



# PE CURRICULUM AREA STAFF

Mrs S Schleider

Mrs R Moore

Should you require more information about this subject area please contact:

Name: Mrs S Schleider

Position: Curriculum Area Leader

Email: [S.Schleider@byjhs.org](mailto:S.Schleider@byjhs.org)

# PE CURRICULUM INTENT

At BYJHS, we recognise the importance of Physical Education and how it contributes to the overall education of all students by helping them to lead full and valuable lives through engaging in purposeful and high-quality sporting and physical activities. Not only does PE promote long-term active and healthy lifestyles, physical skills, physical development and knowledge of body actions but it can make a positive impact on the mental and social health and well-being of our students.

We strive to inspire our students through fun and engaging PE/Games lessons that are enjoyable and challenging and accessible to all and endeavour them **to become happy, healthy and successful people through PE**; possessing the skills, motivation and knowledge to **enjoy a lifelong engagement with sport and physical activity**.

Our Physical Education curriculum will give our students the opportunity **improving their fitness, health and mental well-being** through knowledge (on key anatomy and physiology, psychology, biomechanics); physical, technical and tactical sporting skills and application; and physical literacy in varying sporting contexts and activities (invasion, net-wall, performing at maximum, accurate replication and striking and fielding) as well as recognising recognise relevant rules, etiquette and safety.

We aim to use PE as a vehicle to **develop the whole character of a student, in particular looking at building mental skills such as resilience, determination and confidence** through competitive sporting success and physically demanding activities and challenges. We understand the importance of Physical Education in **instilling a sense of good sportsmanship, and encourage recognition of other pupils' contribution, developing leadership skills** (through coaching or an official), **responsibility and self-awareness**. We also recognise the ways in which our curriculum can support **the development of self-esteem** through the development of physical confidence and helping pupils to manage both success and failure in competitive and co-operative activities. We actively seek to **develop skills as a team player**, including praise for others and motivation skills through feedback, and to develop independence through problem-solving physical challenges, evaluating, modifying technique and consolidating skills through practice and repetition.

Year 10: PE					
Autumn Term		Spring Term		Summer Term	
Autumn 1		Spring one		Summer 1	
TOPIC: Table Tennis and Badminton		TOPIC: Outdoor Adventurous Activities (OOA), and Health Related Fitness		TOPIC: Rounders	
WEEKS: 6		WEEKS: 6		WEEKS: 6	
KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<p><b>Table Tennis</b> Understand, use, and recall the following knowledge relating to table tennis:</p> <ul style="list-style-type: none"> <li>• Shot selection in a range of competitive contexts</li> <li>• Use of deception in a range of competitive contexts</li> <li>• Understanding of common sequences of play</li> <li>• Understanding of specific terminology and accurate application of game rules</li> </ul> <p><b>Badminton</b> Understand, use, and recall the following knowledge relating to badminton:</p> <ul style="list-style-type: none"> <li>• Shot selection in a range of competitive contexts</li> </ul>	<p>Practical skills application</p>	<p><b>Outdoor Adventurous Activities (OOA)</b> Understand, use, and recall the following knowledge relating to outdoor adventurous activities:</p> <ul style="list-style-type: none"> <li>• Developing solutions as part of a group</li> <li>• Used a peer and self-review process to improve performance</li> <li>• Application of map skills in a range of contexts</li> <li>• Understand the quality of a good leader</li> </ul> <p><b>Health Related Fitness</b> Through the implementation, students will be able to understand, use and recall the following knowledge relating to athletics:</p>	<p>Practical skills application</p> <p><b>MID-YEAR EXAM WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</b></p>	<p>Understand, use, and recall the following knowledge relating to rounders:</p> <ul style="list-style-type: none"> <li>• Application of techniques in a range of competitive contexts</li> <li>• Develop spatial awareness to outwit opposition</li> <li>• Understanding of strengths &amp; weaknesses</li> <li>• Understanding of specific terminology, umpire calls and game rules</li> </ul>	<p>Practical skills application</p>

<ul style="list-style-type: none"> <li>• Using space and shuttle placement</li> <li>• Use of tactics and strategies to outwit opposition</li> <li>• Application of a set of game rules</li> </ul>		<ul style="list-style-type: none"> <li>• Skill replication in a range of activities</li> <li>• Understanding of the way the body responds to exercise using specific terminology</li> <li>• Understanding of strengths &amp; weaknesses</li> <li>• Knowledge of fitness and ways to improve physical capacity</li> </ul>			
<b>SKILLS</b>		<b>SKILLS</b>		<b>SKILLS</b>	
<b>Table Tennis</b> <ul style="list-style-type: none"> <li>• Grip and stance</li> <li>• Push-Backhand/Forehand</li> <li>• Backhand Drive – application of spin</li> <li>• Forehand Drive – application of spin</li> <li>• Serve</li> </ul> <b>Badminton</b> <ul style="list-style-type: none"> <li>• Service action – variety</li> <li>• Forehand – Clear</li> <li>• Backhand – Clear</li> <li>• Dropshot</li> <li>• Smash</li> </ul>		<b>Outdoor Adventurous Activities (OOA)</b> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Problem solving</li> <li>• Teamwork</li> <li>• Map Reading Skills</li> <li>• Time Management</li> <li>• Organisation/Planning</li> </ul> <b>Health Related Fitness</b> <ul style="list-style-type: none"> <li>• Circuit movements</li> <li>• Aerobics movements</li> <li>• Running for speed/endurance</li> </ul>		<ul style="list-style-type: none"> <li>• Batting – Variations</li> <li>• Bowling – Variations</li> <li>• Fielding – sending/receiving</li> <li>• Fielding - Positioning</li> </ul>	
<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	

