

Physical Education

CEH Faculty

Vision

1. To inspire all children to fulfil their potential within a positive learning environment. We want the children's experience of PE to be positive, enjoyable and motivating. PE enables pupils to become physically confident. This supports their health, wellbeing and fitness and provides the foundations for lifelong activity.
2. To provide a broad, balanced and inclusive curriculum which develops both depth of knowledge and performance. Provide further opportunities for students to develop their knowledge within our extensive extra-curricular programme.
3. To build character, confidence and prepare students for the future through knowledge of values such as fairness, respect and sportsmanship and how to be gracious in defeat or celebration.
4. To understand the importance of never giving up and being resilient.
5. To develop knowledge and understanding of strong leadership, effective communication and interpersonal skills.
6. To develop student relationships and provide them with the knowledge they need to work collaboratively in pairs, small groups and teams to solve problems.

Context

Students come to Grove from a range of small and large primary schools where they have had many different experiences.

In Key Stage 3 students have 3 hours of PE a fortnight.

In Key Stage 4 core PE students have 2 hours of PE a fortnight

Key Stage 4 option PE have an extra 4 / 5 hours a fortnight.

Key Stage 5 option PE have an extra 8 hours a fortnight.

The vision for our students:

To develop you as confident young people who accept and work hard to overcome challenges in life.

To provide you with a key knowledge and understanding of sports terminology, concepts, objectives and the nature of health and fitness in the wider world.

To allow you to explore real life sporting issues and scenarios within a range of sporting context.

To provide you with an insight into how this subject is going to be useful in your chosen next steps in life.

To compliment your employability skills in relation to developing interpersonal skills and Leadership traits.

To prepare you for the everyday life of working in the sports industry and acquiring the tools to become lifelong participants in sport and fitness.

The vision and aims of the Physical Education department has been shaped by the requirements of the P.E. National Curriculum (DfES 2013, updated 2014) and the OCR Cambridge National qualifications at Key stage 4 and Cambridge Technical qualifications at key Stage 5.

Disciplinary Knowledge

Disciplinary knowledge in Physical Education is designed to be broad and balanced, so that our students use their substantive knowledge of the different activities to make links between and across different areas of the curriculum.

Pupils will 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 will develop a knowledge of what makes a performance effective and how to apply these principles to their own and others' work. They will 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.

Supra Curriculum Key Stage 3 and 4 Core PE

Supra-curricular activities are things that you do to extend and deepen your knowledge of the curriculum. Below are some examples for students to complete:

Health benefits of exercise

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6027933/>

<https://ijbnpa.biomedcentral.com/articles/10.1186/1479-5868-7-40>

<https://www.frontiersin.org/articles/10.3389/fpsyg.2020.00509/full>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/416279/A_review_of_the_Social_Impacts_of_Culture_and_Sport.pdf

Exercise and wellbeing

<https://www.frontiersin.org/articles/10.3389/fpsyg.2018.00509/full>

<https://www.mentalhealth.org.uk/explore-mental-health/publications/how-look-after-your-mental-health-using-exercise>

Values of sport

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380003/A_20review_20of_20literature_20The_20impact_20of_20competitive_20school_20sport_20on_20students_E2_80_99_20academic_20performance_20within_20school.pdf

Grove School: Curriculum

Supra Curriculum OCR Cambridge National

Supra-curricular activities are things that you do to extend and deepen your knowledge of the curriculum. Below are some examples for students to complete:

Contemporary issues in sport Literature

<https://www.sportengland.org/know-your-audience/demographic-knowledge>

<https://olympics.com/ioc/faq/olympism-and-the-olympic-movement/what-are-the-olympic-values>

<https://www.ncbi.nlm.nih.gov/books/NBK305894/>

Leadership

<https://static1.squarespace.com/static/6057103cc9e1e60ed482b49f/t/61aa9fc915903e14fe2bacc8/1638571978609/Leadership+in+Sport.pdf>

<https://futureofworking.com/3-autocratic-leadership-style-examples-and-skills/>

Media

https://www.hoddereducation.co.uk/media/Documents/magazine-extras/PE%20Review/PERev%2015_3/PEReview15_2_poster.pdf?ext=.pdf

http://cscs.scu.edu/trends/v22/v22_4.pdf

Key Stage 3

Physical Education

Year 7 Believing in myself: Curriculum Narrative

Students will develop their **KNOWLEDGE** of:

- basic skills, techniques and tactics used in sports and physical activities
- fundamental rules and regulations for a range of sports and the need for officials
- the components of a warm up and cool down
- the immediate effects of exercise of body and basic training methods to improve cardiovascular fitness
- some compositional ideas to improve Gymnastics/Dance
- safety factors during physical activity and sport
- leading fit and healthy lifestyles including extracurricular sports clubs

Students will develop their **SKILLS** in:

- racquets/striking and fielding/invasion games/athletics/gymnastics/dance/health related exercise
- teamwork
- fundamental techniques in a range of sports in isolation and simple drills
- overcoming opponents in competitive situations in team and individual games
- decision making in competitive sports
- basic gymnastics/dance techniques, including replication and some creativity
- simple reasoning and questioning in attempting to solve problems
- identifying strengths and weaknesses of their own and others' work
- leadership of warm ups and cool downs
- officiating low stakes practices in some sports

Year 7 Overview The Big Picture:
Students will grow sport specific knowledge across a range of sports and activities whilst being assessed in different areas. The aim of Year 7 is to build on primary work to create lifelong love for PE and physical exercise. Students will study a range of activities. They will grow skill levels in the different areas through 6-8 week units. Students will be assessed in Leadership, Performance, Decision making, Mindset and Fitness. At the best levels pupils will lead, be creative, command in games, show resilience and intensity. The core assessments can be improved through the units, skill base should also improve year to year where there is continuity

Content	Knowledge	Skills	Prior step year 6	Next step year 8
Gymnastics Dance Badminton Netball Football Rugby Rounders Cricket Athletics	Students will develop their existing knowledge and understanding of: • Rules of the game. • Tactics and decision making within a game. • Performance skills. • How to officiate. • How to lead in P.E. • Health and fitness for a healthy lifestyle	Students will develop a variety of skills that will build on skills developed in Year 7. These include: • Learning and developing new and advanced skills in isolation. • Putting these skills into competitive situations developing into full sided games. • Performing these skills either in a competitive situation or a performance in front of an audience	Students will build on and expand upon knowledge and skills gained in year 7.	Students will build on and expand upon skills and knowledge gained in Year 8 and work to improve in their assessment levels in Year 9.

