

PE Curriculum overview

INTENT:

What's the curriculum aim/vision for the subject?

Lacon Childe PE curriculum aims to develop students motor competence and fundamental movement skills in all areas of physical activity and sport; develop understanding of rules, strategies and tactics, while improving their thinking and evaluation skills; and guide them to become respectful sportsmen/sportswomen, healthy and educated citizens who flourish into the future.

IMPLEMENTATION:

In PE, we will aim to develop the whole person through the different assessment strands of 'Physical ME', 'Thinking ME' and 'Social ME', while also aiming to develop Personal Characteristics, Learning Characteristics and Learning Skills through the school's 'Lacon ME' values.

- *Students will work independently and as part of a team to develop their fundamental movement, skills and techniques in a variety of activities to achieve the best possible outcomes (Physical ME).*
- *To enhance the problem-solving and decision-making processes and enable students to be familiar with a body of knowledge and vocabulary specific to PE, which they can use when analysing and evaluating performance. Developed knowledge of rules, tactics and strategies will enable students to apply their physical skills more confidently in a range of scenarios (Thinking ME).*
- *To develop socially as part of a team and through leadership. Students will develop their communication, collaboration and empathy skills, learning how they can be adapted in different sports and activities (Social ME)*
- *Students will display a range of Personal and Learning Characteristics in every lesson, that will allow them to become well-educated citizens of the school community and beyond. Opportunities to employ a range of Learning Skills will further complement their progress in every lesson (Lacon ME in PE).*

IMPACT:

The curriculum meets the 5 ambitious outcomes of high-quality PE for every child through:

1. Lead a healthy and active lifestyle – wide range of extracurricular, focus on understanding health and preparation for activity
2. Approach competition with confidence – cooperation, collaboration, empathy and developing sportsmanship. Opportunities for low and high stake competition in lessons. Fixtures and extracurricular
3. Perform in a broad range of physical activities - Over KS3 and KS4, students will have the opportunity to take part in invasion games (netball, football, hockey, rugby), net games (badminton, volleyball, tennis, table tennis), striking and fielding activities (rounders, softball), as well as gymnastics, dance, OAA and athletics.
4. Resilient to challenges in physical activity, sport and wider life – through Lacon ME and Social ME focus
5. Seek enjoyment and fulfilment through movement – options choices at KS4, opportunities inside and outside of school, range of sports offered.

KS4 OPTIONS:

PE is a very popular at KS4 with nearly 50% of students taking the subject as one of their options for academic year 2024-25. Students are able to choose from AQA GCSE PE and Cambridge National – Sport Science courses.

AQA GCSE PE

<u>KEY FEATURES OF THE COURSE:</u>			<u>WHAT TYPE OF STUDENT IS THIS SUITABLE FOR?</u>
<p>The content of the AQA GCSE Physical Education specification is designed to educate students who are passionate about sport and physical activity on the structure and function of different body systems as well as understanding the fundamentals of training. In addition, the course covers sports psychology and the impact of technology and media on sporting participation.</p> <p>Students will also continue to develop their knowledge, skills and understanding of a variety of different sports, with a specific focus on application of skills within structured practices and competitive situations. For the final assessment, students will use their three best sports that will contribute 40% of their final mark.</p> <p>Theory topics associated with sport will be investigated through a variety of creative teaching approaches. Progress in the theory will be monitored in a series of progress tests with two final external examinations sat at the end of Y 11 that will contribute 60% of their final mark.</p>			<p>There are many reasons why you should choose PE. If you are an able sports performer who participates in at least on sport competitively, have a genuine interest in sport and are capable in biology, then this is the correct course for you. You will also need to show high levels of endeavour, resilience and commitment to succeed on this course.</p>
			<u>WHAT COULD THIS COURSE LEAD TO?</u>
			<ul style="list-style-type: none">- Achievement of grades for employment/further study,- To provide a route to study in further education (A Level PE, BTEC Sport L3)- To provide career opportunities related to sport or PE.
<u>UNIT</u>	<u>TITLE</u>	<u>UNIT CONTENT</u>	<u>ASSESSMENT</u>
Paper 1	The human body and movement in physical activity and sport	What's assessed? <ul style="list-style-type: none">- Applied anatomy and physiology.- Movement analysis- Physical training- Use of data	You will sit one exam for this section at the end of Year 11 that will last 1 hour 45 minutes and contribute 30% of your final mark (78 marks)
Paper 2	Socio-cultural influences and well-being in physical activity and sport	What's assessed? <ul style="list-style-type: none">- Sport psychology- Socio-cultural influences- Health, fitness and well-being- Use of data	You will sit one exam for this section at the end of Year 11 that will last 1 hour 45 minutes and contribute 30% of your final mark (78 marks)
Non-exam assessment	Practical performance in physical activity and sport	Practical <p>For your practical you will be taught a variety of sports. You will be assessed as a player/performer in the following activities:</p>	Your three best sports will be used for your final assessment. You will have a moderation day - this is where an external