TOPIC: Hockey WEEKS: 6		TOPIC: Netball WEEKS: 6		TOPIC: Football and Athletics WEEKS: 6	
KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<p>Understand, use, and recall the following knowledge relating to hockey:</p> <ul style="list-style-type: none"> <li>Principles of attack and defence</li> <li>Decision making and skill execution</li> <li>Understanding of roles and development of set plays to outwit opposition</li> <li>Application of game rules</li> <li>Understanding of specific terminology</li> </ul>	<p>Practical skills application</p>	<p>Understand, use, and recall the following knowledge relating to netball:</p> <ul style="list-style-type: none"> <li>More complex principles of attack and defence</li> <li>Decision making related to skill execution</li> <li>Understanding of roles and development of set plays to outwit opposition</li> <li>Application of complex game rules and position constraints</li> </ul>	<p>Practical skills application</p>	<p><b>Football</b> Understand, use, and recall the following knowledge relating to football:</p> <ul style="list-style-type: none"> <li>Principles of attack and defence</li> <li>Decision making and skill execution</li> <li>Understanding of roles and development of set plays to outwit opposition</li> <li>Application of game rules</li> </ul> <p><b>Athletics</b> Through the implementation, students will be able to understand, use and recall the following knowledge relating to athletics:</p> <ul style="list-style-type: none"> <li>Skill replication in a range of competitive events</li> <li>Experienced a number of sprint &amp; pacing races.</li> <li>Understanding of strengths &amp; weaknesses.</li> </ul>	<p>Practical skills application</p> <p><b>END OF YEAR EXAM WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</b></p>

			Knowledge of fitness and ways to improve	
<b>SKILLS</b>		<b>SKILLS</b>	<b>SKILLS</b>	
<ul style="list-style-type: none"> <li>• Passing/Receiving</li> <li>• Shooting</li> <li>• Dribbling</li> <li>• Ball control</li> <li>• Defending/Tackling</li> </ul>		<ul style="list-style-type: none"> <li>• Passing/Receiving</li> <li>• Ball handling</li> <li>• Footwork</li> <li>• Shooting</li> <li>• Marking/covering</li> <li>• Intercepting</li> <li>• Dodging</li> </ul>	<b>Football</b> <ul style="list-style-type: none"> <li>• Passing/Receiving</li> <li>• Shooting</li> <li>• Dribbling</li> <li>• Ball control</li> <li>• Defending/Marking/Tackling</li> </ul> <b>Athletics</b> <ul style="list-style-type: none"> <li>• Sprinting/Speed/Power</li> <li>• Pacing/Cardiovascular endurance</li> <li>• Starts/Drive Phase</li> <li>• Stride length/acceleration</li> <li>• Jumps - Take off, flight, landing</li> <li>• Throwing actions</li> <li>• Relay</li> </ul>	

Year 11: PE					
Autumn Term		Spring Term		Summer Term	
Autumn 1		Spring 1		Summer 1	
TOPIC: Table Tennis and Badminton WEEKS: 6		TOPIC: Netball WEEKS: 6		TOPIC: n/a WEEKS:	
KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT	KNOWLEDGE	ASSESSMENT
<p><b>Table Tennis</b> Understand, use, and recall the following knowledge relating to table tennis:</p> <ul style="list-style-type: none"> <li>• Shot selection in a range of competitive contexts.</li> <li>• Use of deception and game strategies to outwit opposition.</li> <li>• Understanding of specific terminology and accurate application of game rules.</li> </ul> <p><b>Badminton</b> Understand, use and recall the following knowledge relating to badminton:</p> <ul style="list-style-type: none"> <li>• Shot selection in a range of competitive contexts</li> <li>• Core skill combinations/sequences.</li> <li>• Use of tactics and strategies during gameplay.</li> </ul>	<p>Practical skills application</p>	<p>Understand, use, and recall the following knowledge relating to netball:</p> <ul style="list-style-type: none"> <li>• Decision making and skill execution</li> <li>• Combinations of core skill in a range of competitive contexts.</li> <li>• Use of tactics and strategies during gameplay.</li> <li>• Further understanding of specific game rules and sanctions for infringements.</li> </ul>	<p>Practical skills application</p>		

