. - To continue to develop social skills and mental qualities such as cooperation, teamwork and resilience. - To enhance understanding of the benefits to health and well-being of physical activity. 	<p>Students have 2 PE lessons per week. Each group has 2 activities per week and these change on a half-termly basis.</p> <p>Activities are taught on rotation due to spacing and include 8 of the following: Fitness, football, handball, rugby, OAA, table tennis, gymnastics, badminton, netball, basketball.</p> <p>Key themes that are also covered on rotation are: cooperation, fairplay, determination, imagination, healthy lifestyle, self-belief, teamwork, respect, resilience, mental well-being, leadership, creativity, empathy, sportsmanship, self-discipline, trust, personal best, integrity.</p>				<p>Activities are taught on rotation due to spacing and include 2-4 of the following: Athletics, cricket, rounders, tennis, table tennis.</p> <p>Key themes that are also covered on rotation are: determination, self-motivation, healthy lifestyle, fairplay, self-belief, personal best, resilience, mental well-being, respect, self-discipline, leadership and trust.</p>	
9	<ul style="list-style-type: none"> - To develop consistency in performance of basic skills and techniques and the across a range of activities building on prior experience as well as developing some competence in performing more advanced skills and techniques. - To build on their knowledge of rules and tactical concepts to overcome opponents in a range of activities. - To continue to develop social skills and mental qualities such as cooperation, teamwork and resilience. - To enhance understanding of the benefits to health and well-being of physical activity. 	<p>Students have 2 PE lessons per week. Each group has 2 activities per week and these change on a half-termly basis.</p> <p>Activities are taught on rotation due to spacing and include 8 of the following: Fitness, football, handball, rugby, OAA, table tennis, gymnastics, badminton, netball, basketball.</p> <p>Key themes that are also covered on rotation are: cooperation, fairplay, determination, imagination, healthy lifestyle, self-belief, teamwork, respect, resilience, mental well-being, leadership, creativity, empathy, sportsmanship, self-discipline, trust, personal best, integrity.</p>				<p>Activities are taught on rotation due to spacing and include 2-4 of the following: Athletics, cricket, rounders, tennis, table tennis.</p> <p>Key themes that are also covered on rotation are: determination, self-motivation, healthy lifestyle, fairplay, self-belief, personal best, resilience, mental well-being, respect, self-discipline, leadership and trust.</p>	
10	<ul style="list-style-type: none"> - To develop consistency in performance skills and techniques and the across a range of activities building on prior experience. - To build on their knowledge of rules and tactical concepts to overcome opponents in a range of activities. - To continue to develop social skills and mental qualities such as cooperation, teamwork and resilience. - To enhance understanding of the benefits to health and well-being of physical activity. 	<p>At KS4 students are given an optional curriculum. While still providing students with a range of physical activities this will also provide students with the chance to further specialise in their areas of interest and maintain high standards of participation and engagement.</p> <p>Optional activity areas on rotation: Netball, Football, Badminton, Fitness, Rugby, Handball, Dance, Table tennis. Students select 4 of these, 1 per half term.</p> <p>Key themes that are also covered on rotation are: cooperation, fairplay, determination, imagination, healthy lifestyle, self-belief, teamwork, respect, resilience, mental well-being, leadership, creativity, empathy, sportsmanship, self-discipline, trust, personal best, and integrity.</p>				<p>Activities are taught on rotation due to spacing and include 2-4 of the following: Athletics, cricket, rounders, tennis, table tennis.</p> <p>Key themes that are also covered on rotation are: determination, self-motivation, healthy lifestyle, fairplay, self-belief, personal best, resilience, mental well-being, respect, self-discipline, leadership and trust.</p>	
11	<ul style="list-style-type: none"> - To develop consistency in performance skills and techniques and the across a range of activities building on prior experience. - To build on their knowledge of rules and tactical concepts to overcome opponents in a range of activities. - To continue to develop social skills and mental qualities such as cooperation, teamwork and resilience. - To enhance understanding of the benefits to health and well-being of physical activity. 	<p>At KS4 students are given an optional curriculum. While still providing students with a range of physical activities this will also provide students with the chance to further specialise in their areas of interest and maintain high standards of participation and engagement.</p> <p>Optional activity areas on rotation: Netball, Football, Badminton, Fitness, Rugby, Handball, Dance, Table tennis. Students select 4 of these, 1 per half term.</p> <p>Key themes that are also covered on rotation are: cooperation, fairplay, determination, imagination, healthy lifestyle, self-belief, teamwork, respect, resilience, mental well-being, leadership, creativity, empathy, sportsmanship, self-discipline, trust, personal best, and integrity.</p>				<p>Students will have the option of completing a unit in rounders, tennis, athletics or cricket.</p> <p>Key themes that are also covered on rotation are: determination, self-motivation, healthy lifestyle, fairplay, self-belief and personal best.</p>	

The national curriculum frame work for physical education (core PE) is fully covered by the SRPA curriculum provision.



