

## The PE Curriculum at AJK

### **Why should all students learn your subject?**

Young people often do not have the open space available at home or opportunities to participate in sports. Often, memberships, transport and access to local clubs, are limited and therefore students do not develop the physical or social skills needed later in life. Many are also not part of sports teams and do not have experience engaging in competitive sport. By studying PE at AJK, pupils will have the opportunity to play different sports, understanding the rules and techniques applicable to each. They will also have the opportunity to participate in a wide variety of team games, competing at an inter-class and inter-school level. Students will participate in individual sports such as badminton and gymnastics, to enable students to develop resilience and pride in their own performances. They will learn how to overcome competitive challenges, as well as congratulate peers for their successes as well as losses, showing great sportsmanship. Students will be able to learn from their losses and be able to identify successes even if the end result is losing.

Through their study, students will develop foundational knowledge including how the different body systems function and how they respond to physical activity. We focus on skill acquisition and sports psychology units which introduces the cognitive side of sport. We also use physical education as a tool to develop key student habits, which will help them throughout all aspects of their education. All students will become hardworking individuals that embrace challenge, they will work efficiently as individuals and thrive in team settings

Finally, we want students to embed themselves within the sporting community. We actively learn about the wider issues in society and how sport has the potential to impact these. At the end of their study with us students will become competent, confident and creative users of sports media and content. This will allow them to attend their chosen universities and have a positive influence on a competitive sports industry.

### **What are the aims for the PE curriculum?**

**(i.e. What do we want students to be able to know and do by the time they leave AJK Primary?)**

#### **Our PE curriculum is aligned to the National Curriculum:**

The national curriculum for physical education aims to ensure that all pupils:

- 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.

#### **By the time students leave the Primary phase:**

- Pupils should develop fundamental skills, increases confidence and competence
- Pupils should have strong agility, balance and coordination individually and with others.
- Engage in a range of physical activities and sports
- Perform dance moving simple movement patterns
- Students should apply and develop their understanding of how to improve their own performance
- Students will be able to identify their mistakes and how to learn celebrate both successes and failures.
- Students should be able to confidently swim 25m using a variety of strokes; students will be confident in the water and have self-rescue where necessary

#### **By the time students leave the secondary phase:**

- Understand how to maintain a healthy lifestyle through physical activity
- Develop key skills that can be applied to a range of sports
- Understand rules of key sports and talk about strategy and tactics when playing team sports
- Know how to improve their own and others performance
- Participate in competitive sport within school and the local community

- Have confidence and leadership skills to join clubs or gyms to maintain exercise through adult life

### **How does the PE curriculum support the whole school curriculum aims?**

- To promote a love of **reading**, and improve students' vocabulary acquisition
  - Students develop their vocabulary acquisition with a variety of subject specific key words which they both read and verbalise.
  - Students are expected to read maps and compass directions during the outdoor education module in the primary phase.
- To promote **cultural capital** by teaching students a broad range of knowledge, which exposes them to the best that has been said and thought throughout history.
  - Students participate in sports they would potentially not be able to access in the local area. For example, hockey, volleyball, fencing, dance and gymnastics are sports that students may not always be exposed to or able to access.
- To develop students into **global citizens** by supporting them to develop outstanding character and to engage with education and the wider world responsibly and with curiosity.
  - In PE, students are encouraged to take on different roles including leadership and referee/umpires.
  - Personal character is developed allowing students to work as a team, be resilient when working as an individual even if you perceive others around you to be better.

### **What is the core knowledge in your subject?**

- Develop a deeper understanding of how physical activity effects the different body systems (Skeletal, Muscular, Cardiovascular and Respiratory Systems).
- Understand the importance of sports psychology and skill acquisition and critically evaluate their use in elite sports performance.
- Identify the key links between Physical Education and key science concepts including subjects like biology and physics.

### **What is the key way students practice in your subject?**

- Regularly participate in an individual and team sport both in lesson and outside of school. Students will focus on key foundational skills within each sport and eventually develop an advanced skill set in at least three sports. This is all in preparation for GCSE assessment.
- Participate in three sports to a high standard both inside and outside of school. Students will need to have a varied practical skillset to prepare them for future non-exam assessments.
- Demonstrate the ability to apply key principles of training to a variety of sports and performers.
- Apply scientific based physics to develop an understanding of biomechanics in sport.
- Use knowledge of biology to explain the changes in body systems at the onset of physical activity.
- Explaining principles of training, injury prevention, components of fitness and warm ups/cool downs.
- Regular engagement with popular sports psychology theories and their use within elite sports performance.

### **How are British Values taught through PE?**

Within the PE Curriculum students have the opportunity to develop their teamwork and resilience and must demonstrate a mutual respect to their peers. Students need to work with their peers in all aspects of PE and Sport and demonstrate good teamwork in order to succeed. This also means being gracious in defeat and showing sportsmanship and respect both on and off the pitch. Resilience and self-esteem are developed on a lesson by lesson basis, with the development of new skills only being enhanced by new experiences and learning to try again if at first students don't succeed. Rule of law and democracy are essential in PE and Sport as everyone has to play by the rules.

PE Curriculum Content Overview			
	Autumn	Spring	Summer
Year 7	Practical: Baseline unit  Theory: Warm up and cool down The health related components of fitness	Practical: Handball & Basketball  Theory: Skill related components of fitness	Practical: Athletics
Year 8	Practical: Handball  Theory: Diet and nutrition Ethics and issues in sport Performance enhancing drugs	Practical: Basketball  Theory Classification of skills Characteristics of skilful performance	Practical: Athletics
Year 9	Practical: Badminton  Theory: The components and purpose of the cardiovascular system The different blood vessels and their roles. The effect of exercise on the cardiovascular system.	Practical: Netball  Theory: The components of the muscular & skeletal system The effect of exercise on the muscular system Antagonistic pairs & connective tissues	Practical : Athletics  Theory : The components of the skeletal system Connective tissues.
Year 10	Sports Psychology  Health, Fitness & wellbeing  Socio-cultural influences	Anatomy and physiology	Analysis and evaluation of performance
Year 11	Anatomy and physiology	Revision	