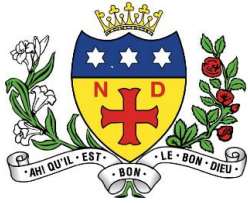


Physical Education Core Curriculum Plan

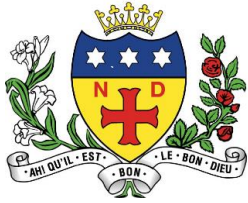
Intent: We deliver our lesson experiences using a Know, Show, Grow model.

Know: This lesson objective will focus on the cognitive domain. What will students know by the end of the lesson? This aligns to Ofsted pillar of '**Rules, tactics and compositional ideas**'. This lesson objective will focus on the physical domain. What movement or skills will students practice and develop?' This aligns to Ofsted pillar of '**Motor competence**'. This lesson objective will focus on the affective domain. What will students develop, demonstrate and learn to transfer in terms of skills, attitudes and values? This aligns to Ofsted pillar of '**healthy participation**'.

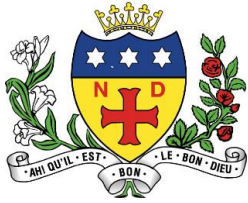
Year	What will students learn?	Rationale	How will students be assessed?	What links are made to the real-world / careers? What are the links to disciplinary knowledge that enable our students to become knowledgeable and adaptable PE students	Document Links
7	<p>Exploring Physical Literacy through:</p> <p>Trampolining / Gymnastics Indoor & Outdoor Invasion Games Indoor and Outdoor Net-games Young Leaders Award Athletics Striking & Fielding HRF / Boxing Fitness & Skills</p> <p><i>Concepts to explore through these activities are:</i> <i>Confidence</i> <i>Motivation</i></p>	<p>We deliver our lesson experiences using a Know, Show, Grow model. We want our students to feel confident about using their bodies in a wide variety of activities and situations. We seek to develop and challenge a wide range of motor abilities through our curriculum. Students should see PE and Physical activity as accessible and challenging. Students are open-minded about thinking and performing</p>	<p>Current: ongoing teacher assessments – observational methods based on A2L only</p>	<p>Within Y7 SOW we seek to enable all students to understand the basic thinking required in all types of sports and activities.</p> <p>e.g.</p> <ul style="list-style-type: none"> - What is a sequence? - What are the main principles in invasion games - How do we create and deny space in invasion games? - What does a boxing fitness session look like? 	<p>S:\ematerials\PE\2022-23\SCHEMES OF WORK 2022 Onwards\Y7 concept curriculum</p> <p>S:\ematerials\PE\2022-23\Timetable\Y7 concepts matched to SOW.docx</p>



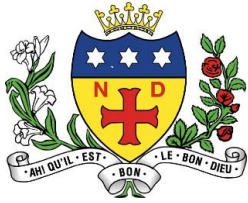
	<p><i>Leadership</i> <i>Understanding of PE & Sport</i> <i>Motor Competence</i></p>	<p>in different ways. Misconceptions and stereotypes around certain activities are removed.</p> <p>Our SOW will help students realise what underpins physical literacy and how it can be developed</p> <p>Individual skills and tactics are broken down to simple forms in conditioned practices initially, before linking together or applying to more complex situations. e.g. what are the mechanics of catching, throwing, kicking jumping, landing etc. These skills are explored through individual, paired low-stakes practices initially.</p>		<ul style="list-style-type: none"> - What are the principles involved in planning, performing & evaluating? - How do I show respect and sportsmanship in activities? - What does healthy competition look, feel and sound like? 	
8	<p>Exploring Personal Development Trampolining / Gymnastics Indoor Invasion Games (specifically Basketball, Netball & Handball) Outdoor Invasion Games (specifically Rugby and Football)</p>	<p>Students will experience the true power of sport and physical activity when it comes to their personal development. Schemes of work help students to understand their own personal</p>	<p>Current: Ongoing teacher assessments – observational methods</p>	<p>Students understand what more formal versions of games look like. e.g. rules, court size of a basketball court</p>	<p>S:\ematerials\PE\2022-23\SCHEMES OF WORK 2022 Onwards\Y8 concept curriculum</p>



	<p>Indoor and Outdoor Net-games (specifically Badminton, Volleyball & Tennis) Leadership Development Athletics Striking & Fielding (specifically cricket & rounders) HRF / Boxing Fitness & Skills Problem Solving & OAA</p> <p><i>Concepts to explore through these activities are:</i> <i>Communication</i> <i>Resilience</i> <i>Inter-Personal Skills</i> <i>Emotional Intelligence</i></p>	<p>qualities and explore ways to develop these further.</p> <p>Y8 and 9 are transitional years. Students already have a sound understanding of all ways of thinking. We build on our first-year SOW with more focused exploration of specific sports. How can the students apply the generic skills from Y7 successfully into more challenging situations. e.g. - more complex rules/scoring systems - greater demand on making effective decisions - higher expectations of leadership & self-discipline for warming-up, using equipment, risk assessment, team selection etc.</p> <p>Students have developed an awareness of their own skill-set and preferences. We continue to expose them to a wide range of situations. We want</p>	<p>based on A2L only</p> <p>Moving fwd.: Based on structured assessment criteria TBC</p>		
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		<p>students to experience success in all areas and avoid labelling themselves as 'not good at...'</p> <p>More advanced individual skills and tactics are broken down to simple forms in conditioned practices initially, before linking together or applying to more complex situations. e.g. lay-up practice in basketball</p> <p>These skills are explored through individual, paired low-stakes practices initially. Basic skills covered in Y7 are linked quickly to other skills during lessons. e.g. ground-stroke to volley in tennis. Students are expected to understand the link and teachers provide more challenging situations</p>			
9	<p>Exploring Character Development</p> <p>Trampolining / Gymnastics</p>	<p>Students will build a connection with and understand how characters can be developed through PE and</p>	<p>Core:</p> <p>Current:</p> <p>Ongoing teacher</p>		



