

# Physical Education

*“Participation to Reach Potential”*

## Summerhill students will be **valuable members of society**

Through PE, students will develop great ‘Social and Emotional’ skills. They will acquire high levels of resilience and self-motivation through facing and overcoming challenges.

They will demonstrate impeccable sportsmanship and fully understand the etiquette of a competitive environment.

Students will have the confidence to operate independently as competitors/performers. They will also have highly developed inter-personal skills that enable them to operate collaboratively in a team environment as participant or as a highly effective leader, including coaching their peers or officiating.

Students will leave Summerhill with lifelong participants in physical activity.

## Summerhill students will be **skilled communicators**

Students will communicate at a high level as they participate in competitive and non-competitive environments. Students will recognise the importance of communication for effective teamwork, coaching and adjudication. They will develop and use an extensive vocabulary of specialist terminology with impressive levels of accuracy and fluency.

Students will operate verbally with clarity to explain, motivate and communicate tactics/strategy. They will do so with their peers, officials and those they are leading.

Students will also be adept at using non-verbal communication through body language and demonstration.

At GCSE level, students will also employ a high level of written communication, including extended writing, and the use of use of numerical/graphical data.

## Summerhill students will be **knowledgeable**

Students will have an extensive knowledge of rules, techniques and tactics, for a wide range of sporting activities. Every student will gain experience of team and individual sporting activities including traditional team games, racquet sports, athletics, swimming and outdoor/adventurous activities.

They will apply this knowledge to evaluate and maximise their performance as competitors, coaches and officials.

Students will develop their understanding of Nutrition, Health, Fitness, Body Systems & Performance to enable them to become knowledgeable life-long participants who can keep themselves fit and healthy.

As students progress to GCSE level, they will build a wider understanding of the implications of sport for society.

## **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 / others; being brilliant in all we do; having 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

# Physical Education Curriculum Overview

Year	Key Features	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7 (Boys)	All students have 1 double period each week. (1hr 40mins)	<ul style="list-style-type: none"> <li>- Baseline Fitness Testing</li> <li>- Badminton</li> <li>- Swimming</li> </ul>	<ul style="list-style-type: none"> <li>- Rugby</li> <li>- Football</li> </ul>	<ul style="list-style-type: none"> <li>- Rugby</li> <li>- Football</li> </ul>	<ul style="list-style-type: none"> <li>- Volleyball</li> <li>- Health Related Exercise</li> <li>- Dance</li> </ul>	Athletics: <ul style="list-style-type: none"> <li>- Track</li> <li>- Field</li> </ul>	<ul style="list-style-type: none"> <li>- Tennis</li> <li>- Cricket</li> <li>- Softball</li> <li>- Rounders</li> </ul>
7 (Girls)	All students have 1 double period each week. (1hr 40mins)	<ul style="list-style-type: none"> <li>- Baseline Fitness Testing</li> <li>- Netball</li> <li>- Dance</li> </ul>	<ul style="list-style-type: none"> <li>- Badminton</li> <li>- Health Related Exercise</li> <li>- Cross Country</li> </ul>	<ul style="list-style-type: none"> <li>- Swimming</li> <li>- Volleyball</li> </ul>	<ul style="list-style-type: none"> <li>- Football</li> <li>- Rugby</li> </ul>	Athletics: <ul style="list-style-type: none"> <li>- Track</li> <li>- Field</li> </ul>	<ul style="list-style-type: none"> <li>- Rounders</li> <li>- Tennis</li> <li>- Cricket</li> </ul>
8 (Boys)	All students have 1 double period each week. (1hr 40mins)	<ul style="list-style-type: none"> <li>- Baseline Fitness Testing</li> <li>- Badminton</li> <li>- Swimming</li> </ul>	<ul style="list-style-type: none"> <li>- Rugby</li> <li>- Football</li> </ul>	<ul style="list-style-type: none"> <li>- Rugby</li> <li>- Football</li> </ul>	<ul style="list-style-type: none"> <li>- Volleyball</li> <li>- Health Related Exercise</li> <li>- Dance</li> </ul>	Athletics: <ul style="list-style-type: none"> <li>- Track</li> <li>- Field</li> </ul>	<ul style="list-style-type: none"> <li>- Tennis</li> <li>- Cricket</li> <li>- Softball</li> <li>- Rounders</li> </ul>
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Year	Key Features	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10 (Boys)	All students have 1 double period each week. (1hr 40mins)  GCSE PE Students will be grouped separately on most activities.	<ul style="list-style-type: none"> <li>- Baseline Fitness Testing</li> <li>- Badminton</li> <li>- Swimming</li> </ul>	<ul style="list-style-type: none"> <li>- Rugby</li> <li>- Football</li> </ul>	<ul style="list-style-type: none"> <li>- Rugby</li> <li>- Football</li> </ul>	<ul style="list-style-type: none"> <li>- Volleyball</li> <li>- Health Related Exercise</li> </ul>	Athletics: <ul style="list-style-type: none"> <li>- Track</li> <li>- Field</li> </ul>	<ul style="list-style-type: none"> <li>- Tennis</li> <li>- Cricket</li> <li>- Softball</li> <li>- Rounders</li> </ul>
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11 (Boys)	All students have 1 double period each week. (1hr 40mins)  GCSE PE Students will be grouped separately on most activities.	<ul style="list-style-type: none"> <li>- Baseline Fitness Testing</li> <li>- Badminton</li> <li>- Swimming</li> <li>- Volleyball</li> </ul>	<ul style="list-style-type: none"> <li>- Rugby</li> <li>- Football</li> <li>- Cross Country</li> </ul>	<ul style="list-style-type: none"> <li>- Health Related Fitness</li> <li>- Rugby</li> <li>- Football</li> </ul>	<ul style="list-style-type: none"> <li>- Athletics</li> <li>- Tennis</li> <li>- Cricket</li> </ul> GCSE PE Moderation		
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# GCSE PE Curriculum

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

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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>- An introduction to using a PEP to develop fitness, health, exercise and performance</li> <li>- PARQs; warm ups and cool downs</li> <li>- Components of fitness</li> <li>- Fitness tests – theory and practice</li> <li>- Principles of training</li> </ul>	<ul style="list-style-type: none"> <li>- Application of principles of training to a PEP</li> <li>- Methods of training</li> <li>- Application of methods of training to a PEP</li> <li>- Long term effects of training on the musculo-skeletal system</li> <li>- Long term effects of training on the cardio-respiratory system</li> <li>- Identification and treatment of injury</li> <li>- Injury prevention in physical activity</li> </ul>	<ul style="list-style-type: none"> <li>- Performance enhancing drugs</li> <li>- Factors affecting participation in physical activity</li> <li>- Participation rate trends – use of data</li> <li>- Commercialisation and the media</li> <li>- Advantages and disadvantages of commercialisation</li> </ul>	<ul style="list-style-type: none"> <li>- Sporting behaviours</li> <li>- Deviance in sport</li> <li>- Review paper 1 content</li> <li>- Review paper 2 content</li> <li>- Revision and exam technique</li> <li>- Mock exam</li> </ul>		