

1. Intent

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At the Nuneaton Academy, we are committed to providing the best possible education for our young people through high quality teaching and learning. We believe that physical education is the cornerstone in developing pupil's physical, social, emotional, cultural and moral characteristics through promoting performance, leadership and active lifestyles. To echo and support United Learning's vision, in PE we aspire to develop the full holistic potential of every student through high quality physical education within academic and practical environments. Our PE curriculum has been established to be balanced and sequential covering a mixture of theoretical and practical based knowledge for all pupils to learn. We share and implement the following United Learning key values within the delivery of our PE curriculum:

1. Ambitious – to excel: to be the best they can be in and through PE and sport;
2. Confident – to participate, perform and lead;
3. Creative – in their decision-making and in finding solutions to increasingly complex challenges;
4. Respectful – of themselves, all of their peers and all adults involved in their sporting life, whether they be teachers, coaches, officials, medical staff etc;
5. Enthusiastic – about engaging in physical activity and sport in school, out of school and beyond school life;
6. Determined – to persist in overcoming obstacles, to lead healthy lifestyles and to achieve their best.

We pledge that pupils will be provided with inspirational and excellent teaching which will give them the holistic development they need to positively progress throughout their time within Secondary education and bring out 'the best in everyone'.

2. Key stage 3:

Curriculum End Points (Core PE)

Year 7 – To be able to understand the key concepts involved in a range of multiple sports and embed fundamental skills for each sport. A basic level of knowledge is too applied across a range of sporting strands (Invasion, Net & Wall, Creative, Fitness, Athletics, and Striking & Fielding) with an aim to increase physical activity & leadership in pupils' everyday lives. Pupils will know the rules and scoring systems across all sports delivered.

Year 8 – To be able to show progression on fundamental skills across multiple sports and develop techniques further through application within small sided/competitive environments. An intermediate level of knowledge to be applied across a range of sporting strands (Invasion, Net & Wall, Creative, Fitness, Athletics, and Striking & Fielding) with an aim to increase physical activity & leadership in pupils' everyday lives.

Year 9 – To be able to sustain and demonstrate good level of skills across multiple sports and develop advanced techniques. An advanced level of knowledge to be applied across range of sporting strands (Invasion, Net & Wall, Creative, Fitness, Athletics, and Striking & Fielding) with an aim to increase physical activity & leadership in pupils' everyday lives. Pupils will learn and apply tactics and strategies to outwit opponents in competitive environments.

Curriculum Content:

<i>Invasion</i>	<i>Net & Wall</i>	<i>Creative</i>	<i>Fitness & Games</i>	<i>Athletics</i>	<i>Striking & Fielding</i>
Football Netball Handball Rugby Basketball	Badminton	Gymnastics	Fitness testing Methods of training Components of fitness Leadership through fitness Outdoor Adventurous Activities (OAA)	100m 200m 400m 4x100m relay Shot Put Discus Javelin High jump	Rounders Cricket

Homework:

Fit for Life - The 'Fit for Life' area within our PE curriculum is designed to promote lifelong knowledge around physical activity, health, and wellness. This comprehensive assessment aligns with the educational objectives of our school, focusing not only on physical fitness but also on the development of healthy habits and a sustainable, active lifestyles.

Pupils are provided with a knowledge organiser which includes a variety of different PE theoretical knowledge that pupils are required to learn at home. This knowledge will be also linked with the physical part of the PE curriculum so it is important that pupils take the time to complete their homework to improve their PE knowledge.

