

Term → Year ↓	Term1a	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:</p> <p>Team sports (Rugby, Hockey, Cricket, Handball); individual sports (Dance, Gymnastics, Athletics and Badminton); physical activity (for fitness, conditioning, health and well-being; play and outdoor adventurous activities).</p> <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>Actions ('I am'; social skills):</u> committed, confident, motivated, determined, respectful, resilient, a positive communicator, curious, fair.</p> <p><u>Skill acquisition ('I can'; practical skills):</u> develop core skills, apply core skills, use correct skill technique, partake in competitive scenarios and improve my personal fitness. <i>(GCSE PE Practical NEA and AEP; Sports Studies RO51 LO1, LO2, LO4; RO53 LO2, LO3; A Level PE Practical NEA and EAP)</i></p> <p><u>Decision making ('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. <i>(GCSE PE Practical NEA and AEP; Sports Studies RO52 LO1, LO2, LO4; RO53 LO2, LO3; A Level PE Practical NEA and EAP)</i></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:</p> <p>Team sports (rugby, basketball, netball, handball, rounder's); individual sports (badminton, table tennis, trampolining, gymnastics, parkour); physical activity (for fitness, conditioning, health and well-being).</p> <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 using muscle and joint names and associated joint movements. <i>(GCSE PE structure and function of skeletal/muscular system; Sports Studies RO52 LO4; RO53 LO2, LO3; A Level PE skeletal and muscular systems, training methods, types of feedback, types of guidance, types of skills, goal setting, leadership)</i></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. <i>(GCSE PE Practical NEA and AEP; Sports Studies RO52 LO1, LO2, LO4; RO53 LO2, LO3; A Level PE Practical NEA and EAP)</i></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. <i>(GCSE PE Health, fitness and well-being, preventing injury in physical activity and training, effects of exercise on the bodies systems; Sports Studies RO53 LO2, LO3; A Level PE training methods, skeletal and muscular systems)</i></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.

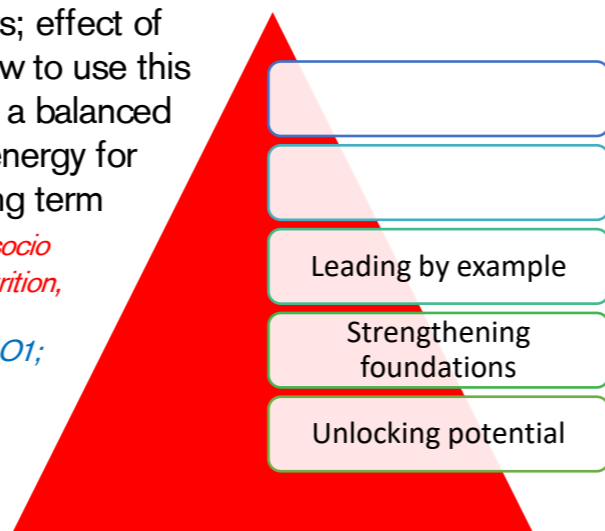
Pupils choose a sporting genre to suit their interests, learning what it means to commit to an evidence informed decision. The program in term 1 and 2a offers options of Rugby, Football, Handball, Basketball alongside exposure to examination course content ahead of KS4 options.

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; (GCSE PE Practical Health fitness, well-being; Sports Studies RO53 LO3, RO51 LO1; A Level PE Practical EAPI, leadership, groups and teams, attributions, self-efficacy)

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. (GCSE PE Practical NEA and AEP; Sports Studies RO52 LO1, LO2, LO4; RO53 LO2, LO3; A Level PE Practical NEA and EAPI, types of practice, types of motivation)

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. (GCSE PE socio cultural influences and engagement patterns, diet and nutrition, structure and function of cardiovascular system, commercialisation and the media; Sports Studies RO51 LO1; RO53 LO2, LO3; A Level PE diet and nutrition, commercialisation and the media.)



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. (GCSE PE goal setting, NEA AEP, feedback and guidance; Sports Studies RO53 LO1, LO2, LO3, LO4; A Level PE types and methods of practice, stages of learning, guidance and feedback, leadership, practice types, types of guidance, types of feedback, types of skills)

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. (GCSE PE Practical NEA and AEP; Sports Studies RO52 LO1, LO2, LO4; RO53 LO2, LO3; A Level PE Practical NEA and EAPI)

Knowledge: (I can apply; cognitive skills): my anatomical, physiological, health and fitness knowledge in a variety of performance, physical activity and leadership scenarios. (GCSE PE Practical NEA and AEP, components of fitness, skeletal and muscular systems; Sports Studies RO52 LO4, RO53 LO1, LO2, LO3, LO4; A Level PE skeletal and muscular system, cardiovascular systems, training methods)

Y10
Championing insight

Widening awareness, appreciation and understanding of how to maintain personal health and well-being.

