



Physical Education (PE) Curriculum

Why do we teach Physical Education?

Physical Education is vital to ensure students improve and maintain their physical health and wellbeing, this in turn improves their behaviour for learning and enhances their academic achievement. As a subject we aim to improve the following areas as set out in the National Curriculum:

- 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

How do we teach Physical Education?

In PE we teach the students

1. The key fundamental skills in each sport. (i.e. passing, shooting, dribbling, striking, catching and throwing).
2. How to develop motor competencies through a range of sports (i.e. balance in gymnastics, running and jumping in athletics,
3. The key tactical elements regarding defence and attack in a range of sports. (i.e. zonal defence in basketball, field placement in cricket, diagonal lines in rugby.)
4. The rules for each sport so that participants are happy to lead competitive games with confidence.
5. How to live a healthy and active lifestyle including a range of elements such as diet, illnesses, benefits of exercise.
6. Each lesson students are taught a key concept which is then developed in lesson and in wider society such as resilience, leadership, persistence and employability.

What do we teach in PE?

The key theme in Physical Education is living an active and healthy lifestyle. We offer the following sports and look into the following concepts.

1. Invasion Sports, Striking and Fielding, Net and Wall sports, Performing to maximum, Outdoor and Adventurous Activities and gymnastics. We also cover dance through a separate SoW in the subject.
2. The following concepts are taught: motivation, confidence, knowledge and understanding, communication, resilience, emotional intelligence, Intra-personal skills, sporting values, redefining competition, problem solving, power of positivity, fulfilling potential, effective teams, self-reflection, attitude and behaviours, health and wellbeing, engagement post 16 and remaining active.

How is PE personalised for our learners?

Physical Education is by nature personal due to the engagement and passion for a different range of sports. We ensure that each student is given the opportunity to develop their physical competences in a range of sports which are popular in the local community. We also try to nurture those students who enjoy other sports and ensure we can provide information and pathways for them to compete.

Alongside this we ensure that we link sport to the local context by promoting local clubs and athletes who have attended the school as ambitious positive role models. We explicitly explore issues around contextual safeguarding in the local area through our concept curriculum through discussions around gang affiliation, toxic masculinity and radicalisation.



Physical Education (PE) Curriculum

YEAR 7	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Key content	Rugby	Gymnastics	Football	Basketball	Athletics	Cricket/Softball
Key concepts & skills BASIC SKILLS	➤ Ball handling ➤ Passing ➤ Tackling	➤ Travelling ➤ Rolls ➤ Sequences ➤ Cartwheels/Round offs ➤ Balances	➤ Dribbling ➤ Passing ➤ Tackling ➤ Shooting	➤ Dribbling ➤ Passing ➤ Shooting/layups	➤ Sprint starts (100m) ➤ Relay change over ➤ Throws (javelin/shot putt)	➤ Throwing ➤ Catching ➤ Striking ➤ Bowling/pitching
Summative Assessment	<i>Theory content to cover a number of analysis opportunities in each unit plus standalone concept content (see following box regarding concepts).</i>					
Builds from	<ul style="list-style-type: none"> • Passing • Receiving (In isolation) 	<ul style="list-style-type: none"> • Motor competency • Movement pathways 	<ul style="list-style-type: none"> • Dribbling • Passing • Shooting (In isolation) 	<ul style="list-style-type: none"> • Dribbling • Passing • Shooting (In isolation) 	<ul style="list-style-type: none"> • Starting running position • Standing position when throwing 	<ul style="list-style-type: none"> • Stance/grip • Throwing • Catching • Underarm bowling
Builds towards	<ul style="list-style-type: none"> • Passing and receiving whilst moving • Tackle on both sides 	<ul style="list-style-type: none"> • Performing a sequence of moves • Using canon • Working collaboratively 	<ul style="list-style-type: none"> • Passing and receiving whilst moving • Tackle on both sides 	<ul style="list-style-type: none"> • Passing when under pressure • Triple Threat • Intercepting 	<ul style="list-style-type: none"> • Pacing based on distance • Throwing a javelin and shotput 	<ul style="list-style-type: none"> • Striking a moving ball • Overarm bowling • Throwing over longer distances



