

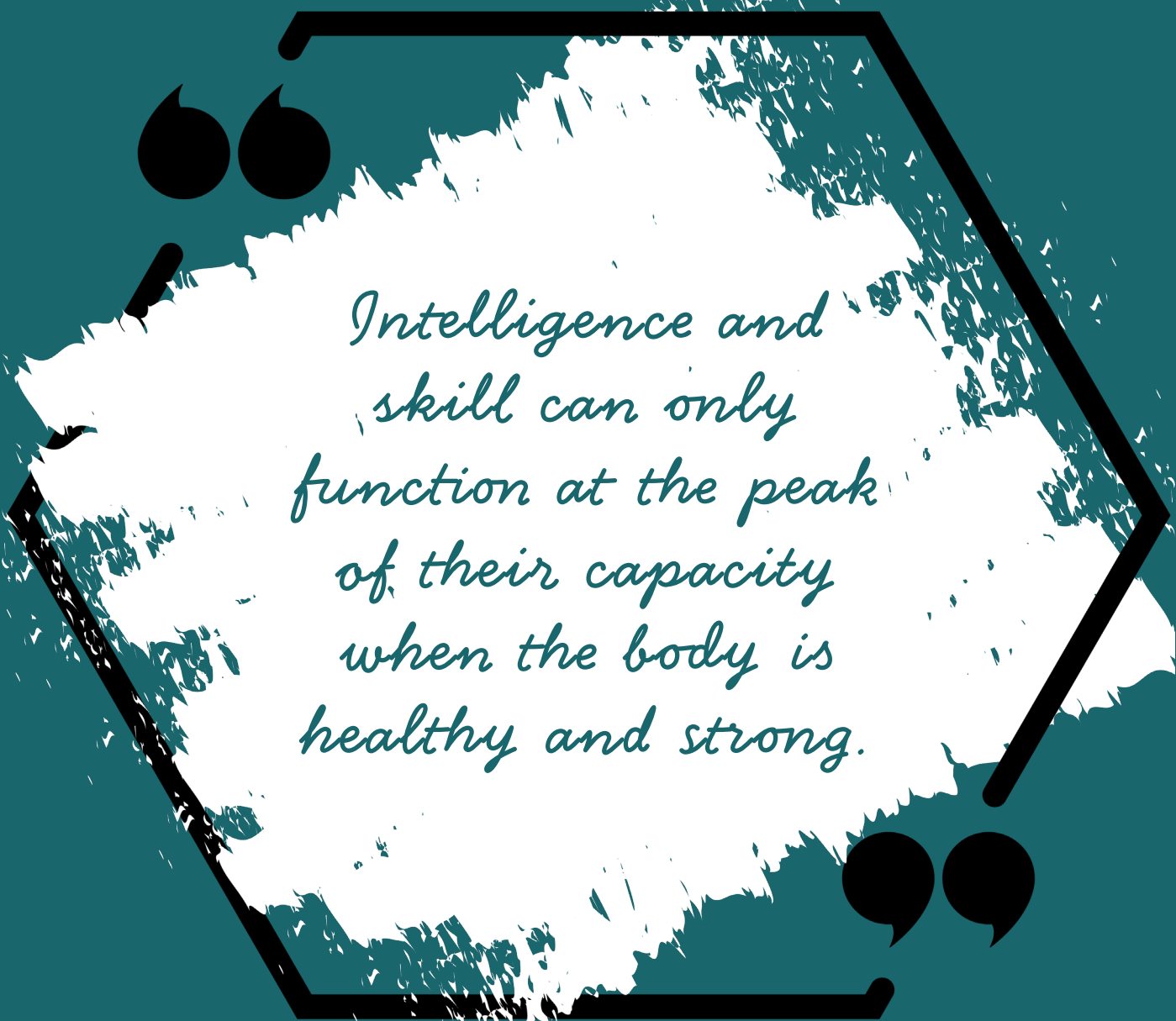


OUR CURRICULUM



PHYSICAL EDUCATION

PHILOSOPHY & NARRATIVE

A quote by John F. Kennedy is presented within a hexagonal frame that has a torn paper or ink-splattered edge. The frame is set against a dark teal background. Four black speech bubble shapes are positioned around the hexagon: two at the top-left, one at the top-right, and two at the bottom-right.

*Intelligence and
skill can only
function at the peak
of their capacity
when the body is
healthy and strong.*

John F. Kennedy

OUR PHILOSOPHY

Physical Education and sport bring communities together helping them to flourish and grow. By promoting both healthy minds and healthy bodies,

Physical Education and sport - in tandem with competing, mastery and finally elite sports - improve individual and collective lives.

