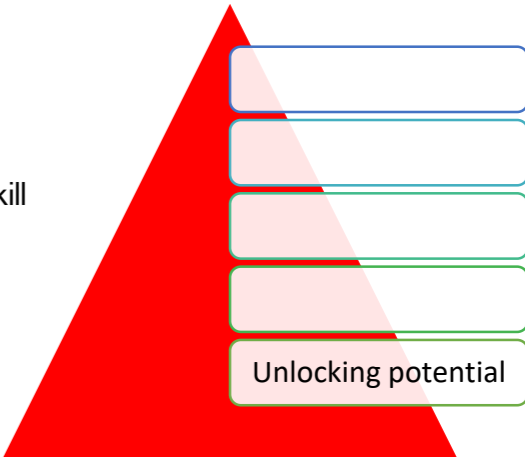
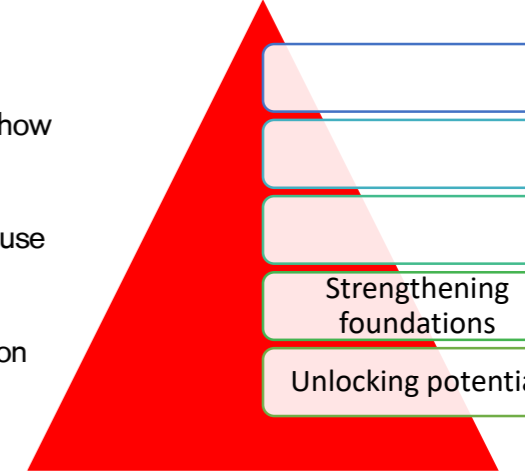


Term → Year ↓	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
<p>Y7 <i>Unlocking potential</i></p> <p><i>Developing self-confidence, knowledge and awareness of a range of sports and physical activities</i></p> <p><i>(FE, DI)</i></p>	<p>Content: Pupils rotate through a range of sports, physical activities and venues. The program on offer aims to develop pupil confidence, wider awareness and knowledge of a how to lead a healthy lifestyle to include: Team sports (Rugby, Cricket, Handball); individual sports (Dance, Gymnastics, Athletics and Badminton); physical activity (for fitness, conditioning, health and well-being; play and outdoor adventurous activities).</p> <hr/> <p>Skills and knowledge: Each sport and physical activity genre looks to inspire, explore and lay the foundations of practical, social and cognitive skills, to include:</p> <p><u>Hands ('I can'; practical skills):</u> develop core skills, apply core skills, use correct skill technique, partake in competitive scenarios and improve my personal fitness</p> <p><u>Head ('I know'; cognitive skills):</u> what skills and rules are unique to each genre of sport/ activity, how to problem solve and make tactical decisions, the basics of skill analysis, why it is important to maintain a healthy active lifestyle.</p> <p><u>Heart ('I am'; social skills):</u> committed, confident, motivated, determined, respectful, resilient, a positive communicator, curious, fair.</p> 					
<p>Y8 <i>Strengthening foundations</i></p> <p><i>Embedding self-confidence, knowledge and awareness of a range of sports and physical activities</i></p> <p><i>(FE, DI, PT)</i></p>	<p>Content: Pupils rotate through a range of sports, physical activities and venues. The program offer aims to build upon prior learning, as well as create new connections with leading a healthy lifestyle, to include: Team sports (rugby, basketball, netball, rounders); individual sports (badminton, table tennis, trampolining, gymnastics, parkour); physical activity (for fitness, conditioning, health and well-being).</p> <hr/> <p>Skills and knowledge: Each sport and physical activity looks to inspire, explore and strengthen the foundations of practical, social and cognitive skills, to include:</p> <p><u>Analysis ('I can'; social and cognitive skills)</u> – review personal performance, review peer performance, provide empathetic feedback, show patience and honesty, show aesthetic sensitivity and integrity, professionally critique performance, suggest performance improvements.</p> <p><u>Skills ('I can'; practical skills)</u> – transfer core skills between activities, apply core skills, attempt advanced skills. I can make informed decisions about which skill to use when and why. Apply the rules and laws that govern varying sports activities.</p> <p><u>Knowledge (I know'; cognitive skills)</u> – how to prepare for physical activity safely, how to warm up effectively, why we warm up, the immediate effects of exercise on my body, lead peers in Effective warm ups, apply anatomical language to sporting examples.</p> 					