FIT FOR LIFE KNOWLEDGE SCHEDULE					
YEAR 7		YEAR 8		YEAR 9	
WEEK COMMENCING	TOPIC	WEEK COMMENCING	TOPIC	WEEK COMMENCING	TOPIC
9th Sept - 21st Oct	INTRO TO FIT TO LEAD	9th - 21st Oct	INTRO TO FIT TO LEAD	9th - 21st Oct	INTRO TO FIT TO LEAD
28-Oct		28-Oct		28-Oct	
4th Nov	FIT FOR LIFE: SECTION 3 - WARM UP & COOL DOWN	4th Nov	FIT FOR LIFE: SECTION 1 - MUSCLES	4th Nov	FIT FOR LIFE: SECTION 2 - SKELETON
11th Nov		11th Nov		11th Nov	
18th Nov		18th Nov		18th Nov	
25th Nov		25th Nov		25th Nov	
2nd Dec	FIT FOR LIFE: SECTION 1 - HEALTH & WELLBEING	2nd Dec	FIT FOR LIFE: SECTION 2 - TRAINING METHODS	2nd Dec	FIT FOR LIFE: SECTION 1 - PRINCIPLES OF TRAINING
9th Dec		9th Dec		9th Dec	
16th Dec		16th Dec		16th Dec	
23-Dec		23-Dec		23-Dec	
30-Dec		30-Dec		30-Dec	
6th Jan	FIT FOR LIFE: SECTION 1 - HEALTH & WELLBEING	6th Jan	FIT FOR LIFE: SECTION 2 - TRAINING METHODS	6th Jan	FIT FOR LIFE: SECTION 1 - PRINCIPLES OF TRAINING
13th Jan	MID POINT ASSESSMENTS	13th Jan	MID POINT ASSESSMENTS	13th Jan	MID POINT ASSESSMENTS
20th Jan		20th Jan		20th Jan	
27th Jan	FIT FOR LIFE: SECTION 2 - HEALTH RELATED FITNESS	27th Jan	FIT FOR LIFE: SECTION 3 - SKILL RELATED FITNESS	27th Jan	FIT FOR LIFE: SECTION 3 - FITNESS TESTING
3rd Feb		3rd Feb		3rd Feb	
10th Feb		10th Feb		10th Feb	
17th Feb		17th Feb		17th Feb	
24th Feb	FIT FOR LIFE: SECTION 3 - WARM UP & COOL DOWN	24th Feb	FIT FOR LIFE: SECTION 4 - SHORT TERM EFFECTS OF EXERCISE	24th Feb	FIT FOR LIFE: SECTION 4 - ANAEROBIC & AEROBIC EXERCISE
3rd Mar		3rd Mar		3rd Mar	
10th Mar		10th Mar		10th Mar	
17th Mar	FIT FOR LIFE: SECTION 2 - HEALTH RELATED FITNESS	17th Mar	FIT FOR LIFE: SECTION 1 & 3 - MUSCLES & SKILL RELATED FITNESS	17th Mar	FIT FOR LIFE: SECTION 1 & 3 - PRINCIPLES OF TRAINING & FITNESS TESTING
24th Mar		24th Mar		24th Mar	
31st Mar		31st Mar		31st Mar	
7th Apr		7th Apr		7th Apr	
14th Apr		14th Apr		14th Apr	
21st Apr		21st Apr		21st Apr	
28th Apr	FIT FOR LIFE: SECTION 1 - HEALTH & WELLBEING	28th Apr	FIT FOR LIFE: SECTION 2 & 4 - TRAINING METHODS & SHORT TERM EFFECTS OF EXERCISE	28th Apr	FIT FOR LIFE: SECTION 2 & 4 - SKELETON & ANAEROBIC AND AEROBIC EXERCISE
5th May	FIT TO LEAD	5th May	FIT TO LEAD	5th May	FIT TO LEAD
12th May		12th May		12th May	
19th May		19th May		19th May	
26th May		26th May		26th May	
2nd Jun	END OF YEAR ASSESSMENTS	2nd Jun	END OF YEAR ASSESSMENTS	2nd Jun	END OF YEAR ASSESSMENTS
9th Jun		9th Jun		9th Jun	
16th Jun		16th Jun		16th Jun	
23rd Jun	INTRODUCTION TO YEAR 8 FIT FOR LIFE	23rd Jun	INTRODUCTION TO YEAR 9 FIT FOR LIFE	23rd Jun	INTRODUCTION TO KS4 PE
30th Jun		30th Jun		30th Jun	
7th Jul		7th Jul		7th Jul	
14th Jul		14th Jul		14th Jul	

