



CORE PE

Why is the study of Physical Education important?

Physical Education should inspire all students to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for our students to become more physically competent in ways which support their health, fitness and wellbeing. Our curriculum offers all students the chance to compete in sport and other activities which build character and help to embed values such as fairness and respect.

Students 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.

Across the study students will be taught to:

- Explore and develop a variety of tactics and strategies to overcome opponents in team and individual games
- Develop technique and improve performance in competitive sports and physical activities
- 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 and evaluate their own and others' performances and demonstrate improvements
- Take part in competitive sports and activities outside school through community links or sports club.
- To develop their physically literacy in a range of activities to support them in leading healthy and active lifestyles

How does your study of Physical Education support your study in other subjects?

The study of any subject in our curriculum takes full advantage of links with other subject areas - we term these as interdisciplinary links and we make the most of them because we know that deep learning requires the transference of knowledge and skills from one topic of learning to another. Once you can transfer your learning across topics and subject areas then you are really mastering what you know and how to apply your understanding and skills.

Physical Education touches on so many other subjects such as mathematics, literacy, biology, music, geography and life. You will learn methods of analysis and evaluation that are widely applicable to other subject areas helping your thinking in all subjects. You will develop an array of skills which turn fundamental motor skills (run, jump, throw, hit, kick and catch) into more complex movements so that you learn how to outwit an opponent, how to work as a team and problem solve whilst instilling a

resilience and self-confidence to persevere. Through developing these skills and qualities you will be equipped with the knowledge and understanding to overcome adversity and succeed.

Research suggests that being physically active generates a whole host of benefits including;

- Increased physical health will reduce the risk of diabetes, asthma, sleep disorders and other illnesses
- Increases academic performance through increased concentration levels and more directed, composed behaviour
- Enhances social assimilation. Activities in PE help students develop social interactions and explore the benefits of working with a variety of different students in an array of different situations
- Improves mental health and wellbeing
- Developing self-discipline as well as stretching students beyond their perceived physical capabilities

How can you deepen your understanding of Physical Education?

The Physical Education department offers lots of great opportunities for you to really engage with this fabulous subject. Throughout all year groups a variety of Enrichment activities are offered to further enhance sporting opportunities at all levels. You have the opportunity to take part in sport and physical activity after school either for recreation, health and fitness or represent the school competitively.

You can compete in intra-school and inter-school fixtures, area and county events, sports days and Outwood Family of Schools' competitions.

How are you assessed during Key stage 3 in Physical Education?

During key stage 3 you are assessed using the Head, Heart and Hands model and the following assessment objectives which ensure that you can cumulatively build your subject understanding in preparation for future qualifications. There are assessment points each year that we term Praising Stars©. We assess how students at their current stage of study are on track to reach their end of stage targets which are formulated on aspirational expectation from their KS2 starting points. We make an informed prediction from our holistic assessments based on our subject mapping of expectation across the Physical education curriculum.

Key Assessment Objectives

- Lead, healthy, active lifestyles
- Develop competence to excel in broad range of physical activities
- Use a range of tactic and strategies to overcome opponents in direct competition
- Analyse and evaluate own performance and demonstrate improvement across a range of physical activities to achieve personal best
- Develop coaching and leadership skills which positively impact future career opportunities across a range of sectors

How are you assessed during Key Stage 4 in Physical Education?

For those of you who opt to study a sports qualification at Key Stage 4, you will be assessed according to the qualification specification and unit content. There are assessment points during the year (Praising Stars©) where you will be assessed based on a range of criteria; classwork contribution, coursework/assignments, practical performance and theoretical exams. You will also receive an effort level at each of these points.

Qualifications available at Outwood Academy Bydales from September 2023 are:

- OCR GCSE Physical Education

Whether you have continued your study of Physical Education as a qualification or not, you will still have access to core PE lessons weekly, up to the end of Key Stage 4.

How can Physical Education support your future?

Of course we offer the study of Sports/Physical Education qualifications at Key Stage 3 and 4 and we encourage your continued study in this fantastic subject. Yet we know that choice and personal interest are important aspects of worthy study.

