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| **Physical Education** |
| **Key Stage 4:**Vocational: OCRGCSE: AQA | **Key Stage 5:****OCR CTEC**  |
| **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** | **Year 12** | **Year 13** |
| 2 lessons per week | 2 lessons per week | 2 lessons per week | 3 lessons per week\* | 3 lessons per week\* | 6 lessons per week\*\* | 6 lessons per week\*\* |
| **All students will receive two lessons of Core PE in Year 10 and Year 11** \* Students can elect to study either Vocational PE or GCSE PE as option choices\*\* The Level 3 CTEC Sports qualification is worth the equivalent of one A-Level |
| **Staff** | **Role** | **Staff** | **Role** |
| **C.Pyke** | Curriculum Leader | **T.Field** | Teacher/ Student Voice |
| **G.Galvin** | Teacher/ Head of Year | **C. Porteous** | Greenhouse Basketball Coach |
| **S.Dervan** | Teacher 2i/c P.E | **S. Johnson** | UL Trainee |
| **T. Sargeant** | Teacher/ Vice-Principal |  |  |

**Intent: what are we trying to achieve with our curriculum?**

*‘As a department, we aim to provide all pupils with a challenging, developmental and concept driven curriculum to allow high quality teaching and learning to take place. This is achieved through creating an enjoyable and productive atmosphere for staff and pupils, where we strive to inspire and engage students to participate, lead, and achieve in both practical and theoretical physical education, during their time at the College and for the rest of their lives’*

Achievement in PESSPA at Bacon’s College looks like all students having the opportunity to engage in a broad and balanced physical education curriculum that provides pathways for extra-curricular activity and for all students who wish to extend their physical activity journey. We aim to ensure that regardless of a student’s background, they are able to develop in PE across our three assessment strands of Physical, Personal and Health and are able to receive the benefits provided by quality first PE teaching and extra-curricular sport.

Our core curriculum focusses on three key assessment strands of Physical, Personal, and Health. To be clear each assessment strand of our concept driven curriculum refers to the following:

**Physical** – Psycho-motor including skill development and competitiveness

**Health** – Knowledge of Health, fitness & well-being

**Personal** – social, emotional and meta-cognition

Within this the KS3 curriculum aims to give all students as much exposure to a wide breadth of activities in line with the National Curriculum. This is to allow students to learn the key fundamentals through different mediums, and build year on year on prior knowledge through mastery before embarking on further study at KS4. We also take pride in ensuring all students at both KS3 and KS4 have the opportunity to take part in extra-curricular sport. Fundamentally the key intent of the Bacon’s College PE Department is to ensure all students leave the College active, having found fulfilment in physical activity that leads to life-long participation.

 At KS4 students have the option to study either GCSE PE or Vocational Sport. Both courses are taught to the same high standards and both courses contain practical activity that is assessed.

Non-academic PE students continue PE throughout the duration of KS4 and have opportunities to experience different activities in line with the National Curriculum for PE. We also ensure all students have the opportunity to take part in off-site provision in the local community, in order to encourage pathways between education and participation in later life.