Y9
Leading by example
Refining my own performance and leading others confidently through sport and physical activity
 (CL, FE)

Content:

Pupils learn what it means to make informed decisions and increase their awareness of future options surrounding their involvement in sport and physical activity, in pursuit of a healthy active lifestyle that suites their interests.

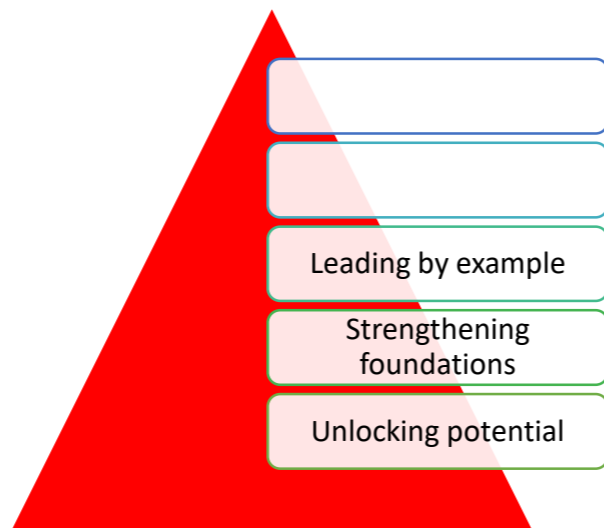
Pupils choose a sporting genre to suit their interests, learning what it means to commit to an evidence informed decision. The program in term 1 and 2a offers options of Rugby, Football, Handball, and Basketball alongside exposure to examination course content ahead of KS4 options.

Skills and knowledge:

Leadership ('I can'; social skills): Make my own informed decisions; form my own opinions to suit my interests, immediate and lifelong needs; seek answers to questions I have; I accept accountability of my decisions and show commitment to them; I safely lead myself and others; participate in a range of leadership roles; demonstrate the attributes of a good leader;

Skills ('I can'; physical skills): Continue to apply core skills, and further develop advanced skills in a range of practise and competitive scenarios. I continue to make informed decisions about which skill to use, when and why, apply the rules and laws that govern varying sports activities. Develop individual flare.

Knowledge ('I know'; cognitive skills): the different options available to me at KS4, KS5 and beyond within this subject; barriers I may encounter in my pursuit of regular lifelong activity, solutions to these participation barriers; effect of exercise on the cardiovascular system and how to use this insight to maximise health gains; what makes a balanced diet and the relationship food has to provide energy for exercise and nutritional replenishment; the long term benefits of regular physical activity. *Links to OCR GCSE Physical Education and CNAT Sports Studies.*



Content:

Pupils elect a personalised PE route that suits their interests, as informed by term 1 and 2a. Pupil voice informs the sporting genre, as pupils rotate around all facilities. This encourages the refinement of remaining committed to, and taking responsibility of one's own decisions. Pupils aim to be the best versions of themselves and encourage others to do the same, with both self and peer leadership central to both routes.

Option 1: Sports Leaders qualification and coaching route (focus on physical activity, coaching and teaching).