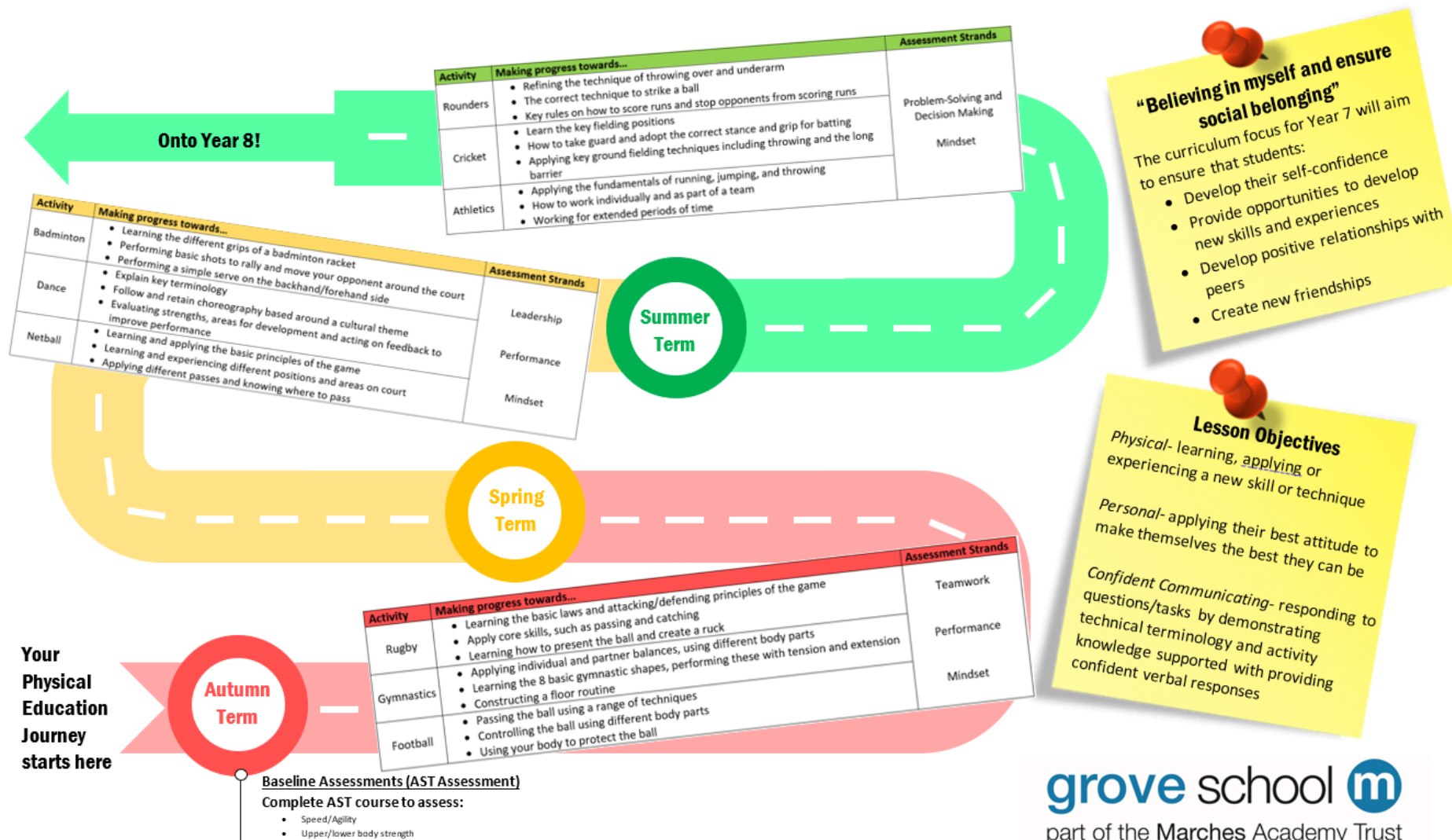
Implementation	Extra-Curricular Opportunities	Summative assessment
Specific sports and activity units are on a 6-8 week carousel throughout the year, teachers generally move with their groups, however at times groups will carousel around teacher strengths. Teachers will use specific language and promote lessons aimed at the assessment strands as they move through the year. There is no home learning in PE, but pupils will be encouraged to take part in activity challenges at home throughout the year and will be challenged to attend the extra-curricular clubs that are on offer. Wow moments will occur in lots of situations in practical work. Lessons will be active, fun, engaging and should challenge pupils physically and mentally across the year. There will be opportunities for pupils to develop themes of LORIC and these will be assessed throughout the year.	Join extra-curricular clubs. Marches Multi Academy Trust Varsity Cup. Represent the school in fixtures. Represent north Shropshire at the Area School games. Volunteer to help out with Primary events. Inter house competitions and Sports Day	Students will be assessed in: 1. Leadership 2. Performance 3. Decision Making 4. Mind Set Fitness will also be assessed throughout the year

Impact: At the end of year 7 pupils will be learning to sustain physical activity over a period of time. Fitness levels will be growing. They will start to show resilience to keep working where learning is challenging. They will begin to take ownership of learning, leading small sections in lessons. Pupils will be developing the creative and decision-making skills to be successful in activities. They will start to apply life skills to sport situations. Pupils will have samples a wide range of sport and activity They will be ready for year 8.

Grove School Physical Education

Year 7 Curriculum Map – ‘Believing in myself and ensure social belonging’

Assessment Strands: Performance | Problem Solving and Decision-Making | Leadership | Teamwork | Mindset



Year 8 Developing Resilience: Curriculum Narrative

Students will develop their KNOWLEDGE of:

- More advanced skills, techniques and tactics used in sports and physical activities
- Rules and regulations for a range of sports and the roles of different types of officials
- The components of an activity session (warm up, main activity, conditioned practice, cool down)
- The immediate and some long term effects of exercise on the body and training methods to improve at least two components of fitness
- More advanced compositional ideas to improve performance in Gymnastics/Dance
- Safety factors during physical activity and sport for more advanced activities
- The benefits of leading fit and healthy lifestyles including extracurricular sports clubs

Students will develop their SKILLS in:

- Racquets/striking and fielding/invasion games/athletics/gymnastics/dance//health related exercise
- Teamwork
- Techniques in a range of sports in increasingly complex drills under pressure
- Overcoming challenging opponents in competitive situations in team and individual games (e.g. rugby/netball/badminton/tennis).
- Pressured decision making in competitive sports, including some analysis of opponents' strategies
- Contemporary and traditional dance styles and techniques, including accurate replication and developing choreography
- Reasoning, questioning and listening to the contributions of others in order to solve problems
- Identifying strengths and weaknesses of their own and others' work and suggesting improvements
- Leadership of warm ups, basic drills and cool downs
- Officiating with competence in a greater range of sports and roles

Year 8 Overview The Big Picture:
Students will be growing sport specific knowledge across a range of sports and activities whilst being assessed in different areas. The aim of Year 8 is to broaden sporting experiences and grow skill levels in the different areas through the 6-8 week units. Students will have a grounding from Year 7 and should have at least a basic grasp of knowledge, skills and rules for the activities studied. At the best levels students will also lead, be creative, command in games, show resilience and intensity. The core assessments can be improved through the units, skill base should also improve year to year where there is continuity.