There are a variety of courses at a range of universities where you can continue your study in this area. For example, some popular courses include; Sports Science, Physical Education and Sports Development and Coaching, as a single honours or a joint honours subject studied alongside other disciplines.

Some careers that the study of Physical Education or Sport supports include:

- Teaching
- Sports Scientist
- Physiotherapist
- Sports Coach
- Sports Development Officer
- Fitness Instructor and Personal Trainer
- Sports Psychologist
- Sports Analyst
- Sports Journalist
- Sports Masseuse

CORE PHYSICAL EDUCATION CURRICULUM PATHWAY AT OUTWOOD ACADEMY BYDALES

All students will participate in a weekly core PE lesson in Years 7, 8, 9, 10 and 11 and be provided with an effort grade during the assessment windows. Those students opting for an exam subject within Physical Education will follow the specification of their qualification, at our academy we offer OCR GCSE Physical Education. Details of this course overview can be found on our website. Below is the overview for our core PE provision.




Assessment Framework	Year 7	Year 8	Year 9	Year 10	Year 11
	<p>Students will explore a variety of physical activities:</p> <ul style="list-style-type: none"> ● Rugby ● Football ● Table Tennis ● Basketball ● Trampolining ● Fitness ● OAA ● Athletics ● Rounders ● Cricket ● Fundamental Motor Skills ● King Pin 	<p>Students will explore a variety of physical activities:</p> <ul style="list-style-type: none"> ● Rugby ● Table Tennis ● Basketball ● Trampolining ● Fitness ● OAA ● Athletics ● Rounders ● Cricket ● King Pin 	<p>Students will develop in a variety of physical activities:</p> <ul style="list-style-type: none"> ● Rugby ● Netball ● Table Tennis ● Basketball ● Tennis ● Trampolining ● Fitness ● OAA ● Athletics ● Rounders ● King Pin 	<p>Students will compete in a variety of physical activities:</p> <ul style="list-style-type: none"> ● Rugby ● Football ● Table Tennis ● Badminton ● Basketball ● Tennis ● Trampolining ● Volleyball ● Fitness ● OAA ● Rounders ● Cricket ● Boxercise ● Handball ● Target Games ● Dodgeball ● King Pin 	<p>Students will compete in a variety of physical activities:</p> <ul style="list-style-type: none"> ● Netball ● Football ● Table Tennis ● Badminton ● Basketball ● Tennis ● Trampolining ● Volleyball ● Fitness ● OAA ● Rounders ● Boxercise ● Handball ● Target Games ● Dodgeball ● King Pin

<p>Lead healthy, active lifestyles</p>	<p>As a minimum expectation students will:</p> <ul style="list-style-type: none"> ● Understand how to exercise safely ● Describe how their body feels during an activity ● Give reasons why warming up is important ● Give reasons why physical activity is good for health ● To aspire to meeting NHS exercise guidelines for weekly moderate activity levels (60 minutes per day) 	<p>As a minimum expectation students will:</p> <ul style="list-style-type: none"> ● Explain and apply basic safety principles in preparing for exercise ● Describe what effects exercise has on their bodies and why it is important to health ● To aspire to meeting NHS exercise guidelines for weekly moderate activity levels (60 minutes per day) 	<p>As a minimum expectation students will:</p> <ul style="list-style-type: none"> ● Explain and apply basic safety principles in preparing for exercise ● Describe what effects exercise has on their bodies and why it is important to health ● To aspire to meeting NHS exercise guidelines for weekly moderate activity levels (60 minutes per day) 	<p>As a minimum expectation students will:</p> <ul style="list-style-type: none"> ● Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs ● To aspire to meeting NHS exercise guidelines for weekly moderate activity levels (60 minutes per day) 	<p>As a minimum expectation students will:</p> <ul style="list-style-type: none"> ● Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs ● To aspire to meeting NHS exercise guidelines for weekly moderate activity levels (60 minutes per day)
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<p>Develop competence to excel in a broad range of physical activities</p>	<ul style="list-style-type: none"> ● Copy, remember and repeat simple skills and actions with control and coordination ● Link actions that suit activities ● Select and use basic skills, actions and ideas 	<ul style="list-style-type: none"> ● Link and apply basic skills, techniques and ideas accurately and appropriately ● Attempt some complex skills and use them successfully on occasion ● Show some precision, control and fluency 	<ul style="list-style-type: none"> ● Link and apply basic skills, techniques and ideas accurately and appropriately ● Attempt some complex skills and use them successfully on occasion ● Show some precision, control and fluency 	<ul style="list-style-type: none"> ● Use and develop a variety of tactics and strategies to overcome opponents in team and individual games (for example, badminton, basketball, cricket, football, netball, rounders, and rugby) 	<ul style="list-style-type: none"> ● Use and develop a variety of tactics and strategies to overcome opponents in team and individual games (for example, badminton, basketball, cricket, football, hockey, netball, rounders and rugby)
<p>Use a range of tactics and strategies to overcome opponents in direct competition</p>	<ul style="list-style-type: none"> ● Identify the difference between attack and defence in different activities ● Begin to show some understanding of simple tactics and basic compositional ideas. 	<ul style="list-style-type: none"> ● Understand tactics and composition ● Vary their response in defence and attack 	<ul style="list-style-type: none"> ● Understand tactics and composition ● Vary their response in defence and attack 	<ul style="list-style-type: none"> ● Develop their technique and improve their performance in conditioned games and regulation games 	<ul style="list-style-type: none"> ● Develop their technique and improve their performance in conditioned games and regulation games

