



PE

Physical Education Core Curriculum

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 will develop declarative and procedural knowledge of skills, techniques and tactics in a wide variety of sporting activities.

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 comprising 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
- Increased academic performance through increased concentration levels and more directed, composed behaviour
- Enhanced 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.



- PE.** Improved mental health and wellbeing
- Developing self-discipline as well as stretching students beyond their perceived physical capabilities.
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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 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 one's 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 Haydock* from September 2022 are:

Cambridge National in Sports Science

**** 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.***



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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: PE teacher, sports scientist, Physiotherapist, Sports Coach, Sports Development Officer, Fitness Instructor/Personal Trainer, Sports Psychologist, Sports Analyst, Sports Journalist, Sports Masseuse

CORE PHYSICAL EDUCATION CURRICULUM PATHWAY AT OUTWOOD ACADEMY HAYDOCK

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. At Outwood Haydock this is Cambridge National in Sports Science. Details of this course overview can be found on our website below is the overview for our core PE provision.

Curriculum Overview	Year 7	Year 8	Year 9	Year 10	Year 11
	<p>Love for Learning in PE: Students will explore fundamental movements and key skills that are transferable across a variety of sports, whilst developing confidence and resilience.</p> <p>Term 1a: Feeling Confident in PE</p> <p>Term 1B: Key skills in team sports</p> <p>2A: Physical Fitness & OAA</p>	<p>Developing key skills across a wide variety of sports: Students will develop a wide variety of skills, techniques and tactics in different sporting activities.</p> <p>Term 1a: Rugby/Netball</p> <p>Term 1B : Football/Badminton</p> <p>Term 2A: Table Tennis/Rugby League</p>	<p>Refining key skills across a wide variety of sports with increasing levels of challenge: Students will continue to develop and refine a wide variety of skills, techniques and tactics in different sporting activities with increasing levels of challenge.</p> <p>Term 1a: Rugby/ Badminton</p> <p>Term 1B: Football/Netball/Rugby</p> <p>Term 2A: Badminton/ Football</p> <p>Term 2B: Experimenting with Fitness / Gymnastics</p>	<p>Personalised options programme, students select from the following:</p> <ul style="list-style-type: none"> ● Performance & Competition ● Sports Leadership & Leisure ● Health & Fitness <p>Each term students have the option to change their option preference or maintain n the same option block.</p>	<p>Personalised options programme, students select from the following:</p> <ul style="list-style-type: none"> ● Performance & Competition ● Sports Leadership & Leisure ● Health & Fitness <p>Each term students have the option to change their option preference or maintain on the same optionblock.</p>



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	2B: Movement to Music & Netball Activities 3A: Athletics & Invasion Games 3B: Striking and Fielding Skills	2B: Fitness Testing & Athletics/ Combat Dance 3A: Volleyball/ Fitness Testing & Athletics 3B: Striking & Fielding/ Gymnastics	3A: Handball / Preparing for Physical Activity in the future 3B: Striking & Fielding		
Lead healthy, active lifestyles	<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. 	<ul style="list-style-type: none"> Explain and apply basic safety principles in preparing for exercise Follow fitness test protocols accurately to assess their own fitness. Apply appropriate methods of training to ensure improvements are made in various components of fitness. 	<ul style="list-style-type: none"> Explain and apply basic safety principles in preparing for exercise Experiment with different methods of training including HIIT, Yoga and Boxercise. 	<ul style="list-style-type: none"> Explain and apply basic safety principles in preparing for exercise Explain what effects exercise has on their bodies and why it is important to health. Explain different methods that can be used to improve on different components of fitness Evaluate personal aims/objectives and develop SMART targets to improve on personal fitness. 	<ul style="list-style-type: none"> Explain and apply basic safety principles in preparing for exercise Explain what effects exercise has on their bodies and why it is important to health. Explain and lead Fitness Test protocols to measure a variety of components of fitness. Apply appropriate methods of training to develop strengths and weaknesses in fitness.
Develop competence to excel in a broad range of physical activities	<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 	<ul style="list-style-type: none"> Link and apply a wide variety of skills, techniques and ideas accurately and appropriately with precision and control. Attempt some complex skills and use them successfully on occasions with 	<ul style="list-style-type: none"> Link and apply a wide variety of skills, techniques and ideas accurately and appropriately with precision and control. Attempt complex skills regularly and use them successfully with increasing consistency and accuracy. 	<ul style="list-style-type: none"> Link and apply a wide variety of skills, techniques and ideas accurately and appropriately with precision and control. Attempt complex skills frequently and use them successfully with consistency and accuracy