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YEAR 7	Aut 1	Aut 2	Spr 1	Spr 2	Summer term
Key content	Movement competence	Confidence	Knowledge and Understanding	Motivation	Misconceptions and revisit
Key concepts & skills <ul style="list-style-type: none"> ➤ Competence ➤ Practice ➤ Skills and techniques ➤ Providing Feedback ➤ Acting on Feedback ➤ Performance 	<ul style="list-style-type: none"> ➤ Competence ➤ Practice ➤ Skills and techniques ➤ Providing Feedback ➤ Acting on Feedback ➤ Performance 	<ul style="list-style-type: none"> ➤ Confidence ➤ Attitudes ➤ Positive approaches to PE ➤ Comfort zones ➤ Failure ➤ Growth Mindset 	<ul style="list-style-type: none"> ➤ PE Sports and Physical Activity ➤ Fitness ➤ Physical Benefits ➤ Mental Benefits ➤ Social Benefits ➤ Emotions and Activity 	<ul style="list-style-type: none"> ➤ Intrinsic Motivation ➤ Extrinsic Motivation ➤ Setting Goals ➤ Celebrate Success ➤ Persistence ➤ Determination 	<ul style="list-style-type: none"> ➤ Students will revisit concepts and class teacher will challenge misconceptions. ➤ Added concepts of Toxic masculinity will be discussed via sporting stereo types in gymnastics and invasions games.
Builds from	<ul style="list-style-type: none"> • Previous experiences in Primary School 	<ul style="list-style-type: none"> • Unit 1 Movement competence 	<ul style="list-style-type: none"> • Unit 2 Confidence and prior experience in Primary school 	<ul style="list-style-type: none"> • Previous units and prior experience from Primary school or outside clubs 	<ul style="list-style-type: none"> • Previous knowledge acquired throughout the year.
Builds towards	<ul style="list-style-type: none"> • Exploring personal development communication unit. 	<ul style="list-style-type: none"> • Exploring personal development resilience unit 	<ul style="list-style-type: none"> • Exploring personal development emotional intelligence unit 	<ul style="list-style-type: none"> • An understanding of sports psychology. Exploring personal development Intra-personal skills unit 	<ul style="list-style-type: none"> • Consolidating understanding of the concepts taught and how they can ensure holistic development of a student.



Physical Education (PE) Curriculum

YEAR 8	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Key content	Rugby	Table Tennis/HRF	Football	Volleyball	Athletics	Cricket/Softball
Key concepts & skills REFINEMENT	<ul style="list-style-type: none"> ➤ Refinement of basic skills ➤ Attacking and defending principles ➤ Ruck and maul development 	<ul style="list-style-type: none"> ➤ Service ➤ Forehand drive/push ➤ Backhand drive/push ➤ 	<ul style="list-style-type: none"> ➤ Refinement of basic skills ➤ Attacking and defending principles ➤ Positioning ➤ Range of passes 	<ul style="list-style-type: none"> ➤ Introduction of the Set, Dig and Spike. ➤ Service 	<ul style="list-style-type: none"> ➤ Refinement of basic skills ➤ Sprint technique 	<ul style="list-style-type: none"> ➤ Refinement of basic skills ➤ Spatial awareness ➤ Shot selection and field placement
Summative Assessment	<i>Theory content to cover a number of analysis opportunities in each unit plus standalone concept content (see following box regarding concepts)</i>					
Builds from	<ul style="list-style-type: none"> • Receive the ball in isolation using a number of different passes • Tackling a moving opponent 	<ul style="list-style-type: none"> • Stance/grip • Perform shots on preferred side 	<ul style="list-style-type: none"> • Passing and receiving whilst moving • Tackle on both sides 	<ul style="list-style-type: none"> • Transferrable skills in basketball like the chest pass • Intercepting/blocking 	<ul style="list-style-type: none"> • Pacing based on distance • Throwing a javelin and shotput 	<ul style="list-style-type: none"> • Striking a moving ball • Overarm bowling • Throwing over longer distances
Builds towards	<ul style="list-style-type: none"> • Rucking in order to keep possession • Spin pass for greater distance • Regularly tackle a moving player with some success 	<ul style="list-style-type: none"> • Return shots and sustain a rally grip/stance • Range of shots • Serving 	<ul style="list-style-type: none"> • Passing over a longer distance • Sliding tackle • Understanding your position 	<ul style="list-style-type: none"> • Lay-up refinement • Full court understanding • Positions on the court and their roles 	<ul style="list-style-type: none"> • Leg action and drive • In throwing, linking the approach and arm/leg action to achieve greater power and distance. 	<ul style="list-style-type: none"> • Footwork/correct shot selection • Catching with both strong hand/weak hand • Height/speed varied when bowling/pitching



