

**Key Stage 3 Curriculum Overview – Physical Education**

**Curriculum Intent**

The Holywell PE Department aims to support students in becoming the best possible version of themselves. By participating in Physical Education students can gain a huge range of health, social, emotional and intellectual benefits therefore any form of physical activity is an essential dimension in students’ broad scope of development during their schooling years. We encourage students to work hard, play fair, respect each other and have fun. We believe that it is important that students are given numerous and varied opportunities to engage in a range of enjoyable physical activities, so that they will be more likely to continue being physically active and lead a healthy lifestyle throughout their lives.

We aim:

To provide students with the best possible physical education experiences regardless of age, race, gender or ability in order to encourage and maintain a healthy lifestyle.

To support students to acquire and develop skills and increase competence and confidence in a range of physical activities.

To support students in learning how to select and apply skills, strategies and ideas to suit activities that need different approaches and ways of thinking.

To provide a supportive environment for enjoyable participation in a wide variety of physical activities.

To provide the safest possible environment for all participants, both students and staff.

To provide for the allocation of appropriate resources and facilities.

To allow all students to access the curriculum, regardless of ability.

To provide more able students with the opportunities to further develop their potential.

To encourage participation in community-based clubs.

To encourage participation of the whole school community in supporting physical activity experiences.

Term	Year 7	Year 8
<p><b>Autumn term</b></p>	<p><b>Netball</b> Passing and footwork, attacking and defending strategies, face to face marking, games.</p> <p><b>Football</b> Moving with the ball, control under pressure, creating and using space, attacking strategies, set plays, games.</p> <p><b>Badminton</b> Movement and positioning, overhead clear, smash, serving variations, tactical awareness (singles), games.</p> <p><b>OAA</b> Team Communication – boulder wall, adventure playground, blindfold/rope activities.</p>	<p><b>Netball</b> Sport Education – set plays, shooting, footwork and pivoting, attacking and defending.</p> <p><b>Football</b> Sport Education – movement, passing, attacking, defending, games.</p> <p><b>Gymnastics</b> Advanced flight, vaulting, diving forward rolls, somersaults, Team Gym.</p> <p><b>Badminton</b> Key skills recap, drop shot, in game tactics, doubles (tactics/positioning, games).</p>

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	<p>Orienteering – map reading skills, map hide and seek, red short/long/fitness course.</p>	
<b>Spring term</b>	<p><b>Rugby</b>            Passing under pressure, refining tackling, rucks and mauls, 5 player scrums, set pieces, gameplay.  <b>Health and Fitness</b>            Warming up and cooling down, heart rates, exploring fitness testing, health and Fitness orienteering.  <b>Basketball</b>            Effective passing, triple threat, attacking/defending skills, officiating, tactical awareness, games.</p>	<p><b>Rugby</b>            Sport Education – passing, attacking, keeping possession (rucks and mauls), kicking, conditioned games.  <b>Health and Fitness</b>            Introduction to training methods - fartlek, circuit, interval, fitness escape room.  <b>Basketball</b>            Sport Education – dribbling, passing, shooting, lay-ups, attacking/defending.</p>
<b>Summer term</b>	<p><b>Athletics</b>            Javelin, shot put, long jump, sprinting technique including sprint starts, 100m/200m/800m/1500m/relays.  <b>Cricket/Rounders</b>            Refining throwing and catching techniques, batting techniques, bowling variations, tactical fielding, gameplay.  <b>Gymnastics</b>            Cartwheels and round-offs, hand and headstands, solo/duo/trio balances, group sequences.</p>	<p><b>Athletics</b>            Javelin, shot put, long jump/triple jump, sprinting technique including sprint starts, 100m/200m/300m/800m/1500m/relays.  <b>Cricket/Rounders</b>            Attacking batting shots, bowling variations, wicketkeeper/back stop technique, umpiring.  <b>Alternate Sports</b>            Crazy Catch, Flag Football, Foot Golf.</p>
Evidence of learning	<p><b>By the end of Year 7 each student/s:</b>            Links different skills within a game, in order to outwit an opponent.            Shows precision, control and fluency within a pressure situation.            Can use different skills to outwit an opponent in a practice situation.            Can consistently implement different strategies and tactics within a game.            Can identify key positions within a team/game and explain their roles.            Can officiate a small sided game, with support.            Can identify which muscles are needed to stretch for different activities.            Can lead a stretching session.            Has begun to identify components of health and skill-related fitness.            Can explain why physical activity is important for health. Can compare and comment on skills and techniques in own and others’ work.            Can identify other factors affecting performance e.g. fitness / mood.            Can suggest ways in which others can improve.            Takes on an active role within all game situations.</p>	<p><b>By the end of Year 8 each student/s:</b>            Use advanced skills to successfully outwit an opponent.            Can change and adapt skills in a game to suit the needs of the situation.            Can plan what strategies to use in a game situation and articulate this to a group.            Realises when tactics need to be adapted and can suggest a new game plan.            Can officiate with confidence and fairness in a game situation.            Understand the long-term health benefits of regular physical activity.            Explain how different components of fitness are important in different sports.            Can lead a 3part warm-up to other students.            Can plan a basic circuit training session. Can confidently compare and comment on own and others’ work, using ICT.            Shows an understand of how skills and tactics relate to the quality of the performance.            Frequently contributes to class discussions and demonstrations, showing understanding.</p>

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	Regularly enthuses of members of the class. Can identify traits of a positive role model.	Can organise and lead a sport-specific drill.
Links to prior learning	Y6 Netball/Football/Gymnastic/Rugby/Basketball/Health and Fitness/Athletics/Striking and Fielding/Badminton and problem solving skills from OAA.	Y7 SOWs
Links to future learning	Y8 SOWs – Netball, Football, Gymnastics, Badminton, Basketball, Rugby, Health and Fitness, Athletics.	Upper School PE curriculum including BTEC Sport.