		<ol style="list-style-type: none"> 1. One in a team activity 2. One in an individual activity 3. One in either a team or individual activity <p>For each of the activities you will be assessed in skills in progressive practices (10 marks) and in a full context (15 marks)</p> <p>In addition to this, students will also be assessed on their analysis (15 marks) and evaluation (10 marks) of performance to bring about improvements in one activity area.</p>	<p>examiner will visit school to assess your practical marks. This will contribute 40% of your final mark (100 marks).</p>
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CAMBRIDGE NATIONALS IN SPORT SCIENCE

<u>KEY FEATURES OF THE COURSE:</u>		<u>WHAT TYPE OF STUDENT IS THIS SUITABLE FOR?</u>	
Elite sport has embraced sport science disciplines wholeheartedly in the past few decades, moving from a perspective which assumed the primacy of natural talent in producing outstanding performance, to one which considers every minute detail of an athlete’s training programme, rest time, environment, and psychology in the pursuit of excellence. The Cambridge Nationals in Sport Science offer learners the opportunity to study key areas of sport science including anatomy and physiology linked to fitness, health, injury and performance, the science of training and application of training principles and psychology in sport and sports performance.		There are many reasons why you should choose PE. If you have a genuine interest in sport and fitness, then this is the correct course for you. You will also need to show high levels of endeavour, resilience, and commitment to succeed on this course.	
This is a vocationally related qualification that takes an engaging, practical and inspiring approach to learning and assessment. The new Cambridge Nationals in Sport Science reflect this and provide students with a broad knowledge and understanding of different aspects of sports science including sports psychology and nutrition and equip students with practical skills such as learning to design and evaluate a training programme.		<u>WHAT COULD THIS COURSE LEAD TO?</u> <ul style="list-style-type: none">- Achievement of grades for employment/further study,- To provide a route to study in further education (A Level PE, BTEC Sport L3)- To provide career opportunities related to sport or PE.	
<u>UNIT</u>	<u>TITLE</u>	<u>UNIT CONTENT</u>	<u>ASSESSMENT</u>
Unit R180	Reducing the risk of sports injuries	By completing this unit, learners will know how to minimise the risk of injuries, how to react to common injuries and how to recognise symptoms of common medical conditions.	You will sit one exam for this section at the end of Year 11 that will last 1 hour 30 minutes and contribute 40% of your final mark (70 marks).

Unit R181	Applying principles of training; fitness & how it affects skill performance	By completing this unit, learners will develop their knowledge of training principles, fitness tests and how to design a fitness training programme	This set assignment contains 5 tasks and is marked out of 80 marks.
Unit R182	The body's response to physical activity & how technology informs this	By completing this unit, learners will understand key aspects of the musculo-skeletal and cardio-respiratory systems & how technology informs us of all responses.	This set assignment contains 3 tasks and is marked out of 40 marks.

Assessment

The 'Physical ME', 'Thinking ME' and 'Social ME' strands will become a termly focus so that students can experience, adapt and develop the skills from each strand within different sports and activities. While the 'Lacon ME' characteristics will be adapted on a lesson-to-lesson basis and complemented by lesson activities, so that students are able to develop the skills and characteristics over different tasks, drills and scenarios. Over KS3 and KS4, students will have the opportunity to take part in invasion games (netball, football, hockey, rugby), net games (badminton, volleyball, tennis, table tennis), striking and fielding activities (rounders, softball), as well as gymnastics, dance, OAA and athletics. At KS3, students will aim to develop their 'Whole ME'. Having experienced all sports through physical, thinking and social areas, they should by now be equipped with all relevant skill that will allow them to implement them as one.

PHYSICAL ME	THINKING ME	SOCIAL ME
Components of physical fitness	Knowledge of rules	Communication (listening and speaking)
Components of skill related fitness	Application of tactics and strategies	Leadership
Skill and technique mastery	Evaluation	Safe participation (and responsibility)
Active involvement	Innovation	Collaboration/teamwork in and outside of lessons
Warm-up and cool-down	Problem solving	Empathy

Highlighted areas focus on Healthy Participation in PE

Term:	1	2	3	4	5	6
Year 7	PHYSICAL ME	PHYSICAL ME	THINKING ME	THINKING ME	SOCIAL ME	SOCIAL ME
Year 8	THINKING ME	THINKING ME	SOCIAL ME	SOCIAL ME	PHYSICAL ME	PHYSICAL ME
Year 9	SOCIAL ME	SOCIAL ME	PHYSICAL ME	PHYSICAL ME	THINKING ME	THINKING ME
Year 10	WHOLE ME	WHOLE ME	WHOLE ME	WHOLE ME	WHOLE ME	WHOLE ME