**Implementation: how do we deliver our curriculum?**

**Core PE**

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|  | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **Module 5** | **Module 6** |
| **Year 7** | Students are in mixed gender, mixed ability groups taking part in the following activities: Netball, Basketball, Tag Rugby, Trampolining, OAA & Dance | Students are in mixed gender, mixed ability groups taking part in the following activities: Table Tennis, Trampolining, Health Related Fitness, Basketball and Dance | Students are in mixed gender, mixed ability groups taking part in the following activities: Striking & Fielding activities (Softball, Rounders, Cricket) & Athletics |
| **Physical Outcomes:** Fundamentals of movement – Running & changing direction**Personal Outcomes:** Organisation and engagement**Health Outcomes**: Preparation for exercise – Warm up stages | **Physical Outcomes:** Fundamentals of movement – Co-Ordination & Control**Personal Outcomes:** Personal Discipline and Resilience**Health Outcomes:** Preparation for exercise – Warming up independently | **Physical Outcomes:** Fundamentals of movement – Throwing & Catching**Personal Outcomes:** How to give feedback**Health Outcomes:** Preparation for exercise – Independent pulse raiser and dynamic stretching |
| **Year 8** | Students are now grouped: Mixed gender higher ability and lower ability group and single sex teaching groups. Students build on knowledge from Year 7 in Netball, Basketball, Tag Rugby, Trampolining, OAA & Dance | Students are now grouped: Mixed gender higher ability and lower ability group and single sex teaching groups. Students build on knowledge from Year 7 in in the following activities: Table Tennis, Trampolining, Health Related Fitness, Basketball and Dance | Students are now grouped: Mixed gender higher ability and lower ability group and single sex teaching groups. Students build on knowledge from Year 7 in in the following activities: Striking & Fielding activities (Softball, Rounders, Cricket) & Athletics |
| **Physical Outcomes:** Students develop sport related skills relevant to specific taught activities.**Personal Outcomes:** Respect during competition. Students are explicitly taught the importance of respect for opposition, officials, teammates.**Health Outcomes:** Students are taught the bones and muscles – names and locations. | **Physical Outcomes:** Students develop sport related skills relevant to specific taught activities.**Personal Outcomes:** Effort and resilience. Students are explicitly taught the importance of keeping going and always showing their best effort.**Health Outcomes:** Warming up muscles for exercise – importance of dynamic stretching appropriate muscles. | **Physical Outcomes:** Students develop sport related skills relevant to specific taught activities.**Personal Outcomes:** Providing feedback through peer assessment – WWW/EBI**Health Outcomes:**Students are to have the opportunity to independently lead a three part warm up. |
| **Year 9** | Students are now grouped: Mixed gender higher ability and lower ability group and single sex teaching groups. Students build on knowledge from Year 8 in Netball, Basketball, Tag Rugby, Trampolining, OAA & Dance | Students are now grouped: Mixed gender higher ability and lower ability group and single sex teaching groups. Students build on knowledge from Year 8 in in the following activities: Table Tennis, Trampolining, Health Related Fitness, Basketball and Dance | Students are now grouped: Mixed gender higher ability and lower ability group and single sex teaching groups. Students build on knowledge from Year 8 in in the following activities: Striking & Fielding activities (Softball, Rounders, Cricket) & Athletics |
| **Physical Outcomes:** Applying skills to game situations. Students build on knowledge of sport related skills and now focus on successful application of skills in practice and competitive scenarios.**Personal Outcomes:** Independent Leadership. Students develop their ability to work co-operatively to lead small groups. Tactics / Strategic planning that requires collaboration.**Health Outcomes:** Benefits of warming up and cooling down. Students can explain the reasons for warming up and cooling down. | **Physical Outcomes:** Applying skills to game situations. Students build on knowledge of sport related skills and now focus on successful application of skills in practice and competitive scenarios.**Personal Outcomes:** Students are expected to show resilience when learning in PE without teacher support. **Health Outcomes:** The effects of exercise – Immediate and short-term effects of exercise. | **Physical Outcomes:** Applying skills to game situations. Students build on knowledge of sport related skills and now focus on successful application of skills in practice and competitive scenarios.**Personal Outcomes:** Analysing own strengths and weaknesses. Students build on ability to provide feedback and now begin to reflect on their own performance.**Health Outcomes:** Leading a sports specific warm up – all students to be able to plan and lead a 3 part warm up. |
| **Year 10** | In Year 10 students make a guided choice towards a rotation of activities that follow the following pathways: Performance, Health, Leadership. Students build on knowledge and understanding developed at KS3 and have more autonomy and choice over pathways through KS4.Students who have chosen PE as an options choice may use this time to develop practical skills relevant to assessment criteria for relevant courses.Over a 2 Year KS4 students have the opportunity to take part in the following activities: Football, Netball, Basketball, Trampolining, Use of the gym and local leisure facilities, Table Tennis, Badminton, Handball, Softball, Athletics, Rounders, Yoga & Dance. |
| **Year 11** | In Year 11 students make a guided choice towards a rotation of activities that follow the following pathways: Performance, Health, Leadership. Students build on knowledge and understanding developed at KS3 and have more autonomy and choice over pathways through KS4.Students who have chosen PE as an options choice may use this time to develop practical skills relevant to assessment criteria for relevant courses.Over a 2 Year KS4 students have the opportunity to take part in the following activities: Football, Netball, Basketball, Trampolining, Use of the gym and local leisure facilities, Table Tennis, Badminton, Handball, Softball, Athletics, Rounders, Yoga & Dance.By the end of Year 11 the PE department aim to ensure that all students have had the opportunity to take part in physical activity within the community at local leisure facilities. This aims to bridge the gap between school PE lessons and life long participation in physical activity. |