Assessment:

At Nuneaton Academy, pupils are assessed within three different areas that look at the pupil's holistic development within physical education providing a clear outlook of the pupils' overall profile within PE and Sport. The expectation is that assessment of pupils' learning and progression within this PE curriculum will predominantly be undertaken in a practical setting. The vast majority of the assessment will take place through teacher observation and constant use of teacher and peer feedback. Assessment moderation will take place throughout the academic year to ensure to teachers are assessment correctly and accurately.

Teachers will assess pupils by scoring (1-9) them using the assessment criteria within on the three strands below:

- **'Fit to perform'** – This is category will look at the pupil's physical abilities within sport and assess their ability to perform and apply key skills and tactics in specific sporting contexts.
- **'Fit to lead'** – This category looks into a pupils ability to show leadership skills which includes assessing their communication, confidence and reflection within different sporting environments.

- **'Fit for life'** – This category looks into a pupils knowledge of how to live a healthy lifestyle and have the ability to apply that knowledge to physical activity and day to day life.

Nuneaton Academy's PE assessment criteria has been developed using United Learning's PE and Health curriculum and adapting the recommended guidance on Key Performance Indicators (KPIs) to suit and reflect our school PE curriculum and culture.

Pupil assessment will be an ongoing and live process and will be reported mid-year and end of year to mirror the schools data reporting schedule. Teachers are expected to update live spreadsheet for their classes regularly throughout the year to ensure assessment data is up to date and reflects current pupil development in PE.

Each strand will carry its own individual weighting which will contribute to an overall score for each pupil. To ensure the assessment weighting reflects to require of PE, the 'Fit to Perform' will be weighted the highest to ensure the focus of physical development remains highest priority.

3 STRANDS OF PHYSICAL EDUCATION			
YEAR 7	Fit to Perform (60%)		Fit to Lead (20%)
	Fit to Perform (60%)		Fit to Lead (20%)
	Fit to Perform (60%)		Fit to Lead (20%)
	Fit to Perform (60%)		Fit to Lead (20%)
1	<ul style="list-style-type: none"> I can perform essential skills some of the time during practices. (KPI 1) I can identify some basic rules of some sports/events. 	<ul style="list-style-type: none"> I can lead my partner in a short activity (e.g. a warm up). (KPI 4) 	<ul style="list-style-type: none"> I can identify the three main types of health that make up someone's overall wellbeing (KPI 9) I can identify the main three phases of a warm up (KPI 8) I can identify 1 or more health related components of fitness (KPI 7)
2	<ul style="list-style-type: none"> I can perform essential skills during practices and small group settings. (KPI 1) I can describe simple tactics and creative processes. (KPI 2) I can identify and apply the basic rules of a variety of different sports/events. 	<ul style="list-style-type: none"> I can lead my partner for a minimum of 10 minutes, showing respect, empathy and co-operation. (KPI 4) I can identify strengths and areas for improvement for my own performance. (KPI 5 & 6) 	<ul style="list-style-type: none"> I can identify 2 or more benefits of taking part in physical activity (KPI 9) I can identify why it is important to warm up before participating in exercise (KPI 8) I can identify 3 or more health related components of fitness (KPI 7)
3	<ul style="list-style-type: none"> I can perform essential skills consistently during practices and small group settings with control. (KPI 1) I can employ simple tactics and creative processes in small group settings. (KPI 2) I can identify and apply the basic rules of a variety of different sports/events. 	<ul style="list-style-type: none"> I can lead my partner for a minimum of 10 minutes, showing respect, empathy and co-operation whilst using verbal and non-verbal communication skills (demonstration). (KPI 4, 5 & 6) I understand how to overcome a challenge on at least one occasion when leading (e.g. non-doer, different ability, partner does not understand) (KPI 5) 	<ul style="list-style-type: none"> I can demonstrate and define the health related components of fitness and how they are applied within different sporting contexts (KPI 7) I can effectively demonstrate how to warm up & cool down before and after physical activity (KPI 8) I can explain 4 or more benefits of why physical activity is important for a healthy lifestyle (KPI 9)
Bronze Sports Leaders UK Award			