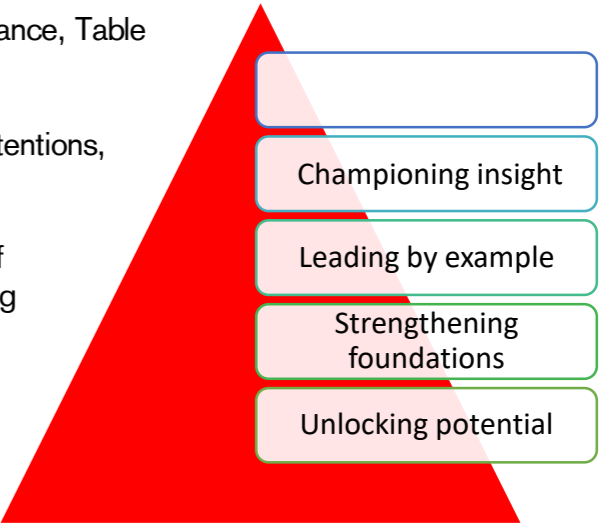
Option 2: Performance and officiating route (focus on sport, officiating and captaining, analysing performance).

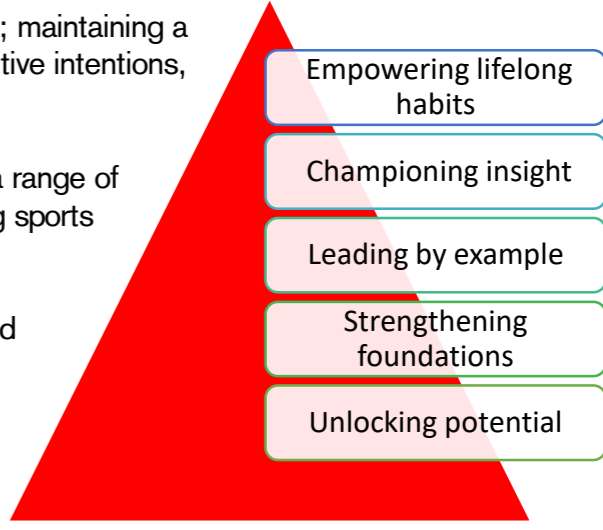
Skills and knowledge:

Leadership ('I can'; social skills): Make my own informed decisions; form my own opinions to suit my interests, immediate and lifelong needs; seek answers to questions I have; I accept accountability of my decisions and show commitment to them; I safely lead myself and others; participate in a range of leadership roles; demonstrate the attributes of a good leader; lead myself and others in technique and skill development/ application; use a variety of communication methods when working with others; I can set myself a SMART goal and strive to achieve this (qualification based); I can set SMART goals for others. I can both give and use different types of feedback to inform performance. Link leadership skills practised in PE to wider life skills. *Links to OCR GCSE Physical Education and CNAT Sports Studies.*

Skills ('I can'; physical skills): Continue to apply core skills, and further develop advanced skills in a range of practise and competitive scenarios. I continue to make informed decisions about which skill to use, when and why, apply the rules and laws that govern varying sports activities. Develop individual flare.

Knowledge: (I can apply; cognitive skills): my anatomical, physiological, health and fitness knowledge in a variety of performance, physical activity and leadership scenarios. *Links to OCR GCSE Physical Education and CNAT Sports Studies.*

<p>Y10 <i>Championing insight</i></p> <p><i>Widening awareness, appreciation and understanding of how to maintain personal health and well-being.</i></p> <p><i>(CL, TGfU, FE, TPSR, Inq.)</i></p>	<p>Content: Pupils rotate through a much wider range of sports and physical activities. The program offer aims to widen awareness of less mainstream forms of physical activity and sport, to continue to motivate and inspire pupils to remain physically active for personal health and well-being.</p> <p>Pupil voice informs the genre of sport or physical activity on offer, typically ignited by examples such as:</p> <p>Team sports (Lacrosse, Hockey, Handball, Softball, American Flag Football, Ultimate Frisbee); individual sports (Badminton, Tennis, Street Golf, Athletics, Dance, Table Tennis, Trampolining, Gymnastics, Parkour, Orienteering); physical activity (for fitness, conditioning, health and well-being); School community leadership.</p> <p>Attitudes: a curiosity and bravery to try new things, a commitment to maintain health and well-being, perseverance and resilience, self-confidence, positive intentions, enjoyment.</p> <p>Skills: Making informed decisions related to one's own interests; Continue to transfer skills, apply core skills, and further develop advanced skills in a range of practise and competitive scenarios. I continue to make informed decisions about which skill to use, when and why, apply the rules and laws that govern varying sports activities. Develop individual flare.</p> <p>Knowledge: Appreciate the difference between sport, physical activity, exercise and recreation. Appreciate the factors which motivate an individual, what motivates you and why? Realise your barriers to participation, talk about them and banish them.</p> 
---	---

