

## **Physical Education**

**What is the importance of the subject? Why should pupils be studying it? Why should they care about it? How might the subject link to the real world/ real life scenarios?**

Physical Education (PE) develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

A high-quality Physical Education curriculum enables all students to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully.

When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.

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Physical Education helps students develop personally and socially. They work as individuals, in groups and in teams; developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that Physical Education offers, they learn how to be effective in competitive, creative and challenging situations.

### **Aims**

The Millom School curriculum for Physical Education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities.
- are physically active for sustained periods of time.
- engage in competitive sports and activities.
- lead healthy, active lives.

## **What are the key concepts or big ideas underpinning the subject?**

**Movement** - *Develop competence to excel in a broad range of physical activities* - Develop fundamental movement skills, becoming increasingly confident and competent. Students master basic movements such as running, jumping, throwing and catching. They begin to use these skills in isolation and in combination to tackle complex and demanding physical activities

**Using skills, techniques** - Learn how to use skills in different ways and to link them to make actions and sequences of movement. During Key Stages 3 and 4, students become more competent, confident and expert in their techniques and apply them across different sports and physical activities.

**Dance and Gymnastics** - Perform dances using advanced dance techniques in a range of dance styles and forms. Develop their technique and improve their performance in other physical activities e.g. gymnastics activities.

**Cooperation (social)** - *Opportunities to compete in sport and other activities build character and help to embed values; such as fairness and respect.* Engage in cooperative physical activities and enjoy communicating, collaborating with each other within a team. Students will be encouraged to work in a team, building on trust and developing skills (either individually) or as a group

**Competition** - *A high quality Physical Education curriculum inspires all pupils to succeed and excel in competitive sport. Engage in competitive physical activities (both against self and against others).*

**Games** - Play competitive games, modified where appropriate. Students will use a range of tactics and strategies to overcome opponents in direct competition (through team and individual games).

**Challenge** - Succeed and excel (in competitive sport) and other physically demanding activities. Students will develop an understanding of how to improve in increasingly complex and demanding physical activities.

**Analysis and evaluation**- Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.

**Preparation for life and participation** - *Provide opportunities for students to become physically confident in a way which supports their health and fitness.* Students are encouraged to become involved in a range of activities that develops personal fitness and promotes a fitness; promoting an active, healthy lifestyle.

Health and fitness – *Students should be physically active for sustained periods of time. They should learn how to lead healthy, active lives.* Students should be involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

## **What topics will the pupils be studying in each year group?**

### **Key Stage 3:**

The Key Stage 3 Physical Education Curriculum is a broad and balanced programme; which allows students to develop skills in a variety of invasion, net and wall games and individual activities. Throughout Years 7 and 8, students develop skills in isolation and introduction to game play; as well as tactics and evaluating performance. Practical skills are underpinned by The Millom School Learner initiative to develop life skills of determination, becoming a good communicator, a positive collaborative motivator which shows understanding through participation in sport. Due to the nature of sport, these can also be independently investigated or in a team. These key skills are transferrable to other aspects school and life and aim to increase future employability. Students are assessed on their development of these skills; as well as in a range of activities including Games, Fitness, Athletics, Gymnastics and Dance. Key Stage 3 Physical Education is taught in mixed ability groups; however, lessons and complementing resources are differentiated to support, stretch and challenge all students.

### **Key Stage 4:**

In Key Stage 4 students have 1 hour of core Physical Education a week; which focuses on developing the key transferable skills embedded at Key Stage 3 through Physical Education/recreation; whilst also providing an environment in which students can develop their physical and mental well-being. Students participate in a variety of activities during core Physical Education lessons; which they choose. Students are also encouraged to take on a variety of roles within sport; such as leadership and umpiring, in order to develop a more holistic and tactical understanding of the activities.

At Key Stage 4 we also offer BTEC Sport First Award; the specification which enables students to develop their practice in 2 of their strongest sports whilst also delving further into the supporting theoretical knowledge and understanding of sport and physical activity; helping to prepare them to continue into further avenues of study. Students will also have an understanding of Fitness and Testing, Sports Leadership and Training Programme Planning.