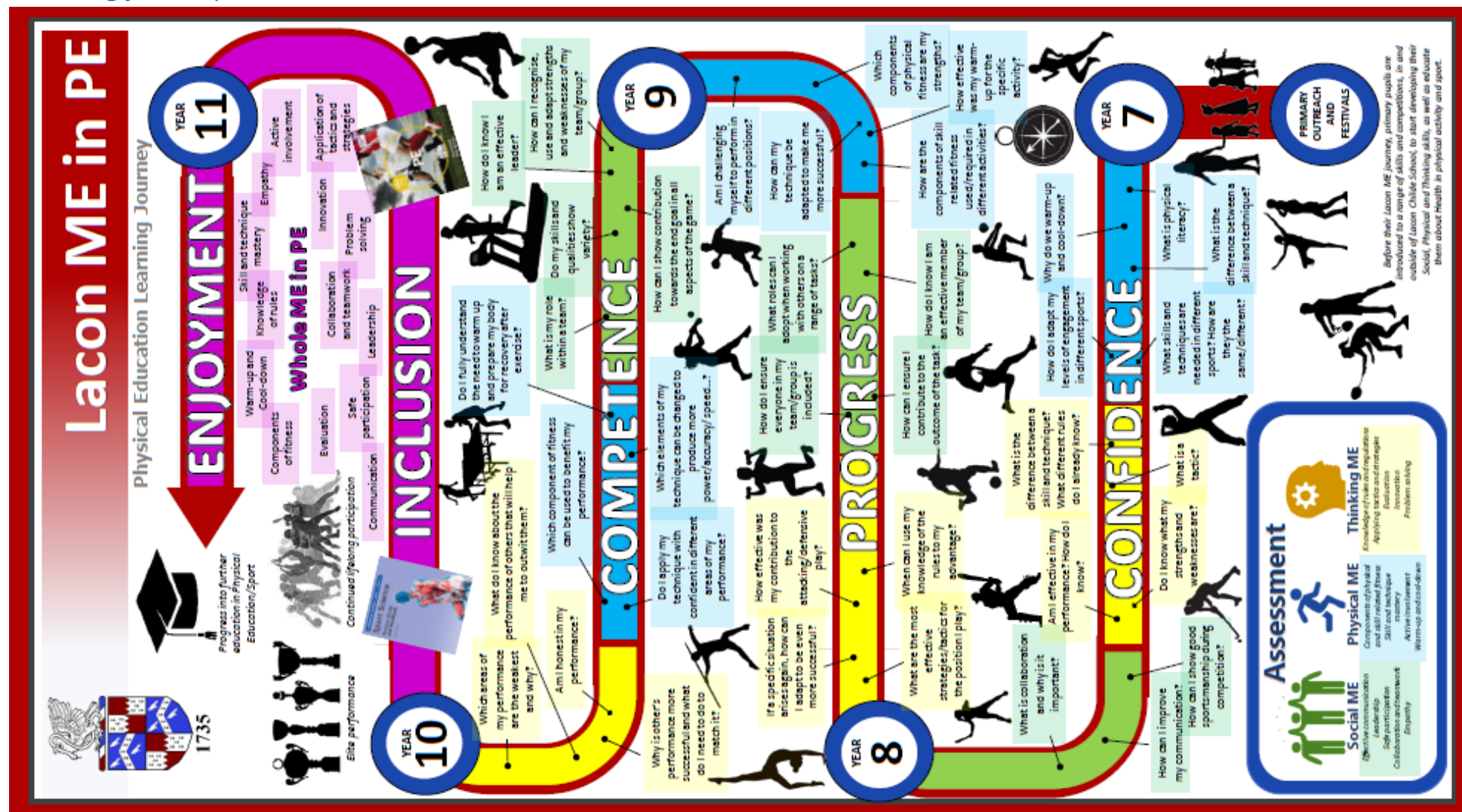
Year 11	WHOLE ME	WHOLE ME	WHOLE ME	WHOLE ME	WHOLE ME	
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PHYSICAL ME	7E	7D	7S	7M		
		8E	8D	8S	8M	
			9E	9D	9S	9M
Components of physical fitness	I can identify and demonstrate the different components of physical fitness when observing performance.	I can compare the need for different components of physical fitness in different sports/activities.	I can explain why components of physical fitness are needed in sport and apply them effectively into my chosen position/role.	I can demonstrate high levels of the components of fitness needed for different sports when playing/performing.	I can define all components and independently carry out fitness tests for each component of physical fitness.	I know how all components of physical fitness can be improved for specific sports and can design a programme for improvements.
Components of skill related fitness	I can identify and demonstrate the different components of skill related fitness when observing performance.	I can compare the need for different components of skill related fitness in different sports/activities.	I can explain why components of skill related fitness are needed in sport and apply them effectively into my chosen position/role.	I can demonstrate high levels of the components of fitness needed for different sports when playing/performing.	I can define all components and independently carry out fitness tests for each component of physical fitness.	I know how all components of skill related fitness can be improved for specific sports and can design a programme for improvements.
Skill and technique mastery	I can perform the key teaching points given to me in stationary drills and occasionally during drills with added travel.	I can demonstrate increasing fluidity of movement when performing core skills in isolation and when against passive opposition.	I can perform the core skills when under pressure from opposition or game related pressure e.g. time.	I can perform the core skills under pressure regularly showing control and accuracy.	I can adapt a range of skills to suit the changing environment of the game/ performance.	My skills and techniques are consistently good and applied successfully when outwitting an opponent.
Active involvement	I have the confidence to have a go but avoid challenging situations.	I am willing to give challenging tasks a go but may need encouragement to keep going.	I embrace most challenges and demonstrate resilience when faced with failure.	I demonstrate determination to keep going and do not let failure affect my progress.	I am always actively involved in all activities and encourage those around me when they are struggling.	I show mental and physical toughness in all activities I take part in. I never give up and always support those around me.
Warm-up and cool-down	I know the different stages of a warm-up and cool-down and can follow instructions to complete them.	I know a few exercises needed for a pulse-raiser, dynamic and static stretches and can complete them with minimal guidance.	I can carry out a warm-up and cool-down independently.	I can complete a warm-up and cool-down that's suitable for the sport/activity I am doing. I can explain why those exercises are needed.	I can lead a warm-up to a group of others, ensuring that they are all ready to take part in the specific sport/ activity. I can explain to others the importance of a warm-up.	I can lead an effective sport specific warm up to the rest of the class. I can explain the effects a warm-up and cool-down has on the body, referring to heart rate, oxygen, and injury.
THINKING ME	7E	7D	7S	7M		

