

Seaford Head School Physical Education Curriculum Overview

What is our departmental Intent?

PE is the main purpose of health and wellbeing within the curriculum for excellence to develop the knowledge and understanding, skills, capabilities and attributes necessary for mental, emotional, social and physical wellbeing now and in the future.

It helps young people to make sense of the importance to healthy active lifestyles in a practical and theory environment making reference links to key factors, Applied anatomy and physiology • Movement analysis • Physical training • Use of data, • Sports psychology

• Socio-cultural influences • Health, fitness and well-being • Use of data.

It is the intention of the **PE** curriculum to:

- Develop students' vocabulary within Physical Education, understanding, knowledge, and skills.
- Enable students to organise their knowledge using the underpinning 'key concepts' of the subject
- Apply their understanding to unique situations to make informed decisions.
- Develop students' ability to perform using the movement analysis and theoretical knowledge of Physical Education.

The **PE** curriculum will support the wider aims of the School by:

- Offering opportunities to explore the importance of Physical Activity on the mind and body.
- Developing knowledge and understanding of how the body works and why.
- Developing students' understanding of the importance of healthy active lifestyles including balanced diets.
- Raising awareness of potential careers related to the subject hence widening their potential pathways in the future.
- To offer an enriching, engaging and rewarding experience.

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The National Curriculum at KS3 in PE

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Pupils are taught to: use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, netball, rounders and rugby), develop their technique and improve their performance in other competitive sports [for example, athletics], perform dances using advanced dance techniques within a range of dance styles and forms, 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. Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. Students take part in competitive sports and activities outside school through community links or sports clubs.

We offer a broad curriculum at Key Stage 3 through our Key Stage 3 rotations where all students take are in:

- Games
- Outdoor Adventures Activities
- Swimming
- Aesthetics
- Athletics
- Striking and fielding

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The Key Concepts that underpin the study of PE at Seaford Head School:

Taken from our KS4 curriculum to help us envisage our 7 year curriculum for our students...

Applied anatomy and physiology • Movement analysis • Physical training • Use of data, • Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	Key Stage 3 Rotations following the National Curriculum is followed focusing on fundamental skills.	Key Stage 3 Rotations following the National Curriculum is followed focusing on fundamental skills.	Key Stage 3 Rotations following the National Curriculum is followed focusing on fundamental skills.	Key Stage 3 Rotations following the National Curriculum is followed focusing on fundamental skills.	Key Stage 3 Rotations following the National Curriculum is followed focusing on fundamental skills.	Key Stage 3 Rotations following the National Curriculum is followed focusing on fundamental skills.
Assessment	Majority of students working in emerging and developing and some in securing stage of assessment model	Majority of students working in emerging and developing and some in securing stage of assessment model	Majority of students working in emerging and developing and some in securing stage of assessment model	Majority of students working in emerging and developing and some in securing stage of assessment model	Majority of students working in emerging and developing and some in securing stage of assessment model	Majority of students working in emerging and developing and some in securing stage of assessment model
GCSE link	Benefits of a warm up and cool down	Names of 4 major muscles pairs	Leading warm ups and cool downs	Sports etiquette	Aerobic and anaerobic training zones	Rules and regulations of sports and events
8	Key Stage 3 Rotations following the National Curriculum is followed developing fundamental skills	Key Stage 3 Rotations following the National Curriculum is followed developing fundamental skills	Key Stage 3 Rotations following the National Curriculum is followed developing fundamental skills	Key Stage 3 Rotations following the National Curriculum is followed developing fundamental skills	Key Stage 3 Rotations following the National Curriculum is followed developing fundamental skills	Key Stage 3 Rotations following the National Curriculum is followed developing fundamental skills
Assessment	Majority of students working in developing and securing stage of assessment model. Some students working in emerging and some moving into the advanced stage.	Majority of students working in developing and securing stage of assessment model. Some students working in emerging and some moving into the advanced stage.	Majority of students working in developing and securing stage of assessment model. Some students working in emerging and some moving into the advanced stage.	Majority of students working in developing and securing stage of assessment model. Some students working in emerging and some moving into the advanced stage.	Majority of students working in developing and securing stage of assessment model. Some students working in emerging and some moving into the advanced stage.	Majority of students working in developing and securing stage of assessment model. Some students working in emerging and some moving into the advanced stage.
GCSE link	Effects of exercise	Basic movement analysis	Components of fitness	Fitness testing	Methods of training	Principles of training

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9	<p>Core: Practical development following the National Curriculum with a focus on healthy active minds and the importance of physical exercise and the impact on the body.</p> <p>GCSE PE: Paper 1 Applied anatomy and physiology – Paper 1: The musculoskeletal System</p> <p>(5 THEORY/ 1 PROGRESS TEST/ 3 PRACTICAL)</p> <p>Practical – Swimming</p> <p>Cambridge National Sports Studies</p>	<p>Core: Practical development following the National Curriculum with a focus on healthy active minds and the importance of physical exercise and the impact on the body.</p> <p>GCSE PE: Paper 1 Applied anatomy and physiology – Paper 1: The Structure and function of the cardio respiratory system</p> <p>(5 THEORY/ 1 PROGRESS TEST/ 3 PRACTICAL)</p> <p>Practical – badminton</p>	<p>Core: Practical development following the National Curriculum with a focus on healthy active minds and the importance of physical exercise and the impact on the body.</p> <p>GCSE PE: Progress test Paper 1 – Musculoskeletal and cardiorespiratory Progress test</p> <p>14 lessons of practical</p> <p>Practical -climbing</p>	<p>Core: Practical development following the National Curriculum with a focus on healthy active minds and the importance of physical exercise and the impact on the body.</p> <p>GCSE PE: Paper 1 Applied anatomy and physiology – Paper 1: Aerobic and anaerobic exercise, the recovery process and effects of exercise</p> <p>(5 THEORY/ 1 PROGRESS TEST/ 3 PRACTICAL)</p> <p>Practical – handball</p>	<p>Core: Practical development following the National Curriculum with a focus on healthy active minds and the importance of physical exercise and the impact on the body.</p> <p>GCSE PE: Paper 1 Applied anatomy and physiology – Paper 1: Movement analysis (levers, planes and axes)</p> <p>(5 THEORY/ 1 PROGRESS TEST/ 3 PRACTICAL)</p> <p>Practical – athletics</p>	<p>Core: Practical development following the National Curriculum with a focus on healthy active minds and the importance of physical exercise and the impact on the body.</p> <p>GCSE PE: Physical training health and fitness – Paper 1: Components of fitness and fitness testing NEA Intro – Strengths and weaknesses of performance</p> <p>(5 THEORY/ 1 PROGRESS TEST/ 3 PRACTICAL)</p> <p>Practical - cricket</p>
Based on a 6 week half term/3 lessons per fortnight						