**GCSE PE**

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|  | **Module 1** | **Module 2** | **Module 3** | **Module 4** | **Module 5** | **Module 6** |
| **Year 10** | Paper 1 - Physical Training – The Components of Fitness and Fitness Testing | Paper 1 – Physical Training – Types of Training, Principles of Training, How to optimise training and prevent Injury | Paper 1 – Applied Anatomy and Physiology – Skeleton, Muscles, Synovial Joints and Joint Actions | Paper 1 – The Pathway of Air and Gaseous Exchange, Blood Vessels , Structure of the Heart, The cardiac cycle and the pathway of blood | Paper 1 – The mechanics of breathing, Interpretation of a Spirometer trace, Anaerobic and Aerobic exercise. | Paper 1 – The short and long term effects of exercise, Review of Paper 1 content, Exam review and analysis of strengths & weaknesses |
| **Year 11** | Paper 2 – Sports Psychology, Skill, Goal Setting, Basic Information Processing model, Guidance & Feedback, Mental preparation for feedback | Paper 2 – Health fitness & well-being, the consequences of a sedentary lifestyle, obesity, somatotypes, energy use | Paper 2 – Commercialisation of physical activity and sport, Sponsorship, Impact of technology. Engagement patterns of different social groups in physical activity and sport | Paper 2 – Ethical and socio-cultural issues in physical activity and sport, Conduct of performers, PED’s and banned substances | Exam and Moderation Preparation | Exam and Moderation Preparation |

**Level 2 Vocational PE**

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| CAMNAT | **Module 1**  | **Module 2**  | **Module 3**  | **Module 4**  | **Module 5**  | **Module 6**  |
| **Year 10**  | RO51: Contemporary issues in Sport | RO51: Contemporary issues in Sport | RO56: Developing knowledge and skills in Outdoor Activities | RO56: Developing knowledge and skills in Outdoor Activities | RO56: Developing knowledge and skills in Outdoor Activities | RO56: Developing knowledge and skills in Outdoor Activities |
| **Year 11**  | RO53: Sports Leadership | RO53: Sports Leadership | RO52: Developing Sports Skills | RO52: Developing Sports Skills | RO52: Developing Sports Skills | RO52: Developing Sports Skills |

**CTEC Sport**

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|  | **Module 1**  | **Module 2**  | **Module 3**  | **Module 4**  | **Module 5**  | **Module 6**  |
| **Year 12**  | Unit 1: Body Systems and the effect of physical activity. Unit 2: Sports Coaching and Activity Leadership | Unit 1: Body Systems and the effect of physical activity. Unit 2: Sports Coaching and Activity Leadership | Unit 1: Body Systems and the effect of physical activity. Unit 2: Sports Coaching and Activity Leadership |  Unit 19: Sport and Exercise Psychology  Unit 2: Sports Coaching and Activity Leadership |  Unit 19: Sport and Exercise Psychology  Unit 18: Practical Skills in Sport and Physical Activity |  Unit 19: Sport and Exercise Psychology  Unit 18: Practical Skills in Sport and Physical Activity |
| **Year 13**  | Unit 3: Sports Organisation and Development Unit 18: Practical Skills in Sport and Physical Activity | Unit 3: Sports Organisation and Development Unit 18: Practical Skills in Sport and Physical Activity |   Unit 3: Sports Organisation and Development |    Exam and Moderation Prep |    Exam and Moderation Prep |    Exam and Moderation Prep |

**The specific aims of the PE Curriculum Area are to:**

* Ensure progress for every student through differentiation, clear lesson objectives and outcomes.
* Maximise the opportunity for AfL and peer-to peer group tasks and feedback.
* Provide good or outstanding Teaching and Learning to all pupils.
* Develop and model high level written responses in addition to verbal contributions, building on skills developed in other curriculum areas,
* Promote Physical Literacy and an enjoyment of movement and being physically active.
* Reward and incentivise students for their active engagement in lessons.
* Inspire students to achieve their best both academically and within sporting environments.
* Develop competitive, successful sporting teams that encourage students to develop personal qualities of commitment, fairness, enthusiasm ad an appreciation of honest competition and good sportsmanship.
* Promote the awareness, understanding and appreciation of how physical activity benefits pupils social, moral, physical, spiritual and cognitive development.
* Develop students understanding of the word respect and how to show and expect respect from staff and peers in the right way.

**Impact: what difference is our curriculum making to pupils?**

**PE students will:**

* Enjoy and contribute in a positive manner towards lessons.
* Regularly take part in physical activity and sport making the most of opportunities provided to them
* Develop resilience by understanding the importance of hard work to bring about positive improvements
* Acknowledge their own success identified by WWWs and act on EBIs/Next Steps provided by teachers.
* Meet and exceed the expectations of the Behaviour For Learning policy.
* Meet all deadlines (H/W & NEA)
* Support the learning of those around them.
* Leave PE with strong qualifications that benefit not only careers and aspirations in the subject but outside of it also.
* Leave the College physically active and prepared for life-long participation in a healthy active lifestyle.
* Conduct themselves with pride and integrity in all that they do.

**Further Information and Guidance**

**GCSE Subject Information Sheet**

**Sixth Form Information Sheet**