		8E	8D	8S	8M	
			9E	9D	9S	9M
Knowledge of rules	I can describe a small number of key rules, but often break them during performance.	I can describe the main rules of the activity but need direction about what happens after the whistle is blown.	I can explain the key rules of the activity and demonstrate I understand how to restart the game once a rule has been broken.	I demonstrate sound understanding of the rules when performing and respect decisions made by officials.	I am confident enough to explain the rules to others and ensure they abide by them in game situations.	I can demonstrate fair-play and confidence when applying the rules of the game as an official or performer.
Application of tactics and strategies	I can explain the difference between a tactic and a strategy.	I can explain basic tactics needed for sports and contribute to their implementation.	I can apply a small number of rehearsed tactics to game play and identify strategies that can be implemented.	I can contribute to team's overall success by effectively applying tactics relevant to preferred position.	I can recognise and apply tactics relevant to different roles/positions in a game situation.	I direct others with confidence, identifying effective tactics and strategies that will contribute to the team's success
Evaluation	I can rate my partner's progress against the teaching points given.	I understand how to give constructive feedback, and I can offer '2 stars and a wish' to my partner to help them improve.	I show good understanding of how skills can be improved, and techniques adapted by offering an "even better if..." feedback to others.	I regularly reflect on my own and other's performance and, as a result, show improvement of skill in a game.	I understand how my body moves and can analyse my own performance effectively to determine points for further improvement.	I can effectively evaluate others and my own progress, suggesting changes to technique to improve performance further.
Creativity	I ask questions where possible to build my knowledge of the activity and to understand others' way of thinking.	I can share my ideas with others when asked.	I can discuss different scenarios with others, drawing from their ideas to inform mine.	I can create a plan of action based on my/our current situation and end goal.	I am open-minded and adaptable. Often welcoming other suggestions to improve mine.	I can direct others effectively to implement new tactics based on their current performance.
Problem solving	I can follow step by step instructions to reach a common goal.	I can identify problems in different game/ performance scenarios with help.	I can explain the reasons for adapting my performance in different situations, identifying the problems I tried to avoid.	I can compare my performance to someone else's and independently improve the problems I have identified.	I can direct those around me when faced with a problem, ensuring we are successful and adapting further if needed.	I can successfully create, review, and adapt a plan of action for others to follow.