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10	<p>Core: Practical development following the National Curriculum with a focus on healthy active minds and the importance of physical exercise and the impact on the body. Pathway option given – Team, Creative, Leadership, Lifestyle</p> <p>GCSE PE: Physical training health and fitness–Paper 1: Completion of NEA Section A</p> <p>6 THEORY/6 PRACTICAL</p> <p>Practical –Volleyball</p> <p>Cambridge National Sports Studies</p>	<p>Core: Practical development following the National Curriculum with a focus on healthy active minds and the importance of physical exercise and the impact on the body. Pathway option given Team, Creative, Leadership, Lifestyle</p> <p>GCSE PE: Physical training health and fitness–Paper 1: Methods of training and principles of training</p> <p>4 THEORY/1 PROGRESS TEST/1 FEEDBACK/EXAM TECHNIQUE/6 PRACTICAL</p> <p>Practical – Basketball</p>	<p>Core: Practical development following the National Curriculum with a focus on healthy active minds and the importance of physical exercise and the impact on the body. Pathway option given – Team, Creative, Leadership, Lifestyle</p> <p>GCSE PE: Physical training health and fitness–Paper 1: Optimizing training and prevention of injury and seasonal aspects of training</p> <p>4 THEORY/1 PROGRESS TEST/1 FEEDBACK/EXAM TECHNIQUE/6 PRACTICAL</p> <p>Practical – Climbing</p>	<p>Core: Practical development following the National Curriculum with a focus on healthy active minds and the importance of physical exercise and the impact on the body. Pathway option given – Team, Creative, Leadership, Lifestyle</p> <p>GCSE PE: Physical training health and fitness–Paper 1: Effective use of warm up and cool down and use of data in sport</p> <p>4 THEORY/1 PROGRESS TEST/1 FEEDBACK/EXAM TECHNIQUE/6 PRACTICAL</p> <p>Practical – Table tennis</p>	<p>Core: Practical development following the National Curriculum with a focus on healthy active minds and the importance of physical exercise and the impact on the body. Pathway option given – Team, Creative, Leadership, Lifestyle</p> <p>GCSE PE: Physical training health and fitness–Paper 1: NEA Section B Training method and example session</p> <p>6 THEORY/6 PRACTICAL</p> <p>Practical – Athletics/cricket</p>	<p>Core: Practical development following the National Curriculum with a focus on healthy active minds and the importance of physical exercise and the impact on the body. Pathway option given – Team, Creative, Leadership, Lifestyle</p> <p>GCSE PE: Sports Psychology – Paper 2 – classification of skills, goal setting, information processing</p> <p>6 THEORY/1 PROGRESS TEST/1 FEEDBACK/EXAM TECHNIQUE/ 4 PRACTICAL</p> <p>Practical – Water polo</p>
Based on 6 week half term/ 4 lessons per fortnight						

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11	<p style="text-align: center;">Core 1 x lesson per week. OPTIONS</p> <p style="text-align: center;">GCSE PE: Sports Psychology – Paper 2 – Guidance, feedback, mental preparation for performance Final part of NEA – theoretical application</p> <p>6 THEORY/1 PROGRESS TEST/ 1 FEEDBACK/EXAM TECHNIQUE/4 NEA/6 PRACTICAL</p> <p>Practical - moderation</p>	<p style="text-align: center;">Core 1 x lesson per week. OPTIONS</p> <p style="text-align: center;">GCSE PE: Sports Psychology – Paper 2 – Socio-cultural influences – engagement patterns, commercialization and ethical issues</p> <p>8 THEORY/1 PROGRESS TEST/ 1 FEEDBACK/EXAM TECHNIQUE/8 PRACTICAL</p> <p>Practical - moderation</p>	<p style="text-align: center;">Core 1 x lesson per week. OPTIONS</p> <p style="text-align: center;">GCSE PE: Sports Psychology – Paper 2 – fitness and well-being, sedentary lifestyles, diet and nutrition</p> <p>6 THEORY/1 PROGRESS TEST/ 1 FEEDBACK/EXAM TECHNIQUE/ 10 PRACTICAL</p> <p>Practical - moderation</p>	<p style="text-align: center;">Core 1 x lesson per week. OPTIONS</p> <p style="text-align: center;">GCSE PE Revision/ exam Technique</p>	<p style="text-align: center;">Core 1 x lesson per week. OPTIONS</p> <p style="text-align: center;">GCSE PE Revision/exam Technique</p> <p style="text-align: center;">Exams mid-May</p>	<p style="text-align: center;">Core 1 x lesson per week. OPTIONS</p>
12	<p style="text-align: center;">BTEC National: Unit</p> <p style="text-align: center;">BTEC: Protected Uniformed Services:</p>					
13						