



Physical Education KS3

The PE curriculum aims to ensure students are supported in their holistic development. PE lessons foster an environment where everyone can be successful, no matter their physical ability, through opportunities to develop their physical, social, and emotional wellbeing. Our goal for every child is to ensure they become

'WELL' in PE:

- **Wellbeing**- Securing strong physical, cognitive, emotional, and social aspects of health and well-being.
 - **Enjoyment**- Finding fun through a varied programme of physical activities
- **Lifelong Participant**- Ignite a passion for healthy and active living that will last a lifetime.
 - **Life-Skilled**- Develop transferable skills to flourish in school, employment and life

	Autumn Term	Spring Term	Summer Term
Year 7	<p>Students take part in a 3-lesson rotation of the following activities:</p> <ul style="list-style-type: none"> • Football • Netball • Basketball • Health/fitness <p>For the team activities, students develop a range of skills including passing, moving, decision making, communication and teamwork.</p> <p>In health and fitness, students are given the opportunity to be active, set targets and create their own fitness activities, as well as understanding the impact physical activity can have, holistically.</p> <p>Throughout this term, students develop their knowledge of appropriate warm up and cool down and become responsible for leading their own warm up during lesson.</p> <p>During mock time, we take part in cross country.</p>	<p>Students take part in a 3-lesson rotation of the following activities:</p> <ul style="list-style-type: none"> • Dance • Table Tennis • Badminton • Health/fitness <p>We also give students the opportunity to take part in a leadership/teambuilding block along with a basic first aid lesson, which involves basic life support.</p> <p>For badminton and table tennis, students develop knowledge and understanding of basic rules, grip, and ability to play the object, as well as thinking about how to hit it (direction and power) and movement involved.</p> <p>In health and fitness, students are given the opportunity to be active, set targets and create their own fitness activities, as well as understanding the impact physical activity can have, holistically.</p> <p>In dance students are given the theme of unity and using different choreographic devices, they devise a dance</p>	<p>Students take part in a 3-lesson rotation of the following activities:</p> <ul style="list-style-type: none"> • Athletics • Rounders/cricket <p>Within athletics, students develop their knowledge of a range of events in athletics, including both track and field activities. They learn grip and throwing from standing, as well as basic sprint technique over shorter distances (60m) They are given opportunities to compete in groups of their choosing. Relay changeover is introduced.</p> <p>Cricket and rounders allow students the chance to develop basic throwing and catching skills. This develops in to throwing under pressure in competitive situations. Students are also given the chance to develop technique in batting positions.</p> <p>Note, due to the timings of the activity blocks, some we will also revisit the rotation of the spring term, to ensure all students are given the chance to experience all activities</p>



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		within a group. This develops teamwork, creativity, leadership, and communication skills.	
	Practical assessments Home learning quizzes at the end of each year based on the WELL outcomes. Peer assessment Self-assessment	Practical assessments Home learning quizzes at the end of each year based on the WELL outcomes. Peer assessment Self-assessment	Practical assessments Home learning quizzes at the end of each year based on the WELL outcomes. Peer assessment Self-assessment



