

# Physical Education

*Where we foster physical and mental well-being, instil lifelong habits of health,  
and cultivate essential social and leadership skills.*

## Summerhill students will be valuable members of society

Physical Education (PE) will play a crucial role in the holistic development of individuals, contributing to their overall **physical, mental,** and **social** well-being.

At Summerhill, students will be taught how to **communicate, cooperate,** and overcome challenges to foster **resilience** and **perseverance.**

Our students will learn how to operate in a **team** environment as a participant or as a highly effective leader. These **leadership** skills will imbue essential **communication, decision-making,** and **responsibility** skills, empowering individuals to effectively participate in group activities, fostering a positive and inclusive environment, and promoting lifelong habits of **cooperation** and **collaboration.**

The skills and values learned in PE will create **lifelong learning** extending beyond the playing field, making individuals more valuable and contributing members of society.

## Summerhill students will be skilled communicators

Physical Education (PE) fosters **teamwork, leadership,** and **social** skills, all of which contribute to the development of effective communication skills in our students.

At Summerhill, Students will have the opportunity to communicate effectively with their peers to coordinate movements, strategies, and actions. Through a variety of **verbal** and **non-verbal** interactions, students will also develop social skills such as **empathy, active listening,** and understanding different perspectives, which are essential for effective communication.

We will develop students' confidence when **resolving conflicts** through effective **communication, compromise,** and **negotiation** when performing in a variety of coaching and officiating roles.

We will explicitly teach and model the highest standards of literacy in all forms of PE and at GCSE level, students will also employ a high level of written communication, including extended writing, and the use of numerical and graphical data.

## Summerhill students will be knowledgeable

Physical Education (PE) encompasses a rounded approach to physical **well-being** and integrates various educational elements that contribute significantly to students' knowledge.

We will educate students about the principles of **physical and mental well-being,** covering topics such as **stress management, mental health,** and the importance of a **healthy, active** lifestyle.

At Summerhill, every student will gain experience of team and individual sporting activities including traditional team games, racquet sports, athletics, swimming, and outdoor/adventurous activities. Participation in various sports introduces students to the **coaching techniques, rules, strategies,** and **tactics** involved. This enhances their knowledge of specific sports and fosters an understanding of **skill execution, fair play, teamwork,** and **strategic thinking.**

Students will understand the importance of lifelong physical activity and its role in maintaining health beyond the school setting.

### Our curriculum is underpinned by four key values:

#### Courage

– doing what is right; being truthful; trying new experiences; taking risks in the pursuit of personal development

#### Ambition

– having the highest aspirations and expectations of ourselves and others; being brilliant in all we do; having a belief that challenges can be overcome with the right attitude and hard work

#### Respect

– thinking about the way we interact with others; being considerate to ourselves, others and the environment; responding to expectations and working together in teams

#### Effort

– investing time and energy to achieve success; always giving our best in everything we do; demonstrating resilience through challenging times.

