

PE Curriculum 2024/25

Whole School Intent

To create a community of learners who are inspired through high quality, passionate teaching and integrated support: all achieve success because of this positive, learning environment.

Rationale

Our aim in PE is to support the whole school intent. In PE we aim to engage all students in physical activity, to help them understand the importance of PE beyond school, but also to promote values such as teamwork and respect through sport. All students will be given the opportunity to take part in learning as well as competitive elements through our extra-curricular programme.

In KS3, students will study one particular sport per half term. Aided with extra-curricular training and fixtures, this will help to improve skills over a longer period of time. Sports that have been chosen are sports that have traditionally been delivered, but supported with the addition of some new sports, as we look to make the curriculum more diverse and give students a greater choice over the sports, they are engaging with in the hope they continue to participate Post 16 and understand the importance of leading a healthy active lifestyle.

The topics being delivered will support students to build a strong performance portfolio throughout KS3 in order to support them when deciding which route to take at KS4 (GCSE/Cam Nat).

Sports in KS3 follow through to the sports that are then learnt in KS4. The aim for KS3 is to learn skills mainly in isolation advancing to competition, then when they get to KS4 sports are focusing on performance, knowledge of performance and tactical awareness to allow them to access the upper grade boundaries.

Sports that have been introduced to the curriculum are a result of a mixture of components such as teacher specialisms, covid guidelines, but mainly for sports such as Handball where it is “easier” to access higher grade boundaries on the GCSE specification.

We have fully set classes, with a “Performance” band, where the focus is on competition and stretching our most able students in PE, the hope that a large majority of these students take on a PE or Sport based qualification in KS4. Our other band is our “Inclusion” band, for students who aren’t as competent or confident in PE, where the focus is on participation and engagement, with the aim that these students improve their knowledge of why PE is an important subject and the bigger impact it can have on their lives.

The purpose of the inclusion band is not to create more resilient students, better leaders, or communicators etc. Though hopefully this will happen, but it’s purpose is to provide an inclusive hook for those not motivated or engaged by the sport-specific, competitive driven lessons.

The performance classes will be drip fed GCSE content, such as, location of bones and muscles, components of fitness, methods of training and methods of testing throughout Years 7, 8 & 9. With the inclusion classes having lessons catered towards enjoyment of sport and benefits of sport.

Mixed classes and "2" classes – are for the LA students, where the focus will still be on performance, but mainly on engagement and participation. We want students in mixed groups to have the opportunity to take part in a variety of sports, which will hopefully engage them and keep them participating in sport when they leave Kingstone High School.

Delivery of some sports have been tailored to the spaces and facilities available, group sizes and classes participating. Where there are additional classes, the sports and topics have been selected to engage students and give them an alternative option to sports where they haven't previously engaged in.

Through use of staff gain time, we will be delivering specialist sessions to SEND students that do not engage with Sports, these topics will be focused around the students put forward for these sessions. The aim being for students to become more confident in PE and confident to re-join mainstream lessons overtime. Work has begun on initiatives such as This Girl Can and staff are undertaking CPD in Yoga to support other potential avenues as well as providing support for mental wellbeing.

Time is being spent to work alongside the primary school, delivering PE in Years 4,5&6 to gain an insight into what is being delivered at a Key Stage 2 level from our main feeder school and prepare students for when they come to High School, embedding knowledge and skills to support the pathway of learning. This will help the design of our curriculum, as we have an understanding of what is being delivered and a rough platform for the baseline of skills of students joining us in KS3.

Leadership opportunities are also being given to students, particularly those in KS4, with chances to work with primary students from events organised such as the summer school games and other school games tournaments. Students selected for these opportunities are identified by staff in lessons, where key values and expectations are consistently being met.

Students can experience learning beyond the classroom through our extensive Extra Curricular programme. Sports that are on the curriculum are offered here, given student's a chance to represent the school and compete against other schools. We have had success at a local level this year and now look to extend that beyond the district and county, particularly in events like Football and Handball, where students will be entered into national tournaments. The extra curricular programme will also give students a chance to take part in sports that might not necessarily be on the curriculum, but will support in keeping students active.

