

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"> - Badminton (Serving, the overhead clear and rules/match play) - Swimming (Front crawl, back stroke, and breaststroke techniques) 	<ul style="list-style-type: none"> - Cross Country (3km – Course) - Rugby Group 1: Rugby Leaders (Handling and tackling in isolated practices and competitive game scenarios) 	<ul style="list-style-type: none"> - Football (Group 1: Football Leaders) (Dribbling, passing, and tackling in isolated practices) 	<ul style="list-style-type: none"> - Dance (Beat, creating a motif, and developing choreography. Replicating a set sequence of choreography where pupils showcase motif using RADS) - Netball (Basic passing, footwork and shooting. Basic rules and positions) - Table Tennis (Grip, stance, forehand and backhand push shots in both isolated and conditioned practices) 	<ul style="list-style-type: none"> - Athletics (Technique and assessment in 1 run, 1 throw, 1 jump) - Rounders (Group 1: Rounders Leaders) (Batting, throwing, and catching. Basic rules) 	<ul style="list-style-type: none"> - Tennis (Groundstrokes and net play, in both an isolated and game scenario. Basic rules) - Cricket (Fielding/catching/throwing) and batting, forward/backward defensive drive. Basic rules)
7 (Girls)	All students have 1 double period each week. (1hr 40mins)	<ul style="list-style-type: none"> - Netball (Group 1: Netball Leaders) (Basic passing, footwork and shooting. Basic rules and positions) 	<ul style="list-style-type: none"> - Cross Country (3km – Course) - Badminton (Serving, the overhead clear and rules/match play) - Swimming (Front crawl, back stroke, and breaststroke techniques) 	<ul style="list-style-type: none"> - Dance (Group 1: Dance Leaders) (Beat, creating a motif, and developing choreography. Replicating a set sequence of choreography where pupils showcase motif using RADS) - Table Tennis (Grip, stance, forehand and backhand push shots in both isolated and conditioned practices) 	<ul style="list-style-type: none"> - Football (Group 1: Football Leaders) (Dribbling, passing, and tackling in isolated practices) - Rugby Group 1: Rugby Leaders (Handling and tackling in isolated practices and competitive game scenarios) 	<ul style="list-style-type: none"> - Athletics (Technique and assessment in 1 run, 1 throw, 1 jump) - Cricket (Fielding/catching/throwing) and batting, forward/backward defensive drive. Basic rules) - Tennis (Groundstrokes and net play, in both an isolated and game scenario. Basic rules) 	<ul style="list-style-type: none"> - Rounder's (Group 1: Rounders Leaders) (Batting, throwing, and catching. Basic rules)
8 (Boys)	All students have 1 double period each week. (1hr 40mins)	<ul style="list-style-type: none"> - Badminton (Rallying, long serve, smash and rules/singles match play) 	<ul style="list-style-type: none"> - Cross Country (3.5km – Course) - Rugby Group 1: Rugby Leaders (Advanced handling and tackling, as well as learning) 	<ul style="list-style-type: none"> - Football (Group 1: Football Leaders) (Dribbling, passing, and tackling in isolated practices and competitive game scenarios) 	<ul style="list-style-type: none"> - Netball (Passing, footwork and shooting. Rules and positions required in isolated practices and conditioned games) - Table Tennis 	<ul style="list-style-type: none"> - Athletics (Technique and assessment in 2 runs, 1 throw, 2 jumps) - Rounders (Group 1: Rounders Leaders) 	<ul style="list-style-type: none"> - Tennis (Groundstrokes, serving and singles play in both an isolated and game scenario. Rules and regulations) - Cricket

		<ul style="list-style-type: none"> - Personal Survival (Cold-water submersion, floating, treading water, and survival swimming) 	rucking/mauling techniques. Implementing tactics in a game scenario)		(Forehand and backhand push shots, effective use of service and implementing the rules of play in conditioned matches)	(Throwing/overarm/underarm, bowling and batting utilising BEEF. Understanding of the rules)	(fielding; catching, throwing, stopping and all forms of batting (pull, hook, cut). Rules and regulations)
8 (Girls)	All students have 1 double period each week. (1hr 40mins)	<ul style="list-style-type: none"> - Netball (Group 1: Netball Leaders) (Passing, footwork and shooting. Rules and positions required in isolated practices and conditioned games) 	<ul style="list-style-type: none"> - Cross Country (3.5km – Course) - Badminton (Rallying, long serve, smash and rules/singles match play) - Personal Survival (Cold-water submersion, floating, treading water, and survival swimming) 	<ul style="list-style-type: none"> - HRE (Group 1: HRE Leaders) (Key concepts of the GCSE PE course implementing ‘Methods of Training’) - Table Tennis (Forehand and backhand push shots, effective use of service and implementing the rules of play in conditioned matches) 	<ul style="list-style-type: none"> - Football (Group 1: Football Leaders) (Dribbling, passing, and tackling in isolated practices and competitive game scenarios) - Rugby Group 1: Rugby Leaders (Advanced handling and tackling, as well as learning rucking/mauling techniques) 	<ul style="list-style-type: none"> - Athletics (Technique and assessment in 2 runs, 1 throw, 2 jumps) - Cricket (fielding; catching, throwing, stopping and all forms of batting (pull, hook, cut). Rules and regulations) - Tennis (Groundstrokes, serving and singles play in both an isolated and game scenario. Rules and regulations) 	<ul style="list-style-type: none"> - Rounder’s (Group 1: Rounders Leaders) (Throwing/overarm/underarm, bowling and batting utilising BEEF. Understanding of the rules)