# Physical Education Curriculum – Practical

Year	Key Features	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7 (Boys)	All students have 1 double period each week. (1hr 40mins)	<ul style="list-style-type: none"> <li>- Fundamental Skills</li> <li>- Badminton</li> <li>- Swimming</li> </ul>	<ul style="list-style-type: none"> <li>- Cross Country</li> <li>- Rugby</li> <li>- Group 1: Rugby Leaders</li> </ul>	<ul style="list-style-type: none"> <li>- Football</li> <li>- Group 1: Football Leaders</li> </ul>	<ul style="list-style-type: none"> <li>- Netball</li> <li>- Table Tennis</li> </ul>	<ul style="list-style-type: none"> <li>- Athletics</li> <li>- Rounders</li> <li>- Group 1: Rounders Leaders</li> </ul>	<ul style="list-style-type: none"> <li>- Tennis</li> <li>- Cricket</li> </ul>
7 (Girls)	All students have 1 double period each week. (1hr 40mins)	<ul style="list-style-type: none"> <li>- Fundamental Skills</li> <li>- Netball</li> </ul>	<ul style="list-style-type: none"> <li>- Cross Country</li> <li>- Swimming</li> <li>- Badminton</li> </ul>	<ul style="list-style-type: none"> <li>- Dance</li> <li>- Group 1: Dance Leaders</li> <li>- Table Tennis</li> </ul>	<ul style="list-style-type: none"> <li>- Football</li> <li>- Rugby</li> </ul>	<ul style="list-style-type: none"> <li>- Athletics:</li> <li>- Cricket</li> <li>- Tennis</li> </ul>	<ul style="list-style-type: none"> <li>- Rounder's</li> <li>- Group 1: Rounders Leaders</li> </ul>
8 (Boys)	All students have 1 double period each week. (1hr 40mins)	<ul style="list-style-type: none"> <li>- Fundamental Skills</li> <li>- Badminton</li> <li>- Swimming</li> </ul>	<ul style="list-style-type: none"> <li>- Cross Country</li> <li>- Rugby</li> <li>- Group 1: Rugby Leaders</li> </ul>	<ul style="list-style-type: none"> <li>- Football</li> <li>- Group 1: Football Leaders</li> </ul>	<ul style="list-style-type: none"> <li>- Netball</li> <li>- Table Tennis</li> </ul>	<ul style="list-style-type: none"> <li>- Athletics</li> <li>- Rounders</li> <li>- Group 1: Rounders Leaders</li> </ul>	<ul style="list-style-type: none"> <li>- Tennis</li> <li>- Cricket</li> </ul>
8 (Girls)	All students have 1 double period each week. (1hr 40mins)	<ul style="list-style-type: none"> <li>- Fundamental Skills</li> <li>- Netball</li> </ul>	<ul style="list-style-type: none"> <li>- Cross Country</li> <li>- Swimming</li> <li>- Badminton</li> </ul>	<ul style="list-style-type: none"> <li>- Dance</li> <li>- Group 1: Dance Leaders</li> <li>- Table Tennis</li> </ul>	<ul style="list-style-type: none"> <li>- Football</li> <li>- Rugby</li> </ul>	<ul style="list-style-type: none"> <li>- Athletics:</li> <li>- Cricket</li> <li>- Tennis</li> </ul>	<ul style="list-style-type: none"> <li>- Rounder's</li> <li>- Group 1: Rounders Leaders</li> </ul>
9 (Boys)	All students have 1 double period each week. (1hr 40mins)	<ul style="list-style-type: none"> <li>- Fundamental Skills</li> <li>- Badminton</li> <li>- Swimming</li> </ul>	<ul style="list-style-type: none"> <li>- Cross Country</li> <li>- Rugby</li> <li>- Group 1: Rugby Leaders</li> </ul>	<ul style="list-style-type: none"> <li>- Football</li> <li>- Group 1: Football Leaders</li> </ul>	<ul style="list-style-type: none"> <li>- Netball</li> <li>- Table Tennis</li> </ul>	<ul style="list-style-type: none"> <li>- Athletics</li> <li>- Rounders</li> <li>- Group 1: Rounders Leaders</li> </ul>	<ul style="list-style-type: none"> <li>- Tennis</li> <li>- Cricket</li> </ul>

