

PHYSICAL EDUCATION

Why is the study of Physical education important?

'Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.' JFK

The benefits of Physical Education are far reaching. Research shows that involvement in physical activity plays a vital role in improving student's physical, mental and social well-being and improves academic performance.

Physical Education prepares students for excellence outside of the school environment by providing opportunities to develop healthy habits, skills, and behaviours that will enable them to be successful in all walks of life.

Physically active children are better able to concentrate, taking part in physical activity improves mental health and research shows that physical active children have higher levels of academic attainment.

By providing a range of physical activities and character building experiences, our aim is to promote physical fitness and knowledge of healthy active lifestyles through lessons that inspire all students to develop healthy active lifestyles and participate, succeed, and excel in physical activity and competition for the rest of their life.

What skills will the study of Physical education teach you?

Physical education will develop a wide range of skills including but not limited to:

- Physical movement skills
- Transferable sports specific skills
- Tactics and strategies to outwit opponents
- Effective communication
- Leadership
- Teamwork and Independence
- Respect
- Fair play and Sportsmanship
- Resilience
- Discipline and dedication
- Organisation
- Creative thinking and problem solving
- Confidence and self-esteem

What will you know and understand from your study of Physical education?

At KS3 students will take part in 2 hours of physical activity per week. In these lessons students will participate in a wide range of team and individual activities. These activities have been carefully selected, considering the students prior experiences, our local context, sporting pathways, extra-curricular clubs, local club links and student enjoyment. We aim to ensure that students are given as many extra-curricular pathways to participate, compete and excel as possible. Whilst one of the main purposes of the lessons is to improve performance in these physical activities, there is also strong emphasis on sustained involvement in physical activity to improve fitness and general health.

The activities are also linked to the KS4 GCSE Edexcel and Cambridge National specification allowing students as much time as possible to embed learning of practical skills, subject specific vocabulary, evaluation and analytical skills should they select PE as an option in Y9.

In every lesson students will:

Year 7 – Students will gain the opportunity to fill gaps in knowledge and build upon skills learnt at KS2. They will learn and develop the fundamental skills and techniques required for each sporting activity in isolation and conditioned competitive situations. The fundamental skills, concepts and rules of the sport will underpin each lesson.

Year 8- Students will refine the fundamental skills, concepts and rules learnt in Y7 and develop these skills in more competitive situations focusing on applying them with more success and accuracy under pressure.

Year 9- students will develop their ability to perform skills in competitive situations and begin to develop basic tactics and strategies to successfully outwit their opponents.

Year 10 and 11 - students have 1 hour of physical activity per week, therefore strong emphasis is placed on students performing for a sustained period of time within the lesson. Students will develop the skills, tactics and strategies learnt at KS3 and spend more time applying these skills in competitive situations.

How does your study of Physical Education support your expertise in other subjects?

We believe that the skills our students acquire in Physical Education are transferable across any subject, therefore we place a strong emphasis on ensuring these skills are developed in every lesson.

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Students will develop leadership skills by leading small/whole group warm-ups and those who excel in a particular activity are used as experts to model good practice and support others. Teamwork and the ability to communicate effectively with others is an essential part of success in our lessons in order to problem solve, give and receive constructive feedback and enable each other to produce personal bests. Similarly, we instil in our students the concept of fair play, respect and sportsmanship and provide opportunities for them to work in groups with peers of different abilities to develop these skills. Students will be pushed outside of their comfort zones by performing in front of others, taking on different roles in the lessons e.g. coach, official, organiser and will be challenged to perform at maximal levels in order to demonstrate perseverance and resilience.

Physical Education lessons and Extra-Curricular activities enhance health and well-being among young people, which in turn means they are more likely to achieve better academically. Taking part in physical activity leads to better physical health therefore reducing absences due to illness. Stress levels are reduced, students develop resilience, and the release of serotonin all lead to better mental health. Students develop social skills such as cooperation, teamwork and patience, improving their ability to interact with other people and manage their emotions.

There are also specific links to other subjects.

Science: students develop knowledge of the musculoskeletal, cardiorespiratory systems and the short and long-term effects of exercise on these systems. Aerobic and anaerobic respiration, diet and healthy lifestyles.

Maths: students will be required to conduct, interpret and explain simple calculations when arranging groups and equipment for their lesson/activity. In some activities students will interpret data, tables, graphs, results and compare their performance data to normative data or elite performances including distances, times, weights, e.g. athletics world records, personal bests etc

English: Command words such as identify, describe, explain, analyse, evaluate, compare will be used consistently during lessons. Students will be required to apply them when discussing their own and others performances. Students are encouraged to use standard English and incorporate keywords, phrases and connectives when verbalising their answers.