<p>Analyse and evaluate own performance and demonstrate improvement across a range of physical activities to achieve personal best</p>	<ul style="list-style-type: none"> ● Describe and comment on their own and others actions ● Use this understanding to improve theirs and others' performance 	<ul style="list-style-type: none"> ● Compare and comment on skills, techniques and ideas used in their own and others work ● Understand how to improve their performance 	<ul style="list-style-type: none"> ● Compare and comment on skills, techniques and ideas used in their own and others work ● Understand how to improve their performance 	<ul style="list-style-type: none"> ● Evaluate their performances compared to previous performance and demonstrate improvement across a range of physical activities to achieve their personal best ● Link transferable skills and tactics across similar sport, for example, passing in football and rugby (speed and trajectory) 	<ul style="list-style-type: none"> ● Evaluate their performances compared to previous performance and demonstrate improvement across a range of physical activities to achieve their personal best ● Link transferable skills and tactics across similar sport, for example, passing in football and rugby (speed and trajectory)
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<p>Develop coaching and leadership skills which positively impact future career opportunities across a range of sectors.</p>	<ul style="list-style-type: none"> ● Coaching skills are identified as communication and organisation 	<ul style="list-style-type: none"> ● Coaching skills, responsibilities are identified ● Students are able to produce a generic and basic coaching plan 	<ul style="list-style-type: none"> ● Coaching skills, responsibilities and participants' needs are identified ● A basic session plan and delivery is produced. Some coaching skills are displayed ● Students review sessions and plan for self development 	<ul style="list-style-type: none"> ● Coaching skills including communication, organisation & analysis), responsibilities (health and safety, safeguarding & professional conduct) and participants' needs are displayed 	<ul style="list-style-type: none"> ● Coaching skills and responsibilities are displayed ● Students are able to review and develop plans which allows them to develop SMART goals
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	Emerging	Developing	Achieving	Exceeding	Excelling
Head (Thinking) 	<ul style="list-style-type: none"> I can sometimes acquire new knowledge well I can begin to make decisions regarding tactics and strategies I am beginning to analyse and evaluate my performance I am beginning to understand what leadership skills are and but lack confidence in communicating tasks to others I am beginning to offer solutions to some problems to overcome some basic challenges 	<ul style="list-style-type: none"> I can sometimes acquire new knowledge well and retain some of it In some situations I can make decisions regarding tactics and strategies I am able to analyse and evaluate my performance identifying some strengths and areas for improvement I understand what leadership skills are and building confidence in communicating tasks to others I can offer basic solutions to some problems to overcome some basic challenges 	<ul style="list-style-type: none"> I can acquire new knowledge well and retain some of it I can make decisions regarding tactics and strategies I can make well thought out judgements on my own and others performances I show confidence in most situations and can lead small groups within set activities. I can offer basic solutions to problems to overcome basic challenges 	<ul style="list-style-type: none"> I can acquire new knowledge very well and retain the majority of it I can make well thought decisions regarding tactics and strategies I can suggest methods to improve my own and others performance I am a motivated leader who is mostly confident, organised and a good communicator I can suggest good solutions to problem solve to overcome challenges 	<ul style="list-style-type: none"> I can acquire new knowledge exceptionally well and retain all of it. I can make complex decisions regarding tactics and strategies I can critically analyse and evaluate my own and others performance I am an inspirational leader who is confident, organised and an excellent communicator I can find innovative solutions to problem solve to overcome challenges