Physical Education (PE) Curriculum

YEAR 8	Aut 1	Aut 2	Spr 1	Spr 2	Summer term
Key content	Communication	Resilience	Emotional Intelligence	Intra-Personal Skills	Misconceptions and revisit
Key concepts & skills	<ul style="list-style-type: none"> ➤ <i>Verbal Communication</i> ➤ <i>Non-verbal communication</i> ➤ <i>Active Listening</i> ➤ <i>Conflict Resolution</i> ➤ <i>Asking Questions</i> ➤ <i>Providing and receiving feedback</i> 	<ul style="list-style-type: none"> ➤ Resilience ➤ Embracing Failure ➤ Marginal Gains ➤ Persistence ➤ Be Proactive ➤ Growth Mindset 	<ul style="list-style-type: none"> ➤ Emotional Intelligence ➤ Recognise Emotions ➤ Understand Emotions ➤ Label Emotions ➤ Express Emotions ➤ Regulate Emotions 	<ul style="list-style-type: none"> ➤ Behaviour ➤ Empathy ➤ Patience ➤ Adaptability ➤ Coping with Pressure ➤ Work Ethic 	<ul style="list-style-type: none"> ➤ Students will revisit concepts and class teacher will challenge misconceptions. ➤ Added concepts
Builds from	<ul style="list-style-type: none"> • Exploring physical literacy movement competences unit 1 	<ul style="list-style-type: none"> • Exploring Physical Literacy confidence unit 2 	<ul style="list-style-type: none"> • Exploring Physical Literacy Knowledge and Understanding Unit 3 	<ul style="list-style-type: none"> • Exploring Physical Literacy Intra-personal skills unit 4 	<ul style="list-style-type: none"> •
Builds towards	<ul style="list-style-type: none"> • Year 10 Exploring Leadership Effective teams unit 2 	<ul style="list-style-type: none"> • Year 9 Exploring Character Development Power of Positivity unit 4 	<ul style="list-style-type: none"> • Year 9 Exploring Character Development Power of Positivity unit 4 	<ul style="list-style-type: none"> • Year 10 Exploring Leadership effective teams unit 2 	<ul style="list-style-type: none"> •



