



Physical Education

Curriculum Intent Statement

Department of Physical Education

Ballakermeen High School

Curriculum vision: Within both key stages, pupils should become more competent, confident, and expert in their techniques, and apply them across a broad and varied range of sports and physical activities.

Our PE curriculum will provide students with the opportunity to:

- Enjoy taking part in physical activity
- Competence to excel in a broad range of physical activities which in turn will result in lifelong participation opportunities.
- Be physically active for sustained periods of time
- Engage in a range competitive sports and activities
- Lead healthy, active lives
- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (eg. basketball, cricket, football, hockey, netball, rounders, and rugby)
- Develop their technique and improve their performance in other competitive sports (eg. athletics, swimming, and gymnastics)
- Perform dances using techniques within a range of dance styles and forms
- Develop leadership and problem-solving skills through OAA activities
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- Become physically confident in a way which supports their health and fitness
- Compete in sport and other activities which build character and help to embed values such as fairness, kindness, honesty, and respect, so that they can contribute positively to the life of the school, their local community, and the wider environment
- Communicate, argue, and apply using subject specific terminology and key words
- Remove barriers to participation so that lessons are inclusive for all, regardless of gender and ability
- Explore the club pathways available to students outside of school and offer support to join external clubs.

From September 2024, all students within Key Stage 3 will follow the rotation below. Double lessons will be taught in single sex groups and single lessons will be mixed gender.

As students progress through the key stage, greater demands will be placed on them in terms of learning more advanced skills, applying tactics, maintaining a consistent performance whilst under pressure, understanding and be able to perform different roles in a game, take responsibility for leading a warmup, and to captain a team.

Key Stage 3 – Core PE								
		BLOCK 1 (5 weeks)	BLOCK 2 (5 weeks)	BLOCK 3 (5 weeks)	BLOCK 4 (5 weeks)	BLOCK 5 (5 weeks)	BLOCK 6 (6 weeks)	BLOCK 7 (6 weeks)
BOYS <i>Double</i>	Group 1	Rugby	Hockey	Netball	Basketball	Football	Swimming	Athletics
	Group 2	Rugby	Netball	Hockey	Basketball	Swimming	Football	Athletics
	Group 3	Basketball	Football	Hockey	Swimming	Netball	Rugby	Athletics
GIRLS <i>Double</i>	Group 1	Hockey	Basketball	Swimming	Netball	Football	Athletics	Rugby
	Group 2	Hockey	Swimming	Basketball	Football	Netball	Athletics	Rugby
	Group 3	Netball	Hockey	Basketball	Football	Rugby	Athletics	Swimming
MIXED <i>Single</i>	Group 1	Table tennis	Gymnastics	OAA	Fitness	Dance	Striking & fielding	Water polo
	Group 2	Table tennis	Fitness	Gymnastics	Striking & fielding	Water polo	Dance	OAA
	Group 3	Gymnastics	Table tennis	Fitness	Water polo	Dance	OAA	Striking & fielding
	Group 4	Fitness	Table tennis	Striking & fielding	Gymnastics	OAA	Water polo	Dance

Within Key Stage 4 PE, there is a mix of competitive sport and recreational activity. Students are offered a choice in each block with the hope that they will find an activity which will afford them lifelong participation. Currently we follow model outlined below. Activities on offer are different for males and females. This will be reviewed annually and amended if appropriate.

Key Stage 4 – Core PE						
		BLOCK 1 (9 weeks)	BLOCK 2 (8 weeks)	BLOCK 3 (8 weeks)	BLOCK 4 (7 weeks)	BLOCK 5 (6 weeks)
BOYS	Group 1	Rugby	Fitness/GCSE lifesaving	Football	Athletics	Cricket/softball
	Group 2	Basketball	Football	Hockey	Water polo	Softball
	Group 3	Water polo	Football	Fitness/gym	Softball	Athletics
GIRLS	Group 1	Hockey	Football	Netball	Rounders	Rounders
	Group 2	Fitness	GCSE lifesaving/fitness	Netball	Rounders	Athletics
	Group 3	Game	Table tennis/badminton	Gym/fitness	Athletics	Athletics

Curriculum Overview – Key Stage 4 GCSE PE		
	YEAR 10	YEAR 11
AUTUMN 1	Socio-cultural	Health, fitness & training PFP
AUTUMN 2	Psychology	Movement analysis
SPRING 1	Exercise physiology	Revision Moderation Prep
SPRING 2	Health, training & fitness	Revision Moderation
SUMMER 1	Health, training & fitness Practical assessment	Revision
SUMMER 2	Health, fitness & fitness PFP Mock Prep Practical assessment	