Content	Knowledge	Skills	Prior step year 6	Next step year 8
Gymnastics Badminton Netball Football Rugby Rounders Cricket Athletics Handball	Students will develop their existing knowledge and understanding of: <ul style="list-style-type: none">• Rules of the game.• Tactics and decision making within a game.• Performance skills.• How to officiate.• How to lead in P.E.• Health and fitness for a healthy lifestyle	Students will develop a variety of skills that will build on skills developed in Year 7. These include: <ul style="list-style-type: none">• Learning and developing new and advanced skills in isolation.• Putting these skills into competitive situations developing into full sided games.• Performing these skills either in a competitive situation or a performance in front of an audience	Students will build on and expand upon knowledge and skills gained in year 7.	Students will build on and expand upon skills and knowledge gained in Year 8 and work to improve in their assessment levels in Year 9.

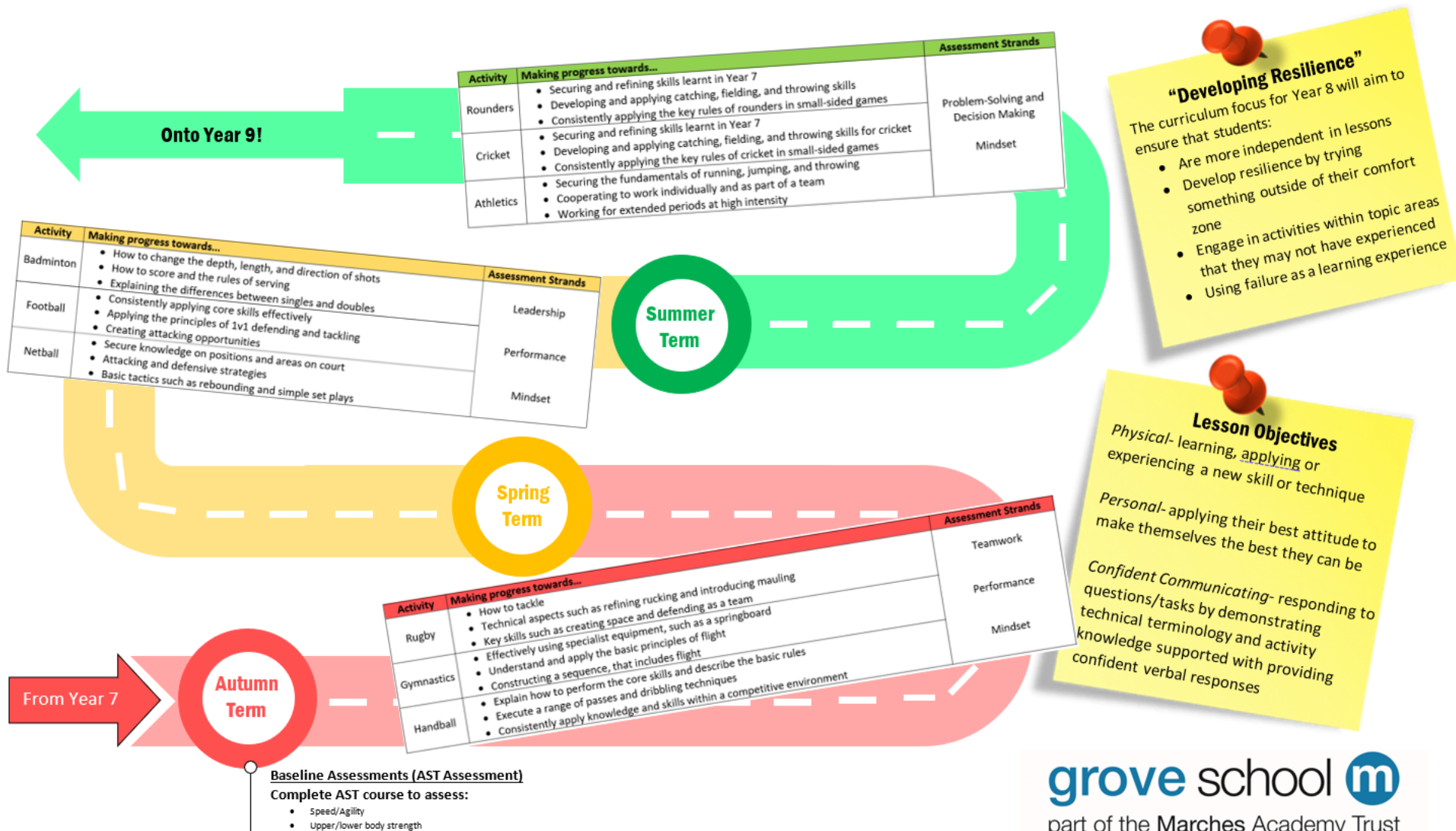
Implementation	Extra-Curricular Opportunities	Summative assessment
Specific sports and activity units are on a 6-8 week carousel throughout the year, teachers generally move with their groups, however at times groups will carousel around teacher strengths. Teachers will use specific language and promote lessons aimed at the assessment strands as they move through the year. There is no home learning in PE, but pupils will be encouraged to take part in activity challenges at home throughout the year and will be challenged to attend the extra-curricular clubs that are on offer. Wow moments will occur in lots of situations in practical work. Lessons will be active, fun, engaging and should challenge pupils physically and mentally across the year. There will be opportunities for pupils to develop themes of LORIC and these will be assessed throughout the year.	Join extra-curricular clubs. Marches Multi Academy Trust Varsity Cup. Represent the school in fixtures. Represent north Shropshire at the Area School games. Volunteer to help out with Primary events. Inter house competitions and Sports Day	Students will be assessed in: <ul style="list-style-type: none">1. Leadership2. Performance3. Decision Making4. Mind Set Fitness will also be assessed throughout the year

Impact: At the end of Year 8 pupils will recognise how to sustain physical activity over a period of time even if this is difficult for them. They will have grown their resilience and can keep working to develop their skill and fitness levels where they find this challenging. They will take ownership of learning, leading sections in lessons. Pupils will recognise the creative and decision making skills to be successful in all activities. Pupils will have participated in a wide range of sport and activity and begun to formulate opinions on what they enjoy. Some will be moving towards mastery in different sports areas. They will be able to transfer life skills to sport situations and vice versa. They will be ready for year 9.