3 STRANDS OF PHYSICAL EDUCATION			
	Fit to Perform (60%)	Fit to Lead (20%)	Fit for Life (20%)
YEAR 8	<ul style="list-style-type: none"> I can perform a range of skills under pressure and show some problem solving and decision-making skills (tactics) in a conditioned or creative environment. (KPI 1 & 2) I can identify some complex rules of some sports/events. 	<ul style="list-style-type: none"> I can lead a small activity to a small group using verbal and non-communication skills. (KPI 4) I can identify the skills needed to be an effective leader. (KPI 4 & 6) 	<ul style="list-style-type: none"> I can demonstrate appropriate speed, strength, cardiovascular endurance in a selected activity, including being able to complete short and long periods of sustained exercise. (KPI 7) I can identify some (4 or more) key muscles that are used in daily physical activity. (KPI 8) I can define the term 'fitness' in sport and how it can vary across different sporting contexts (KPI 9)
	<ul style="list-style-type: none"> I can perform a range of skills under pressure and show some problem solving and decision-making skills (tactics) in a variety of conditioned and/or creative environment. (KPI 1 & 2) I can identify and apply some complex rules of different sports/events. 	<ul style="list-style-type: none"> I can show confidence whilst leading a small activity to a small group. (KPI 4) I can organise the equipment and participants quickly and effectively. (KPI 4 & 5) I can create an audit of my own leadership skills in order to record my strengths and areas for improvement as a leader. (KPI 6) 	<ul style="list-style-type: none"> I can demonstrate appropriate speed, strength, CV endurance across various activities, including being able to complete short and long periods of sustained exercise (KPI 7) I can explain some (3 or more) short term effects of exercise can have on the bodily systems during exercise and how to measure them. (KPI 8) I know some (3 or more) skill-related components of fitness and can link them to sporting situations (KPI 9)
	<ul style="list-style-type: none"> I can perform a range of skills under pressure consistently and demonstrate problem solving and decision-making in a variety of conditioned environments. (KPI 1 & 2) I can identify and apply complex rules of a variety of different sports/events. 	<ul style="list-style-type: none"> I can confidently lead an activity to a small group showing effective organisation skills and reflection. (KPI 4 & 6) I can communicate effectively with participants during the activity in order to give feedback. (KPI 5) I can officiate a 10 minute game with support. (KPI 4) <p><i>*Silver Sports Leaders UK Award*</i></p>	<ul style="list-style-type: none"> I can identify how to improve 3 or more components of fitness through the use of different training methods (KPI 7) I can define most (7 or more) components of fitness and link them to sporting situations. (KPI 9) I can explain (4 or more) short term effects of exercise & explain some (3 or more) long term effects of exercise on the bodily systems. (KPI 8) I can effectively identify and locate most (6 or more) key muscles that are used in daily physical activity. (KPI 8)

