

Physical Education (PE)

Course Description	<p>Physical Education (PE) develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.</p> <p>A high-quality PE curriculum enables all students to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.</p> <p>PE helps students develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.</p>
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Course Aims	<p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none">• develop competence to excel in a broad range of physical activities• are physically active for sustained periods of time• engage in competitive sports and activities• lead healthy, active lives. <p>Learning and undertaking activities in PE contribute to achievement of the</p> <ul style="list-style-type: none">• curriculum aims for all students to become:• successful learners who enjoy learning, make progress and achieve• confident individuals who are able to live safe, healthy and fulfilling lives• responsible citizens who make a positive contribution to society.
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<p>Course Content</p> <p>(Major Concepts and Areas Covered)</p>	<p>Pupils should 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 should understand what makes a performance effective and how to apply these principles to their own and others' work. They should 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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] • develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics] • perform dances using advanced dance techniques within a range of dance styles and forms • take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group • analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best • take part in competitive sports and activities outside school through community links or sports clubs.
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<p>Suggested Texts and Materials</p>	<p>Physical Education Core Activities Complete Set KS3 and 4</p>
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<p>Delivery and Methodology</p>	<p>Length of course: 3 years Number of hours taught per week: 2</p> <p><i>Students have to cover at least four areas from the following list of Range and Content (and Possible activities to participate in) below:</i></p> <ul style="list-style-type: none"> • Outwitting opponents, as in games activities: (Rugby, Football, Hockey, Netball, Badminton, Volleyball, Basketball, Rounders, Tennis, Cricket, Table Tennis)
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	<ul style="list-style-type: none"> • Accurate replication of actions, phrases and sequences, as in gymnastic activities: (Trampolining, Gymnastics, Athletics) • Exploring and communicating ideas, concepts and emotions, as in dance activities: (Dance) • Performing at maximum levels in relation to speed, height, distance, strength or accuracy, as in athletic activities: (Athletics, Fitness) • Identifying and solving problems to overcome challenges of an adventurous nature, as in life saving and personal survival in swimming and outdoor activities: (Orienteering) • Exercising safely and effectively to improve health and wellbeing, as in fitness and health activities: (Fitness Suite, Circuit training, X-country)
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<p>Assessment Objectives</p> <p>(Specifications and Standards)</p>	<p>AO1: Knowledge and understanding</p> <p><i>Pupils should develop knowledge and understanding of:</i></p> <ul style="list-style-type: none"> • the factors affecting performance; • the health and safety aspects of physical activity, including the advantages and risks associated with a range of training strategies and techniques; • the reasons for participating in physical activity. <p>AO2: Physical skills and performance</p> <ul style="list-style-type: none"> • physical performance including an ability to inter-relate planning, performing and evaluating whilst undertaking activity. • an ability to analyse and improve their own and others' performance.
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<p>Scheme of Assessment</p> <p>(Evaluation of Student Performance)</p>	<p>Approximate weighting of assessment objectives for qualification:</p> <p>AO1: 40 % – written examination</p> <p>AO2: 60 % – practical. This includes being assessed in your 4 best sports as well as 2 controlled assessments which focus on improving healthy lifestyles and sporting performance.</p> <p>Weighting of formative and summative assessments (Y7-9):</p> <p>Formative (progressive) assessments:</p> <p>Before midterm: 20%</p> <p>After midterm: 20%</p> <p>Midterm Examination: 30%</p> <p>Final Examination: 30%</p>
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<p>Grading Policy</p> <p>and Additional Expectations (if any)</p>	<p>All assessment is criterion referenced and aligned to learning objectives as outlined in teacher’s semester projections. Teachers mark work on the basis of mark schemes made in collaboration with colleagues of the same year group.</p> <p>Formative assessments may be given a mark, a grade or a comment. It values teacher judgement and informs the learner about strengths and weaknesses as well as next steps. All summative assessments are graded on a scale as published in the whole school assessment policy.</p> <p>The grades and grade boundaries for PE are:</p> <p>90-100%: A* 80-89%: A 75-79%: B+ 70-74%: B 65-69%: C+ 60-64%: C 55-59%: D+ 50-54%: D 0-49%: F</p>
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