Grove School Physical Education

Year 8 Curriculum Map – ‘Developing Resilience’

Assessment Strands: Performance | Problem Solving and Decision-Making | Leadership | Teamwork | Mindset



Year 9 Developing a Growth Mindset: Curriculum Narrative

Students will develop their KNOWLEDGE of:

- advanced strategies, tactics and skills used in sports and physical activities.
- advanced rules and regulations for a range of sports and the roles of different types of officials
- short and long-term effects of exercise on the body to muscular, cardiovascular and respiratory systems
- choreographed gymnastics/dances with advanced ideas
- safety factors during physical activity and for more advanced activities
- the components of fitness and how you can improve them by using methods of training and principles of training
- the benefits of leading a healthy active lifestyle – through exercise and diet, to also include physical activity outside of school.

Students will develop their SKILLS in:

- racquets/striking and fielding/invasion games/athletics/gymnastics/dance/health related exercise
- team work
- using advanced techniques, strategies and tactics in a range of sports in competitive game situations
- being able to make the correct decisions in competitive situations to allow you to beat an opponent regularly
- contemporary and traditional dance styles and techniques, developing choreography and using the four dance key themes effectively in your work
- analysing performance of yourself and others during performance to alter the outcome of a game
- leading groups of students on part of a session, feeding back so others can make improvements
- officiating a variety of roles within a sport

Year 9 Overview The Big Picture:
The aim of Year 9 is to develop skills and embed knowledge. Students will be growing sport specific knowledge across a range of sports and activities whilst being assessed in Leadership, Performance, Decision making, Mindset and Fitness. Our aim is always to produce young people who are active, resilient, have a lifelong love of Physical Activity and the skill levels to take part. Students will grow skill levels in the different areas through the 6-8 week units. Where pupils are lower in ability the teacher will make a decision to be more lifestyle orientated to allow the big picture aim to be met. At a pure high ability level pupils will learn the core and advanced skills for each sport whilst also focusing on the assessment areas to develop rounded athletes. Our intent is that all students will thrive in PE at their own level of ability.

Content	Knowledge	Skills	Prior step year 8	Next step year 10
Volleyball Basketball HRF Table Tennis Rounders/softball Trampolining Athletics Fitness OAA	Students will develop their existing knowledge and understanding of: <ul style="list-style-type: none">Rules of the game.Tactics and decision making within a game.Performance skills.How to officiate.How to lead in P.E.Health and fitness for a healthy lifestyle	Students will refine a variety of skills from year 7 and 8. These include: <ul style="list-style-type: none">Learning and practicing new and advanced skills in competitive situations or a performance in front of an audience.Students will also develop their teamwork, leadership and interpersonal skills as well as exploring their decision making and tactics.	Students will build on and expand upon skills and knowledge gained in year 7 and 8	Students will build on and expand upon skills and knowledge gained in Year 8 and work to improve in their assessment levels in Year 9.

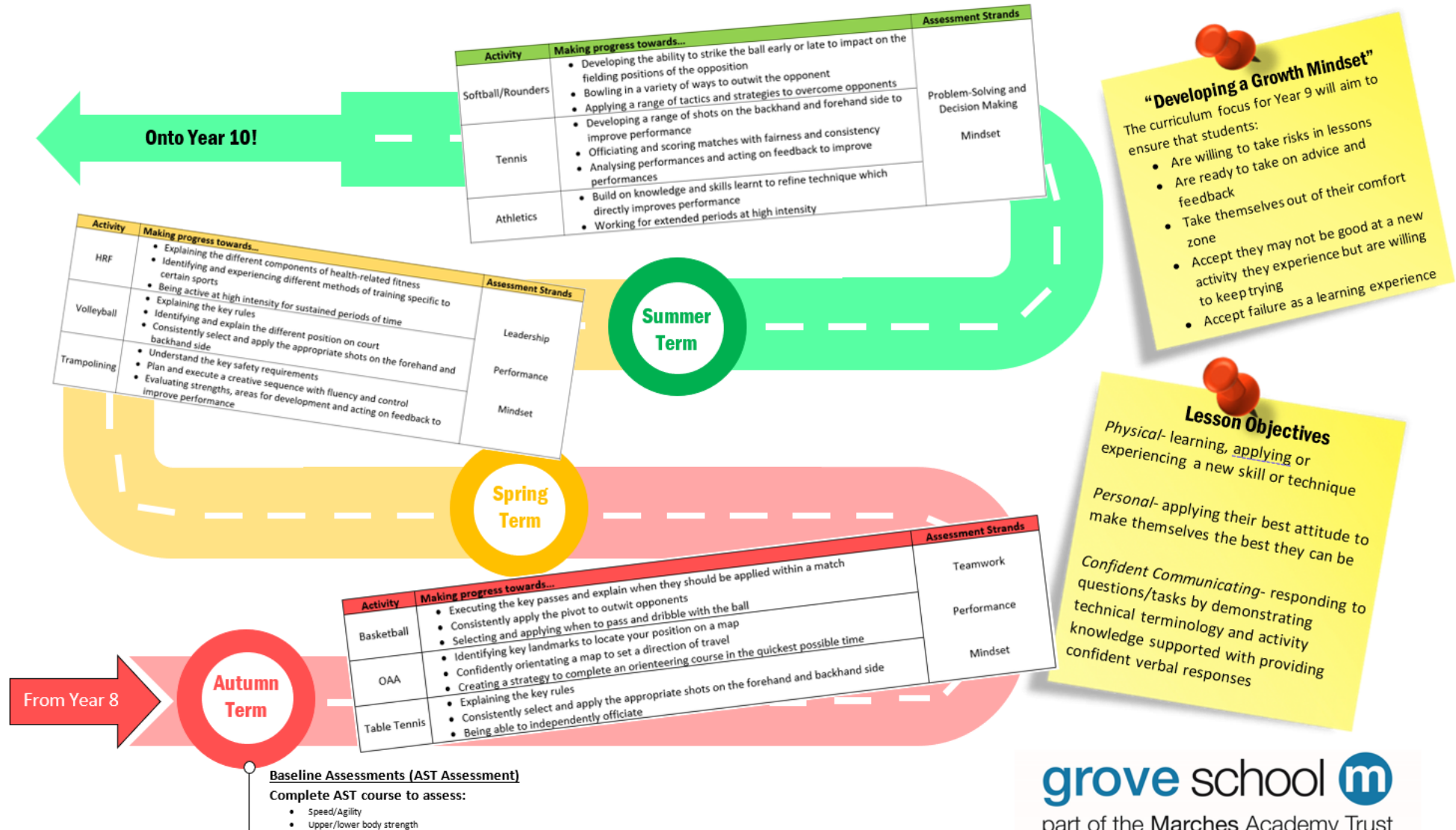
Implementation	Extra-Curricular Opportunities	Summative assessment
Specific sports and activity units are on a 6-8 week carousel throughout the year, teachers generally move with their groups, however at times groups will carousel around teacher strengths. Teachers will use specific language and promote lessons aimed at the assessment strands as they move through the year. There is no home learning in PE, but pupils will be encouraged to take part in activity challenges at home throughout the year and will be challenged to attend the extra-curricular clubs that are on offer. Wow moments will occur in lots of situations in practical work. Lessons will be active, fun, engaging and should challenge pupils physically and mentally across the year. There will be opportunities for pupils to develop themes of LORIC and these will be assessed throughout the year.	Join extra-curricular clubs. Marches Multi Academy Trust Varsity Cup. Represent the school in fixtures. Represent north Shropshire at the Area School games. Volunteer to help out with Primary events. Inter house competitions and Sports Day	Students will be assessed in: 1. Leadership 2. Performance 3. Decision Making 4. Mind Set Fitness will also be assessed throughout the year

