

## Curriculum Overview –

### All Saints' Curriculum Intent Statement:

*Pupils at All Saints have access to a world class curriculum – one which is broad, balanced, challenging and gives pupils a better chance of success than any other curriculum in the country.*

### Subject Curriculum Intent Statement:

The curriculum is much more than just lessons. It includes the ethos, attitudes and relationships which create the high quality life in all of our schools. Our aim is to provide a broad, balanced and rigorous curriculum that meets the needs and aspirations of every young person and leaves them well prepared for their future.

The aim of the Physical Education curriculum is to inspire students by providing high quality diverse experiences, so that they develop positive attitudes towards long term physical activity. We serve a community with one of the lowest life expectancies in the UK and high levels of obesity. We provide a curriculum that enables students to 'learn to move' (i.e. becoming more physically competent and confident) and 'move to learn' (e.g. learning through movement, a range of skills and understanding beyond physical activity, such as cooperating with others).

Students are also provided with opportunities to further develop their passion for physical activity/sport with wide ranging extra-curricular clubs and competitions. Within lessons they will undertake a number of roles to challenge them as learners, leaders, competitors and team-mates. Students recognise the importance of sporting and character values, some of which are tested in regular inter-house competitions.

### The curriculum intends to:

1. To enable students to make progress with their **Physical Competence and Physical Fitness** by carefully considering the sequencing of activities to ensure students can be physically active for sustained periods of time.
2. To provide students a core basis of knowledge focused on the importance of **Health and Well-being**, so that they are confident and motivated individuals who are able to live safe, healthy and fulfilling lives.
3. To equip students with **Personal, Character and Social skills** so that they adopt the positive traits, attitudes, behaviours and skills of considerate, responsible and imaginative citizens, ready to access the world of work as resourceful, responsible, reliable and collaborative employees.
4. To explore and engage with a wide range of activities, delivered in a way coherent with Youth Sport Trust and wider research on promoting and sustaining pupil motivation and engagement.
5. Through all of this, students will develop a love of learning and open mindsets to a physical activity, working hard to improve attitudes and overcome potential barriers.

### Big Ideas- Physical Education

\_Big Ideas are the building blocks of subjects. They are: -

- Concepts and ideas that help us make sense of lots of otherwise isolated or disconnected facts.
- Principles, theories, or processes that serve as a focal point of a subject.
- Something that changes the way we think about information or schema.

The big ideas in this subject are: -

Big Idea	Description
<p><b>Fundamental Movement</b></p>	<p>High quality movement is the foundation to succeeding in physical activities. Fundamental movements include:</p> <ul style="list-style-type: none"> <li>- <b>Locomotor skills</b> using the body to move from one point to another (i.e. Running, Dodging, Jumping, Hopping and Skipping)</li> <li>- <b>Stability skills</b> balancing in one place (static) or while in motion (dynamic). (i.e. Landing, Rotation and Balance)</li> <li>- <b>Manipulative skills</b> involve co-ordinating movement to handle and controlling objects with the hand, foot or an implement (stick, bat or racquet). This includes Throwing, Catching, Striking with the hands, feet and an implement (e.g. Kicking, Volleying, Batting and Dribbling).</li> </ul> <p>Once mastered these allow further development based on <b>sport specific skills</b> or <b>athletic development</b> (Strength, Speed, Power and Agility).</p>
<p><b>Health and Fitness</b></p>	<p>How healthy/fit am I? Why is it important to be healthy? Why is it important to be physically fit? How can I improve my health and fitness?</p>
<p><b>Key Process- Developing Skills</b></p>	<p>Refine and adapt skills into techniques. Developing the range of skills used; with greater levels of precision, control and fluency in increasingly challenging situations (closed to open skills, predetermined or spontaneous situations).</p>
<p><b>Key Process- Making and Applying Decisions</b></p>	<p>Developing pre-determined tactics or strategies to outwit opponents. Implement, refine and adapt these in response to changing circumstances. and analysing their success to maximise success in competitive situations.</p>
<p><b>Key Process- Developing Physical and Mental Capacity</b></p>	<p>Students develop their components of fitness to cope with the demands of different activities. Students develop determination and resilience to succeed.</p>

<b>Key Process- Evaluating and Improving</b>	Analysing own and others performances, identifying strengths and weaknesses. Use developed knowledge and understanding to make effective decisions on how to improve performance.
<b>Personal and Social Skills</b>	Skills such as organisation, collaboration, teamwork, independence, communication and resilience are challenged in a range of different performance and non-performance roles (Official, Coach, Leader, etc).
<b>Safety</b>	Understand how to safely participate as an individual or part of a wider group in a range of activities or roles.
<b>Key Principle- Space</b>	<p>Understanding the importance of finding or creating space as an individual or team to provide opportunities to invade space or secure time to make effective decisions.</p> <p>Moving an opponent to open up space and/or targeting space is important within Striking and Fielding/Net Wall Games.</p>