3 STRANDS OF PHYSICAL EDUCATION			
	Fit to Perform (50%)	Fit to Lead (20%)	Fit for Life (30%)
YEAR 9	<ul style="list-style-type: none"> I can perform advanced skills and demonstrate problem solving and decision-making in a competitive situation or performance. (KPI 1 & 2) I can identify and apply full game rules to one sport/event. 	<ul style="list-style-type: none"> I can lead an activity to a group and adapt the activity for different abilities. (E.g. a lower ability alternative and a higher ability alternative). (KPI 4) I can analyse strengths and areas for improvement for my own and/or other's performances and set future targets by reflecting on their progress and performance. (KPI 5 & 6) 	<ul style="list-style-type: none"> I can identify how to improve 5 or more components of fitness through the use of different training methods (KPI 7) I can effectively identify and locate 4 or more bones in skeletal system (KPI 8) I can complete a series of fitness tests and identify strengths and weaknesses in the components of fitness (KPI 9)
	<ul style="list-style-type: none"> I can perform advanced skills and demonstrate problem solving and decision-making in a variety of competitive situations or performance. (KPI 1 & 2) I can identify and apply full game rules to a range of sports/events. 	<ul style="list-style-type: none"> I can lead an activity to a group and effectively overcome at least one setback whilst leading, e.g. difficulties with equipment, challenging behaviour, space or time etc. (KPI 4 & 6) I can officiate a game independently and accurately for a minimum of 10 minutes using verbal and non-verbal communication skills. (KPI 4 & 5) 	<ul style="list-style-type: none"> I can identify all components of fitness and link them to sporting contexts including identifying how to test and improve them. (KPI 7) I can explain the difference between Aerobic & Anaerobic exercise (KPI 8) I can describe some (3 or more) principles of training to develop fitness (KPI 9)
	<ul style="list-style-type: none"> I have the ability to modify my existing skills in order to excel in a range of competitive situations or a performance. (KPI 1 & 2) I can identify and apply full game rules to a range of sports/events. 	<ul style="list-style-type: none"> I can successfully design and lead my own activity to develop key skills in a sport of my own choice. (KPI 4, 5 & 6) I can successfully and effectively officiate a game without any additional support for an extended period of time. (KPI 4, 5 & 6) <p><i>*Gold Sports Leaders UK Award*</i></p>	<ul style="list-style-type: none"> Consistently meets the strenuous exercise demands required for specific activities, combining muscular strength, power and cardiovascular fitness and speed to excellent effect (KPI 7) I can design my own safe and effective fitness training session using key principles of training (KPI 8 & 9) I can successfully identify and locate most (6 or more) bones in skeletal system. (KPI 8)

2. Key stage 4

Curriculum End Points (Core PE)

KS4 Core PE – Pupils to grow their love for physical activity further through a range of traditional and alternative sports by applying transferrable skills learnt through KS3. Pupils are to know how to remain active and promote physical activity for all abilities to maintain a healthy lifestyle. Pupils opt to what sport they participate in on a half termly rotation promoting independence, engagement and enjoyment of physical education.

<i>Invasion</i>	<i>Net & Wall</i>	<i>Creative</i>	<i>Health & Fitness</i>	<i>Athletics</i>	<i>Striking & Fielding</i>
Football Netball Rugby Basketball Handball Dodgeball	Badminton Table Tennis Short Tennis Volleyball Tchoukball	Gymnastics Dance	Physical fitness development	100m 200m 400m 4x100m relay Shot Put Discus Javelin	Rounders Cricket Soft ball

Curriculum End Points (Examination PE)

Edexcel GCSE PE – To know, understand and apply key knowledge of the anatomy of the body, its systems and the impact they have on physical performance including key knowledge around health, fitness and wellbeing.

OCR Cambridge National Sport Studies – To know, understand and apply the fundamental principles and concepts of Sports Studies through learning key knowledge around leadership and performance in sport and contemporary issues in Sport, alongside exploring the relationship of how the media can impact promotion of sport within the UK.

Edexcel GCSE PE:

<i>Component 1</i>	<i>Component 2</i>	<i>Component 3</i>	<i>Component 4</i>
1. Applied anatomy & physiology 2. Movement Analysis 3. Physical training 4. Use of data	1. Health, Fitness & Wellbeing 2. Sport psychology 3. Socio-cultural influences 4. Use of data	Practical Performance (Individual & Team x3)	Personal Exercise Programme (PEP) - Aim & Planning - Monitoring - Evaluation

OCR Cambridge National Sport Studies:

<i>R184: Contemporary issues in sport</i>	<i>R185: Performance and leadership</i>	<i>R186: Sport and the media</i>
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<ol style="list-style-type: none"> 1. Issues which affect participation in sport 2. The role of sport in promoting values 3. The implications of hosting a major sporting event for city or country 4. The role NGBs play in development of their sport 5. The use of technology in sport 	<ol style="list-style-type: none"> 1. Key components of performance 2. Applying practice methods to support improvement in a sporting activity 3. Organising and planning a sports activity session 4. Leading a sports activity session 5. Reviewing your own performance in planning & leading a sports activity session 	<ol style="list-style-type: none"> 1. The different sources of media that cover sport 2. Positive effects of media in sport 3. Negative effects of the media in sport
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GCSE PE Assessment:

Component 1 – Applied Anatomy and Physiology

- The assessment is 1 hours and 30 minutes.
- The assessment is out of 80 marks.
- Students must answer all questions.
- The assessment consists of multiple-choice, short-answer, and one extended writing question.
- For the nine-mark extended writing question, students will be expected to draw on their knowledge and understanding in relation to the question, apply their knowledge and understanding and come to a reasoned judgement in order to answer the specific requirement of the question.

Component 2 Health and Performance:

- The assessment is 1 hours and 15 minutes.
- The assessment is out of 60 marks.
- Students must answer all questions.
- The assessment consists of multiple-choice, short-answer, and one extended writing question.
- For the nine-mark extended writing question, students will be expected to draw on their knowledge and understanding in relation to the question, apply their knowledge and understanding and come to a reasoned judgement in order to answer the specific requirement of the question.

Component 3 – Practical Performance:

- The assessment for each physical activity and sport may take place over multiple sessions up to a combined duration of 12 hours.
- The practical performance consists of 105 marks (35 marks per physical activity, which are added together to give the total mark for this component).

- The physical activities will be marked by the teacher and moderated by Pearson.
- Marks must be submitted at the end of the course and prior to moderation

Component 4 – Personal Exercise Programme (PEP):

- Carrying out and producing the PEP may take place over multiple sessions up to a combined duration of 12 hours.
- The PEP consists of 20 marks.
- The PEP will be marked by the teacher and moderated by Pearson.
- Marks must be submitted at the end of the course prior to moderation.

OCR Cambridge National Sport Studies Assessment:

Unit R184: Contemporary issues in sport	
48 GLH 1 hour 15 minute written examination 70 marks (80 UMS) OCR-set and marked Calculators are not required in this exam	This question paper has three parts: <ul style="list-style-type: none"> • Section A – short answer questions focused on PO1 • Section B - includes PO1 and PO2, short and medium answer questions • Section C – includes PO2 and PO3, short and medium answer questions, and the final question is a PO3 extended response question.
Unit R185: Performance and leadership in sports activities	
48 GLH OCR-set assignment 80 marks (80 UMS) Centre-assessed and OCR moderated	This set assignment contains 5 tasks. It should take approximately 16 GLH to complete.
Unit R186: Sport and the media	
24 GLH OCR-set assignment 40 marks (40 UMS) Centre-assessed and OCR moderated	This set assignment contains 3 tasks. It should take approximately 8-10 GLH to complete.

4. Curriculum Plans

Use attached template and example

5. Useful links and websites

OCR Cambridge National Sport Studies specification –

<https://www.ocr.org.uk/Images/610953-specification-cambridge-nationals-sport-studies-j829.pdf>

Edexcel GCSE PE specification –

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html>

BrainMac Sports Coach – <https://www.brianmac.co.uk/>

BBC Bitesize Edexcel GCSE PE – <https://www.bbc.co.uk/bitesize/examspecs/zxbg39q>

Seneca learning – <https://senecalearning.com/en-GB/>

6. Reading

GCSE pupils will benefit from reading the sports pages of a good national newspaper / reliable sources.

Look out for contemporary issues in sport such as drug use in sport, women in sport, cultural issues in sport, the World Cup, the Olympic Games or finance in sport.

BBC Sport - <https://www.bbc.co.uk/sport>