

Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

Location of resources:	PE Staff Hub and PE Staff Room
Curriculum intent and rationale:	Curriculum Intent: We thoroughly believe that Physical Education is one of the most important subjects on the curriculum. Our curriculum acts as not only a vehicle for students to improve their physical health but also to enhance their social and emotional health. We aim to teach students the basic skills, tactics and rules in a range of different sports and physical activities and also to foster a lifelong enjoyment and appreciation of physical activity. Our department values of Teamwork, Problem Solving, Determination, Sportsmanship, Leadership and Health-Awareness are covered both implicitly and explicitly throughout both Key Stages. Curriculum Organisation: Students are taught in setted classes in Year 8; these sets are established from Year 7/8 assessments/attainment. They have 2 lessons a week. Students complete 10, 7 week blocks of activity with 2, 1 week blocks of values lessons. Due to logistics/facilities, this does work on a carousel style where students complete different activities at different points of the academic year.
National Curriculum Links:	National Curriculum in England: National Curriculum - Physical education key stages 3 and 4

What content needs to be covered? Key Knowledge and skills / misconceptions to address (with vocab in bold and spelling underlined)			
By the end of the year students will know:			
Invasion Games	Swimming	Fitness/Athletics	Net/Striking Games
To refine both core and advanced skills of the game. To effectively use decision-making/tactics to achieve successful outcomes. To develop leadership skills in team games. To enhance performance analysis to identify strengths and areas to improve. Activities Covered: Football, Rugby, Basketball, Netball, Handball National Curriculum: use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Misconceptions: An effective leader must be the loudest member of a team.	To identify and apply the rules of water polo. To maintain water safety rules/practices whilst participating in other water-based activities (synchronised swimming, water polo, aqua aerobics). National Curriculum: develop their technique and improve their performance. Misconceptions: - In water polo, you are allowed to catch and throw the ball with 2 hands. - Swimming is boring and repetitive.	To create a personalised fitness training programme. To use a fitness suite safely and follow important safety rules. Identify/describe different fitness suite/gym based activities and explain the benefits. Refine skills in athletics disciplines and start to practice advanced techniques to improve performances: running, jumping, and throwing. National Curriculum: develop their technique and improve their performance. Misconceptions: - The gym is only for those that want to be stacked. - All activities in the gym work the same areas of fitness.	To refine both core and advanced skills of the game. To effectively use decision-making/tactics to achieve successful outcomes. To develop leadership skills in team games. To enhance performance analysis to identify strengths and areas to improve. Activities Covered: Badminton, Cricket, Softball, Rounders, Tennis, Pickleball. National Curriculum: use a range of tactics and strategies to overcome opponents in direct competition through team and individual games. Misconceptions: - Badminton is an easy sport where you don't move much. - Cricket, rounders and softball are all separate sports and don't have many transferable skills/similarities.
Previous learning (from Year 7/8) that is particularly relevant:			
Introduction to most sports covered so students will be aware of the basic rules/regulations. Students will also have practised core skills in sports and covered basic principles/decision making. Some have practised advanced skills.		Will have an understanding of their own strengths, weaknesses and areas to improve.	Had opportunities to take part in extracurricular activities.



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Future Learning - How content prepares students for future units, Key Stage 4, or Key Stage 5?		
KS4 students need advanced sport-specific skills; secure movement foundations enable progression to higher-level techniques.	Builds technical proficiency needed for higher-performance standards in KS4 core and exam PE.	Encourages transferable skills and helps students identify activities they may specialise in or choose for KS4 options (e.g., GCSE PE practical sports).
Outcomes: By the end of the year pupils will be able to solve/create/produce/write:		
◆ 1. Physical Competence Students will: • Develop proficiency in a broad range of physical skills (e.g., running, jumping, throwing, catching, striking) • Practised core and advanced skills. • Improve components of fitness through varied activities ◆ 2. Tactical Understanding Students will: • Implemented rules and strategies in team and individual games (e.g., football, netball, basketball, badminton) • Explain the reasons behind tactical decisions (e.g., positioning, passing, marking) ◆ 3. Health and Fitness Students will: • Understand how to use a fitness suite safely. • Understand how to create a fitness training programme effectively. • Understand their own strengths and weaknesses. ◆ 4. Personal and Social Development Students will: • Explain the importance physical activity for their general health. • Experienced leading others in a sports-specific scenario.		
Assessment Strategy How we know our students are knowing and remembering more – Data from hunting not fishing, formative and summative assessment/s is used to adapt teaching and provide targeted challenge and intervention, supporting SEND and disadvantaged pupils.		
Formative: • Observation & Feedback: Teachers give verbal or visual feedback during drills or games. • Peer and Self-Assessment: Students evaluate their own or others’ performance (e.g., using success criteria or checklists). • Questioning & Discussion: Teachers ask open-ended questions about tactics, rules, or fitness principles. • Skill Drills & Progression Tracking: Informal tracking of skill development (e.g., technique refinement in a chest pass or sprint start). • Fitness Baselines: Informal fitness tests (e.g., shuttle runs, sit-and-reach) used to set personal improvement goals.	Summative (& cumulative) • Use of KS3 Assessment spreadsheet for students in Year 7, 8 and 9. Teachers will give students an assessment grade at the end of the 7-week block. These are reported in AP1 and AP2 along with other subjects.	Opportunities to revisit past learning: Opportunities in all lesson to develop learning from Year 7/8. Opportunities for homework (including apps): Year 8 PE Homework: Physical Activity Tracker <i>Objective: To explain the role of physical activity and sport on general health.</i>
How is the curriculum adapted to meet the needs of SEND and disadvantaged pupils, while maintaining high expectations?		
✓ Inclusion over exclusion – All students participate wherever possible, with appropriate adjustments. ✓ Personalised progress – Success is measured against <i>individual starting points</i>, not just national benchmarks. ✓ Choice and flexibility – Offering alternative activities or roles where appropriate. ✓ Maintaining high expectations – Adapting how skills are learned, not what is learned.		