Physical Education (PE) Curriculum

YEAR 9	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Key content	Rugby	Table Tennis/HRF	Football	Basketball	Athletics	Cricket/Softball
Key concepts & skills DEVELOPMENT OF ADVANCED SKILLS	<ul style="list-style-type: none"> ➤ Developing advanced skills ➤ Ruck and maul development ➤ Creative deployment of tactical thinking 	<ul style="list-style-type: none"> ➤ Refinement of basic skills ➤ Consideration of types of spin on forehand/backhand ➤ Developing advanced skills ➤ Varied spins on the serve ➤ Tactical development 	<ul style="list-style-type: none"> ➤ Developing advanced skills ➤ Further dribbling and heading 	<ul style="list-style-type: none"> ➤ Refinement of basic skills ➤ Attacking and defending principles ➤ Developing advanced skills ➤ Development of tactical plays to outwit opponents such as screening 	<ul style="list-style-type: none"> ➤ Developing advanced skills ➤ Full movements into throws and jumps 	<ul style="list-style-type: none"> ➤ Developing advanced skills ➤ Different pitches in softball ➤ Spin bowling in cricket ➤ Development of batting approaches and shot selection
Summative Assessment	<i>Theory content to cover a number of analysis opportunities in each unit plus standalone concept content (see following box regarding concepts).</i>					
Builds from	<ul style="list-style-type: none"> • Rucking in order to keep possession • Spin pass for greater distance • Regularly tackle a moving player with some success 	<ul style="list-style-type: none"> • Use of backspin and topspin • Focus on backhand drive/push 	<ul style="list-style-type: none"> • Passing over a longer distance • Sliding tackle • Understanding your position 	<ul style="list-style-type: none"> • Lay-up refinement • Full court understanding • Positions on the court and their roles 	<ul style="list-style-type: none"> • Leg action and drive • In throwing, arm/leg action to achieve power/distance. 	<ul style="list-style-type: none"> • Footwork/correct shot selection • Catching with both strong hand/weak hand • Height/speed when bowling/pitching
Builds towards	<ul style="list-style-type: none"> • Implementing Lineouts • Running lines • Kicking for territory 	<ul style="list-style-type: none"> • Serving with varied spins • Manoeuvring opponent with effective shot selection 	<ul style="list-style-type: none"> • Receiving whilst under pressure/being marked. • Making decisions in a game situation 	<ul style="list-style-type: none"> • Screening • Effective overloading • Full understanding of full-court rules 	<ul style="list-style-type: none"> • Link the phases of a throw showing balance/power through the movement 	<ul style="list-style-type: none"> • Variety of shots • Advanced fielding skills • Bowling with varied spin to outwit opponent



Physical Education (PE) Curriculum

YEAR 9	Aut 1	Aut 2	Spr 1	Spr 2	Summer term
Key content	Sporting Values	Redefining Competition	Problem Solving	Power of Positivity	Misconceptions and revisit
Key concepts & skills <ul style="list-style-type: none"> ➤ <i>Respect</i> ➤ <i>Etiquette</i> ➤ <i>Fair Play</i> ➤ <i>Determination</i> ➤ <i>Equality</i> ➤ <i>Courage</i> 		<ul style="list-style-type: none"> ➤ Self-Determination Theory Part 1 ➤ Self-Determination Theory Part 2 ➤ Winning & Losing ➤ Rising to the Challenge ➤ Competing Against Yourself ➤ Co-operation and Competition 	<ul style="list-style-type: none"> ➤ Identify the Problem ➤ Gather Information ➤ Collaboration ➤ Planning ➤ Decision Making ➤ Reflection 	<ul style="list-style-type: none"> ➤ Fixed Mindset ➤ Growth Mindset ➤ Look for Positives ➤ Perspective ➤ Spread Positivity ➤ Handle Criticism 	<ul style="list-style-type: none"> ➤ Students will revisit concepts and class teacher will challenge misconceptions. ➤ Added concepts
Builds from	<ul style="list-style-type: none"> • Exploring Physical Literacy unit 4 Motivation part 6 Determination. Prior learning from lessons about fair play and sportsmanship. 	<ul style="list-style-type: none"> • Exploring Personal Development unit 2 Resilience also unit 4 Motivation 	<ul style="list-style-type: none"> • Exploring Personal Development unit 1 part 4 Conflict resolution, part 6 receiving and providing feedback. 	<ul style="list-style-type: none"> • Exploring Personal Development unit 2 Resilience part 6 Growth Mindset, also Unit 4 Inter-Personal Skills 	<ul style="list-style-type: none"> •
Builds towards	<ul style="list-style-type: none"> • Exploring Leadership unit 4 Attitudes and behaviours 	<ul style="list-style-type: none"> • Exploring Leadership unit 3 Self-reflection and unit 1 Fulfilling potential part 6 	<ul style="list-style-type: none"> • Exploring Leadership unit 2 Effective teams and unit 3 Self-reflection 	<ul style="list-style-type: none"> • Exploring Leadership Skills unit 4 Attitudes and Behaviours and unit 2 Effective Teams 	<ul style="list-style-type: none"> •