9 (Girls)	All students have 1 double period each week. (1hr 40mins)	<ul style="list-style-type: none"> <li>- Fundamental Skills</li> <li>- Netball</li> </ul>	<ul style="list-style-type: none"> <li>- Cross Country</li> <li>- Swimming</li> <li>- Badminton</li> </ul>	<ul style="list-style-type: none"> <li>- Dance</li> <li>- Group 1: Dance Leaders</li> <li>- Table Tennis</li> </ul>	<ul style="list-style-type: none"> <li>- Football</li> <li>- Rugby</li> </ul>	<ul style="list-style-type: none"> <li>- Athletics:</li> <li>- Cricket</li> <li>- Tennis</li> </ul>	<ul style="list-style-type: none"> <li>- Rounder's</li> <li>- Group 1: Rounders Leaders</li> </ul>
10 (Boys)	<p>All students have 1 double period each week. (1hr 40mins)</p> <p>GCSE PE Students will be grouped separately on most activities.</p>	<ul style="list-style-type: none"> <li>- Fundamental Skills</li> <li>- Badminton</li> <li>- Swimming</li> </ul>	<ul style="list-style-type: none"> <li>- Cross Country</li> <li>- Rugby</li> <li>- Group 1: Rugby Leaders</li> </ul>	<ul style="list-style-type: none"> <li>- Water Polo</li> <li>- Football</li> <li>- Group 1: Football Leaders</li> </ul>	<ul style="list-style-type: none"> <li>- Football Continued</li> <li>- Table Tennis</li> <li>- Volleyball</li> </ul>	<ul style="list-style-type: none"> <li>- Athletics</li> <li>- Rounders</li> <li>- Group 1: Rounders Leaders</li> </ul>	<ul style="list-style-type: none"> <li>- Tennis</li> <li>- Cricket</li> </ul>
10 (Girls)	<p>All students have 1 double period each week. (1hr 40mins)</p> <p>GCSE PE Students will be grouped separately on most activities.</p>	<ul style="list-style-type: none"> <li>- Fundamental Skills</li> <li>- Netball</li> </ul>	<ul style="list-style-type: none"> <li>- Cross Country</li> <li>- Swimming</li> <li>- Badminton</li> </ul>	<ul style="list-style-type: none"> <li>- Health Related Exercise</li> <li>- Table Tennis</li> </ul>	<ul style="list-style-type: none"> <li>- Football</li> <li>- Rugby</li> </ul>	<ul style="list-style-type: none"> <li>- Athletics:</li> <li>- Cricket</li> <li>- Tennis</li> </ul>	<ul style="list-style-type: none"> <li>- Cardio</li> <li>- Tennis</li> <li>- Rounder's</li> <li>- Group 1: Rounders Leaders</li> </ul>
11 (Boys)	<p>All students have 1 double period each week. (1hr 40mins)</p> <p>Students given options to create their own PE pathway.</p> <p>GCSE PE Students will be grouped separately on some activities to aid moderation</p>	<ul style="list-style-type: none"> <li>- Options 1 &amp; 2</li> <li>- GCSE PE – Football/Badminton</li> </ul>	<ul style="list-style-type: none"> <li>- Option 3</li> </ul>	<ul style="list-style-type: none"> <li>- Option 4</li> </ul>	<ul style="list-style-type: none"> <li>- Option 5</li> </ul> <p><u>GCSE PE Moderation</u></p>		

11 (Girls)	<p>All students have 1 double period each week. (1hr 40mins)</p> <p>Students given options to create their own PE pathway.</p> <p>GCSE PE Students will be grouped separately on some activities to aid moderation.</p>	<ul style="list-style-type: none"> <li>- Options 1 &amp; 2</li> <li>- GCSE PE - Netball</li> </ul>	<ul style="list-style-type: none"> <li>- Option 3</li> <li>- GCSE PE - Badminton</li> </ul>	<ul style="list-style-type: none"> <li>- Option 4</li> </ul>	<ul style="list-style-type: none"> <li>- Option 5</li> </ul> <p><u>GCSE PE Moderation</u></p>		
------------	---	--	---	--	---	--	--