9 (Boys)	All students have 1 double period each week. (1hr 40mins)	<ul style="list-style-type: none"> - Badminton (Net play with a focus on drop shots, tactics surrounding singles and doubles match play) - Lifesaving (Primary surveys, recovery positions, land, and water-based rescues) 	<ul style="list-style-type: none"> - Cross Country (4km – Course) - Rugby Group 1: Rugby Leaders (Advanced handling, passing, and tackling, as well as learning rucking/mauling techniques. Manipulating space to implement tactics in a game scenario) 	<ul style="list-style-type: none"> - Football (Group 1: Football Leaders) (Dribbling, passing, and tackling in competitive game scenarios, as well as developing tactics through attacking and defensive match play) 	<ul style="list-style-type: none"> - Netball (Passing, footwork and shooting, including attacking/defending play. Assessed on implementation of the rules and positions in competitive match scenarios) - Table Tennis (Tactical implementation on a variety of shots including serving with spin/slice, as well as demonstrating rules and tactics in a game situation) 	<ul style="list-style-type: none"> - Athletics (Technique and assessment in 2 runs, 2 throws, 2 jumps) - Rounders (Group 1: Rounders Leaders) (Positional batting, fielding techniques and tactics to improve game development. Implement the rules of the game with some opportunity to umpire) 	<ul style="list-style-type: none"> - Tennis (Groundstrokes, net play, serving (over-arm) and singles/doubles play in both an isolated and game scenario. Rules and tactics surrounding the game) - Cricket (Fielding; catching, throwing, stopping, all forms of batting (pull, hook, cut) and bowling. Rules and tactics during conditioned games)
9 (Girls)	All students have 1 double period each week. (1hr 40mins)	<ul style="list-style-type: none"> - Netball (Group 1: Netball Leaders) (Passing, footwork and shooting, including attacking/defending play. Assessed on implementation of the 	<ul style="list-style-type: none"> - Cross Country (4km – Course) - Badminton (Net play with a focus on drop shots, tactics surrounding singles and doubles match play) 	<ul style="list-style-type: none"> - HRE (Group 1: HRE Leaders) (Key concepts of the GCSE PE course implementing ‘Methods of Training’, progressive overload and leader-led sessions) 	<ul style="list-style-type: none"> - Football (Group 1: Football Leaders) (Dribbling, passing, and tackling in competitive game scenarios, as well as developing tactics through 	<ul style="list-style-type: none"> - Athletics (Technique and assessment in 2 runs, 2 throws, 2 jumps) - Cricket (Fielding; catching, throwing, stopping, all forms of batting 	<ul style="list-style-type: none"> - Rounder’s (Group 1: Rounders Leaders) (Positional batting, fielding techniques and tactics to improve game development. Implement the rules of the

		rules (through umpiring) and positions in competitive match scenarios)	- Lifesaving (Primary surveys, recovery positions, land, and water-based rescues)	- Table Tennis (Tactical implementation on a variety of shots including serving with spin/slice, as well as demonstrating rules and tactics in a game situation)	attacking and defensive match play) - Rugby Group 1: Rugby Leaders (Advanced handling, passing, and tackling, as well as learning rucking/mauling techniques)	(pull, hook, cut) and bowling. Rules and tactics during conditioned games) - Tennis (Groundstrokes, net play, serving (over-arm) and singles/doubles play in both an isolated and game scenario. Rules and tactics surrounding the game)	game with some opportunity to umpire)
10 (Boys)	All students have 1 double period each week. (1hr 40mins) GCSE PE Students will be grouped separately on most activities.	- Badminton (Tactical and positional awareness surrounding singles and doubles match play, including understand of tournament formats) - Water polo (Key fundamentals of shot selection and tactical awareness)	- Cross Country (4.5km – Course) - Rugby (Group 1: Rugby Leaders) (Tactical and positional awareness surrounding match play, including understand of tournament formats)	- Football (Group 1: Football Leaders) (Tactical and positional awareness surrounding 5v5 and 9v9 a-side match play, including understand of tournament formats)	- Table Tennis (TGFU approach - Tactical and positional awareness surrounding singles and doubles match play, including understand of tournament formats) - Volleyball (Skill introduction and development, including correct positional movements of the Dig and Set shot understanding how fluent technique can improve performance)	- Athletics (Technique/assessment/recording in 2 runs, 2 throws, 2 jumps) - Rounders (Group 1: Rounders Leaders) (Coaching roles implemented to embed positional batting, fielding techniques and tactics to improve game development. Validation of the rules of the game with opportunity to umpire)	- Cardio Tennis (Introduction into cardio tennis – the key fundamentals and 10,000 step session) - Cricket (Coaching roles implemented to embed fielding; catching, throwing, stopping, all forms of batting (pull, hook, cut) and bowling. Validation of the rules of the game with opportunity to umpire)