Physical Education (PE) Curriculum

YEAR	7	8	9
Key content	OAA	OAA	OAA
Key concepts & skills DEVELOPMENT OF ADVANCED SKILLS	<ul style="list-style-type: none"> ➤ Developing basic map reading skills ➤ Identification of Landmarks ➤ Observational Skills in relation to following orienteering course 	<ul style="list-style-type: none"> ➤ Development of map reading skills ➤ Problem Solving skills ➤ Course planning and organisation 	<ul style="list-style-type: none"> ➤ Developing advanced map reading skills ➤ Orienteering map to North ➤ Orienteering at speed
Summative Assessment			
Builds from	<ul style="list-style-type: none"> • Prior knowledge from primary school • Geographical knowledge of using a map 	<ul style="list-style-type: none"> • Basic Map reading • Landmark Identification 	<ul style="list-style-type: none"> • Problem Solving skills • Motor competency of jogging/running • Understanding your position
Builds towards	<ul style="list-style-type: none"> • Following longer courses • Knowledge of map reading 	<ul style="list-style-type: none"> • Course planning and organisation • Orienteering the map to North 	<ul style="list-style-type: none"> • Joining the Duke of Edinburgh course • Orienteering in the outside world with unknown terrains.



Physical Education (PE) Curriculum

YEAR 10/11 GAMES	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Key content	Football skills and tactics	Basketball skills and tactics	Table Tennis skills and tactics	Introduction to the fitness suite	Softball skills and tactics	Cricket skills and tactics
Key concepts & skills	<ul style="list-style-type: none"> ➤ Passing ➤ Shooting ➤ Dribbling ➤ Tackling ➤ Defensive principles ➤ Attacking principles 	<ul style="list-style-type: none"> ➤ Passing ➤ Shooting ➤ Dribbling ➤ Intercepting ➤ Blocking ➤ Screening ➤ Defensive strategies 	<ul style="list-style-type: none"> ➤ Forehand drive ➤ Backhand drive ➤ Push shot ➤ Slam ➤ Service ➤ Topspin ➤ Blocking ➤ Tactical play 	<ul style="list-style-type: none"> ➤ Cardiovascular training ➤ Weight training ➤ Circuit Training ➤ Developing a fitness programme 	<ul style="list-style-type: none"> ➤ Striking ➤ Catching ➤ Throwing ➤ Bunting ➤ Fielding ➤ Pitching ➤ Field placement 	<ul style="list-style-type: none"> ➤ Catching ➤ Throwing ➤ Fielding ➤ Cut/Pull ➤ Front foot drive ➤ Forward Defensive ➤ Field Placement
Summative Assessment	<i>No Assessment at KS4</i>					
Builds on	Previous knowledge acquired during KS3 to perform skills and use appropriate tactics.	Previous knowledge acquired during KS3 to perform skills and use appropriate tactics.	Previous knowledge acquired during KS3 to perform skills and use appropriate tactics.	Fitness training Knowledge which would have been developed in KS3.	Previous knowledge of skills, tactics and rules acquired during KS3	Previous knowledge of skills, tactics and rules acquired during KS3
Builds towards	Competent performers who enjoy sport and wish to continue this outside of the classroom.	Competent performers who enjoy sport and wish to continue this outside of the classroom.	Competent performers who enjoy sport and wish to continue this outside of the classroom.	Learners who can competently keep fit and healthy by following simple training programmes.	Competent performers who enjoy sport and wish to continue this outside of the classroom.	Competent performers who enjoy sport and wish to continue this outside of the classroom.