In addition, students will get the chance to experience World Class sport through our trips, with chances to watch local teams such as Worcester Warriors, Severnside Stars Netball, Worcestershire County Cricket and a trip to the Wimbledon Tennis Championship, but to name a few opportunities. We also hope to give students residential opportunities such as a Ski Trip and Sports Tour.

Assessment

We would like to continue with the same data drop points, this works well for us due to the nature of length of time being spent on each sport. For reports – KS4 would be different due to theory classes, but the layout of the course map fits to the current way.

For KS3 assessment, currently there is a mixed approach. This needs to be resolved and is something is currently ongoing with myself and the department.

Each GCSE sport is graded out of 35 marks. This is the system which I would like to introduce throughout all topics on the curriculum. For activities such as fitness where students cannot be assessed at GCSE for these topics, a new assessment criteria will need to be designed to fit the brief for theory content at GCSE level, this will again support teachers and students when selecting what route to take at KS4.

With the grading meeting GCSE specification, by the time students have completed a sport in Year 9, in KS3 the same assessment guide will be used as designated by the exam board, however the maximum score will be reduced from 35 to 21 for KS3 students, in line with age related expectations as it is unfair to judge students on the same scale. This will also then be useful for GCSE teachers as practical grading makes up 30% of the overall grade and this could already be an indication of sports to be chosen by the time students start the qualification in Year 10. Students can then be targeted more specifically for interventions and KS4 lessons could also be adapted to really stretch our MA students and lessons can have a real emphasis on teaching to the top.

Deadlines for data drops is half termly, with assessments being completed each lesson. A spiral curriculum has been created and set on G4S, these are ongoing and teachers should be revisiting these each half term and updating where applicable. Students are not expected to complete all of these objectives in one year, they will be based off a 3 year target, where they are formed and marked accumulatively across the 3 years. These judgements do not contribute to the overall progress of students, but are an indication to show the skill sets students might have, so will help to inform the pathway students should follow when selecting between GCSE PE & Cam Nat Sport Science.

September 2024

Year 7 – Mixed groups based on forms, to then be split, Boys & Girls groups.

Two sides of the Year A band and B band both working from the same timetable. Indoor Athletics used at the start of the year to help judge student abilities across several disciplines and key skills, this will help to produce a baseline of student abilities.

	Term 1	Term 2	Term 3	Term 4	Term 5&6		
Boys	Indoor Athletics	Rugby	Football	Handball	Athletics	Cricket	Tennis
Girls	Indoor Athletics	Netball	Gymnastics	Football	Rounders	Athletics	Cricket

Year 8 – 6 groups, split into two bands, performance and inclusion. 3 classes per band, boys, girls and mix. Timetabled against technology groups.

Performance group all on at once, Inclusion group all on at once. Performance classes for MA students and Inclusion classes to support LA students. The performance half will have the strongest boys and girls in separate classes and then a mixed class for students that could potentially step up into the single sex groups. The inclusion classes will accommodate those students that struggle to engage in PE currently or are lower ability.

Performance	Term 1	Term 2	Term 3	Term 4	Term 5&6		
Boys	Rugby	Badminton	Football	Handball	Cricket	Athletics	Tennis
Girls	Gymnastics	Netball	Badminton	Football	Athletics	Rounders	Cricket
Mix	Football	TAG Rugby	Netball	Table Tennis	Rounders	Cricket	Athletics

Inclusion	Term 1	Term 2	Term 3	Term 4	Term 5&6		
Boys	TAG Rugby	Table Tennis	Football	Handball	Cricket	Athletics	Tennis
Girls	Netball	Badminton	Gymnastics	Football	Athletics	Rounders	Cricket
Mix	Football	TAG Rugby	Netball	Table Tennis	Rounders	Cricket	Athletics

Year 9 – 4 groups, split into two bands, performance and inclusion, with a Boys and Girls group in each band. Although similar in content, some topics have been adapted to accommodate the weaker students to increase participation, progress and enjoyment, for example, rugby in the inclusion band is TAG Rugby.