Through play and practice, students develop character and morality in terms of: resilience, discipline, respect, leadership and team.

Through repetition and striving for mastery, as well as through an understanding of the science of the body, combined with Sport Psychology, students also develop lifelong habits that support physical and mental well-being.

KEY STAGE THREE

Our curriculum emphasises the connection between theory and practical skills and is designed to develop further interest, gaining a deeper understanding of theories and applications in the fields of human movement and health, and promotes the well-being of individuals and society.

The KS3 journey begins with a theoretical focus centred on five main topics: warm up/cool down; health and well-being; the muscular system; the skeletal system and the components of fitness. Students develop an understanding of how to warm up correctly, linking their knowledge with the location of seven main skeletal muscles and key bones linked to sporting performance. Students learn the key components of fitness that are central to the sports they participate in.

Antagonistic muscle pairs are introduced and how they work together to move our skeleton.

We explore a variety of joint movements and how joints are constructed. In year nine, we build further understanding of how the body works and how it impacts sporting performance. For the first time we start to introduce the world of socio-cultural factors and the impact they play in modern-day sport.

KEY STAGE THREE

This encompasses ethics as we introduce students to sportsmanship, gamesmanship and deviance within sport.

Knowledge is at the heart of what students learn through the medium of physical activity. Anatomy and physiology, alongside healthy lifestyles, are at the core of the curriculum which is taught primarily through a variety of sporting activities. Students learn to plan and implement what needs practicing to be more effective in performance as well as recognising hazards and make decisions about how to control any risks to themselves and others. This knowledge and practice allows students to refine and adapt ideas and plans in response to changing circumstances.

Students gain an understanding of how to develop their physical strength, stamina, speed and flexibility to cope with the demands of different activities. They develop their mental determination and resilience to succeed. The understanding of the long term health benefits and the importance of being involved in lifelong participation is addressed. Students reflect on and analyse performances, identifying strengths and weaknesses.

KEY STAGE FOUR

The PE curriculum fosters healthy living, contributing to the development of well-being, promoting the development of a life-long interest in sports participation and providing students with the knowledge to make an informed choice of lifestyle.

We introduce new sports and enable students to make informed choices about their involvement in healthy physical activity.

Those students who opt to take the GCSE have the opportunity to build on the foundation set in KS3; further exploring the way in which the parts of the human body work and function during physical activity and the physiological adaptations that can occur due to diet and training. The students link together their knowledge by focusing on the muscular-skeletal system and the cardio-respiratory system.

They will also develop their dialectic in relation to the principles of training: why we train in different ways; how training plans can be made to optimise results and the development of practical performance.

The theories of sports psychology are introduced in year 11. Students use these ideas to reflect on the key psychological concepts affecting their own learning and performance. They use opportunities to develop their knowledge of socio-cultural influences that impact on participation and performance in physical activities and sports.

The practical component focuses on developing performance effectively in a variety of physical activities. Students gain an understanding of how to demonstrate their skills in unopposed situations as well as competitive situations while under pressure.

KEY STAGE FIVE

Students deepen their learning about the structure and function of key systems in the human body, the forces that act upon us and the healthy adaptations we make to our bodies through diet and training regimes, considering how these effects can be used in physical activities to improve our health and performance.

Practical examples from physical activities and sports are used to show how theoretical concepts can be applied and to reinforce understanding.

By learning about energy systems used during different types of physical activity and sport, students develop their knowledge of the changes within body systems: prior to exercise; during exercise of differing intensities and during recovery. Through the topic of biomechanics students will gain knowledge of and use definitions, equations, formulae, units of measurement, and plot, label and interpret graphs and diagrams.

In Year 13, students focus on the psychological factors affecting physical activities and sports. Students learn about models and theories affecting performance; how different methods of training and feedback work and why their effectiveness differs from person to person.

Study includes psychological factors affecting performers, such as group dynamics, leadership and stress.

They learn how to apply the theories to practical examples, giving guidance and feedback in constructive ways that are suited to that individual's personality; therefore assisting in developing practical performance in physical activities and sports. It is expected that practical examples from physical activities and sports will be used to show how theory can be applied and to reinforce understanding.



BUILDING ON THE KNOWLEDGE OF THE PAST
TO HELP THE CHILDREN OF TODAY
MEET THE CHALLENGES OF TOMORROW