(CL, TGU, FE, TPSR, Inq.)

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. Pupils opt into either a leadership, performance or health and well-being pathway.

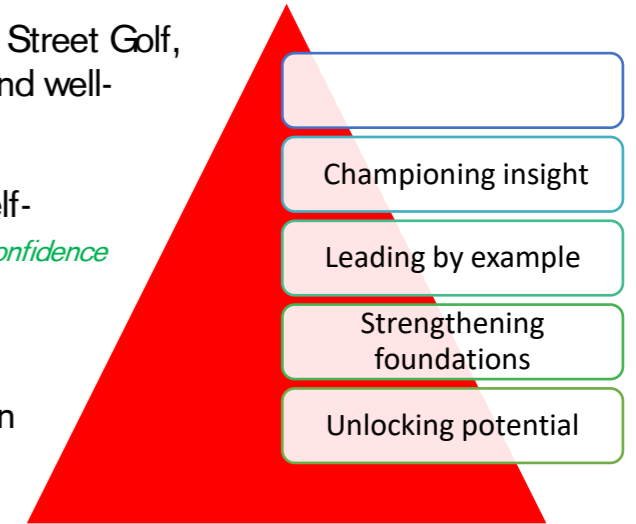
Within these pathways, pupil voice then informs the genre of sport or physical activity on offer, typically ignited by examples such as:

Team sports (Lacrosse, Hockey, Handball, Softball, American Flag Football, Ultimate Frisbee); individual sports (Badminton, Tennis, Street Golf, Athletics, Dance, Table Tennis, Trampoline, Gymnastics, Parkour, Orienteering); physical activity (for fitness, conditioning, health and well-being); School community leadership.

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. (*GCSE PE health and well-being; Sports Studies RO51 LO1, A Level types of motivation, stress management, confidence and self-efficacy*)

Skills: Making informed decisions related to ones 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. (*GCSE PE Practical NEA and AEP; Sports Studies RO52 LO1, LO2, LO4; RO53 LO2, LO3; A Level PE Practical NEA and EAP*)

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. (*GCSE PE health, fitness, well-being; Sports Studies RO51 LO1; A Level PE Practical individual differences, motivation, attitudes, personality*)



**Y11
Empowering
lifelong
participation.**

*Widening
awareness,
appreciation
and
understanding
of how to
maintain
personal health
and well-being
in their
community.*

*(CL, TGU, FE,
TPSR, Inq.)*

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.

Pupil voice informs the genre of sport or physical activity on offer, typically ignited by examples such as:

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.

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. *(GCSE PE health and well-being; Sports Studies RO51 LO1; A Level types of motivation, stress management, confidence and self-efficacy)*

Skills: Making informed decisions related to ones 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. *(GCSE PE Practical NEA and AEP; Sports Studies RO52 LO1, LO2, LO4; RO53 LO2, LO3; A Level PE Practical NEA and EAP)*

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. *(GCSE PE health, fitness, well-being; Sports Studies RO51 LO1; A Level PE Practical individual differences, motivation, attitudes, personality)*



<p>Y12+13 Maintaining positive habits</p> <p>Providing weekly opportunities to maintain healthy active lifestyle habits.</p>	<p>Content: Pupils can opt into participating in a range of student voice informed physical activity via the enrichment program. Through weekly timetabled opportunities, the program offer aims to encourage sixth form students to maintain their habits formed in lower school by giving them access to teacher led and facilitated sporting and physical activity opportunities.</p> <p>Student voice will inform the genre of sport or physical activity on offer, typically ignited by examples to include all KS3+4 experiences in addition to: Self-defence; Sports Leader qualifications L2+3; Yoga; 5 a side football; back2netball; indoor hockey; dodgeball; kabbadi; aerobics; Zumba.</p> <p>Attitudes: appreciating that maintaining healthy habits contribute to wider personal and academic success. Proactively planning in active time into personal timetables for well-being activities. A personal drive and commitment to maintain health and well-being, perseverance and resilience, self-confidence, positive intentions, enjoyment.</p> <p>Skills: Promote social skills and developing habits to manage personal well-being. Prioritising and foreword planning time to 'look after yourself' amongst academic and life pressures.</p> <p>Knowledge: how to manage personal time. Apply prior knowledge of the value of health and well-being to new sixth form lifestyle. Reflecting on how these habits pave the way for lifelong healthy active lifestyle habits post 18 education (links to university opportunities, wider community opportunities).</p>
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