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Year 8	<p>Students take part in a 3-lesson rotation of the following activities:</p> <ul style="list-style-type: none"> • Football • Netball • Basketball • Health/fitness <p>For the team activities, students continue to develop their communication and teamwork. They are also encouraged to lead aspects of their own and others performance. Development of skills is improved further buy increasing the pressure applied and complexity of movement.</p> <p>In health and fitness, students are taught how to appropriately perform movements such as bodyweight squat and lunges. This highlights the importance of correct technique. They are then given the opportunity to apply this in a fitness session. We also look at what muscles are being developed through different exercises.</p> <p>During mock time, we take part in cross country.</p>	<p>Students take part in a 3-lesson rotation of the following activities:</p> <ul style="list-style-type: none"> • Gymnastics • Table Tennis • Badminton • Health/fitness <p>We also give students the opportunity to take part in a leadership/teambuilding block along with revisiting basic first aid lesson, which involves basic life support.</p> <p>In table tennis, students work to develop the correct technique of forehand and backhand shots. They are then able to make the correct decision on when to make these shots. They can self and peer assess their own and others' work.</p> <p>In Badminton, we continue to focus on movement to the shuttle, as well as playing the shuttle early to apply pressure. Pupils cooperate with one another to feed the shuttle effectively to develop performance.</p> <p>Gymnastics introduces the concepts of balance, shapes, and movement in order to develop a sequence of skills.</p>	<p>Students take part in a 3-lesson rotation of the following activities:</p> <ul style="list-style-type: none"> • Athletics • Rounders/cricket <p>Athletics looks to develop the throwing technique and add dynamic preparation phases. Track events include longer distances and thinking about the importance of pacing and participating in a relay race.</p> <p>Rounders and cricket focus on catching in different scenarios. We also focus on batting placement.</p> <p>Note, due to the timings of the activity blocks, some we will also revisit the rotation of the spring term, to ensure all students are given the chance to experience all activities</p>



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	<p>The development of warm up and cool down is continued, where pupils work in small groups to create their own warm up and cool down.</p>	<p>Students are challenged to perform more complex balances and taught how to use basic apparatus safely and with control. Peer assessment is used throughout this block.</p> <p>Health and fitness looks at the science behind particular fitness aspects including location of pulse, how to identify when we are working hard enough and having target heart rates for performance. Students are also introduced to different types of training to develop different components of fitness, including cardiovascular endurance, power, and muscular endurance.</p> <p>During mock time, we take part in a leadership/teambuilding block.</p>	
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Year 9	<p>Students take part in a 3-lesson rotation of the following activities:</p> <ul style="list-style-type: none"> • Football • Netball • Basketball • Health/fitness <p>For team activities, more advanced skills are considered and choosing when to apply these in a game. These include how to get the ball past the defender, shooting under pressure and a focus on small-sided, overload scenarios. Students are, once again, provided the opportunity to develop teamwork and communication skills throughout.</p> <p>Health/fitness – students are introduced to basic safety when using some equipment including weights and weight machines. They can incorporate these in to their training and use them effectively. Additional training methods are introduced to improve components of fitness such as strength.</p> <p>Students should be familiar with the warm up and cool down and are given the opportunity to lead</p>	<p>Students take part in a 3-lesson rotation of the following activities:</p> <ul style="list-style-type: none"> • Gymnastics • Table Tennis • Badminton • Health/fitness <p>We also give students the opportunity to take part in a leadership/teambuilding block along with revisiting basic first aid lesson, which involves basic life support.</p> <p>Gymnastics looks at how to use the apparatus in a more complex way. Students are given the opportunity to perform more complex vaults, with or without support.</p> <p>Table Tennis looks at being able to select appropriate attacking or defensive shots, depending on the situation. Skill development looks at push and smash. Knowledge of rules and regulations continues to be tested through umpiring matches for others.</p> <p>Badminton looks to develop technique of skills such as overhead clear, drop shot and net shot. Students can identify when to select these shots to use. Movement</p>	<p>Students take part in a 3-lesson rotation of the following activities:</p> <ul style="list-style-type: none"> • Athletics • Rounders/cricket <p>Athletics looks to build on the techniques learned previously and allow students to apply these techniques to achieve the best they can. Timings/distances allow them to reflect on their own performance and assess what they could do better the next time.</p> <p>Rounders/cricket allows students the chance to improve their game play under pressurised situations. Students are given an opportunity to discuss tactics and pick roles that suit their strengths and weaknesses within the team. This is done through communication and self and peer assessment.</p> <p>Note, due to the timings of the activity blocks, some we will also revisit the rotation of the spring term, to ensure all students are given the chance to experience all activities</p>



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	<p>specific parts of the warm up and cool down for bigger groups.</p> <p>During mock time, we take part in cross country.</p>	<p>remains a priority for effective performance. Peer and self-assessment used regularly.</p> <p>Health/fitness continues to develop the use of machines to improve levels of fitness. Students work independently and in groups to create their own training session.</p>	
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