Curriculum Overview – Key Stage 4 Level 2 BTEC Sport

	YEAR 10: BTEC Level 1/2 Double lesson	YEAR 10 Single lesson	YEAR 11: BTEC Level 1/2 Double lesson	YEAR 11 Single lesson
AUTUMN 1	<p>Component 1: Preparing participants to take part in sport and physical activity.</p> <ol style="list-style-type: none"> Types and providers of sport and physical activities Types and needs of participants Barriers to participation Methods to address barriers to participation <p>Assessment practise</p>	<p>Component 3: Developing fitness to improve other participants' performance in sport and physical activity.</p> <ol style="list-style-type: none"> Importance of fitness for successful participation in sport Fitness training principles Exercise intensity and how it can be determined <p>Assessment practise</p>	<p>Component 2: Taking part and improving other participants' sporting performance.</p> <ol style="list-style-type: none"> Techniques, strategies, and fitness required for different sports <p>Assessment practise</p> <ol style="list-style-type: none"> Key officials and roles Responsibilities of officials NGBs, key rules, and regulations <p>Assessment practise</p>	<p>Component 3: Developing fitness to improve other participants' performance in sport and physical activity.</p> <ol style="list-style-type: none"> Requirements for each of the following fitness training methods Fitness training methods: physical fitness Fitness training methods: skill-related fitness Additional requirements for each training method Provision for taking part in fitness training methods Effects of long-term fitness training on the body <p>Assessment practise</p>
AUTUMN 2	<p>Component 1: Preparing participants to take part in sport and physical activity.</p> <ol style="list-style-type: none"> Different types of sports clothing and equipment required for participation Different types of technology and their benefits for participation and performance Limitations of using technology in sport and physical activity 	<p>Component 3: Developing fitness to improve other participants' performance in sport and physical activity.</p> <ol style="list-style-type: none"> Importance of fitness for successful participation in sport Fitness training principles Exercise intensity and how it can be determined <p>Assessment practise</p>	<p>Component 2: Taking part and improving other participants' sporting performance.</p> <ol style="list-style-type: none"> Planning drills and conditioned practises Organising drills Supporting participants during practical drills and conditioned practises <p>Assessment practise</p> <ol style="list-style-type: none"> Assignment preparation and completion 	<p>Component 3: Developing fitness to improve other participants' performance in sport and physical activity.</p> <ol style="list-style-type: none"> Requirements for each of the following fitness training methods Fitness training methods: physical fitness Fitness training methods: skill-related fitness

	Assessment practise		5. Debrief	4. Additional requirements for each training method 5. Provision for taking part in fitness training methods 6. Effects of long-term fitness training on the body Assessment practise
SPRING 1	Component 1: Preparing participants to take part in sport and physical activity. 1. Planning a warmup 2. Adapting warmups for different types of participants and activities 3. Delivering a warmup to prepare participants for physical activity Assessment practise	Component 3: Developing fitness to improve other participants' performance in sport and physical activity. 1. Importance of fitness testing and requirements for administration of each fitness test 2. Fitness training methods: physical fitness 3. Fitness training methods: skill-related fitness 4. Interpretation of fitness test results Assessment practise	Component 3: Developing fitness to improve other participants' performance in sport and physical activity. 1. Personal information to aid training fitness programme design 2. Fitness programme design 3. Motivational techniques for fitness programming Assessment practise	Component 3: Developing fitness to improve other participants' performance in sport and physical activity. 1. Personal information to aid training fitness programme design 2. Fitness programme design 3. Motivational techniques for fitness programming Assessment practise
SPRING 2	Component 1: Preparing participants to take part in sport and physical activity. 1. Assignment preparation 2. Assignment completion	Component 3: Developing fitness to improve other participants' performance in sport and physical activity. 1. Importance of fitness testing and requirements for administration of each fitness test 2. Fitness training methods: physical fitness 3. Fitness training methods: skill-related fitness	Component 3: Developing fitness to improve other participants' performance in sport and physical activity. 1. Revision	Component 3: Developing fitness to improve other participants' performance in sport and physical activity. 1. Revision

		<p>4. Interpretation of fitness test results</p> <p>Assessment practise</p>		
SUMMER 1	<p>Component 1: Preparing participants to take part in sport and physical activity.</p> <ol style="list-style-type: none"> 1. Assignment completion 2. Assignment debrief 	<p>Component 3: Developing fitness to improve other participants' performance in sport and physical activity.</p> <ol style="list-style-type: none"> 1. Importance of fitness testing and requirements for administration of each fitness test 2. Fitness training methods: physical fitness 3. Fitness training methods: skill-related fitness 4. Interpretation of fitness test results <p>Assessment practise</p>	<p>Component 3: Developing fitness to improve other participants' performance in sport and physical activity.</p> <ol style="list-style-type: none"> 1. Revision 	<p>Component 3: Developing fitness to improve other participants' performance in sport and physical activity.</p> <ol style="list-style-type: none"> 1. Revision
SUMMER 2	<p>Component 2: Taking part and improving other participants' sporting performance.</p> <ol style="list-style-type: none"> 5. Components of physical fitness 6. Components of skill-related fitness <p>Assessment practise</p>	<p>Component 3: Developing fitness to improve other participants' performance in sport and physical activity.</p> <ol style="list-style-type: none"> 1. Importance of fitness testing and requirements for administration of each fitness test 2. Fitness training methods: physical fitness 3. Fitness training methods: skill-related fitness 4. Interpretation of results <p>Assessment practise</p>	(Study leave)	(Study leave)