SOCIAL ME	7E	7D	7S	7M		
		8E	8D	8S	8M	
			9E	9D	9S	9M
Communication (listening and speaking)	I am happy to share my ideas with a small group of classmates if	I am happy to share my ideas with other pupils in the group,	I listen to the answers of other students, and I can contribute interesting	I listen to and respect the views, opinions, and contributions of others.	Where possible, I communicate with others by giving them effective	I constantly demonstrate effective communication (verbal and non-verbal) and listen to the needs of

	asked. I listen when others are sharing their ideas.	during small group discussion.	points/ ideas to show support.	When they differ from my own, I communicate this calmly and with respect.	feedback and allowing them to voice their ideas in a group.	my team/ group, using the information to help them/us improve.
Leadership	I can describe what a good leader looks like and the qualities they need to possess.	When working with a partner/ small groups, I challenge myself to take charge of the given situation and lead others.	When acting as a leader/team captain, I provide praise and encouragement to those around me.	I offer to lead others when an opportunity to do so arises (during warm-up/ cool-down, discussions, group work, team games).	I understand that the group I work with includes many different abilities/ opinions and I work well to support everyone, showing patience, support, and empathy.	I am independent and use initiative in any environment to help, direct and lead others where possible.
Safe participation (and responsibility)	I can recall key safety points for any activity and follow them.	I understand how to be safe and take precautions during my performance to minimise chances of sustaining injury.	I can work safely with a partner or group ensuring that the correct technique is used when performing more difficult moves / techniques.	I make sure those around me are safe by using the equipment responsibly to prevent injury and damage.	When taking part in any activity, I ensure I control my skills and performance e.g. when tackling or using equipment.	I can identify potential hazards and risks prior to an activity and take necessary precautions to ensure it is safe to participate.
Collaboration/teamwork in and outside of lessons	I can work effectively with a partner, remaining focused and staying on task during lessons.	I can work productively with a small group of friends during lessons, remaining focused to complete the tasks set.	I can work with any pupils in my class in a small group and stay on task to complete the tasks set.	I demonstrate good contribution towards the goals of my team. I am positive, supportive, and encouraging all the time.	I will take responsibility to ensure my group completes the tasks set and I will offer help and advice to other members of the group, if they are struggling.	I always support the goals of those around me/ in my team and show excellent sportsmanship to all involved in the activity (participants and officials).
Empathy	I treat everyone around me with kindness.	I ask questions to understand better how another person is feeling.	I show my teammates that I appreciate them by giving them a high five, thumbs up or positive praise.	I listen to those that are struggling and offer ways to help them.	I get on well with everyone around me and I can adapt my skills to compliment and support the abilities of others.	I understand that working with different abilities benefits my skills and qualities and therefore I can work with anyone and in any team, always staying positive and supportive.



Programme of study:

The programme of study provides staff and students with a clear outline of the sports and activities covered throughout the key stages. The main activities, will allow students to become competent participants and provide them with opportunities to pursue those activities outside of school with links to local clubs and competitions. All other sports and activities will allow students to experience a wide range of experiences, which may change/adapt based on student voice and strengths of the cohort as well as guided by the changes in the sport environment.

Duke of Edinburgh award is offered to students at KS3 and KS4.

Curriculum outline:

The curriculum focuses on developing the WHOLE person, based on the knowledge and performance of skills and techniques developed every year, three assessment strands and Lacon ME qualities, and starts before students come to Lacon Childe School.

1. PRIMARY OUTREACH AND FESTIVALS

- Before their Lacon ME in PE journey, primary students are introduced to a range of skills and competitions, in and outside of Lacon Childe, to start developing their Social, Physical and Thinking skills, as well as gaining knowledge about Health in physical activity and sport.

2. CONFIDENCE

- *In Year 7, students are introduced to a range of sports, building a strong base of skill and technique at the start of their journey. Students gain CONFIDENCE in a range of activities.*

TERM: Big Questions and Content to be achieved by the end of the term	Sport/activity covered:	Knowledge acquired as a result of completing the unit of work	Progress over each term
Autumn Term: PHYSICAL ME <ul style="list-style-type: none"> What is physical literacy? What skills and techniques are needed in different sports? How are they the same/different? What is the difference between a skill and technique? How do I adapt my levels of engagement in different sports? Why do we warm-up and cool-down? 	<ul style="list-style-type: none"> Netball Hockey Football Rugby 	<ul style="list-style-type: none"> Knowledge of main skills and techniques to make performance successful and effective, Knowledge of components of skill related and physical fitness, what do they look like, when are they needed, Understanding of what a warm-up and a cool-down is and how to perform it effectively for a range of sports, How to use and adapt fitness levels in different sports/scenarios, 	<p>In the Autumn Term, through Physical ME criteria, key focus is for students develop key aspects of being physically literate and gaining understanding of different components of physical and skill related fitness that allow them to gain and develop basic skills and techniques. They will understand the importance of a warm-up and a cool down and identify the benefits of active involvement in all areas of PE.</p> <p>Through elements of THINKING ME They begin to identify their strengths and weaknesses of their fundamental movements and adapt their fundamental skills of throwing, catching, running, jumping, changing direction etc. to suit the changing environment and while using different equipment. Knowledge of rules for the different activities will also be clarified as they move away from the primary school setting.</p> <p>Through elements of SOCIAL ME Students will begin to learn how to communicate with others effectively in the different scenarios presented to them. Focus will be on listening and applying given information successfully. Collaboration and empathy will be encouraged through very early stages to build a strong base for cooperation and leadership moving forward.</p>