### **Key Stage 5:**

At Key Stage 5 we also offer BTEC Sport National specifications. Students will learn about Anatomy and Physiology in relation to sport. They understand the requirements of a healthy lifestyle and fully understand techniques of adapting lifestyle; as well as training programmes for specific requirements. Students will undertake a unit on career planning in the sport. The students will continue to develop their Sports Leadership.

Depending on the cohort, students may also study units in Fitness Testing and Profiling, Sport Psychology and Planning sports events.

The organisation of the Physical Education curriculum is in line with the National Curriculum 2014 orders for Key Stage 3 (retaining some of the ideas of 2008 National Curriculum).

Units of work will be taught in 6 week blocks. In Key Stage 3 this will also include at least 2 cross country runs; forming part of the inter-tutor group competitions.

In Year 7 students will have two 50 minute lessons. Students will follow a curriculum which covers 5 of the 6 areas. The idea of this is to give the students a base knowledge and understanding of the curriculum areas. In Years 8 and 9 students will have two 50 minute lessons. Students will be given as much choice as possible to ensure they enjoy and achieve during Physical Education lessons. The idea of giving choice to the students is a strategy for reducing disaffection and non-participation. The options based curriculum will be offered in Year 9. In Years 10 and 11 Core Physical Education will be one 50 minute lesson; building upon the options based curriculum.

	Use a range of tactics and strategies to overcome opponents in direct competition Team Sports and Individual games	Accurate replication of actions, phrases and sequences develop their technique and improve their performance in other competitive sports	Exploring and communicating ideas, concepts and emotions to perform dances using advanced dance techniques within a range of dance styles and forms	Performing at maximum levels in relation to speed, height, distance, strength or accuracy. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best	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	Exercising safely and effectively to improve health and wellbeing
Football	X					
Rugby	X					
Netball	X					
Hockey	X					
Basketball	X					
Aussie Rules Football	X					
Dance			X			
Badminton	X					
Gymnastics		X				
Trampoline		X				
Athletics				X		
Tennis	X					
Volleyball	X					
Cricket	X					
Rounders	X					
HRF						X
Cross Country						X
Conway Trip					X	
Ski Trip					X	
Blackcombe Walk					X	

## What key capacities / skills will the pupils develop?

No matter which area of the curriculum is studied within Physical Education, students will gain a wide range of very employable and transferable skills, knowledge and attributes. These include:

Physical Education at Millom School should help students to:

- Develop subject knowledge and **understanding** that is highly relevant to the enjoyment of sport and physical activity. Students will learn specialist skills which are relevant to specific activities; but they will also learn skills which are transferable into society.
- Develop **independence** through working to analyse and development their own strengths and weaknesses in terms of performance and their own health and fitness.
- **Communicate** ideas, skills, tactics and rules it to a variety of audiences in different situations, from group work in a team to officiating and coaching.
- Have **Determination** to tackle complex and demanding physical activities.
- Be a **collaborator** by having the experience of working in a team, including coaching and choreography.
- Be an **investigator** and showing an interest in how to improve performance and their own health and fitness by keeping up to date with modern ideas.
- Achieve a **positive** approach to health and fitness, learning and working with others.

## How are the pupils' learning being assessed in this subject? How does the subject support the learning of all pupils?

The Physical Education curriculum provides opportunities for students to learn new activities and build on physical skills in a variety of ways. This in turn provides opportunities for student progress to be assessed in a range of ways.