# GCSE PE (Edexcel) Curriculum

Year	Key Features	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
10 GCSE	Students will complete theoretical studies on both paper 1 & 2 content.	<ul style="list-style-type: none"> <li>- <b>Physical, emotional and social health</b></li> <li>- <b>Lifestyle choices</b></li> <li>- <b>Impact of lifestyle choices</b></li> <li>- <b>Sedentary lifestyles and consequences</b></li> <li>- <b>Balanced diet and the role of nutrients</b></li> <li>- <b>Dietary manipulation for sport</b></li> <li>- <b>Optimum weight</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Functions of the skeletal system</b></li> <li>- <b>Classification of bones</b></li> <li>- <b>Structure of the skeletal system</b></li> <li>- <b>Classification and roles of muscles</b></li> <li>- <b>Location and roles of key voluntary muscles</b></li> <li>- <b>Antagonistic muscles</b></li> <li>- <b>Fast and slow twitch muscle fibres</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Structure and function of the cardiovascular system</b></li> <li>- <b>Arteries, capillaries and veins</b></li> <li>- <b>Vascular shunting</b></li> <li>- <b>Components of blood and their significance for physical activity</b></li> <li>- <b>Respiratory system – composition of air; lung volumes</b></li> <li>- <b>Location and roles of principal components of respiratory system</b></li> <li>- <b>Structure and function of alveoli</b></li> <li>- <b>Energy sources; aerobic and anaerobic exercise and short term effects of exercise</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Lever system – first, second and third class levers</b></li> <li>- <b>Mechanical advantage in sport and physical activity</b></li> <li>- <b>Movement possibilities at joints; utilisation of movement in physical activity</b></li> <li>- <b>Joint classification and impact on movement axes</b></li> <li>- <b>Planes and axes – generalised movement patterns</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Goal setting – SMART targets</b></li> <li>- <b>Classification of skills</b></li> <li>- <b>Forms of practice – theory and practical application</b></li> <li>- <b>Types of guidance – theory and practical application</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Mental preparation for performance; Types of feedback</b></li> <li>- <b>Sports psychology – use of data</b></li> <li>- <b>Revision of Year One content</b></li> <li>- <b>Mock exam</b></li> </ul>
		Recommended Reading <i>Pearsons Edexcel Revision Guide.</i> Pgs 82-94	Recommended Reading <i>Pearsons Edexcel Revision Guide.</i> Pgs 1-14	Recommended Reading <i>Pearsons Edexcel Revision Guide.</i> Pgs 15-24	Recommended Reading <i>Pearsons Edexcel Revision Guide.</i> Pgs 27-30	Recommended Reading <i>Pearsons Edexcel Revision Guide.</i> Pgs 82-94	Recommended Reading <i>Pearsons Edexcel Revision Guide.</i> Pgs 101-104

11 GCSE	Students will complete theoretical studies on both paper 1 & 2 content. Including a controlled assessment & practical moderation.	<ul style="list-style-type: none"> <li>- <b>An introduction to using a PEP to develop fitness, health, exercise and performance</b></li> <li>- <b>PARQs; warm ups and cool downs</b></li> <li>- <b>Components of fitness</b></li> <li>- <b>Fitness tests – theory and practice</b></li> <li>- <b>Principles of training</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Application of principles of training to a PEP</b></li> <li>- <b>Methods of training</b></li> <li>- <b>Application of methods of training to a PEP</b></li> <li>- <b>Long term effects of training on the musculo-skeletal system</b></li> <li>- <b>Long term effects of training on the cardio-respiratory system</b></li> <li>- <b>Identification and treatment of injury</b></li> <li>- <b>Injury prevention in physical activity</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Performance enhancing drugs</b></li> <li>- <b>Factors affecting participation in physical activity</b></li> <li>- <b>Participation rate trends – use of data</b></li> <li>- <b>Commercialisation and the media</b></li> <li>- <b>Advantages and disadvantages of commercialisation</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Sporting behaviours</b></li> <li>- <b>Deviance in sport</b></li> <li>- <b>Review paper 1 content</b></li> <li>- <b>Review paper 2 content</b></li> <li>- <b>Revision and exam technique</b></li> <li>- <b>Mock exam</b></li> </ul>		
		Recommended Reading <i>Pearsons Edexcel Revision Guide.</i> Pgs 41-50	Recommended Reading <i>Pearsons Edexcel Revision Guide.</i> Pgs 51-70	Recommended Reading <i>Pearsons Edexcel Revision Guide.</i> Pgs 71-77, 105-110	Recommended Reading <i>Pearsons Edexcel Revision Guide.</i> Pgs 111-119		