<p>Spring Term: THINKING ME</p> <ul style="list-style-type: none"> What different rules do I already know? What is a tactic? Do I know what my strengths and weaknesses are? Am I effective in my performance? How do I know? 	<ul style="list-style-type: none"> Dance Badminton Gymnastics OAA 	<ul style="list-style-type: none"> Knowledge and understanding of basic rules in different sports and activities, Knowledge of what a tactic is and how it can be used in sports, Knowledge of movement strategies in activities, Ability to identify, name and improve on strengths and weaknesses of a performance, 	<p>In the Spring Term, through Thinking ME criteria, key focus is on applying range of skills within the rules of the game and ability to identify and correct those. Students will reflect on their participation in the Autumn Term and refine their knowledge of what tactics and strategies are, learning about their effectiveness and applying into different sports and scenarios. Students can adapt their knowledge of spatial awareness and how it is used to produce effective performance in dance and gymnastics. In those activities the focus on self-assessment will be strongest.</p> <p>Through elements of PHYSICAL ME, students use their fundamental skills and further develop coordination, control, precision and fluency of their movement in isolated activities that may also focus on aesthetics of performance.</p> <p>Through elements of SOCIAL ME, students will continue to develop communication skills through dance, where focus on expression and mood will challenge their performance. Collaboration and empathy will be encouraged through very early stages to build a strong base for cooperation and leadership moving forward. Although all students will start at the same level, for example in gymnastics, those who have a higher level of skill in that sport will be encouraged to take on the responsibility of modelling good practice.</p>
<p>Summer Term: SOCIAL ME</p> <ul style="list-style-type: none"> What is collaboration and why is it important? How can I improve my communication? How can I show good sportsmanship during competition? 	<ul style="list-style-type: none"> Cricket Athletics Rounders 	<ul style="list-style-type: none"> Development and understanding of interpersonal skills such as empathy, motivation, teamwork, Knowledge of different types of communication and how they can be applied into different situations, Understanding and following rules and sport etiquette 	<p>In the Summer term, through Social ME criteria, students will further develop verbal and non-verbal communication in striking and fielding activities that rely on the participants to take on different roles to help them succeed. Different ways to communicate will be explored and encouraged through leadership and taking responsibility of different groups within a team. Empathy and self-motivation will play a big part during athletics activities and links to overall performance will be made. The idea of the effect individual performance has on team's success is developed through different roles and responsibilities of team players in rounders, cricket and softball.</p> <p>Through elements of PHYSICAL ME, focus on fundamental skills will be strongest here as well as components of physical and skill related fitness and student understanding of how they can be adapted and used effectively in competition. Students will gain a better insight into the techniques and whole-body adaptation required for success in throwing, jumping and running. Spatial awareness is looked at again as a way of outwitting an opponent through a more structured set up of positions and ball placement.</p> <p>Through elements of THINKING ME, self-assessment of skill and technique is now used in athletics activities where students have to reflect and adapt on their performance to succeed. Knowledge of specific rules and regulations will be developed as well as adherence to them, which as a result, will develop resilience and determination to succeed.</p>

3. PROGRESS

- In Year 8, skills are *PROGRESSED* and developed further through additional focus on applying skills into different scenarios. Further opportunities for competition and tactical play are introduced.

