



## CORE PE

### CORE PHYSICAL EDUCATION CURRICULUM PATHWAY AT OUTWOOD ACADEMY DANUM

All students will participate in weekly core PE lessons in Years 7, 8, 9, 10 and 11 and be provided with an effort grade during the 6 assessment windows. Those students opting for an exam subject within Physical Education will follow the specification of their qualification, at our academy we study **OCR Level 1/2 Cambridge National Certificate in Sports Studies**. 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 sports:</p> <p><i>Rugby, Netball, Football, Basketball, Fitness, OAA, Athletics, Dance, Rounders and Tennis and Table Tennis</i></p> <p>As a minimum expectation student's will:</p>	<p>Students will explore a variety of sports:</p> <p><i>Rugby, Netball, Football, Basketball, Fitness, Dance, OAA, Table Tennis, Athletics, Rounders and Tennis</i></p> <p>As a minimum expectation student's will:</p>	<p>Students will develop in a variety of sports:</p> <p><i>Rugby, Netball, Football, Basketball, Handball, Fitness, OAA, Athletics, Table Tennis, Rounders and Tennis</i></p> <p>As a minimum expectation student's will:</p>	<p>Students will compete in a variety of sports:</p> <p>Netball, Rugby, Basketball, Football, Fitness, Handball, table Tennis and Rounders</p> <p>As a minimum expectation student's will:</p>	<p>Students will compete in a variety of sports:</p> <p>Netball, Fitness, Football, Rugby, Basketball, Benchball, Rounders, Table Tennis</p> <p>As a minimum expectation student's will:</p>
Lead healthy, active lifestyles	<ul style="list-style-type: none"> <li>Understand how to exercise safely</li> <li>Describe how their body feels during an activity</li> <li>Give reasons why warming up is important</li> </ul>	<ul style="list-style-type: none"> <li>Explain and apply basic safety principles in preparing for exercise</li> <li>Describe what effects exercise has on their bodies and</li> </ul>	<ul style="list-style-type: none"> <li>Explain and apply basic safety principles in preparing for exercise</li> <li>Describe what effects exercise has on their bodies and</li> </ul>	<ul style="list-style-type: none"> <li>Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</li> </ul>

	<ul style="list-style-type: none"> <li>Give reasons why physical activity is good for health.</li> </ul>	why it is important to health.	why it is important to health		
Develop competence to excel in a broad range of physical activities	<ul style="list-style-type: none"> <li>Copy, remember and repeat simple skills and actions with control and coordination</li> <li>Link actions that suit activities</li> <li>Select and use basic skills, actions and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Link and apply basic skills, techniques and ideas accurately and appropriately</li> <li>Attempt some complex skills and use them successfully on occasion</li> <li>Show some precision, control and fluency</li> </ul>	<ul style="list-style-type: none"> <li>Link and apply basic skills, techniques and ideas accurately and appropriately</li> <li>Attempt some complex skills and use them successfully on occasion</li> <li>Show some precision, control and fluency</li> </ul>	<ul style="list-style-type: none"> <li>Use and develop a variety of tactics and strategies to overcome opponents in team and individual games (for example, Basketball, Rounders, Football, Netball, Rounders, and Rugby)</li> </ul>	<ul style="list-style-type: none"> <li>Use and develop a variety of tactics and strategies to overcome opponents in team and individual games (for example, Rounders, Basketball, Football, Netball, Rounders and Rugby)</li> </ul>
Use a range of tactics and strategies to overcome opponents in direct competition	<ul style="list-style-type: none"> <li>Identify the difference between attack and defence in different activities</li> <li>Begin to show some understanding of simple tactics and basic compositional ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Understand tactics and composition</li> <li>Vary their response in defence and attack</li> </ul>	<ul style="list-style-type: none"> <li>Understand tactics and composition</li> <li>Vary their response in defence and attack</li> </ul>	<ul style="list-style-type: none"> <li>Develop their technique and improve their performance in conditioned games and regulation games.</li> </ul>	<ul style="list-style-type: none"> <li>Develop their technique and improve their performance in conditioned games and regulation games.</li> </ul>

<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"> <li>● Describe and comment on their own and others actions</li> <li>● Use this understanding to improve theirs and others' performance.</li> </ul>	<ul style="list-style-type: none"> <li>● Compare and comment on skills, techniques and ideas used in their own and others work</li> <li>● Understand how to improve their performance.</li> </ul>	<ul style="list-style-type: none"> <li>● Compare and comment on skills, techniques and ideas used in their own and others work</li> <li>● Understand how to improve their performance</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate their performances compared to previous performance and demonstrate improvement across a range of physical activities to achieve their personal best</li> <li>● Link transferable skills and tactics across similar sport, for example, passing in Football and Rugby (speed and trajectory)</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate their performances compared to previous performance and demonstrate improvement across a range of physical activities to achieve their personal best</li> <li>● Link transferable skills and tactics across similar sport, for example, passing in Football and Rugby (speed and trajectory)</li> </ul>
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### 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 supports 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 clubs.

### 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 consisting of 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 following assessment objectives which ensure that you can cumulatively build your subject understanding in preparation for future qualifications. There are 6 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 age-related expectations and / or end of stage targets which are formulated on aspirational expectations from their key stage 2 starting points. We make an informed prediction from our holistic assessments based on our subject mapping of expectation across the physical education curriculum.