<p>Y11 <i>Empowering lifelong participation.</i></p> <p><i>Widening awareness, appreciation and understanding of how to maintain personal health and well-being in their community.</i></p> <p><i>(CL, TGfU, FE, TPSR, Inq.)</i></p>	<p>Content: Pupils rotate through a much wider range of sports and physical activities. The program offer aims to widen awareness of ways to remain physically active in our community, building on the genre of sports and physical activities offered through KS3 and KS4, whilst appreciating more recreational approaches an active lifestyle.</p> <p>Pupil voice informs the genre of sport or physical activity on offer, typically ignited by examples such as:</p> <p>Gym and swim options; Open spaces (e.g. parks for walking, trekking, orienteering, 'playing', outdoor gym equipment); Team sports (Lacrosse, Hockey, Handball, Softball, American Flag Football, Ultimate Frisbee); individual sports (Badminton, Tennis, Street Golf, Athletics, Dance, Table Tennis, Trampolining, Gymnastics, Parkour, Orienteering, martial arts); physical activity (for fitness, conditioning, health and well-being); School community leadership.</p> <p>Attitudes: Committed to lifelong participation in physical activity or sport, Proactively seeking opportunities to remain active, healthy and well in my community; maintaining a curiosity and bravery to try new things, a personal drive and commitment to maintain health and well-being, perseverance and resilience, self-confidence, positive intentions, enjoyment.</p> <p>Skills: Making informed decisions related to one's own interests; Continue to transfer practical skills, apply core skills, and further develop advanced skills in a range of practise and competitive scenarios. Continue to make informed decisions about which skill to use, when and why, apply the rules and laws that govern varying sports activities. Develop individual flare. Continue to develop leadership of others.</p> <p>Knowledge: How to manage my health and well-being beyond year 11. Continually reflect on the factors which motivate an individual, what motivates you and why? Realise barriers to participation beyond a school setting, talk about them and banish them.</p> 
---	---

CURRICULUM DESIGN KEY PRINCIPLES

REFERENCE William, D. (2013) *Principled Curriculum Design*.
SSAT (The Schools Network) Ltd

OLI
CAV Designed by
Oliver Caviglioli | @olicav
olicav.com

@LEADINGLEARNER LTD



A curriculum breathes life into a school's or teacher's philosophy of education; it is purpose enacted. Different philosophies of education – personal empowerment; cultural transmission; preparation for work or preparation for citizenship – place different emphasis on aspects of curriculum design. Curriculum design involves seven key principles which operate in tension with each other.



BALANCED

Promotes intellectual, moral, spiritual, aesthetic, creative, emotional and physical development as equally important.



RIGOROUS

Seeks to develop intra-disciplinary habits of mind; the subject matter is taught in a way that is faithful to its discipline.



COHERENT

Makes explicit connections and links between the different subjects/ experiences encountered.



VERTICALLY INTEGRATED

Focuses on progression by carefully sequencing knowledge; provides clarity about what getting better at the subject means.



APPROPRIATE

Looks to avoid making unreasonable demands by matching level of challenge to a pupil's current level of maturity/knowledge.



FOCUSED

Seeks to keep the curriculum manageable by teaching the most important knowledge; identifies the big ideas or key concepts within a subject.



RELEVANT

Seeks to connect the valued outcomes of a curriculum to the pupils being taught it; provides opportunities for pupils to make informed choices.