Impact: At the end of Year 9 pupils will be able to sustain physical activity over a period of time. Though this may be difficult for some. They will have developed the resilience to keep working to grow their skill and fitness levels. They will take ownership of learning, leading in lessons. Pupils will have the creative and decision making skills to be successful in all activities. Some will be participating for mastery, others will be making choices towards engagement for life. Pupils will be able to identify what activities they

Grove School Physical Education

Year 9 Curriculum Map – ‘Developing a Growth Mindset’

Assessment Strands: Performance | Problem Solving and Decision-Making | Leadership | Teamwork | Mindset



Key Stage 3: Assessment overview

	Assessment focus	Beginning and Emerging On track to achieve Level 0-1	Emerging Plus and Developing On track to achieve Level 2-3	Developing Plus and Securing On track to achieve Level 4-5	Securing Plus and Mastery On track to achieve Level 6-7	Mastery Plus and Exceptional performance On track to achieve Level 8-9 D*
Physical	Performance	Can perform fundamental movement skills	•Control	•Control •Fluent and precise	•Control •Fluent and precise •Creative	•Control •Fluent and precise •Creative •Consistent
	Problem solving & decision making	Requires support to identify problems and take appropriate action	•React	•React •Analyse	•React •Analyse •Respond	•React •Analyse •Respond •Reflect
Personal & Emotional	Leadership	Requires support to demonstrate leadership qualities	•Assist	•Assist •Provide accurate feedback	•Assist •Provide accurate feedback •Volunteer	•Assist •Provide accurate feedback •Volunteer •Demonstrate initiative
	Teamwork	Requires support to maintain relationships with others	Demonstrate positive relationships	Demonstrate positive relationships Motivate others	•Positive relationships •Motivate others •Support and respect the different ability and viewpoints of others	•Positive relationships •Motivate others •Support and respect the different ability and viewpoints of others •Demonstrate initiative
	Mindset ATL grade	The mindset we expect to see across every PE lesson: Effort Engaged Committed Resilient Motivated Sportsmanship Etiquette Organisation				

Key Stage 4

Core Physical Education

Year 10 and 11 Core PE

The golden thread throughout the curriculum is ‘building mental health and managing pressure and making active lifestyle choices’.

This is achieved through delivering short, sharp focussed experiences in a range of physical activities and sports bespoke to individual classes.

The Big Picture Year 10 Core PE Intent:.. Students will study a broad range of activities which grow skills, knowledge and understanding.. The key concept is active enjoyable lessons where students develop as people. For the more elite students there are opportunities to specialize further in some sporting areas in a higher skilled environment. Lessons should enable pupils to move into activities outside of school and give them the confidence to do so. This may be sport or leisure based. There is continuity from KS3 in most areas. Our intent is that all will thrive in PE at their own level of ability.

Content / Units	Skills	Knowledge	Prior—Y9	Next—Y11
Students will complete a range of activities: : Rugby, Football, Netball, Basketball, International Sports, Dance, Trampolining, Dodgeball, Volleyball Badminton, Fitness, Rounders, Athletics, Cricket, Softball	Students will develop a variety of skills that will build on skills developed at KS3. These include: <ul style="list-style-type: none"> • Learning and practicing new skills in isolation. • Putting these skills into a competitive situations including small sided games and full side where appropriate. • Performing these skills either in a competitive situation or a performance in front of an audience. 	Students will develop their knowledge and understanding of: <ul style="list-style-type: none"> • Rules of the game. • Tactics and decision making within a game. • Performance skills. • How to officiate. • How to lead in P.E. • Health and fitness for a healthy lifestyle 	Students in year 9 have been on a carousel of activities through KS3 and have progressed to either a leisure based route or an academic PE route depending on their set.	Further development of individual skills in games but with more of an emphasis on being active and engaged with lessons for fun and personal health.
Implementation		Extra-Curricular Opportunities		Summative Assessment
<p>Students receive an average of 2 hours or core PE over the two week timetable. Students are ability set with those who study exam PE placed in the highest sets. Some sets are targeted at pure progress, some are targeted more at involvement and positive life long learning experiences.</p> <p>Specific sports units are on a 6-8 week carousel throughout the year, teachers tend to move with their groups, however for some specialist areas they will change. There is no assessment in KS4 PE unless it is supporting GCSE though students do receive lesson gradings each lesson.</p> <p>There is no home learning in core PE but students are encouraged to be active.</p> <p>Wow moments will occur in lots of situations in practical work. Lessons should be active, fun, engaging and should challenge students physically and mentally across the year. Students should meet different experiences to those encountered in KS3 PE and staff are looking to hook pupils on activities they can form a lifelong habit in.</p> <p>LORIC evident through: Leadership in lessons; Organisation of self, others and equipment; Resilience through struggling to learn new skills and through determination to succeed with fitness based activities; Initiative and creativity through tactical situations in games and composition in dance.</p>		<p>Take part in their House activities where available.</p> <p>Involve in Sports Day</p> <p>Join extra-curricular clubs.</p> <p>Represent the school in fixtures.</p> <p>Volunteer to help out at a primary Event.</p>		<p>Students are not formally assessed in core PE in year 10 or 11 though staff are constantly engaged with AFL to ensure progress with students and groups in activities.</p>