TERM: Big Questions and Content to be achieved by the end of the term	Sport/activity covered:	Knowledge acquired as a result of completing the unit of work	Progress over each term
<p>Autumn Term: THINKNING ME</p> <ul style="list-style-type: none"> When can I use my knowledge of the rules to my advantage? What are the most effective strategies/tactics for the position I play? how effective was my contribution to the attacking/defensive play? If a specific situation arises again, how can I adapt to be even more successful? 	<ul style="list-style-type: none"> Netball Hockey Football Rugby 	<ul style="list-style-type: none"> Knowledge of rules of team games and their application in a competitive scenario. Knowledge of tactics and strategies for a range of positions. Understanding differences between attacking and defending. 	<p>At this stage, through the THINKING ME criteria, students will revisit the range of fundamental skills developed in year 7 and use their knowledge to apply smaller tactics and strategies, possession, and teamwork into their performance. Students will look at position specific tactics and how the skills are adapted to perform them effectively. Continuous evaluation of performance will be key to ensure continuous adaptation of skill.</p> <p>Through PHYSICAL ME, students will understand the difference between attacking and defensive play and how the skills may need to be adapted for those positions. Components of skill related fitness will be used to define play and tactics. Students will show higher levels of determination to perform in chosen positions through the understanding gained.</p> <p>Through SOCIAL ME and adopting different roles, students will gain a greater understanding of responsibility and understanding of what that means in different activities and scenarios. Will to support team's success, determination and resilience will be encouraged in all situations.</p>
<p>Spring Term: SOCIAL ME</p> <ul style="list-style-type: none"> How can I ensure I contribute to the outcome of the task? How do I know I am an effective member of my team/group? How do I ensure everyone in my team/group is included? What roles can I adopt when working with others on a range of tasks? 	<ul style="list-style-type: none"> Badminton Gymnastics Volleyball OAA Fitness 	<ul style="list-style-type: none"> Knowledge of safety points for a range of activities. Developing leadership skills. Developing compositional ideas for creative activities (team and individual) Problem solving during OAA activities 	<p>The focus on SOCIAL ME qualities in the spring term, will see students become responsible for one another, especially when looking at safe participation in gymnastics where support towards one another will be vital. Students will learn to trust each other and rely on one another through gymnastics and OAA. Listening skills and effective communication will be the key focus of any group work, aiming to develop understanding of how to work together effectively in any situation.</p> <p>Through elements of THINKING ME in the spring term, students will continue to reflect on their strengths and weaknesses through the different components of fitness applied in a range of activities. Through the different activities covered, students should understand that tactics and strategies are visible in all areas of physical education and be confident to identify their different uses.</p> <p>Through the PHYSICAL ME criteria, students will work on control of their skill and aesthetics during dance and gymnastics. Fitness activities during year 8 will help students get better understanding of the components of fitness and help understand how they compare to normative data, making links to sporting performance.</p>
<p>Summer Term: PHYSICAL ME</p> <ul style="list-style-type: none"> Which components of physical fitness are my strengths? How are the components of skill related fitness used/required in different activities? 	<ul style="list-style-type: none"> Rounders Cricket Athletics 	<ul style="list-style-type: none"> Developed knowledge and understanding of throwing, running, and jumping techniques. Understanding of different roles in sports Application of components of fitness 	<p>Knowledge of components of fitness tested will form a base for individual activities where students will aim to show the components of fitness in activities that will challenge their execution of fundamental skills. Knowledge of body systems, muscles and joints through warm-ups/cool-downs will be developed further.</p> <p>Through elements of THINKING ME in the summer term, students will now pay more explicit attention to their body movements and fundamental skills. At this stage, ability in different areas of PE may be more visible between different students and their own evaluation of these should guide their choices of events and positions they will take part in.</p>

<ul style="list-style-type: none"> How can my technique be adapted to make me more successful? Am I challenging myself to perform in different positions? How effective was my warm-up for the specific activity? 			Through elements of SOCIAL ME in the summer term, students will keep developing their empathy, safe participation and collaboration through encouragement towards one another and use of feedback to help each other develop more.
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4. COMPETENCE

- In Year 9, students have a well-developed skill base and tactical knowledge for a range of activities. They become **COMPETENT** in their performance in a range of sports and activities.