10 (Girls)	All students have 1 double period each week. (1hr 40mins) GCSE PE Students will be grouped separately on most activities.	- Netball (Tactical and positional awareness surrounding 7v7 match play, including understand of tournament formats)	- Cross Country (4.5km – Course) - Water polo (Key fundamentals of shot selection and tactical awareness) - Badminton (Tactical and positional awareness surrounding singles and doubles match play, including understand of tournament formats)	- Health Related Exercise (Mock PEP practical module to develop an understanding of the GCSE PE course requirements) - Table Tennis (TGFU approach - Tactical and positional awareness surrounding singles and doubles match play, including understand of tournament formats)	- Football (Group 1: Football Leaders) (Tactical and positional awareness surrounding 5v5 and 9v9 a-side match play, including understand of tournament formats) - Rugby (Group 1: Rugby Leaders) (Tactical and positional awareness surrounding match play, including understand of tournament formats)	- Athletics (Technique/assessment/recording in 2 runs, 2 throws, 2 jumps) - Cricket (Coaching roles implemented to embed fielding; catching, throwing, stopping, all forms of batting (pull, hook, cut) and bowling. Validation of the rules of the game with opportunity to umpire)	- Cardio Tennis (Introduction into cardio tennis – the key fundamentals and 10,000 step session) - Rounders (Group 1: Rounders Leaders) (Coaching roles implemented to embed positional batting, fielding techniques and tactics to improve game development. Validation of the rules of the game with opportunity to umpire)

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"> - Options 1 & 2 - GCSE PE – Football/Badminton 	<ul style="list-style-type: none"> - Option 3 	<ul style="list-style-type: none"> - Option 4 	<ul style="list-style-type: none"> - Option 5 <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"> - Options 1 & 2 - GCSE PE - Netball 	<ul style="list-style-type: none"> - Option 3 - GCSE PE - Badminton 	<ul style="list-style-type: none"> - Option 4 	<ul style="list-style-type: none"> - Option 5 <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"> - Physical, emotional and social health - Lifestyle choices - Impact of lifestyle choices - Sedentary lifestyles and consequences - Balanced diet and the role of nutrients - Dietary manipulation for sport - Optimum weight 	<ul style="list-style-type: none"> - Functions of the skeletal system - Classification of bones - Structure of the skeletal system - Classification and roles of muscles - Location and roles of key voluntary muscles - Antagonistic muscles - Fast and slow twitch muscle fibres 	<ul style="list-style-type: none"> - Structure and function of the cardiovascular system - Arteries, capillaries and veins - Vascular shunting - Components of blood and their significance for physical activity - Respiratory system – composition of air; lung volumes - Location and roles of principal components of respiratory system - Structure and function of alveoli - Energy sources; aerobic and anaerobic exercise and short term effects of exercise 	<ul style="list-style-type: none"> - Lever system – first, second and third class levers - Mechanical advantage in sport and physical activity - Movement possibilities at joints; utilisation of movement in physical activity - Joint classification and impact on movement axes - Planes and axes – generalised movement patterns 	<ul style="list-style-type: none"> - Goal setting – SMART targets - Classification of skills - Forms of practice – theory and practical application - Types of guidance – theory and practical application 	<ul style="list-style-type: none"> - Mental preparation for performance; Types of feedback - Sports psychology – use of data - Revision of Year One content - Mock exam
		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"> - An introduction to using a PEP to develop fitness, health, exercise and performance - PARQs; warm ups and cool downs - Components of fitness - Fitness tests – theory and practice - Principles of training 	<ul style="list-style-type: none"> - Application of principles of training to a PEP - Methods of training - Application of methods of training to a PEP - Long term effects of training on the musculo-skeletal system - Long term effects of training on the cardio-respiratory system - Identification and treatment of injury - Injury prevention in physical activity 	<ul style="list-style-type: none"> - Performance enhancing drugs - Factors affecting participation in physical activity - Participation rate trends – use of data - Commercialisation and the media - Advantages and disadvantages of commercialisation 	<ul style="list-style-type: none"> - Sporting behaviours - Deviance in sport - Review paper 1 content - Review paper 2 content - Revision and exam technique - Mock exam 		
		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		