Impact:

At the end of Year 10 students will making informed choices about physical activity. They be developing habits and showing resilience to grow their skill and fitness levels.

More able pupils will be developing strategies to be successful in all activities., less able will be growing ability with skill and strategy. They will be prepared for an active life with good exercise habits and the confidence to take part in physical activity and sport away from school and into year 11

The Big Picture—Intent:. Students will study a broad range of activities which grow skills, knowledge and understanding. The key concept is active enjoyable lessons where students develop as people. For the more elite students there are opportunities to specialize further in some sporting areas in a higher skilled environment. Lessons should enable pupils to move into activities outside of school and give them the confidence to do so. This may be sport or leisure based. There is continuity from KS3 in most areas. Our intent is that all will thrive in PE at their own level of ability. Pupils will be engaged in lessons, active and improving health through good exercise habits.

Content / Units	Skills	Knowledge	Prior—Y10	Next Leaving school or VI form
Students will complete a range of activities: : Rugby, Football, Netball, Basketball, International Sports, Dance, Trampolining, Dodgeball, Volleyball Badminton, Fitness, Rounders, Athletics, Cricket, Softball	Students will develop a variety of skills that will build on skills developed at KS3. These include: <ul style="list-style-type: none"> • Learning and practicing new skills in isolation. • Putting these skills into a competitive situations including small sided games and full side where appropriate. • Performing these skills either in a competitive situation or a performance in front of an audience. 	Students will develop their knowledge and understanding of: <ul style="list-style-type: none"> • Rules of the game. • Tactics and decision making within a game. • Performance skills. • How to officiate. • How to lead in P.E. • Health and fitness for a healthy lifestyle 	Students have been engaged in lessons developing personal fitness levels .and growing confidence in a range of activities. They have experienced a range of activities across many areas.	Further development of individual skills in games but with more of an emphasis on being active and engaged with lessons for fun and personal health.

Implementation	Extra-Curricular Opportunities	Summative Assessment
<p>Students receive an average of 2 hours or core PE over the two week timetable. Students are ability set with those who study exam PE placed in the highest sets. Some sets are targeted at pure progress, some are targeted more at involvement and positive lifelong learning experiences.</p> <p>Specific sports units are on a 6-8 week carousel through the year, teachers move with their groups, however for some specialisms they will change. There is no assessment in KS4 PE unless it is supporting GCSE though students do receive lesson gradings each lesson.</p> <p>There is no home learning in core PE.</p> <p>Wow moments will occur in lots of situations in practical work. Lessons should be active, fun, engaging and should challenge students physically and mentally across the year. Students should meet different experiences to those encountered in KS3 PE and staff are looking to hook pupils on activities they can form a lifelong habit in.</p> <p>LORIC evident through: Leadership in lessons; Organisation of self, others and equipment; Resilience through struggling to learn new skills and through determination to succeed with fitness based activities; Initiative and creativity through tactical situations in games and composition in dance.</p>	<p>Take part in their House activities where available.</p> <p>Join extra-curricular clubs.</p> <p>Represent the school in fixtures.</p> <p>Volunteer to help out at a primary Event.</p>	<p>Students are not formally assessed in core PE in year 10 or 11 though staff are constantly engaged with AFL to ensure progress with students and groups in activities.</p>

Impact:

At the end of year 11 students will be informed about sport, exercise and physical activity. They will know how to sustain physical activity over a period of time though some will not find this easy. They will be aware of what activities they enjoy and the opportunities to continue being active post 16. They will have been involved in a range of activities in different roles. They will be making positive choices for an active life with good exercise habits and the confidence to take part in physical activity and sport away from school

Grove School Physical Education

Year 10 Curriculum Map – 'Building mental health and managing pressure'

Year 11 Curriculum Map- 'Making active lifestyle and career choices'

The Key Stage 4 curriculum is designed to meet the above curriculum aims by delivering short, sharp experiences through a range of physical activities and sport, bespoke to the needs of individual classes, through students selecting one of the two pathways:

Competitive Pathway



Recreation Pathway



Key Stage 4

Physical Education

OCR Cambridge National

The Big Picture: **Cambridge National Sport Studies Level 1/2**
Sport is a key theme in most areas of both education and health policy. The need for people to lead healthy and active rather than sedentary lifestyles is increasingly prominent in respect of government initiatives, and this is reflected in the school curriculum, where physical education and sport remains core; these qualifications seek to build upon this provision at key stages 3 and 4.

- Intent**
- This qualification has been designed with practical and engaging ways of teaching in mind and enable learners to:
- develop a range of skills through involvement in sport and physical activity in different contexts and roles
 - develop their ability to apply theoretical knowledge to practical situations
 - gain a better understanding of the complexity of different areas of sport and the sports industry
 - increase their awareness of different ways to stay involved in sport and physical activity and of different careers and roles within sport.

R184 Contemporary issues in sport (40% of the course- External exam 1hr 15)	R185 Performance and Leadership (40% of the course- Coursework)	Unit R186: Sport and the media (20% of the course- Coursework)
Topic Area 1: Issues which affect participation in sport Topic Area 2: The role of sport in promoting values Topic Area 3: The implications of hosting a major sporting event for a city or country Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport Topic Area 5: The use of technology in sport	Topic Area 1: Key components of performance Topic Area 2: Applying practice methods to support improvement in a sporting activity Topic Area 3: Organising and planning a sports activity session Topic Area 4: Leading a sports activity session Topic Area 5: Reviewing your own performance in planning and leading of a sports activity session	Topic Area 1: The different sources of media that cover sport Topic Area 2: Positive effects of the media in sport Topic Area 3: Negative effects of the media in sport

Impact

FFT Target grades are set at FFT25. Historically excellent results are achieved that exceed national average. A large number of students go on to study PE and sport at a higher education level.