TERM: Big Questions and Content to be achieved by the end of the term	Sport/activity covered:	Knowledge acquired as a result of completing the unit of work	Progress over each term
<p>Autumn Term: SOCIAL ME</p> <ul style="list-style-type: none"> How can I show contribution towards the end goal in all aspects of the game? How can I recognise, use and adapt strengths and weaknesses of my team/group? How do I know I am an effective leader? Do my skills and qualities show variety? What is my role within a team? 	<ul style="list-style-type: none"> Netball Hockey Volleyball Rugby Football 	<ul style="list-style-type: none"> Developed leadership skills and roles within different positions in invasion games, Developed knowledge and understanding of what constructive criticism and feedback is, 	<p>In year 9, through the SOCIAL ME criteria in games activities, students will now apply their knowledge and ability to identify strengths and weaknesses into more competitive games and activities. Understanding of those and knowledge of what a successful team looks and performs like, will enable them to specialise more in chosen positions and develop chosen tactics more. This will further prepare them for effective collaboration during lessons and extracurricular. Students will know exactly who they are as a performer, know what type of leader they are and what their role in a team is.</p> <p>Through elements of the THINKING ME criteria, students may take part in games that are self-lead and refereed. Student's knowledge of the rules and their honesty within the game will demonstrate their ability to recognise how skills and tactics are being used. Students will now have a good idea of what positions they might want to adapt as a player and develop in further.</p> <p>Elements of PHYSICAL ME will be seen in their ability to apply and adapt their skills and techniques into competitive games. Students will have a much greater understanding of the specific components of fitness needed for each activity and will be able to physically prepare themselves for each lesson.</p>
<p>Spring Term: PHYSICAL ME</p> <ul style="list-style-type: none"> Which component of fitness can be used to benefit my performance? Which elements of my technique can be changed to produce more power/ accuracy/ speed...? 	<ul style="list-style-type: none"> OAA – DofE Badminton Gymnastics fitness 	<ul style="list-style-type: none"> Developed knowledge and understanding of components of fitness in a range of activities, Developed understanding of technique, Understanding of how the body works during exercise 	<p>In the spring term, through PHYSICAL ME criteria, students will master their skills and technique showing greater levels of control and accuracy when performing. Application of skill in different situation to allow success against opposition/during performance, through adaptation of different components of fitness will become the main focus for reflection and communication of progress. As a result, students' physical literacy will become much more effective and used throughout lessons.</p>

<ul style="list-style-type: none"> Do I apply my technique with confidence in different areas of my performance? Do I fully understand the need to warm up and prepare my body for recovery after exercise? 			<p>In the spring term, through THINKING ME students will become more critical of their own performance and begin to adapt it based on their strengths. Innovation will be highly encouraged through creative activities to help demonstrate student's thinking, their vision for the bigger picture and their knowledge of their own skills, and the skills of those around them.</p> <p>Through SOCIAL ME, students will further develop their communication, especially during performance/competition. They will understand how different types of communication can be used in certain situations.</p>
<p>Summer Term: THINKING ME</p> <ul style="list-style-type: none"> Am I honest in my performance? Why is other's performance more successful and what do I need to do to match it? Which areas of my performance are the weakest and why? What do I know about the performance of others that will help me to outwit them, moving forward? 	<ul style="list-style-type: none"> Rounders Cricket Athletics 	<ul style="list-style-type: none"> Developing observation, analysis and adaptation skills to improve performance, Adaptation of technique and strategy to suit strengths and weaknesses, Planning tactics and strategies to suit changing environment 	<p>In the summer term, through THINKING ME criteria, students should show their understanding and confidence to identify their weaknesses and develop way in which their strengths can compensate for those areas of their performance. Problem solving skills and resilience, will play part in supporting the team in their success. Becoming a reflective participant will be encouraged through thorough evaluation of own skill.</p> <p>Through the PHYSICAL ME criteria, students will be pushed to perform at their best especially in athletics, where high levels of focus and commitment will be encouraged.</p> <p>Continuous focus on SOCIAL ME will allow students to further develop their collaboration, especially when abilities, interests and effort levels may differ in different activities.</p>

5. INCLUSION

- In Year 10, an **INCLUSIVE** approach to sport and physical activity means that students can start thinking about future in PE through two different pathways, GCSE and Sport Science. Other **INCLUSIVE** sports to increase participation are also introduced.

6. ENJOYMENT

- In Year 11, students have a choice of activities to take part in so that they can continue to **ENJOY** sport and physical activity. A range of opportunities provides different pathways for all students to take on as they leave Lacon Childe School.
 - Students choose a pathway which reflects their ability/interest in sport and physical activity/future participation aims/goals. The three pathways are:
 - Performance - my aim is to progress further and develop my skills, competency, and tactical awareness in a competitive environment. I want to play games that will challenge me further in individual and team sports. I like being competitive.
 - Recreation – I enjoy being active and I want to take part in a range of sports and activities without a strong focus on competition and winning. I want to have fun with people around me whilst being physically active throughout the lesson. This may also involve officiating and coaching my peers.
 - Health and well-being – my aim is to develop skills and knowledge of how to exercise to improve my health and wellbeing. I want to take part in different activities that will challenge my fitness so that I can improve and know how to lead a healthy and active lifestyle after finishing school.
- Suggested activities are planned for each pathway; however, some students do have an option to change the activity so that they can enjoy their lessons as much as possible.

The programme of study offered for each year group may change with every academic year, to accommodate specific needs, progress, and interest of the cohort and to complement trends and ever-changing opportunities within and outside of school. However, there is a set number of sports that students will take part in throughout the Key Stages to allow a deeper skill development and higher level of practice and performance to prepare them for PE at KS4.