Assessment in PE is underpinned by the ME in PE model. This provides a framework to support teaching, learning and assessment. Students are assessed holistically focusing on their own personal progress and development across the **four main learning domains**:

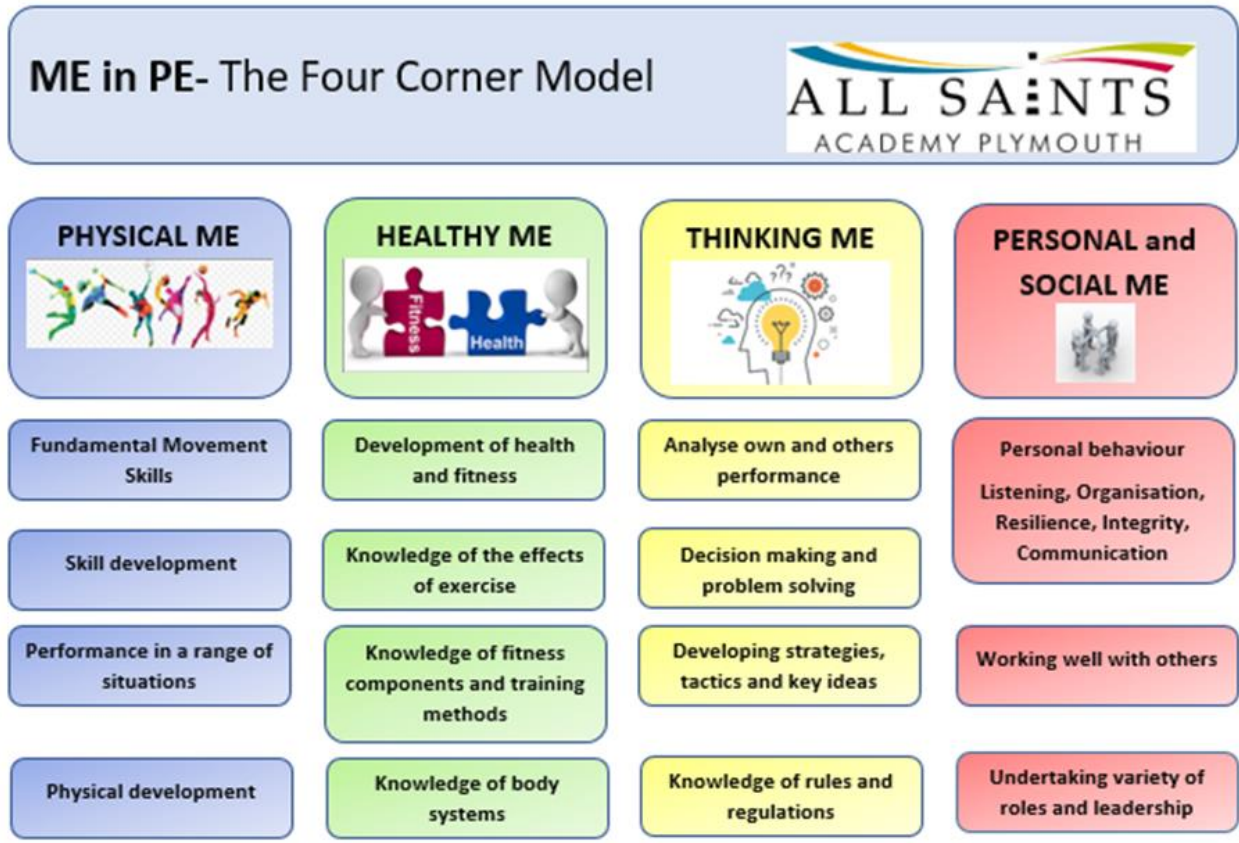
-Physical Domain (Fundamental Movement Skills, Health and Skill Related Fitness, Technique)

-Cognitive (Knowledge of healthy and active lifestyles, awareness of rules and tactics, feedback and reflection and understanding how to perform)

-Social (Leadership, working with peers, treating others with sensitivity and respect, sportsmanship)

-Affective (Motivation, confidence, self-esteem and engagement)

To simplify for our students, the ME in PE model below has been created and implemented. Year 7 and 8 students will also undertake three Google Forms which are created in line with Knowledge Organisers set for those year groups.



Y e a r	Cycle 1	Cycle 2	Cycle 3
7	Term 1 BOYS: Rugby GIRLS: Netball  Term 2 BOYS 1: Basketball BOYS 2: Handball	Term 3 BOYS 1: Football BOYS 2: Floor Gymnastics GIRLS 1: Problem Solving GIRLS 2: Dance  Term 4	Term 5: BOYS 1: Cricket BOYS 2: Badminton/Problem Solving GIRLS 1: Rounders GIRLS 2:

	<p>GIRLS 1: Football GIRLS 2: Problem Solving</p>	<p>BOYS 1: Badminton BOYS 2: Football GIRLS 1: Dance GIRLS 2: Alternative Games</p>	<p>Term 6: BOYS 1: Athletics BOYS 2: Cricket GIRLS 1: Athletics GIRLS 2: Striking and Fielding</p>
	<p>Big ideas: Fundamental Movements Skills, Knowledge of the Effects of Exercise and Working with others</p>	<p>Big ideas: Skill Development and Decision Making and Problem Solving</p>	<p>Big ideas: Development of Health and Fitness and Resilience</p>
	<p>Assessment: NtK- Warming Up and Effects of Exercise PHYSICAL ME Assessment</p>	<p>Assessment: NtK- Fitness Components and Testing PHYSICAL ME Assessment</p>	<p>Assessment: NtK- Skeletal System PHYSICAL ME Assessment</p>
<b>Y</b>	Cycle 4	Cycle 5	Cycle 6
<b>e</b>	<p>Term 1: BOYS 1: Rugby BOYS 2: Tag Rugby GIRLS 1: Netball GIRLS 2: Basketball</p>	<p>Term 3: BOYS 1: Football BOYS 2: Table Tennis GIRLS 1: Football GIRLS 2: Problem Solving</p>	<p>Term 5: BOYS 1: Cricket BOYS 2: Problem Solving GIRLS 1: Rounders GIRLS 2: Badminton</p>
<b>a</b>	<p>Term 2: BOYS 1: Basketball BOYS 2: Handball GIRLS 1: Football GIRLS 2: Problem Solving</p>	<p>Term 4: BOYS 1: Table Tennis BOYS 2: Football GIRLS 1: Badminton GIRLS 2: Health Related Exercise</p>	<p>Term 6: BOYS 1: Athletics BOYS 2: Cricket GIRLS 1: Tennis / Athletics GIRLS 2: Striking and Fielding</p>
<b>r</b>	<p>Big ideas: Skill Development and Knowledge of the Rules and Regulations</p>	<p>Big ideas: Skill Development, Integrity and Analysing Own and Others Performance</p>	<p>Big ideas: Knowledge of fitness components and</p>
<b>8</b>	<p>Assessment: NtK- Muscles and Movement PHYSICAL ME Assessment</p>	<p>Assessment: NtK- Cardio-respiratory system PHYSICAL ME Assessment</p>	<p>Assessment: NtK- Training Methods PHYSICAL ME Assessment</p>
<b>Y</b>	Cycle 7	Cycle 8	Cycle 9
<b>e</b>	<p>Term 1: BOYS 1: Rugby GIRLS 1: Netball MIXED: Basketball</p>	<p>Term 3: BOYS 1: Football GIRLS 1: Floor Gymnastics / Trampoline MIXED: Health Related Exercise</p>	<p>Term 5: BOYS 1: Cricket GIRLS 1: Rounders MIXED: Badminton</p>
<b>a</b>	<p>Term 2: BOYS 1: Basketball GIRLS 1: Netball MIXED: Alternative Games</p>	<p>Term 4: BOYS 1: Handball GIRLS 1: Health Related Exercise</p>	<p>Term 6: BOYS 1: Tennis / Athletics GIRLS 1: Tennis / Athletics MIXED: Striking and Fielding</p>
<b>r</b>			
<b>9</b>			

		MIXED: Badminton	
	Big ideas: Developing strategies, tactics and key ideas,	Big ideas: Developing strategies, tactics and key ideas, Knowledge of training methods	Big ideas: Developing strategies, tactics and key ideas, Roles in physical activity
	Assessment: NtK- Planning a Sports Activity Session PHYSICAL ME Assessment	Assessment: NtK- Training Zones and Training Methods PHYSICAL ME Assessment	Assessment: PHYSICAL ME Assessment
<b>Y e a r 1 0</b>	Cycle 10	Cycle 11	Cycle 12
	Term 1: BOYS 1: Basketball GIRLS 1: Netball MIXED: Alternative Games	Term 3: BOYS 1: Flag Football GIRLS 1: Trampolining MIXED: Health Related Exercise	Term 5: BOYS 1: Cricket GIRLS 1: Rounders MIXED: Target Games
	Term 2: BOYS 1: Sport Education- Football GIRLS: Basketball MIXED: Table Tennis	Term 4: BOYS 1: Table Tennis GIRLS 1: Health Related Exercise MIXED: Basketball	Term 6: BOYS 1: Tennis / Athletics GIRLS 1: Target Games MIXED: Striking and Fielding
	Big ideas: Developing leadership skills and personal behaviours, Roles in Physical Activity	Big ideas: Developing leadership skills and personal behaviours, Roles in Physical Activity	Big ideas: Developing leadership skills and personal behaviours
	Assessment:	Assessment:	Assessment:
	<b>Y e a r 1 1</b>	Cycle 13	Cycle 14
Term 1: BOYS 1: Basketball GIRLS 1: Fitness Suite and Option		Term 3: BOYS 1: Fitness Suite and Option GIRLS 1: Option	
Term 2: BOYS 1: Football and Option GIRLS 1: Option		Term 4: BOYS 1: Badminton / Table Tennis GIRLS 1:	
Big ideas		Big ideas:	
Assessment:		Assessment:	