

The Beacon Centre

Physical Education

Physical Education is a vital subject enabling learners to excel away from the classroom environment, build confidence and self-esteem and participate in a range of new activities and experiences. Not only does Physical Education offer a great physical release, but from Key Stage Three onwards learners will develop an understanding of their bodies, the importance of health and fitness and explore opportunities for working in the Sports & Leisure Sector.

British Values and the SMSC curriculum run throughout the subject of PE with rules, tactics, sportsmanship, leadership, teamwork and understating ones body at the core of the subject. Specific examples of Spiritual, Moral Social and Cultural Develop in Physical Education include:

- Pupils learning to cope with both success and defeat with dignity.
- Pupils discussing learning objectives and reflecting upon issues such as access to sport as well as listening to others opinions.
- Strategies and tactics being introduced to pupils.
- The role of coaches, leaders, and umpires are used to develop pupils' sense of right and wrong.
 - Pupils witnessing positive behaviour in PE and are allowed the opportunity to reflect upon sportsmanship and gamesmanship openly.
 - Pupils becoming aware of different cultural attitudes towards aspects of physical activity.
 - Discovering the role of sport and dance within society including learning dances and games from different traditions.
- Pupils learning to cope with their emotions in socially acceptable way during competitive situations.

	Key Stage 3a	Key Stage 3b	Year 10	Year 11
Autumn 1	Invasion Games	Personal Fitness	Asdan Sport Short Course	NCFE Level 1 Sport Personal exercise and fitness
Autumn 2	Swimming?	Invasion games	Asdan Sport Short Course	NCFE Level 1 Sport Personal exercise and fitness
Spring 1	Personal Fitness	Leadership	Asdan Sport Short Course	NCFE Level 1 Sport Health and nutrition
Spring 2	Gym/Boxing	Swimming?	Asdan Sport Short Course	NCFE Level 1 Sport Leading Others
Summer 1	Leadership	Gym/Boxing	Asdan Sport Short Course	NCFE Level 1 Sport Participating in Sport
Summer 2	Outdoor Games Athletics	Outdoor Games Athletics	Asdan Sport Short Course	NCFE Level 1 Sport Participating in Sport

Class: Key Stage 3a					
Autumn 1 Games	Autumn 2 Swimming	Spring 1 Personal Fitness	Spring 2 Gym/Boxing	Summer 1 Leadership	Summer 2 Outdoor Games
<p>Assessment – performance in a range of games.</p> <p>Passing and moving (game environment).</p> <p>Game situation -Defenders Vs Attackers. Positional play.</p> <p>Small sided tournament. Focus on teamwork and passing and receiving ball.</p> <p>Peer assessment</p> <p>Small sided tournament. Assessment opportunity.</p>	<p>Swimming Assessment.</p> <p>Range of different strokes.</p> <p>Water confidence.</p> <p>Personal Survival.</p> <p>Safety in/around water.</p>	<p>Assessment - based on fitness tests.</p> <p>Introduction to theory PE.</p> <p>The body systems</p> <p>Health living</p> <p>Careers in sport – PT, Armed Forces, Physio etc.</p> <p>Practical through fitness work.</p>	<p>Assessment – multi stage fitness test/other fitness tests.</p> <p>Basics of boxing - safety, movement, positioning and fitness work (in gym).</p> <p>Fitness and pad work</p> <p>Peer assessment</p> <p>Video assessment - Evaluating own performance.</p>	<p>Variety of games.</p> <p>Adapt games to improve/ increase difficulty.</p> <p>Learner lead games.</p> <p>Leadership in sport – roles, careers such as sports coach, managers, teacher etc.</p>	<p>Cross country</p> <p>Walking</p> <p>Different locations – beach, trail run.</p> <p>Outdoor team games.</p> <p>Inter-School Competitions.</p>
<p>Careers:</p> <p>Theme to run throughout PE. Looking at different roles within the Sports and Leisure Sector. Careers will be tied into each half terms topic. Careers to research during topic:</p> <p>Fitness/Gym – personal trainer, sports coach, NHS roles (physio etc.), armed forces, sports massage.</p> <p>Games – performance management, professional athletes, officials, coaches and managers.</p> <p>Leadership – Roles including coaching, teaching, supporting others, managers.</p> <p>Swimming – lifeguards, professional athletes.</p> <p>Outdoor – outdoor leaders, DofE roles, adventure sports, first aiders/mountain rescue.</p>					