PE Assessment					
	Emerging	Developing	Achieving	Exceeding	Excelling
<b>Head</b> (Thinking)  	<ul style="list-style-type: none"> <li>I can sometimes acquire new <b>knowledge</b> well</li> <li>I can begin to <b>make decisions</b> regarding tactics and strategies</li> <li>I am beginning to <b>analyse and evaluate</b> my performance</li> <li>I am beginning to understand what <b>leadership</b> skills are and but lack confidence in communicating tasks to others</li> </ul>	<ul style="list-style-type: none"> <li>I can sometimes acquire new <b>knowledge</b> well and retain some of it</li> <li>In some situations I can <b>make decisions</b> regarding tactics and strategies</li> <li>I am able to <b>analyse and evaluate</b> my performance identifying some strengths and areas for improvement</li> <li>I understand what <b>leadership</b> skills are and building confidence in</li> </ul>	<ul style="list-style-type: none"> <li>I can acquire new <b>knowledge</b> well and retain some of it</li> <li>I can <b>make decisions</b> regarding tactics and strategies</li> <li>I can make <b>well thought out judgements</b> on my own and others performances</li> <li>I show confidence in most situations and can <b>lead small groups</b></li> </ul>	<ul style="list-style-type: none"> <li>I can <b>acquire new knowledge very well</b> and retain the majority of it</li> <li>I can make <b>well thought decisions</b> regarding tactics and strategies</li> <li>I can <b>suggest methods to improve</b> my own and others performance</li> <li>I am a <b>motivated leader</b> who is mostly confident, organised and</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>acquire new knowledge exceptionally well</b> and retain all of it.</li> <li>I can make <b>complex decisions</b> regarding tactics and strategies</li> <li>I can <b>critically analyse and evaluate</b> my own and others performance</li> <li>I am an <b>inspirational leader</b> who is confident, organised and an excellent communicator</li> </ul>

	<ul style="list-style-type: none"> <li>I am beginning to <b>offer solutions to some problems</b> to overcome some basic challenges</li> </ul>	<p>communicating tasks to others</p> <ul style="list-style-type: none"> <li>I can offer basic <b>solutions to some problems</b> to overcome some basic challenges</li> </ul>	<p>within set activities.</p> <ul style="list-style-type: none"> <li>I can <b>offer basic solutions to problems</b> to overcome basic challenges</li> </ul>	<p>a good communicator</p> <ul style="list-style-type: none"> <li>I can suggest <b>good solutions to problem solve</b> to overcome challenges</li> </ul>	<ul style="list-style-type: none"> <li>I can find <b>innovative solutions to problem solve</b> to overcome challenges</li> </ul>
<p><b>Heart</b> (Character)</p> 	<ul style="list-style-type: none"> <li>I know how to effectively <b>communicate</b> with others</li> <li>I know which skills and qualities are important when working as part of a <b>team</b></li> <li>I have know the qualities required to be <b>committed</b> in competitive and cooperative situations</li> <li>I know what <b>resilience</b> and effort mean and sometimes demonstrate them</li> <li>I know what <b>self-regulation</b> is and can sometimes demonstrate respect for equipment and others</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>communicate</b> with others in co-operative and competitive activities and can contribute in team or game activities</li> <li>I am starting to develop the qualities required to work as part of a <b>team</b></li> <li>I am developing an interest and <b>commitment</b> to some competitive and cooperative situations</li> <li>I can show <b>resilience</b> to overcome challenges in some physical activities</li> <li>I am starting to develop the skills to <b>self-regulate</b> more consistently through respect of equipment and others</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>communicate</b> with others, and with support, can lead and organise others</li> <li>I can demonstrate the qualities required for effective <b>team work</b></li> <li>I have an interest and <b>commitment</b> to a range of competitive and cooperative physical activities</li> <li>I can show <b>resilience</b> to regularly overcome challenges in physical activities in order to improve</li> <li>I demonstrate <b>self-regulation</b> through empathy and respect</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>communicate</b> well with others, motivating and promoting a good sporting attitude with others</li> <li>I can apply the qualities required to influence <b>team work</b> in others</li> <li>I have an enthusiasm for and a <b>commitment</b> to a range of physical activities</li> <li>I can show stronger <b>resilience</b> and determination to overcome challenges</li> <li>I am able to apply advanced <b>self-regulation</b> within leadership scenarios, through being respected and respectful with others</li> </ul>	<ul style="list-style-type: none"> <li>I am confident to lead others and I can <b>communicate</b> effectively under pressure, guiding others to do the same</li> <li>I can motivate and instill excellent sporting attitudes in others to produce effective overall <b>teamwork</b></li> <li>I have a passion for, and a <b>commitment</b> to a wide range of activities</li> <li>I am highly <b>resilient</b> when challenged and can inspire others to succeed</li> <li>I can evaluate when <b>self-regulation</b> is required and influence others in a number of different leadership scenarios</li> </ul>
<p><b>Hands</b> (Physical)</p>	<ul style="list-style-type: none"> <li>I am <b>developing fundamental movement skills</b>, however I really struggle</li> </ul>	<ul style="list-style-type: none"> <li>I am <b>developing a range of movement skills</b>, however I struggle with my confidence working</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>acquire skills quite well</b>.</li> <li>I perform basic skills in a range of activities to a</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>acquire skills very well</b>.</li> <li>I perform complex skills in a range of activities to</li> </ul>	<ul style="list-style-type: none"> <li>I can <b>acquire skills exceptionally well</b>.</li> <li>I perform <b>complex and advanced skills</b> in</li> </ul>



- 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.

- 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**.

- 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**.

- 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**.

- 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**.

#### 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. As in Key Stage 3, there are 6 assessment points (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 Danum from September 2021 are:

**OCR Level 1/2 Cambridge National Certificate in Sports Studies**

***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