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		<ul style="list-style-type: none"> Show some precision, control and fluency 	consistency and accuracy		
Use a range of tactics and strategies to overcome opponents in direct competition	<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 and apply a variety of tactics within sports competition. Successfully apply attacking and defensive tactics based on opposition, strengths and weaknesses. 	<ul style="list-style-type: none"> Understand and apply a variety of tactics within sports competition. Successfully apply attacking and defensive tactics based on opposition, strengths and weaknesses. 	<ul style="list-style-type: none"> Understand and apply a variety of tactics within sports competition. Successfully apply attacking and defensive tactics based on opposition, strengths and weaknesses.
Analyse and evaluate own performance and demonstrate improvement across a range of physical activities to achieve personal best	<ul style="list-style-type: none"> Describe and comment on their own and others actions Use this understanding to improve their 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 to identify methods of improving Understand how to improve their performance and adapt practice so that improvements are made. 	<ul style="list-style-type: none"> Compare and comment on skills, techniques and ideas used in their own and others work to identify methods of improving Understand how to improve their performance and adapt practice so that improvements are made. Successfully evaluate skills, techniques and tactics of peers. 	<ul style="list-style-type: none"> Compare and comment on skills, techniques and ideas used in their own and others work to identify methods of improving Understand how to improve their performance and adapt practice so that improvements are made. Successfully evaluate skills, techniques and tactics of peers and recommend methods to improve on them.



PE Assessment Framework

Students will be assessed against sports specific criteria that are documented through Praising Stars reports. Students will monitor their progress across key stage 3 and set targets throughout their academic journey. Below is one example of a sport specific assessment criterias that students will use.

STRIKING AND FIELDING

BAND 1 (1-3) I CAN SHOW SKILLS IN ISOLATION.

BAND 2 (4-6) I CAN SHOW SKILLS IN A DRILL.

BAND 3 (7-9) I CAN SHOW SKILLS IN A GAME.

HOW AM I ASSESSED?

HANDS (I CAN SHOW...)

- Catching** at different heights (high and low) and using reverse cup catching consistently.
- Throwing** techniques (underarm and overarm) with some accuracy.
- Fielding** a ball on the ground or in the air using a variety of methods.
- Bowling** an underarm delivery.
- Striking** a ball that bounces or one the full (no bounce) with a bat.
- Running** efficiently with striking equipment and holding the equipment correctly.
- Application** of knowledge to show to get a batter out in a striking and fielding game.

Skill Box

- *Catching (two hands)
- *Under arm throw
- *Over arm throw
- *Striking a full ball with a bat.
- *Long barrier
- *Two handed pick up
- *Underarm bowling

HANDS (I CAN SHOW...)

- Catching** consistently, with individual hands.
- Catching** using a mit.
- Throwing** accurately over a long distance.
- Fielding** techniques such as long barrier, one/two handed pick up & chase and retrieve performed successfully.
- Bowling...**
 - *Overarm showing control of line / length.
 - *Underarm with pace & accuracy.
- Striking**
 - *Shot selection front foot (straight drive) and back foot (pull shot).
 - *Hitting a ball towards an intended target.

Skill Box

- *Wicket keeping or backstop
- *One handed pick up (weak hand)
- *Chase and retrieve
- *Pull shot
- *Straight drive
- *Select front or back foot

PRECISION ACCURACY CONSISTENCY

HANDS (I CAN SHOW...)