Key Stage 5

Physical Education

OCR Cambridge Technical (Level 3)

Year 12 and 13 Cambridge Technical

Sport is a key theme of both education and health policy and we want students to develop the underpinning knowledge and practical skills to continue with further education and/or work in the sector. The need for people to lead healthy and active rather than sedentary lifestyles is increasingly prominent in respect of government initiatives. This qualification offers learners the chance to develop different types of skills through practical means; communication, problem solving, team working, evaluation and analysis, performing under pressure, and formulating written findings from practical investigation.

The Big Picture: *Cambridge Technical Level 3 Sport and Physical Activity*

A wide range of centre assessed units with practical and wider project-based assessment opportunities, as well as examined units on the body systems and the long and short term impacts of sport and physical activity; how sport is organised and the purpose of sports development; health and safety requirements in sport and physical activity; the purpose of, and how to conduct research in sport and physical activity; and how businesses in sport are organised and what success looks like to them

Intent

This qualification has been designed with practical and engaging ways of teaching in mind and enable learners to:

- Develop a knowledge that physical activity, training and lifestyle can have on body systems.
- Gain knowledge into the theory of what makes a good sports coach and activity leaders and methods that can be employed to improve performance of participants.
- Understand the organisations involved in sport in the UK and the different organisations in the development of sports.
- Develop the knowledge and skills required to plan, promote, deliver and review a successful sporting event.
- Gain knowledge how to apply new skills, tactics, techniques and knowledge in individual, team sports and outdoor activities.

Unit 1Body systems	Unit 2 Sport coaching	Unit 3 Sport development	Unit 8 Organising sport events	Unit 18 Practical skills
L01: Understand the skeletal system	L01: Roles and responsibilities of coaches and activity leaders	L01: Understand how sport in the UK is organised	L01: Know different types of sports events and their purpose	L01: Be able to apply skills, techniques and tactics in an individual sport
L02: Understand the muscular system	L02: Understand the principles which underpin coaching and leading	L02: Understand sports development	L02: Know the different roles and responsibilities involved in the planning and delivery of sports events	L02: Be able to apply skills, techniques and tactics in an in a team sport
L03: Understand the cardiovascular system	L03: Be able to use methods to improve skills, techniques and tactics in sport	L03: Understand how the impact of sports development can be measured	L03: Be able to plan and promote sports events	L03: Be able to apply skills and knowledge in outdoor adventurous activities
L04: Understand the respiratory system	L04: Be able to plan a series of sports and activity sessions	L04: Understand sports development in practice	L04: Be able to participate in the delivery of a sports event	L04: Be able to officiate in sport and physical activity
L05: Understand the different energy systems	L05: Be able to prepare sports and activity environments		L05: Be able to review the planning and delivery of a sports event	
	L06: Be able to deliver sports and activity sessions			
	L07: Be able to review sports and activity sessions			

All work produced in lesson count towards the final qualification grade. Assessments include:

- Low stakes testing
- Deep marking points
- Home learning
- Examinations mock and external
- Conferencing/ DIRT Moderation
- Written coursework
- Practical assessments

Impact

Cambridge Technicals in Health and Social Care qualifications help students to achieve their potential and progress to the next stage of their lives, whether that's higher education, an apprenticeship or employment.

Key Stage 5

Health and Social Care

OCR Cambridge

Technical Level 3

Year 12 and 13

We want students to develop the underpinning knowledge as well as practical and personal skills required to work in the health and social care sector. They learn how to deliver person-centred care and support to meet the needs of a variety of service-users. We do this through both the teaching of the course and where possible, through providing work placements. This can lead on to vocational courses such as nursing, social work and other allied health professions. We also want our students to be highly efficient independent learners which the nature of this course lends itself to. Students have to complete primary and secondary research, write up reports, do presentations and practical activities in order to complete their coursework.

The Big Picture: **Cambridge Technical Level 3 Health and Social Care and Child Care**

With the demographics in the UK changing rapidly and the population living longer, the health and social care sectors will experience huge growth over the next few years. This qualification provides a solid foundation of knowledge, practical skills and experience for anyone wanting to pursue a career in the subject.

Intent

This qualification has been designed with practical and engaging ways of teaching in mind and enable learners to:

- Develop knowledge and skills needed to work in various care settings
- Focus on person-centred values, rights of individuals, communicating effectively and protecting individuals.
- Support individuals through life events and the option to plan and deliver a creative activity or a health promotion campaign.
- Learn practical skills and knowledge that can be applied to real-life contexts and work situations, to think creatively, analytically, logically and critically and develop independence and confidence in using skills that would be relevant to the health and social care sector and more widely.

<i>Unit 1 Building positive relationships</i>	<i>Unit 2 Equality, diversity & rights</i>	<i>Unit 3 Health, <u>safety</u> and security</i>	<i>Unit 4 Anatomy and Physiology</i>	<i>Unit 10 Nutrition</i>	<i>Unit 17 Mental Health</i>
L01: Understand relationships in health, social care or <u>child care</u> environments	L01: Understand concepts of equality, diversity and rights and how these are applied in the context of health, social care and <u>child care</u> environments	L01: Understand potential hazards in health, social care and <u>child care</u> environments	L01: Understand the cardiovascular system, malfunctions and their	L01: Know nutritional and diet guidelines	L01: Know the main concepts, types, causes and effects of mental health conditions
L02: Understand the factors that influence the building of relationships	L02: Understand the impact of discriminatory practices on individuals in health, social care and <u>child care</u> environments	L02: Understand how legislation, policies and procedures promote health, safety and security in health, social care and <u>child care</u> environments	L02: Understand the respiratory system, <u>malfunctions</u> and their impact on individuals	L02: Understand the functions of nutrients	L02: Be able to support individuals with mental health conditions to plan their care, <u>treatment</u> and support
L03: Understand how a person-centred approach builds positive relationships in health, social care or <u>child care</u> environments	L03: Understand how current legislation and national initiatives promote <u>antidiscriminatory</u> practice in health, social care and <u>child care</u> environments	L03: 3. Understand the roles and responsibilities involved in health, safety and security in health, social care and <u>child care</u> environments	L03: Understand the digestive system, <u>malfunctions</u> and their impact on individuals	L03: Understand factors which influence nutritional health	
L04: Be able to use communication skills effectively to build positive relationships in a health, social care or <u>child care</u> environment	L04: Understand how equality, diversity and rights in health, social care and <u>child care</u> environments are promoted.	L04: Know how to respond to incidents and emergencies in a health, social care or <u>child care</u> environment	L04: Understand the musculoskeletal system, <u>malfunctions</u> and their impact on individuals	L04: Be able to make recommendations to improve nutritional health	