Physical Education (PE) Curriculum

YEAR 10	Aut 1	Aut 2	Spr 1	Spr 2	Summer term
Key content	Fulfilling Potential	Effective Teams	Self-Reflection	Attitudes and Behaviours	Misconceptions and revisit
Key concepts & skills	<ul style="list-style-type: none"> ➤ <i>Employability</i> ➤ <i>Managing Time</i> ➤ <i>Commitment to Development</i> ➤ <i>Drive and Initiative</i> ➤ <i>Analysing and Investigating</i> ➤ <i>Teamwork and Communication</i> 	<ul style="list-style-type: none"> ➤ Roles ➤ Communication ➤ Problem Solving ➤ Embracing Collaboration ➤ Shared Goal ➤ Conflict resolution 	<ul style="list-style-type: none"> ➤ Self-Reflection ➤ Self-Improvement ➤ Self-Care ➤ Self-Efficacy ➤ Self-Appraisal ➤ Self-Help 	<ul style="list-style-type: none"> ➤ Attitudes and Behaviour ➤ Honesty ➤ Confidence ➤ Commitment ➤ Enthusiasm ➤ Positivity 	<ul style="list-style-type: none"> ➤ Students will revisit concepts and class teacher will challenge misconceptions. ➤ Added concepts
Builds from	<ul style="list-style-type: none"> • Exploring Character Development unit 2 • Redefining competition, • Exploring Personal Development unit 4 • Inter-Personal Skills 	<ul style="list-style-type: none"> • Exploring Character Development unit 3 • Problem solving, • Exploring personal development unit 1 • Communication 	<ul style="list-style-type: none"> • Exploring Character Development unit 3 • Problem Solving 	<ul style="list-style-type: none"> • Exploring Character Development Unit 1 • Sporting Values and 4 • Power of Positivity, • Exploring Physical Literacy Unit 2 • Confidence, 	<ul style="list-style-type: none"> •
Builds towards	<ul style="list-style-type: none"> • Being Active for life • Unit 3 Remaining Active 	<ul style="list-style-type: none"> • Being Active for Life Unit 2 • Engagement post 16 	<ul style="list-style-type: none"> • Being Active for Life unit 3 • Remaining active, 	<ul style="list-style-type: none"> • Being Active for Life unit 2 and Unit 3 	<ul style="list-style-type: none"> •



Physical Education (PE) Curriculum

YEAR 11	Aut 1	Aut 2	Spr 1
Key content	Health and Wellbeing	Engagement Post-16	Remaining Active
Key concepts & skills	<ul style="list-style-type: none"> ➤ <i>Health & Fitness</i> ➤ <i>Aerobic and Anaerobic</i> ➤ <i>Activity & Social Health</i> ➤ <i>Activity & Mental Health</i> ➤ <i>Short-Term Effects of Exercise</i> ➤ <i>Long-Term effects of Exercise</i> 	<ul style="list-style-type: none"> ➤ Competition ➤ Personal Fitness ➤ Socially Active ➤ Training for Purpose ➤ Maintaining Health ➤ Enjoyment 	<ul style="list-style-type: none"> ➤ Self-Identity ➤ Habits ➤ Attitudes and motivators ➤ Physical Literacy ➤ Positive Approaches to Physical Activity ➤ What Motivates you to Engage in Physical Activity?
Builds from	<ul style="list-style-type: none"> • Prior Knowledge from Health and Fitness units in year 8/9 HRF and introduction to Fitness suite in year 10 	<ul style="list-style-type: none"> • Exploring Leadership Skills Unit 2 Effective teams and Unit 4 Attitudes and Behaviours 	<ul style="list-style-type: none"> • Exploring Leadership Skills unit 1 Fulfilling Potential and unit 3 Self-Reflection
Builds towards	<ul style="list-style-type: none"> • A foundation of knowledge to ensure life long participation is continued to benefit Health and Wellbeing 	<ul style="list-style-type: none"> • Independent Learners who are confident in pursuing their own Health and Fitness goals. 	<ul style="list-style-type: none"> • Learners who have positive approach to physical activity and a thirst to continue the journey.