Performance	Term 1	Term 2	Term 3	Term 4	Term 5&6		
Boys	Rugby	Badminton	Football	Handball	Athletics	Cricket	Tennis
Girls	Table Tennis	Netball	Badminton	Football	Rounders	Athletics	Cricket

Inclusion	Term 1	Term 2	Term 3	Term 4	Term 5&6		
Boys	TAG Rugby	Table Tennis	Football	Handball	Athletics	Cricket	Tennis
Girls	Netball	Badminton	Table Tennis	Football	Rounders	Athletics	Cricket

Year 10

	Term 1	Term 2	Term 3	Term 4	Term 5&6		
Boys 1	Rugby	Football	Badminton	Handball	Cricket	Athletics	Tennis
Girls 1	Netball	Badminton	Table Tennis	Football	Athletics	Rounders	Cricket
Boys 2	Football	Table Tennis	Rugby	Fitness	Tennis	Cricket	Softball
Mixed	Volleyball	Netball	Football	Table Tennis	Softball	Rounders	Athletics

Year 11

	Term 1	Term 2	Term 3	Term 4	Term 5&6		
Boys 1	Rugby	Football	Badminton	Handball	Cricket	Athletics	
Girls 1	Netball	Badminton	Table Tennis	Football	Athletics	Rounders	
Boys 2	Football	Table Tennis	Rugby	Fitness	Softball	Cricket	
Mixed	Volleyball	Netball	Football	Table Tennis	Rounders	Tennis	

Key Words and Concepts

To accompany our curriculum and build on student knowledge ahead of KS4 theory classes please try to refer to these words and terms in your lessons. They do not have to be a central talking point but can simply be brought into conversation over time linking the words and concepts together through their shared theme. I'm aware that this will be completely new to some students, so initially you might have to teach them these words and phrases, but over time knowledge should build up.

Once you've moved on from one half term to the next theme, do not just park it, use it for recall.

For example, you might discuss Speed in a rugby lesson when a player has sprinted down the pitch, this can then of course be recalled in athletics when talking about sprinting and the need for speed. These concepts are only applied in KS3 lessons, as naturally we should be challenging our GCSE PE and Sport Science students about these terms anyway.

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Aerobic Endurance	Muscular Strength	Muscular Endurance	Flexibility	Speed	Power

Year 7 – Definition and sporting examples.

Year 8 – Method of training that will improve that CoF, linking to sporting examples.

Year 9 – Method of testing, linking training and sporting examples.

Year 10 & 11 – For GCSE PE students, it will be a case of using these key words and recalling previous knowledge. This should just be done naturally and dropped into the learning to continue to stretch the knowledge of students, helping them recall information from theory lessons to put into perspective practically, so that they can see the full understanding of the word/terms.

Concepts

Schemes of work have been created and designed using a skeleton template. For each year group there is a specific focus to lessons, so that lessons can then be adapted. Content will remain largely the same, using recall strategies to understand what students have previously learnt, then teachers can adapt lessons to meet the demands of the group.

For example, in tennis, the focus of the lesson might be learning the Forehand shot, in Year 7 they'd focus on how to play the forehand shot, Year 8 would be why and when to use the forehand shot, Year 9 would be analysing somebodies' ability to play the forehand shot. When they get to KS4 depending on the route they've chosen this will change the focus. For GCSE PE students it will be about mastery of skills and increasing their grades as much as possible to support their practical profile for Component 3 of the GCSE specification. For Non GCSE PE students, the focus should be on engagement, the benefits of regular participation in exercise, and the benefits this can have both physically and mentally and why this is important to them, particularly in exam years.

Year 7 – Skill acquisition & development

Year 8 – Tactical application

Year 9 – Leadership skills & analysis

Non-GCSE PE students

Year 10 – Aspiration & participation

Year 11 – Mental health & managing pressure

GCSE PE students

Year 10 & 11 – Mastery of skills