Class: Key Stage 3b					
Autumn 1 Personal Fitness	Autumn 2 Games	Spring 1 Leadership	Spring 2 Swimming	Summer 1 Gym/Boxing	Summer 2 Outdoor Games
<p>Assessment - based on fitness tests.</p> <p>Introduction to theory PE.</p> <p>The body systems</p> <p>Health living</p> <p>Careers in sport – PT, Armed Forces, Physio etc.</p> <p>Practical through fitness work.</p>	<p>Assessment – performance in a range of games.</p> <p>Passing and moving (game environment).</p> <p>Game situation -Defenders Vs Attackers. Positional play.</p> <p>Small sided tournament. Focus on teamwork and passing and receiving ball.</p> <p>Peer assessment</p> <p>Small sided tournament. Assessment opportunity.</p>	<p>Variety of games.</p> <p>Adapt games to improve/ increase difficulty.</p> <p>Learner lead games.</p> <p>Leadership in sport – roles, careers such as sports coach, managers, teacher etc.</p>	<p>Swimming Assessment</p> <p>Range of different strokes</p> <p>Water confidence</p> <p>Personal Survival</p> <p>Safety in/around water</p>	<p>Assessment – multi stage fitness test/other fitness tests.</p> <p>Basics of boxing - safety, movement, positioning and fitness work (in gym).</p> <p>Fitness and pad work</p> <p>Video/Peer assessment of ability</p> <p>Video assessment - Evaluating own performance.</p>	<p>Cross country</p> <p>Walking</p> <p>Different locations – beach, trail run.</p> <p>Outdoor team games.</p> <p>Inter-School Competitions.</p>
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Class: Year 10 Asdan Sports and Fitness Short Course					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sports Participation	Health, Fitness and Nutrition	Sports Participation	Researching Sport	Sports Participation	Sport in the Community
<p>-A1 Take part in two indoor activities (with peer assessment)</p> <p>-A8 Profile of sportsperson and their achievements so far</p>	<p>-B2 Create a fitness programme to develop one of the following; Endurance Balance Agility Speed Strength (must include pre/post test results)</p>	<p>-B2 Development of a skill</p> <p>-A2 Take part in two team sports (peer assessment)</p>	<p>-B1 choose a sport and find out about the organizations running the sports e.g. Football: FIFA EUFA The FA County FA's</p>	<p>-A3 Take part in two different outdoor activities</p> <p>-A5 Investigate the opportunities in your local area for participating in sport (indoor, team sports and outdoor activities)</p>	<p>-B2 As a group organise a sporting event (interschool competition / sports day)</p> <p>Plan and run the event</p>
<p align="center">Careers - Module 7 Working in Sport (objectives done throughout the year)</p> <p>-A1 investigate different skills and qualities needed by people employed by a sports club or team. Consider those carrying out roles such as nutritionists, coach, performance analyst, admin staff, athlete)</p> <p>A3 – Investigate a range of occupations available within the sports industry</p> <p>A5 – Create a mind map that shows employment associated with sport</p> <p>A7 – Interview at least two people who work within the sports industry</p>					

Class: Year 11 NCFE SPORT LEVEL ONE					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal exercise and Fitness		Health and Nutrition	Leading Others	Participating in Sport	
<p>Understand anatomy and physiology</p> <p><i>Identify the structure and function of the body in relation to exercise and fitness. Identify the effects of exercise and fitness on body systems.</i></p> <p>Understand the components of physical fitness</p> <p><i>Define health, exercise, physical activity and fitness and outline the differences between them. Define the principles of training. Identify the components of physical fitness.</i></p> <p>Know the considerations for taking part in exercise and fitness activities</p> <p><i>Outline the main reasons for participating in exercise and fitness. Identify health and safety requirements of participation in exercise and fitness. Identify common fitness tests. Outline the main purpose for warming up and cooling down.</i></p> <p>Be able to participate in exercise and fitness activities designed to improve personal fitness</p> <p><i>Identify the main components of a fitness session. Participate in personal fitness training. Record results from personal fitness testing.</i></p>		<p>Understand major food groups</p> <p><i>Identify major food groups. Outline the main function of each group. Give examples of the sources for each identified food group. Identify the main vitamins and minerals for each food group. Give examples of the sources of each identified vitamin and mineral.</i></p> <p>Know about the importance of nutrition to health and wellbeing</p> <p><i>Identify signs of mineral and vitamin deficiency. Identify the signs of mineral and vitamin toxicity. State the importance of hydration. Outline the reasons why a balanced diet is important.</i></p> <p>Know how to manage a healthy and balanced diet</p> <p><i>Outline why diet may vary for different people.</i></p>	<p>Understand the characteristics of effective leadership</p> <p><i>Identify key characteristics and qualities of leadership. Outline why these characteristics are important for effective leadership.</i></p> <p>Know which leadership skills to use with others</p> <p><i>Identify leadership skills to use with others. Identify situations that require leadership skills</i></p> <p>Be able to demonstrate leadership skills in a group</p> <p><i>Identify instances when leadership skills have been demonstrated. Use an appropriate leadership skill</i></p> <p>Be able to review own practice of leadership skills</p> <p><i>Outline why use of a leadership skill was a success. Identify one aspect of leadership that did</i></p>	<p>Know how to prepare to participate in sport.</p> <p><i>Outline reasons for participating in sport. Identify the main characteristics of sport. List the main categories of sport. Identify national, regional and local venues/facilities.</i></p> <p>Be able to participate in a range of sports</p> <p><i>Actively participate in individual sports. Actively participate in team sports. Outline the skills and techniques for a range of sports. Identify the equipment and resources required for a range of sports. Identify the essential rules and regulations for a range of sports</i></p> <p>Be able to review own participation in sport</p> <p><i>Review own participation over time in individual and team sports. Identify own strengths demonstrated in a range of sports. Identify own areas for development in a range of sports. Describe strategies that can be employed to improve own performance in sport</i></p>	

<p><i>Actively participate in exercise and fitness activities to improve own fitness levels.</i></p> <p>Be able to reflect on participation in exercise and fitness activities</p> <p><i>Review personal fitness testing results over time. Identify personal benefits and/or effectiveness of following a fitness programme</i></p>	<p><i>State the benefits of different diets. Create a personal healthy diet plan. Follow the personal healthy diet plan, identifying any improvement to health and wellbeing. Outline ways of promoting a healthy diet.</i></p>	<p><i>not go well. Explain why use of a leadership skill was not so successful.</i></p> <p>Understand how to make decisions</p> <p><i>Identify a decision that needs to be made about a task or situation. Describe the step or steps needed to make the decision.</i></p>	
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