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Wider Curriculum and Enrichment – cultural capital and real world application -

Enriching experiences:

- Broad range of afterschool clubs/practices.
- Opportunities for additional enrichment activities such as the Colour Run, Sports Day, Sports Awards Evening, Sports Tours, etc.

Our curriculum supports the school value of:

Joy	<i>Foster enthusiasm and engagement by aiming to make lessons/activities fun and enjoyable. Low-stakes competition and other games are used to help with this.</i>
Progress	<i>We monitor and support progress through regular completion of the KS3 assessment spreadsheet. We also regularly give learners feedback on their progress in lessons.</i>
Success	<i>We celebrate success by giving regular praise in lessons, encouraging students to join afterschool clubs and inviting students to celebratory events (eg- sports awards evening)</i>
Act with care, kindness, respect, and integrity	<i>We build meaningful connections with our students by encouraging them to try their hardest, regardless of the skill/activity being taught.</i>

Literacy, Oracy and disciplinary language:

Speaking Opportunities through Questioning and Discussion:

- Students explain tactics, rules, or decision-making in games (e.g., “*Why did you choose to pass to that player?*”).

Reading Opportunities through Scoreboards and Results Tables:

- Students interpret tournament tables, fitness results, or scoring systems.

Writing Opportunities through Self and Peer Assessment:

- Students complete observation sheets, noting strengths and areas for improvement.

Key Vocabulary Development:

- Displayed and regularly use **technical terminology** in lessons (e.g., *pivot, overload, cardiovascular endurance*).

Cross-Curricular opportunities / Opportunities to develop ‘character’:

Our curriculum supports personal development by developing:

Resilience and Perseverance –

Students learn to cope with challenges, setbacks, and failure, developing a growth mindset. For example, they might continue to improve their fitness scores or practise a gymnastics skill repeatedly after failed attempts.

Confidence and Self-Esteem –

Achieving personal goals and mastering new skills boosts self-belief. A clear example of this is when students perform a dance routine in front of others or represent the school in a fixture.

Independence and Responsibility –

Students take ownership of their learning through self-assessment, goal setting, and preparation. For instance, they might lead a warm-up or create a personal training programme.

Self-Discipline – Regular practice, following rules, and managing emotions help students build discipline. This can be seen when they remain focused during skill drills or adhere to game rules consistently.

Empathy and Respect – PE

promotes respect for teammates, opponents, and officials. Examples include shaking hands after a match or encouraging less experienced peers during practice.

Integrity and Fair Play – Competitive sports encourage honesty and sportsmanship. Students might demonstrate this by admitting to a

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foul in netball or scoring fairly in athletics.

Leadership and Communication –
Opportunities to lead warm-ups, coach peers, or officiate build leadership skills. For example, students might act as a team captain or lead group problem-solving tasks in Outdoor and Adventurous Activities.

Curriculum impact is evaluated through pupil study, work scrutiny, and progress data. Findings inform regular curriculum review to ensure continuous improvement.

When was this curriculum last reviewed? Include date	What changes were made and why?	How is ongoing improvement ensured?
August 2025	Changes to activities/sequencing.	- Regular assessment and feedback - Curriculum review and adaptation - Professional development - Use of data and research (both school and national level)