



P.E.

"Winning isn't everything, but wanting to win is."

Curriculum Intent

The Physical Education curriculum is designed to empower students in developing their abilities, knowledge, and skills necessary for leading healthy and active lifestyles. Through our PE curriculum students will refine their physical, technical and tactical knowledge and skills in sports, supported by a focus on mental attributes like resilience, determination, and confidence. Our primary goal is to ensure that every student finds enjoyment in their Physical Education classes while acquiring essential skills such as teamwork, cooperation, effective communication, fair play, and respect. These aptitudes are crucial for navigating challenges, communicating effectively, and abiding by rules and becoming effective team members and leaders. We are committed to providing all students with opportunities to engage in competitive experiences within our PE curriculum.

Progression of knowledge and skills

PE Curriculum Map 23-24

	K Groups	Year 10	Year 11
Autumn 1	Invasion games – Outwitting opponents	Invasion games – Outwitting opponents	Competitive and recreational sports and fitness. Sports leaders award
Autumn 2	HRF - Exercising safely and effectively	HRF - Exercising safely and effectively	Competitive and recreational sports and fitness. Sports leaders award
Spring 1	Invasion games – Outwitting opponents	Invasion games – Outwitting opponents	Competitive and recreational sports and fitness. Sports leaders award
Spring 2	Net and Wall - Outwitting opponents	Net and Wall - Outwitting opponents	Competitive and recreational sports and fitness. Sports leaders award
Summer 1	Striking and fielding - Outwitting opponents	Striking and fielding - Outwitting opponents	Competitive and recreational sports and fitness. Sports leaders award

Summer 2	Athletics - Performing at maximum levels	Athletics - Performing at maximum levels	Competitive and recreational sports and fitness. Sports leaders award
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K group PE curriculum map: -

Autumn 1	Invasion games – Outwitting opponents
Autumn 2	HRF - Exercising safely and effectively
Spring 1	Invasion games – Outwitting opponents
Spring 2	Net/Wall – Outwitting opponents
Summer 1	Striking and fielding - Outwitting opponents
Summer 2	Athletics - Performing at maximum levels

Invasion games examples – Football, Basketball, Rugby, Ultimate Frisbee, Hockey, Netball

Net/Wall examples – Badminton, Tennis, Table Tennis

HRF – Circuit training, fitness testing, energy systems, principles of training.

Striking and fielding examples – Cricket and rounders

Athletics – Running, throwing and jumping skills and events.

Year 10 Curriculum map:

Autumn 1	Invasion games – Outwitting opponents
Autumn 2	HRF - Exercising safely and effectively
Spring 1	Invasion games – Outwitting opponents
Spring 2	Net/Wall – Outwitting opponents
Summer 1	Striking and fielding - Outwitting opponents
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Invasion games examples – Football, Basketball, Rugby, Ultimate Frisbee, Hockey

Net/Wall examples – Badminton, Tennis, Table Tennis

HRF – Circuit training, fitness testing, energy systems, principles of training.

Striking and fielding examples – Cricket and rounders

Athletics – Running, throwing and jumping skills and events

Year 11 Curriculum map:

	Practical	Theory
Autumn 1	Competitive, Recreational sports and fitness	Sports Leaders Award
Autumn 2	Competitive, Recreational sports and fitness	Sports Leaders Award
Spring 1	Competitive, Recreational sports and fitness	Sports Leaders Award
Spring 2	Competitive, Recreational sports and fitness	Sports Leaders Award
Summer 1	Competitive, Recreational sports and fitness	Sports Leaders Award
Summer 2	Competitive, Recreational sports and fitness	Sports Leaders Award

Competitive games examples – Football, Basketball, Rugby, Ultimate Frisbee, Hockey, Cricket, Rounders

Recreational sports examples – Badminton, Tennis, Table Tennis, Activall, Frisbee

Both groups of competitive and recreational can be adapted for either pathway.

Fitness examples – Circuit training, fitness testing, Zumba, Aerobics, Gym

Careers Link



Trauma Informed Practice

As trauma-informed PE and sports teachers, we ensure that we build strong relationships with students. We listen and empathise with pupils; each pupil is dealt with as an individual and we build on their personal strengths in the lessons. We utilise the link and enjoyment many of the students have with sports to support the students to provide a safe space. Through lessons, the students work on their resilience, self-esteem and confidence. Relevant students also receive mentoring through sport.

Equality, Diversity and Inclusion in English, Fundamental British values (FBV) and Social, Moral, Spiritual and Cultural (SMSC)

SPIRITUAL – Students develop their knowledge and understanding of the body's capacity in performance when exercising; The importance of perseverance and resilience in sport/exercise. Sport as a release and a way of managing and expressing feelings and emotions in. Allowing students' reflection time to evaluate their experiences allows them to build a positive mindset and promotes them to strive for their personal best.

MORAL – Living a healthy lifestyle and promoting healthy living is apparent in each P.E lesson and at break and lunch. Students develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations, giving students a sense of justice, and how to respond appropriately when they feel there is an injustice. (playing a let) The frequent opportunity given to students to umpire and referee supports the importance of respecting the rules.

SOCIAL – The nature of PE allows all students to develop the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, co-operation with others is paramount to success. Giving the students roles such as leaders, coaches, or umpires, and offers students the opportunity to develop their communication skills, leadership skills and the ability to settle any discrepancies which may occur. Students are encouraged to reflect upon feelings of enjoyment and determination.

CULTURAL – Students are given the opportunity to learn a variety of sports. Opportunities to explore unfamiliar activities (Tennis, volleyball, Go Ape/horse riding) are provided where possible. Students are taught in gender mixed groups undertaking the same activities. Promoting respect towards officials.

Specific examples of Spiritual, Moral Social and Cultural Develop in Physical Education include:

- Students learn to cope with both success, defeat and build resilience.
- Students discuss learning objectives and reflect upon issues as well as listening to others opinions.
- Strategies and tactics are introduced to students
- The role of coaches, leaders, and umpires are used to develop students' sense of right and wrong.
- Students witness positive behaviour in PE and are allowed the opportunity to reflect upon the need for rules and fair play.
- Students are made aware of different cultural attitudes towards aspects of physical activity.
- Discover the role of sport within society including learning sports less familiar.
- Students learn to cope with their emotions in a socially acceptable way during lessons, and particularly in competitive situations.

Some aspect of restrictive choice around preferred activities to promote exposure to new sports and variance

Adaptations to activities chosen and lesson structure during Ramadan.

British Values- democracy, the rule of law, individual liberty, tolerance and respect