Year 9 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. The Year 9 Physical Education curriculum builds on the knowledge and skills developed in previous years, with a greater focus on leadership, performance analysis, and tactical understanding. This deeper level of study prepares students for the demands of GCSE PE and/or Sports Studies, while continuing to develop confidence, independence, and competence across a range of physical activities.

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.

Autumn Term	**Basketball** Attacking/outwitting an opponent, defending, strategies for attack, officiating, analysis and evaluation using ICT. **Netball** Use of space, attacking principles, defending principles, tactics, officiating, leadership. **Football** Games play, passing and control, defensive tactics, attacking/beating an opponent, set pieces, tactical analysis. **Table Tennis** Introduction to shot techniques, rules of play and game analysis**.**
Spring term	**Rugby** Team formation and roles, passing, contact and breakdown, kicking for territory, attacking play and creating space, defensive organisation. **Health and Fitness** Understanding heart rate, fitness testing, cardio fitness and FITT principles, cardio badminton. **Gymnastics** Flight using trampettes and spring boards, diving forward rolls, analysis of performance.

Summer term	**Athletics** Sprinting, acceleration and speed, middle distance running, long/triple jump, throwing events, combined events and performance. **Rounders** Batting technique and placement, bowling accuracy, fielding skills, backstop and deep fielding, batting strategy, tactical gameplay. **Alternate Sports** Intro to sport, key skills, rules.
Evidence of learning	By the end of Year 9, students will be able to: Use advanced skills, techniques and ideas with consistency and accuracy. Consistently able to influence the performance of self and others. Demonstrate appropriate levels of physical fitness and psychological control to perform effectively. Apply tactical changes effectively and consistently to achieve success, in changing circumstances. Consider tactical adaptions needed for variable abilities of peers. Thoroughly describe the effect of nutrition, injury and motivation on performance. Develop a programme of activities to improve performance. Understands the importance of quality feedback in improving performance. Evaluate their performance as a coach, suggesting both strengths and areas for improvement. Mentor younger students. Successfully motivate peers in challenging situations. Be a role model for other students, consistently displaying sportsmanship at its best.
Links to prior learning	Y7 Netball/Football/Gymnastic/Rugby/Basketball/Health and Fitness/Athletics/Striking and Fielding/Badminton and problem-solving skills from OAA. Y8 SOWs
Links to future learning	Y10/11 Core SOWS – Netball, Football, Gymnastics, Badminton, Basketball, Rugby, Health and Fitness, Athletics. GCSE PE/Cambridge National Sport Studies.

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.

Holywell School Curriculum Overview

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 1st 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

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.

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