<ul style="list-style-type: none"> <li>Application of a set of game rules</li> </ul>					
<b>SKILLS</b>		<b>SKILLS</b>		<b>SKILLS</b>	
<b>Table Tennis</b> <ul style="list-style-type: none"> <li>Grip and stance</li> <li>Push – Backhand/Forehand</li> <li>Backhand Drive – application of spin</li> <li>Forehand Drive – application of spin</li> <li>Serve</li> </ul> <b>Badminton</b> <ul style="list-style-type: none"> <li>Service action – variety</li> <li>Forehand - Clear</li> <li>Backhand – Clear</li> <li>Drop shot</li> <li>Net shot</li> <li>Smash</li> </ul>		<ul style="list-style-type: none"> <li>Passing/Receiving</li> <li>Ball handling</li> <li>Footwork</li> <li>Shooting</li> <li>Marking/covering</li> <li>Intercepting</li> <li>Dodging</li> </ul>			
<b>Autumn 2</b>		<b>Spring 2</b>		<b>Summer 2</b>	
<b>TOPIC: Hockey</b> <b>WEEKS: 6</b>		<b>TOPIC: Football</b> <b>WEEKS: 6</b>		<b>TOPIC: n/a</b> <b>WEEKS:</b>	
<b>KNOWLEDGE</b>	<b>ASSESSMENT</b>	<b>KNOWLEDGE</b>	<b>ASSESSMENT</b>	<b>KNOWLEDGE</b>	<b>ASSESSMENT</b>
Understand, use, and recall the following knowledge relating to hockey: <ul style="list-style-type: none"> <li>Principles of attack and defence</li> </ul>	Practical skills application	Understand, use, and recall the following knowledge relating to football: <ul style="list-style-type: none"> <li>Decision making and skill execution</li> </ul>	Practical skills application  <b>MOCK EXAM 2</b>		



<ul style="list-style-type: none"> <li>• Decision making and skill execution</li> <li>• Understanding of roles and development of set plays to outwit opposition</li> <li>• Application of game rules</li> <li>• Understanding of specific terminology</li> </ul>	<p><b>MOCK EXAM 1 WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</b></p>	<ul style="list-style-type: none"> <li>• Combinations of core skill in a range of competitive contexts.</li> <li>• Use of tactics and strategies during gameplay.</li> <li>• Further understanding of specific game rules and sanctions for infringements.</li> </ul>	<p><b>WHOLE-SCHOOL ASSESSMENT DATA COLLECTION POINT</b></p>		
<p><b>SKILLS</b></p>		<p><b>SKILLS</b></p>		<p><b>SKILLS</b></p>	
<ul style="list-style-type: none"> <li>• Passing/Receiving</li> <li>• Shooting</li> <li>• Dribbling</li> <li>• Ball control</li> <li>• Defending/Tackling</li> </ul>		<ul style="list-style-type: none"> <li>• Passing/Receiving</li> <li>• Shooting</li> <li>• Dribbling</li> <li>• Ball control</li> <li>• Defending/Marking/Tackling</li> </ul>			

# PE CURRICULUM SEQUENCING

The PE Curriculum at Key Stage 4 focuses on the different physical and emotional/ psychological requirements needed to compete at a good level within a sport. Students study a range of sports in more detail, refining technical accuracy and executing skills with accurate precision, control and fluency. Position specific skills, set plays, strategies, tactics, and compositional creativity will be embedded and developed within the practical content and will empower individuals to meet the challenges in formal and competitive situations.

Through PE, students will have an understanding of:

- **Movement skills:** develop locomotor, non-locomotor, and object control skills, these are the building blocks of developing physical literacy. The success of developing these skills can positively affect health throughout an individual's lifespan.
- **Health and fitness:** develop the knowledge and skills required to maintain and improve their health as part of their commitment to lifelong healthy choices. Teachers will encourage the holistic development of students' health and wellbeing ensuring that physical education not only improves their physical development but their intellectual, emotional, social and spiritual development. Students will be able to apply the key concepts and healthy eating model to their wider lives. Learning about a variety of training methods and the anatomy and physiology of the body will help them to develop their ability to explain how they can enhance their own performance and fitness levels and that of others.
- **Technical skills:** learn the skills required to take part in a wide range of sports, providing them with the necessary skills to be physically competent and, if they desire, to excel in their chosen sport(s).
- **Tactical knowledge:** learn how to select and apply appropriate tactics and strategies and apply these to the sport or situation they are in.

- Leadership: Students will be expected to lead warm-ups and some sports related drills as well as score and officiate within a range of different activities to develop teamwork and communication skills that will encourage them to become effective leaders, foster leadership qualities through experiences and will enable students to be active role models to others.
- Analytical skills: will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performance, movements, and sequences to produce refined outcomes.
- Sportsmanship: learn the importance of respect and fair play in sport, they will actively role model a positive sporting etiquette.