Impact

Cambridge Technicals in Health and Social Care qualifications help students to achieve their potential and progress to the next stage of their lives, whether that's higher education, an

Key Stage 4

Technical Award in Child Development and Care (Level 2)

The Big Picture: **The Level 2 Technical Award in Child Development and Care** has been designed to meet the needs of learners from the age of 14 years. It includes the knowledge and understanding of child development and well-being necessary when preparing for working with children in a variety of settings. It is aimed at a range of learners who wish to be introduced to childcare and development for children aged 0-5 years. It also gives learners an insight into their preferred learning styles and assists in developing their ability to study.

Subject: Child Development

Year Group: 10, 11

Intent

This qualification will enable learners to develop significant transferable knowledge and study skills that will support progression including:

- provide an understanding of holistic child development
- identify factors that influence child development
- understand legislation in the early years
- promote care routines and activities to support the child
- provide an understanding of the expectations of an early years practitioner and their roles and responsibilities in a childcare setting
- provide an understanding of the importance of observations in early years childcare
- understand the purpose of planning in early years childcare.

Implementation

Content Area 1	Child Development
Content Area 2	Factors that influence the child's development
Content Area 3	Care routines, play and activities to support the child
Content Area 4	Early years provision
Content Area 5	Legislation, policies and procedures in the early years
Content Area 6	Expectations of the early years practitioner
Content Area 7	Roles and responsibilities within early years setting
Content Area 8	The importance of observations in early years childcare
Content Area 9	Planning in early years childcare

Identify where the following will take [place](#):

Key assessments – Following each content area, students will complete mini assessments to support their NEA and EA. They will also complete a number of mock papers and mock [NEA's](#) throughout Year 10 and Year 11.

Deep marking points – prior to DCPs

Examinations – Non-exam assessment (NEA) in Summer Year 11 and Exam Assessment (EA) in Summer Year 11 (50% weighting each).

Autumn Term
Year 10 – Content Area 1 and 2
Year 11 – Content Area 6 and 7

Spring Term
Year 10 – Content Area 3
Year 11 – Content Area 8 and 9

Summer Term
Year 10 – Content Area 4 and 5
Year 11 – Controlled Assessment and Exam

Impact

This qualification gives students pathways that provide students with the underpinning skills and knowledge that will enable them to choose the most appropriate progression routes for their needs (further study, further education (FE) or employment).

Students to be actively encouraged to study Level 3 Applied General Award for Early Years, Childcare and Education at Grove College.

Key Stage 5

**Applied General Certificate for Early Years,
Childcare and Education (Level 3)**

Year 12 and 13

We want students to develop the underpinning knowledge as well as practical and personal skills required to work in the early years sector. They learn how to deliver child-centred care and support to meet the needs of all children and young people. We do this through both the teaching of the course and where possible, through providing work placements. We also want our students to be highly efficient independent learners which the nature of this course lends itself to. Students have to complete primary and secondary research, write up reports, do presentations and practical activities in order to complete their coursework. The qualification gives students pathways that underpin skills and knowledge that will enable them to choose the most appropriate progression route for their particular needs (further study, further education or employment).

The Big Picture: *NCFE CACHE Level 3 Applied General Certificate for Early Years, Childcare and Education*

The Level 3 Applied General Certificate for Early Years, Childcare and Education enables learners to develop knowledge and understanding of child development, education and care, which will allow them to progress to study in further education, higher education or join the workplace as an apprentice. This qualification is the equivalent, in size and rigour, to that of an AS Level.

Year Group: 12 & 13

Mixed year group class

Intent

To enable learners to develop knowledge and understanding in child development, education and care, allowing them to progress to higher or further education, as well as the workplace. This qualification will prepare learners and assist them to progress to higher education and apprenticeship courses such as an Advanced Apprenticeship for the Children and Young People's Workforce or Early Years Educator, which leads to vocationally related employment in early years and childcare with a licence to practice.

Implementation

Internal Assessment

Unit 1: The role of the early years, childcare and education practitioner	Unit 2: Human development from conception to 19 years	Unit 3: Key legislation, policy and procedures	Unit 4: Statutory educational frameworks	Unit 5: Play and learning
1. Understand the range of childcare services, their purpose and their function.	1. Understand human development from conception to 19 years.	1. Understand legislation relevant to early years, childcare and education.	1. Understand statutory education requirements for children and young people	1. Understand play.
2. Understand skills, attributes and behaviours of the professional childcare practitioner.	2. Understand factors affecting human development.	2. Understand key legislation in early years, childcare and education settings.	2. Understand the existing early years framework in England.	2. Understand how babies and young children develop skills and mastery through play.
3. Understand teamwork for child-centred practice.	3. Understand theoretical perspectives on human development.	3. Understand health and safety in practice.	3. Understand the requirements of the National Curriculum in England.	3. Understand the value of play.
4. Understand continuing professional development for best practice	4. Understand the impact of brain development in the early years.	4. Understand equality and inclusion in practice.	4. Understand postcompulsory education.	4. Understand theoretical approaches to play.
	5. Understand the significance of attachment.	5. Understand safeguarding in the context of child protection.	5. Understand the role of the regulatory body.	
	6. Understand resilience.			

External Assessment:

Externally set and externally marked Scenario Based Short Answer Examination covering the content of units 01 and 02: Graded P/M/D – externally assessed

Externally set and externally marked Extended Written Assignment covering the content of all five units: Synoptic assessment – graded P/M/D – externally assessed

Full achievement of the qualification will not be possible until all components are achieved. Unit certification will be available.

All work produced in lesson count towards the final qualification grade. Assessments include:

- Low stakes testing
- Deep marking points
- Home learning
- Examinations mock and external
- Conferencing/DIRT Moderation
- Written coursework
- Practical assessments

Autumn Term 2021
Unit 1, Unit 2

Autumn Term 2022
Unit 3, Unit 4

Spring Term 2021
Unit 2

Spring Term 2022
Unit 4, Unit 5

Summer Term 2021
External exam, Unit 3

Spring Term 2022
Unit 5, Extended written assignment