Humanities: Students can gain an understanding of the history and origins of the sports they take part in. When competing they can discuss current tournaments e.g. Football World Cup, Olympics, Rugby World Cup etc and the countries taking part.

How can you become an expert in Physical Education?

An expert Physical Education student or athlete is one who is actively engaged in the lesson, who strives to improve their performance, regardless of their ability, and encourages others to do the same. They understand the importance of leading a healthy active lifestyle and consistently apply healthy habits to their everyday life. They are able to identify how to perform skills, techniques, tactics and strategies and work hard to develop their ability to apply this knowledge to their performances. They consistently evaluate their own and peers performances in order to improve and understand that progress in physical activity requires practice, time and dedication.

What opportunities are there to experience Physical education beyond the classroom?

Extra-Curricular Clubs

Football, Netball, Basketball, Dance, Fitness, Rounders, Cricket, Tennis, Badminton, Gymnastics, Table Tennis, Athletics, Mountain Biking, Volleyball.

In addition to the extra-curricular programme offered by the Scalby School PE department, students will also experience taster sessions with coaching experts of sports and physical activities within the local area including:

Specialist Rugby coaching – RDO from SRUFC, Dance, Archery, Martial Arts, Fitness classes, Yoga.

Fixtures

- Richard Lucas, Caedmon and Dalby Forrest Cross Country meets.
- Football, Netball, Basketball, Dodgeball, Rounders, Cricket, Tennis, Badminton, Table Tennis, fixtures including district and partnership tournaments, Handicap tournaments, Knock out cup games, 5-a-side tournaments and District trials.
- House Events – Netball, Basketball, Gymnastics, Table Tennis, Multiskills, Football, Rounders, Badminton, Rugby Athletics Cricket.

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- 3 x Girls Rugby Festivals with Scarborough & District and East Riding as well as Girls Beach Rugby Festivals.
- Athletics – Town sports, Town v Country, District athletics trials.

How will you develop your character through your Spiritual, Moral, Social & Cultural experiences in Physical education?

- **Health and Well-being-** importance of leading a healthy active lifestyle and the impacts on health. In addition to the importance of physical activity students will discuss the importance of sleep, hydration, a balanced diet, how certain food groups benefit different activities e.g. protein and muscle growth.
- **Spiritual** reflection on their own strengths/areas of improvement e.g. performance, teamwork, feedback, supporting others, and resilience. Recognise and experience the long-term benefits of a healthy active lifestyle on physical, mental and social health.
- **Moral** Develop a sense of fair play and sportsmanship Reflect on the need for laws/rules of the game as a performer and official and the consequences of not abiding by these rules. Reflect on and apply this to students own everyday experiences in order to make sensible and informed choices and take ownership of this.
- **Social** respect other people's feelings and viewpoints when giving feedback. When working creatively demonstrate the ability to listen to others and incorporate other's ideas and opinions into performances. Support and encourage peers when performing in the lessons and demonstrate the ability to give and receive constructive criticism.
- **Culturally** by working in mixed ability groups to demonstrate the ability to co-operate with and show support and tolerance of others with differing abilities, ideas and opinions. Discuss different cultures when taking part in different sports whose origins are from a different country to their own.

The Principles of Nurture

The Importance of Nurture for the Development of Wellbeing

The principles of Nurture are important in supporting a student to feel that they are safe, their basic needs are met. Therefore, the student is ready to learn (Maslow's Hierarchy of Need). The very nature of the subject ensures that students receive 2 hours of Physical Activity every week to

improve physical, mental and social health. Students develop knowledge around healthy active lifestyles, the importance of sleep, a balanced diet, fresh air, hydration etc. Students are also able to lend kit to ensure they are able to take part in the lesson.

All Behaviour is Communication

As part of Scalby School behaviour policy C3's and C4's are recorded. This information is monitored and followed up via the Pastoral Protocol. In the classroom teaching staff and assistant teachers are aware of the wellbeing of students. Teachers understand that behaviour can be an indicator that a student is in need of additional support. Behaviours which are a cause for concern are raised with Pastoral or SEND teams so the correct intervention and support can be put in place. These include learning concerns which are raised as an SEN short note which trigger investigation into the need for exam access arrangements.