### How we track your progress

Linking to the progress descriptors, all students' progress is tracked through the work students produce and contribute to in class, homework, end of unit assessments and in class assessments. This could be through end of unit 'assessment lessons' where staff observe students in a competitive situation or performing a routine/sequence. Students also have an Assessment booklet where they can chart their own progress as well as achievements both inside and out of school.

### Careers Links

Athlete, Events Manager, Health Trainer, Leisure Centre Manager, Lifeguard, Outdoor Activities Instructor, PE teacher, Performance Sports Scientist, Personal Trainer, Play Therapist, Physiotherapist, Sports Agent, Sports Coach, Sports Commentator, Journalist, Sports Professional

### Protected Characteristics in the curriculum

Our aim is to be as inclusive as we can with all aspects of Physical Education. Below are some examples:

Age – Students receive the same lessons as every other student in their Year group. Students can take part in more complex aspects of activities once experience has been gained or governing bodies allow.

Disability – All lessons can be/are modified to allow inclusion for all. Students with hearing/sight impairments, ASD, mental health concerns and other potential disabilities can all take a full, active role within lessons.

Religion/Belief – Students physical inclusion in lessons can be adapted if their religion/beliefs could be impacted, such as students who fast during Ramadan.

Sex – Students are the same opportunity to same all sports, either in lessons or as an extra-curricular activity. Most clubs are mixed gender, depending on potential levels of contact and governing body recommendations.

### Safeguarding including safety in the curriculum

The provision for health and safety for students and teachers in the school is essential. All PE staff work to the accepted codes of practice on PE (AFPE) and this is the basis for all Risk Assessments. Risk Assessments have been constructed to cover all aspects of physical education, including specific sports, locations and events, including fixtures. Specific PPE is required for certain sports (such as gumshield for contact rugby and shinpads/boots for football). The school has a limited supply should students be unable to source them themselves. We also encourage parents/cares to donate old pairs of boots to school for others to use.

All PE staff are 1<sup>st</sup> Aid trained.

Students are briefed before all lessons on aspects of safety and are checked to ensure they are not only wearing the correct/appropriate

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### **Values across the curriculum**

Holywell Values underpin all we do in lessons. Listed below are some examples of how some of our Values can be observed/displayed specifically with Physical Education at Holywell:

Community – Working in groups/teams during lessons, clubs and fixtures. Playing sport against other schools in our local area.

Trust – In your own ability to succeed, your teammates, the process in order for you to improve, knowing it is OK to fail and that it helps you to improve,

Responsibility – Controlling emotions, resolving conflicts, respecting opponents and officials, leading warm-ups, helping teachers with equipment, supporting other students, taking part in a safe manner.

Joy – Celebrating your own success as well and the success of others, enjoying the activities you are taking part in.

Resilience – Continuing to push yourself if you are finding tasks challenging.

Respect – Yourself, teammates, the opposition, officials, abiding by rules and laws of various activities.

Students experiencing different leadership roles, such as leading warm-ups, being a captain, coaching others etc. This is most apparent in Sport Education lessons in KS3 where students take on more responsibility for their learning.

### **Spirituality in the Curriculum**

Students have many opportunities to develop their Spirituality while at Holywell. Listed below are some of the examples that you can see in the PE Department.

Activities like OAA - including the environment during orienteering sessions and generally spending time outdoors can help children feel a sense of awe and wonder, sparking curiosity about the world around them.

Reflecting on values surrounding competition which includes 'winning at all costs' as well as sportsmanship and fair play. Conflict resolution is encouraged between students when disagreements arise.

Opportunities to stop and appreciate natural wonders, such as Red kites flying over the school.

Students learning to handle success and defeat with dignity – being a 'good winner' and a 'good loser'.

Reflecting on the powers of the human body which allows such high level of performance.

Prayer and reflection before and after fixtures.

Peer on peer feedback is embedded into the curriculum to allow student chance to reflect on their own and others' performance.

Students developing their moral stance through developing a sense of fair play and positive sporting behaviour as well as reflecting on the need for rules. Rules and Laws are taught in all activities so the students are confident when officiating. Students are also taught the importance of rules and how they are there to, in part, keep us safe, and how this links to rules and laws within the local community.

Students able to show their creative talents through planning and performing gymnastics routines.

### **Parents/Carers can support their child by:**

Encouraging students to exercise or take part in physical activity, on a regular basis. Family walks/bike rides. Watching professional sport on television. Ensuring students have the correct equipment for PE lessons. Giving students healthy packed lunches for school and provide healthy, nutritious meals for breakfast and dinner. Supporting students in seeking community clubs – transport, kit, signing on fees etc.

### **Sustainability within the subject:**

Bikeability – Encouraging students to cycle to school instead of travelling by car.

Temperature and lighting control/efficiency within indoor PE spaces.

Use of outdoor spaces instead of indoors.

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Encouraging students to bring individual water bottles to lessons, instead of one-use plastic versions.  
Recycle bins located in PE areas.