Heart (Character) 	<ul style="list-style-type: none"> I know how to effectively communicate with others I know which skills and qualities are important when working as part of a team I know the qualities required to be committed in competitive and cooperative situations I know what resilience and effort mean and sometimes demonstrate them I know what self-regulation is and can sometimes demonstrate respect for equipment and others 	<ul style="list-style-type: none"> I can communicate with others in co-operative and competitive activities and can contribute in team or game activities I am starting to develop the qualities required to work as part of a team I am developing an interest and commitment to some competitive and cooperative situations I can show resilience to overcome challenges in some physical activities I am starting to develop the skills to self-regulate more consistently through respect of equipment and others 	<ul style="list-style-type: none"> I can communicate with others, and with support, can lead and organise others I can demonstrate the qualities required for effective team work I have an interest and commitment to a range of competitive and cooperative physical activities I can show resilience to regularly overcome challenges in physical activities in order to improve I demonstrate self-regulation through empathy and respect 	<ul style="list-style-type: none"> I can communicate well with others, motivating and promoting a good sporting attitude with others I can apply the qualities required to influence team work in others I have an enthusiasm for and a commitment to a range of physical activities I can show stronger resilience and determination to overcome challenges I am able to apply advanced self-regulation within leadership scenarios, through being respected and respectful with others 	<ul style="list-style-type: none"> I am confident to lead others and I can communicate effectively under pressure, guiding others to do the same I can motivate and instill excellent sporting attitudes in others to produce effective overall teamwork I have a passion for, and a commitment to a wide range of activities I am highly resilient when challenged and can inspire others to succeed I can evaluate when self-regulation is required and influence others in a number of different leadership scenarios
Hands (Physical) 	<ul style="list-style-type: none"> I am developing fundamental movement skills, however I really struggle with my confidence. I can demonstrate basic skills in passive practices. I can demonstrate, with some accuracy, basic tactics and strategies in passive practices. I can perform basic skills, techniques and tactics in conditioned practices. I can be actively involved in physical activities however my fitness is a barrier and I become out of breath quickly. 	<ul style="list-style-type: none"> I am developing a range of movement skills, however I struggle with my confidence working with others and with support. I can demonstrate basic skills in passive practices with accuracy and control. I can demonstrate, with some accuracy, basic tactics and strategies in conditioned practices. I can perform basic skills, techniques and tactics in varied practices. I can be actively involved in physical activities however struggle to perform skills due to my fitness. 	<ul style="list-style-type: none"> I can acquire skills quite well. I perform basic skills in a range of activities to a good standard under pressure. I can accurately perform a range of basic skills, techniques and tactics in conditioned and varied practices. I can be actively involved in physical activities and my fitness is not a barrier. 	<ul style="list-style-type: none"> I can acquire skills very well. I perform complex skills in a range of activities to a good standard under pressure. I can accurately perform a range of complex skills, techniques and tactics in conditioned and varied practices. I can be actively involved in physical activities and my fitness is a strength. 	<ul style="list-style-type: none"> I can acquire skills exceptionally well. I perform complex and advanced skills in activities to a good standard while under pressure. I can accurately perform a range of advanced skills, techniques and tactics in competitive situations to a high standard. I can be actively involved in physical activities and my fitness is excellent.