

Curriculum

In order to achieve the aims of our PE curriculum, all pupils at Wye School will be entitled to enjoy the following in their PE, health and school sport experience:

Key Stage 3 PE Curriculum

Minimum entitlement:

- In order to achieve the aims of our PE curriculum, all pupils at Wye School will be entitled to enjoy the following in their PE, health and school sport experience:
- At least two hours per week of a challenging core curriculum which has a good balance between breadth and depth of activities, enabling both a wealth of opportunities and deep learning;
- Participate in adapted/Paralympic sports and activities in curricular or extra-curricular provision;
- An inclusive and exciting extra-curricular programme that extends and enriches learning and enables them to train and compete with purpose;
- Represent their school in a sporting (or dance-related) competition or festival.
- Inter-house competitions will occur as a means of teaching respect and teamwork as well as developing the confidence to perform under pressure in a safe environment.

Key Stage 4 PE Curriculum

Minimum entitlement:

- At least 1.5 hours per week of a core curriculum which has a good balance between breadth and depth of activities;
- Students will have some choice of activities enabling both a wealth of opportunities and deep learning;
- Opportunity to participate in sports and activities in curricular and extra-curricular time;
- An inclusive and exciting extra-curricular programme that extends and enriches learning and enables them to train and compete with purpose;
- Represent their school in a sporting (or dance-related) competition or festival.
- Inter-house competitions will occur as a means of teaching respect and teamwork as well as developing the confidence to perform under pressure in a safe environment.

Purpose of study

Students will also develop their character, their leadership skills and be given opportunities to show their creative flair. The curriculum will support and improve pupils' physical and mental well-being as it prepares pupils for a life of health-enhancing physical activity through our core values. This curriculum also helps to develop empathy in young people for their peers with disabilities.

Aims

To ensure that all pupils:

- Develop confidence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Are encouraged to lead healthy, active lives
- Succeed in acquiring the skills, knowledge and understanding sufficiently to achieve or exceed age-related expectations;
- Engage in the learning of transferable leadership skills and achieve an award or qualification for doing so;
- Develop their decision-making and problem-solving capacities;
- Know how to use physical activity to enhance their physical and mental well-being so that being active forms part of their life-long identity;
- Develop the confidence to perform under pressure;
- Increase their self-confidence and their ability to trust in others;

- Develop their empathy for others, for example their peers with disabilities or of different genders, ethnicity etc;
- Understand (and be given the chance to explore) issues relating to body image and body confidence at appropriate stages of their PE experience.