Physical Education (PE) Curriculum

YEAR 10 OCR	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content	R042: Applying the Principles of Training Develop knowledge and understanding of the principles and method of training Apply the principles of training to the design of a training programme along with practical skills in fitness testing			R043: The Body's Response to Physical Activity Develop an understanding of the key aspects of the structure and function of the musculo-skeletal and cardio-respiratory systems Investigate some of the changes which occur to them in response to short and long-term physical activity		
Key concepts & skills	<ul style="list-style-type: none">➤ Use of Word and PowerPoint➤ Components of fitness➤ Training Methods➤ Research and implementation of fitness tests➤ Collecting and interpreting data➤ Designing and implementing a training programme			<ul style="list-style-type: none">➤ Use of Word and PowerPoint➤ Musculo-skeletal system➤ Cardio-respiratory system➤ Research and implementation of fitness tests➤ Collecting and interpreting data➤ Designing and implementing a training programme		
Summative Assessment	No Assessment for these units as these are coursework units. Cross-moderation to occur regularly based on work submitted for each learning outcome					
Builds on	<ul style="list-style-type: none">• Prior knowledge of the components of fitness and training methods introduced at KS3 in booklets• Carrying out fitness tests			<ul style="list-style-type: none">• Prior knowledge of the muscles, bones and joints introduced at KS3 in booklets• Implementing fitness tests and collecting reliable/valid data		
Builds towards	<ul style="list-style-type: none">• Identifying appropriate exercises in order to improve components of fitness• Effective design of a training programme which is also needed in the R043 Unit			<ul style="list-style-type: none">• The role and components of the Musculo-skeletal system• The role and components of the Cardio-respiratory system		



Physical Education (PE) Curriculum

YEAR 11 OCR	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key content	R041: Reducing the risk of sports injuries Prepare participants to take part in physical activity in a way which minimises the risk of injury Reacting to common injuries in sport Recognising the symptoms of some medical conditions (first attempt of two for exam)			R042/R043: Recap ensuring both units are completed	R041 Revision	R041 Second and final attempt for exam
Key concepts & skills	<ul style="list-style-type: none"> ➤ Intrinsic Factors ➤ Extrinsic Factors ➤ Warm-ups and cool-downs ➤ Types/causes of injury ➤ First Aid/Medical Issues ➤ Long-answer question structure 			<ul style="list-style-type: none"> ➤ Organisation ➤ Use of checklists and feedback from teachers 	<ul style="list-style-type: none"> ➤ Revision strategies ➤ Long-answer question structure 	
Summative Assessment	<i>Test after each Learning Outcome (there are four learning outcomes)</i>			<i>Cross moderation in readiness to be sent off to OCR</i>	<i>Mock exam alongside other subjects</i>	
Builds on	<ul style="list-style-type: none"> • Warm ups and cool downs which make up every KS3 lesson and the link to injury prevention • Basic first aid such as the recovery position 			<ul style="list-style-type: none"> • Coursework completed in Year 10 • Revisiting the training programmes which are important across both units 	<ul style="list-style-type: none"> • Learning of the exam unit at the start of the year • General feedback based on the responses in the first exam attempt 	
Builds towards	<ul style="list-style-type: none"> • Understanding the difference between intrinsic and extrinsic factors • Explanation through the use of examples from a variety of sports • Long-answer question structure 			<ul style="list-style-type: none"> • Completion of all coursework units 	<ul style="list-style-type: none"> • Reinforcing exam approaches • Recapping question terminology 	