- Catching** consistently in the outfield or deep.
- Fielding & throwing** techniques are performed successfully with tactical awareness applied.
- Positional** awareness when participating e.g. field placement & striking the ball into gaps consistently.
- Bowling** a specialist delivery e.g. bouncer, yorker, leg spin or off spin.
- Bowling** a specialist delivery e.g. spin & pace.
- Striking** with attack/ defense & showing specialist shot selection e.g. sweep, reverse sweep, cut.
- Striking** showing specialist shots e.g. bunt (single) & long hit (doubles, triples & home run).

Skill Box

- *Sweep shot
- *Reverse sweep
- *Cut shot
- *Reverse hit
- *Off spin bowling
- *Leg spin bowling
- *Bouncer
- *Yorker

HEAD (WHAT I KNOW...)

- ☐ Methods of catching.
- ☐ How to throw a ball.
- ☐ Different ways to retrieve a ball (ground/air).
- ☐ The basic rules of striking and fielding games and the differences between them.
- ☐ Ways to get a batter out.
- ☐ If I keep the bat with me when I am running.

HEAD (WHAT I KNOW...)

- ☐ When to play a front foot or back foot shot.
- ☐ The role of a wicket keeper or backstop.
- ☐ Rules of dynamos cricket, rounders & softball.
- ☐ I can describe tactics when fielding.
- ☐ How to use line and length when bowling.
- ☐ Self reflect on strengths and weaknesses of my performance and my peers & suggest improvements.

HEAD (WHAT I KNOW...)

- ☐ How to officiate or lead a striking & fielding game.
- ☐ Knowledge of different positions and roles.
- ☐ The benefit of using specialist shots & deliveries.
- ☐ I can apply tactical knowledge.
- ☐ I can manipulate fielders when batting & restrict batters shots when fielding or bowling.
- ☐ Analyse performances and suggest improvements.

WHICH GRADE AM I?

- 😊 ALWAYS
- 😐 SOMETIMES
- 😞 NOT OFTEN

E6

#ItsWho IAm

- *EXTREMELY NEGATIVE.
- *LACK OF EFFORT SHOWN.
- *REFUSES TO WEAR PE KIT.
- *DISRUPTS THE LEARNING OF OTHERS.
- *DETRIMENTAL TO THE CULTURE IN PE.

E5

#Effort

- *A NEGATIVE ATTITUDE.
- *DOES NOT EMBRACE LEARNING.
- *MISSES OUT DUE TO POOR CHOICES.
- *DISRUPTS THE LEARNING OF OTHERS.
- *RELUCTANT TO TAKE PART IN PE.
- *REGULARLY REFUSES TO WEAR PE KIT.

E4

#Positive Vibes

- *AN UNDERPERFORMING STUDENT.
- *DOES NOT EMBRACE LEARNING.
- *CAPABLE OF MORE.
- *REGULARLY FORGETS PE KIT.
- *CANNOT WORK INDEPENDENTLY.

E3

#Awesome Choices

- *A HARD WORKING STUDENT.
- *SHOWS COMMITMENT TO LEARNING.
- *COMPLETES ALL TASKS SET.
- *TAKES PART IN EVERY LESSON IN KIT.
- *CONTRIBUTES POSITIVELY TO LESSONS.
- *SHOWS RESPECT TO OTHERS.

E2

#Kindness

- *A PROMISING STUDENT
- *SEEKS ADDITIONAL CHALLENGES.
- *CONSISTENT 100% EFFORT.
- *ABOVE AND BEYOND-LEADS WARM UPS / KIT MONITOR / COACH OR OFFICIAL.
- *RARELY FORGETS OWN KIT.
- *A POSITIVE ROLE MODEL TO OTHERS.

E1

#IAmResilient

- *AN OUTSTANDING STUDENT.
- *EXTRA-CURRICULAR SPORT.
- *ABOVE AND BEYOND-LEADS WARM UPS / KIT MONITOR / COACH OR OFFICIAL.
- *ENHANCES THE LEARNING OF OTHERS.
- *NEVER FORGETS PE KIT.
- *ALWAYS HAS A POSITIVE ATTITUDE.