



## CORE PE

### **Why is the study of Physical Education important?**

Physical Education should inspire all students to succeed and excel in 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 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 end of stage targets which are formulated on aspirational expectation 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,

#### **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.

### **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 Brumby from September 2021 are:**

**Level 1 / 2 Cambridge National in Sport Studies**

**Level 1 / 2 Cambridge National in Health & Social Care**

## **Level 1 / 2 BTEC Tech in Dance**

*\* 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 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 BRUMBY**

*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 **Level 1 / 2 BTEC Tech Award in Sport, Activity & Fitness**. Details of this course overview can be found on our website. Below is the overview of our core PE provision.*

Assessment Framework	Year 7	Year 8	Year 9	Year 10	Year 11
Lead healthy, active lifestyles	<p>Students will explore a variety of sports:</p> <p><b>Basic skills, Tchoukball, Rugby Union, Netball, hockey, Football, Fitness, Gymnastics, OAA, Tennis, Athletics, Rounders and Cricket</b></p> <p>As a minimum expectation student's will:</p> <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> <li>• Give reasons why physical activity is good for health and fitness.</li> <li>• To have knowledge of the different types of training methods</li> </ul>	<p>Students will explore a variety of sports:</p> <p><b>Handball, Rugby, Netball, hockey, Football, Leadership, Trampolining, Table Tennis, Badminton Fitness, OAA, Athletics, Tennis, Rounders, and Cricket.</b></p> <p>As a minimum expectation student's will:</p> <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 why it is important to health and fitness.</li> <li>• Describe how to select and use the FITT principles to enhance fitness through different training methods.</li> </ul>	<p>Students will develop in a variety of sports:</p> <p><b>Handball, Rugby, Netball, hockey, Football, Fitness, Trampolining, Badminton, Table Tennis, dodgeball, Athletics, Tennis, Rounders, Softball, and Cricket.</b></p> <p>As a minimum expectation student's will:</p> <ul style="list-style-type: none"> <li>• Explain and apply basic safety principles in preparing for exercise</li> <li>• Explain what effects exercise has on their bodies and why it is important to health and fitness</li> <li>• Explain the principles of training and link them to health and fitness.</li> </ul>	<p>Students will compete in a variety of sports:</p> <p><b>(Sports Education)Handball, Rugby, Netball, Football, Fitness, Table Tennis, Badminton, Table Tennis, Athletics, Tennis, Rounders, Softball, and Cricket.</b></p> <p>As a minimum expectation student's will:</p> <ul style="list-style-type: none"> <li>• Continue to be encouraged to take part regularly in competitive sports and activities outside school through community links, sports clubs and bringing in outside coaches.</li> </ul>	<p>Students will compete in a variety of sports:</p> <p><b>(Sports Education) Netball, Fitness, Football, Rugby, Handball, Table Tennis, Basketball, dodgeball, Trampolining, Badminton, and Softball, Rounders, ultimate frisbee</b></p> <p>As a minimum expectation student's will:</p> <ul style="list-style-type: none"> <li>• Continue to be encouraged to take part in competitive sports and activities outside school through community links, sports clubs and bringing in outside coaches.</li> </ul>

<p>Develop competence to excel in a broad range of physical activities</p>	<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/complex 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 /advanced 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 complex/advanced skills and use them successfully</li> <li>• Show 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, badminton, basketball, cricket, football, netball, rounders, and rugby union)</li> <li>• Develop leadership skills through a variety of roles</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, badminton, basketball, cricket, football, hockey, netball, rounders and rugby union)</li> <li>• Apply leadership skills through a variety of roles</li> </ul>
<p>Use a range of tactics and strategies to overcome opponents in direct competition</p>	<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> <li>• Apply their knowledge of tactics and strategies to lead and develop their own and others performance</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their technique and improve their performance in conditioned games and regulation games.</li> <li>• Analyse players' performances to apply their knowledge of tactics and strategies to lead and develop their own and others performance</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>• Identify, and comment on their own and others actions.</li> <li>• Use this knowledge to suggest improvements on 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 own and others' performance.</li> <li>• (Assist in) Analysing &amp; evaluating your own 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 theirs and others' performance</li> <li>• Analyse &amp; evaluate your own and others performance</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate their performances compared to previous performance</li> <li>• Suggest ways to modify and refine their own and others skills and techniques to 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</li> <li>• Use their knowledge to modify and refine their own and others skills and techniques to demonstrate improvement across a range of physical activities to achieve their personal best</li> <li>• Link transferable skills and tactics across similar sports</li> </ul>
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