The children's learning is understood developmentally

Teachers have completed SEN Provision Maps for each class that they teach. This is saved on the Pedagogy Platform for all teachers in the department to access as well as links to SEN register and My Profiles. A variety of differentiation strategies are used to support students in lessons including FIT First Approach, differentiation through equipment (e.g. size of balls, height of net etc) differentiation through activity or performance area (e.g. distance from the net or peer).

The importance of Transition in Children's Lives

The PE department supports students transitions into Year 7 by offering activities as part of transition days in Year 6, introductory lessons in Year 7 and applying a 2-3 week introductory period in the first term whereby students can practice the expectations and procedures within a PE lesson. Y8-KS4 transitions are supported by incorporating theory content into Core PE lessons. Post-16 transitions are supported by discussing links to the wider world. Linking GCSE/Sports Studies topics or units of work to the wider world or potential careers or industries as well as offering taster days at further education settings.

Language is a vital form of communication

In Physical Education, key vocabulary is shared during the framing of the lesson. Knowledge organisers are displayed in practical areas and reciprocal cards are used to support students when learning new skills and techniques as well as verbalising answers for peer/self-assessment.

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The PE classroom offers a safe base

In the PE department we have high level of expectations with regards to behaviour and engagement in lessons. We follow the Scalby School behaviour for learning system (outlined on P8 of the student planner), have a recognised matrix and seek support from Active Patrol SLT. Pupils feel safe in the predictability of whole school standards being upheld by all staff across the department.

Key Assessment Objectives

- Formative assessment – during lessons students will continually be assessed in In each sporting activity. students will take part in a final assessment lesson (GCSE PE moderation style) where they may recap learnt skills, techniques and concepts through previously taught drills or conditioned games.
- Teachers will assess performance of skills insolation against AMAP criteria and students will be identified as.. for each activity. Their overall performance in each sporting activity will also take into account their performance in extra-curricular clubs, fixtures and house events.
- Individual activities such as fitness, gymnastics and athletics lend themselves well to measured assessments and final performances e.g. measuring fitness levels against normative data or athletics 5* awards system.
- Peer and Self-Assessment- WWW/EBI using teaching points/ AMAPs as success criteria.
- Questioning of students throughout each lesson to demonstrate a knowledge of how to perform skills and tactics.
- House Events also provide an opportunity to moderate and standardise student performance across the department.

How can the study of Physical education support students beyond school?

Our curriculum goes far beyond what is taught in lessons. By taking part in Physical Education, Scalby School students should develop healthy habits that last a lifetime.

Physical Education also provides the skills and attributes to lay a strong foundation for any job or profession.

Learning – By providing rigorous learning intentions, students are challenged not only to improve their physical health and performance but to develop the knowledge that underpins it.

Students are encouraged to work and think independently and collaboratively in small groups or teams. In doing so students develop their resilience and ability work outside of the comfort zones

Leadership- students regularly develop leadership skills through leading warm-ups, when performing or demonstrating in front of others or when selected as team captain. Students develop their communication skills when discussing tactics or strategies and through organising equipment and through peer and self-assessments identifying and discussing WWW and EBI and providing constructive feedback.

Ambition – The skills, techniques and experiences in Physical Education are challenging and new. We ensure that all students are appropriately challenged both physically and academically in lessons, with support for those who need it. Through experience of these challenges students are better prepared to deal with challenges they may face beyond school.

Preparation – We want students to understand how to look after their physical, social and mental well-being through regular participation in physical activity, therefore we want students to leave school having found a physical activity or sport that they enjoy and can continue with. The skills they develop by taking part in these activities will prepare students for their lives in the wider community – communication, the ability to make friends, co-operation, teamwork, resilience, organisation etc.

Respect- Through teacher modelling, encouragement and by upholding the rules of the sport, students will develop manners, respect, tolerance, fair play and sportsmanship. These qualities will prepare students for their lives in the wider community in further education and in any career they may pursue.

Physical Education is a popular choice at Scarborough Sixth Form College, York College and several higher education options build-on the skills and knowledge developed at GCSE.

Specific careers that the study of Physical education would support include: Teaching, sports development, sports coaching, fitness instructor, sports journalist, sports photographer, sports marketing and PR, leisure centre manager, armed forces, NHS, police, fire service.

However, having a background in Physical Education, whether at recreational, competitive level or GCSE/Sports

Curriculum Progression Maps

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Studies will enhance any UCAS application and is of considerable benefit in any work setting which includes teamwork, communication, organisation and leadership. Employers also seek to hire a healthy workforce.