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Physical Education (examination PE) curriculum map

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Yr	Intent	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y10 GCSE PE Theory	Develop knowledge and understanding of: - the benefits of participating in physical activity and sport to health, fitness and wellbeing. - the principles of training and different training methods in order to plan, carry out, monitor and evaluate personal exercise and training programmes.	Unit 1 – Health, fitness and well-being (+ start Unit 2)	Unit 2 – Physical training	Unit 2 – Physical training	Unit 3 – Anatomy & Physiology	Unit 3 – Anatomy & Physiology	Unit 4 – Movement analysis & start written controlled assessment.
Y11 GCSE PE Theory (2020-21)	- the key body systems and how they impact on health, fitness and performance in physical activity and sport. - the basic principles of movement and their effect on performance in physical activity and sport. - the psychological factors that can affect performers in physical activity and sport.	Unit 5 - Psychology	Unit 5 – Psychology & Written controlled assessment	Unit 6 – Socio-cultural factors	Unit 6 – Socio-cultural factors	Revision	
Y10 GCSE Practical	- Demonstrate skills applying appropriate technique(s) - Demonstrate and apply appropriate decision making skills and strategies - Demonstrate ideas and problem solving solutions whilst under pressure - Use appropriate physical characteristics/attributes to achieve successful performance - Demonstrate psychological control to achieve successful performance (and fair play)	Badminton	Badminton & table tennis	Table tennis & handball	Handball	Athletics	Athletics
Y11 GCSE Practical	- Adhere to ‘rules’, health and safety guidelines, and consider appropriate risk management strategies - Analyse and evaluate performance to bring about personal improvement - Demonstrate their ability in team sports and activities by: • applying team strategies and/or compositional ideas taking account of the strengths and weaknesses of fellow team member(s), as appropriate • showing awareness of, and responding to, the actions of other player(s)/performer(s) • communicating effectively with other player(s)/performer(s) • demonstrating their individual role in achieving the collective outcome.	Netball	Finalise practical grading	Written controlled assessment			
Y10 Sport Science	- Develop a range of skills through involvement in sport and physical activity in different contexts and roles - Develop the ability to apply theoretical knowledge to practical situations	R043: The body’s response to physical activity	R043: The body’s response to physical activity	R041: Reducing the risk of sports injuries	R041: Reducing the risk of sports injuries	R041: Reducing the risk of sports injuries	R043: The body’s response to physical activity
Y11 Sport Science (2020-21)	- Gain a better understanding of the complexity of different areas of sport and the sports industry - Increase awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport.	R042: Sports Training Principles	R042: Sports Training Principles	R042: Sports Training Principles	Nutrition or technology in sport (to be decided)	Nutrition or technology in sport (to be decided)	Nutrition or technology in sport (to be decided)
Y11 Health and Fitness (taught for last time in 2019-2020)	- To develop understanding the functions of the body systems, understanding of the principles of training. - To develop knowledge of how the body reacts in the short- and long-term to fitness activities. - To develop the ability to create and apply lifestyle analysis tools and how to create a fitness programme for a person with specific goals.	Unit 2 – Methods of training and training zones	Unit 2 preparation for and implementation	Unit 2 – Synoptic assessment	Unit 2 – Synoptic assessment		
Y12 CTEC Sport	Develop students’ knowledge, understanding and skills of the principles of Sport and Physical Activity. Students will gain an insight into the sector as they investigate opportunities for delivering sport and physical activity	Unit 1 – Body systems and the effects of physical activity	Unit 1 – Body systems and the effects of physical activity	Unit 1 – Body systems and the effects of physical activity	Unit 1 – Body systems and the effects of physical activity	Unit 1 – Body systems and the effects of physical activity	Unit 19 Sport and Exercise Psychology
Y12 CTEC Sport	to a wide range of participants, whether it is to mobilise sedentary people to improve their health and wellbeing or to support regular participants to improve their performance and fitness, all done in a safe and professional environment. In doing so, students will also gain core skills required for employment or further study in the sector such as communication, analysis, organisation and adaptation	Unit 2 – Sport coaching and activity leadership	Unit 2 – Sport coaching and activity leadership	Unit 2 – Sport coaching and activity leadership	Unit 2 – Sport coaching and activity leadership	Unit 19 Sport and Exercise Psychology	Unit 19 Sport and Exercise Psychology
Y13 CTEC Sport		Unit 19 Sport and Exercise Psychology	Unit 19 Sport and Exercise Psychology	Unit 17 – Sports injury and rehabilitation	Unit 17 – Sports injury and rehabilitation	Unit 17 – Sports injury and rehabilitation	
Y13 CTEC Sport		Unit 17 – Sports injury and rehabilitation	Unit 3 – Sport organisation and development	Unit 3 – Sport organisation and development	Unit 3 – Sport organisation and development	Unit 3 – Sport organisation and development	

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