Assessment opportunities include:

- Question and answers – this will happen in all lessons to ensure students fully understand the key skills, processes and concepts taught in the lesson.
- Formative assessment - also known as **assessment** for learning, is a method of assessing pupils while learning is happening rather than at the end of a topic or sequence of lessons. This can take many form; including teacher observation of the skills being completed.
- Summative assessments - are used to evaluate student learning, skill acquisition, and achievement at the conclusion of a unit of work; normally 6 weeks. Each activity has predetermined criteria against which the students are assessed. Assessments follow BTEC marking system of WT – Working Towards, Pass – Level 2 Pass, Merit – Level 2 Merit, Distinction – Level 2 Distinction and Distinction\* (although it is not possible for students to be awarded this for a specific unit in BTEC; it can be an overall grade). Pupils must be able to perform skills in isolation and within a competitive sporting environment. This also demonstrates knowledge and understanding of rules; supported by knowledge of the fitness testing and components of fitness.
- Peer assessment - Peer assessment are a key assessment tool; allowing all pupils to give and receive immediate, individual feedback. Students inform their peers what

they did well and what they could do to improve against predetermined sets of criteria; this is especially useful in gymnastics, dance and athletics.

Lessons and tasks in which games and physical activity skills are taught differ in both style and complexity. Differentiated tasks ensure that lessons are accessible to all students, including providing opportunities for stretch and challenge of the more able students. From Year 9, students are provided with options in Games lessons; in order to help them progress in areas in which they feel they can succeed. Where possible, in Years 7 and 8 SEN provision is taken into account and smaller nurture groups are created in order to ensure basic skills of the physical component are embedded, perhaps using adapted games.

### **How can pupils progress in this subject?**

As students' progress through the key stages, they continue to build on a broad range of practical skills, key concepts and processes. The structure of the Physical Education curriculum encourages continuity of learning, whilst consistently providing opportunities to consolidate and build on prior learning and progressing this learning into more demanding situations.

The Key Stage 3 curriculum provides an excellent grounding and preparation for the nature of tasks required by the BTEC Sport course currently taught. Fitness Testing and Training principles are covered in Health Related Fitness Units. Practical sport and the ideas of using skills in isolation, in conditioned practices and in competitive situations are key in Games activities. Sports Leadership ideas are embedded throughout the core Physical Education curriculum at both Key Stage 3 and 4. Many of the topics taught and issues considered in Key Stages 4 and 5 are introduced in the Key Stage 3 curriculum.

BTEC Sport Level 2 naturally leads onto to BTEC Sport Level 3; but can also lead onto A-level Physical Education.

Many students find that BTEC Sport, at both Level 2 and 3, also complements science A-levels or BTECs.

Physical Education and Sport is so diverse in the nature of the course it has direct links to a very wide range of Higher Education courses. These include:

- History
- Geography
- Biology
- Chemistry
- Nutrition
- English
- Sociology
- Psychology
- Strength and Conditioning
- Physiotherapy
- Sports Rehabilitation
- Primary Education
- Outdoor Education

## How does the subject support careers education, information, advice and guidance? What career pathways can pupils take by studying this subject further?

Physical Education lends itself to a range of careers in sports and fitness; as well as other industries that you may not have considered before. For example, did you know that many nutritionists, physical therapists and chiropractors have a degree in Physical Education?

Some careers that you could consider doing with Physical Education include:

- Sports Science
- PE Teacher
- Physiotherapist
- Professional sportsperson
- Sports coach/consultant
- Sports policy at local and national level
- Diet and fitness instructor
- Personal trainer



## How can pupils enrich their knowledge and understanding in this subject?

Curriculum organisation - lunch time activities and extra-curricular sessions after school, and even at weekends, should include opportunities for:

- all children, through appropriate competition, to reach the highest possible standards of attainment; either as individuals or as part of a team.

- all children to engage in a variety of activities which will encourage them, and enable them, to continue to participate in healthy enjoyable sports once they have left full time education.

The department offers a number of trips such as the Conway Trip (Year 7) and the Annual Austrian Ski Course; to allow students to further develop.

The school support students who play at representative levels (in recent years these have ranged from District to National level) and also work with professional clubs to which students have been signed for.

Year 12 and 13 students also have an opportunity to enhance their awareness of both the subject and the opportunities that it presents during university visits.