Curriculum Content

Model 1. An overview of the United Learning PE and Health curriculum

United Learning PE and Health Curriculum

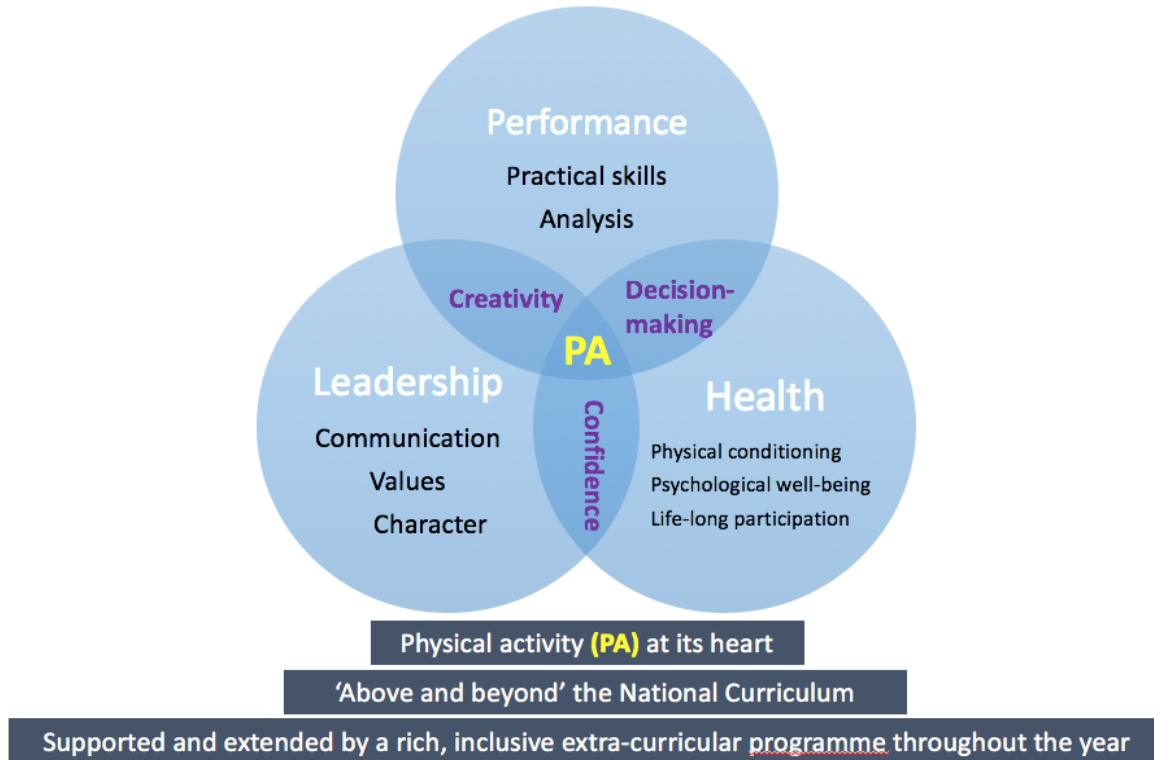


Table 1. United Learning KS3 PE and Health Curriculum

National Curriculum
<p>Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] • develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] • 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 • take part in competitive sports and activities outside school through community links or sports clubs.

Performance

Use increasingly **challenging and competitive** situations through which students are able to:

- demonstrate a high level of practical skills, tactical understanding and decision-making;
- create and choreograph routines in aesthetic activities;
- devise tactics and set plays in modified games;
- apply a detailed knowledge of rules and regulations.

Include elements of choice where appropriate that enable students to deepen learning and select activities relevant to their identity with physical activity.

Progressively increase the use of performance analysis, enabling students to demonstrate their knowledge and understanding of both technical and tactical aspects of performance.

These would typically be achieved through the following genres of sports, with at least one individual activity and one team game being studied in more depth:

- **Games** (invasion; net/wall; striking and fielding)
- **Aesthetic activities**
- **Athletics**
- **Adventurous activities**
- **Aquatic activities**

Leadership

The curriculum should provide students with opportunities to

- learn and practice the organisational skills required to lead small group warm-ups and cool downs;
- learn and practice the skills required to organise small practices for peers or younger pupils independently or in small groups;
- learn how to undertake officiating roles in lessons with authority;
- learn, practice and demonstrate the communication skills and leadership competencies required to achieve the 'Fit to Lead' bronze, silver and gold Awards

Teachers might consider the Sport Education pedagogical model as a means of structuring learning in one or more programmes of study.

Health and well-being

Use the curriculum to show how improvements in personal well-being can be achieved by including regular, strenuous physical activity in a balanced lifestyle.

The curriculum should:

- incorporate activities whereby students learn trust and cooperation as and when appropriate (i.e climbing, life-saving, paired/group work in aesthetic activities);
- include elements of sport science in everyday learning in PE such as: the major bones of the hip and shoulder girdles; the location and actions of major skeletal muscles and how increasing their strength or endurance improves performance; functional knowledge of the respiratory and circulation systems as they apply to improving practical performance;
- incorporate elements of health and skill-related fitness specific to a range of activities;
- provide specific opportunities for students to develop aspects of their character that will promote positive mental well-being for themselves (such as confidence and resilience) and opportunities which develop empathy for others through PE. (i.e adapted/disability sports);
- provide specific opportunities for students to explore issues in relation to weight, body fat, fitness, exercise and nutrition/hydration.

Intra-school competitions can occur within the curriculum as a means of teaching respect and teamwork as well as developing the confidence to perform under pressure in a safe environment.

For further information about the physical education and games curriculum, please contact Ms D

Lulham - denise.lulham@wyeschool.org.uk

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Hockey	Handball	Sportshall Athletics	Athletics Field	Athletics Track	Softball
7	Core Skills	Fitness	Gymnastics	Badminton	Ultimate Frisbee	Rounders
8	Hockey	Handball	Sportshall Athletics	Athletics Field	Athletics Track	Softball
8	Couch 2 5KM	Fitness	Gymnastics	Badminton	Ultimate Frisbee	Rounders
9	Hockey	Handball	Basketball	Athletics Field	Athletics Track	Softball
9	Couch 2 5KM	Fitness	Gymnastics	Badminton	Ultimate Frisbee	Rounders

10	Football, Tag Rugby	Football	Basketball	Badminton	Ultimate Frisbee	Rounders
10	Netball, Hockey	Fitness	Tennis	Tennis	Cricket	Softball
Year 10 GCSE PE	Socio-cultural Influences	Sport Psychology	Health, Fitness and Well Being	Health, Fitness and Well Being	PEP+ Applied Anatomy and Physiology	Movement Analysis
11	Football, Tag Rugby	Football	Basketball	Badminton	Ultimate Frisbee	Rounders
11	Netball, Hockey	Fitness	Tennis	Tennis	Cricket	Softball
Year 11 GCSE PE	Socio-cultural Influences + Sport Psychology	Health, Fitness and Well Being + Applied Anatomy and Physiology	Movement Analysis	Past papers and Practical moderation	Revision and EXAM	
12	Football, Tag Rugby	Football	Basketball	Badminton	Ultimate Frisbee	Rounders
12	Netball, Hockey	Fitness	Tennis	Tennis	Cricket	Softball