	<p>Indoor Invasion Games (specifically Basketball, Netball & Handball) Outdoor Invasion Games (specifically Rugby and Football) Indoor and Outdoor Net-games (specifically Badminton, Volleyball & Tennis) Leadership Development Athletics Striking & Fielding (specifically cricket & rounders) HRF / Boxing Fitness & Skills Problem Solving & OAA</p> <p><i>Concepts to explore through these activities are:</i> <i>Sporting Values</i> <i>The Power of Positivity</i> <i>Problem Solving</i> <i>Redefining Competition</i></p>	<p>Sport. Through this year's SOW students will realise the sheer value of PE and how it can be instrumental in developing positive personal characteristics.</p> <p>Y8 and 9 are transitional years. Students already have a sound understanding of all ways of thinking. We build on our first-year SOW with more focused exploration of specific sports. How can the students apply the generic skills from Y7 successfully into more challenging situations. e.g. - more complex rules/scoring systems - greater demand on making effective decisions - higher expectations of leadership & self-discipline for warming-up, using equipment, risk assessment, team selection etc. Students have developed an awareness of their own skill-set</p>	<p>assessments – observational methods based on A2L only</p> <p>Moving fwd.: Based on structured assessment criteria TBC</p>		
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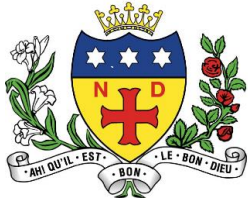


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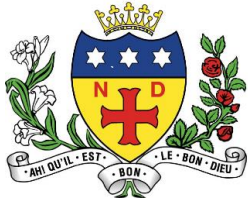
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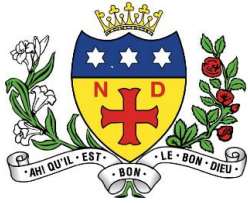
<p>10</p>	<p>Strengthening Leadership Skills and Maintaining Engagement</p> <p>Pathway selection: 1 or 2</p> <p>1. Games/Competitive/Performance Pathway: E.g.: full version of games 11-a-side football, 5v 5 basketball, fitness testing and performance targets and analysis and leadership,</p> <p>2. Participation/Social/Fitness Pathway: e.g. social sport – smaller sided games, modified rules, leadership</p> <p>Concepts to explore through these activities are: Attitudes & Behaviours Effective Teams Self-reflection Fulfilling potential</p>	<p>Students will understand how sport and physical activity can be an important tool to developing their leadership and employability skills. Schemes of work will support students to understand their own leadership qualities and experience what makes an effective leader.</p> <p>Students have experienced three positive years of PE and Sport at Notre Dame. They now make positive choices about how they would like to spend their two hours of core-PE. As teachers we want PE experiences to support academic approach, physical & mental health and wider life.</p> <p>Activities within each pathway enable students to apply their most confident moto-skills and experience the most rewarding activities and ways of thinking.</p>	<p>Core: Ongoing teacher assessments – observational methods based on A2L only</p> <p>Moving fwd.: Based on structured assessment criteria TBC</p>	<p>What are the differences between organized sport and social sport?</p> <p>How can I join a gym or a sports club?</p> <p>How do people fit physical activity into a busy life / working week?</p> <p>How do I take more responsibility of my own health & fitness</p>	
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		<p>Teachers are less focused on teaching new skills but rather facilitate student leadership throughout activities</p> <p>Skills are taught within more complex situations and are rarely broken down unless massed practice / error correction is required</p> <p>Teachers will model 'how to' in each area.</p> <p>E.g. How do we officiate/play in a full badminton game How do I plan and monitor my own exercise programme? How do I select teams fairly and risk assess an activity?</p>			
11	<p>Being Active for Life</p> <p>Pathway selection: 1 or 2</p> <p>2. Games/Competitive/Performance Pathway:</p> <p>E.g.: full version of games 11-a-side football, 5v 5 basketball, fitness</p>	<p>Students will gain a deeper understanding of what it means to have good health and wellbeing and will explore different ways to keep active as they leave school.</p> <p>Through 'Active for Life', students will embed their</p>			



	<p>testing and performance targets and analysis and leadership,</p> <p>2. Participation/Social/Fitness Pathway: e.g. social sport – smaller sided games, modified rules, leadership</p> <p>Concepts to explore through these activities are: Health & Well-being Remaining Active Engagement Post-16 The Journey Continues</p>	<p>understanding of the importance of physical activity and the many benefits associated to allow students to remain active for the rest of their lives.</p> <p>Students have experienced four positive years of PE and Sport at Notre Dame. They now make positive choices about how they would like to spend their two hours of core-PE. As teachers we want PE experiences to support academic approach, physical & mental health and wider life.</p> <p>Activities within each pathway enable students to apply their most confident moto-skills and experience the most rewarding activities and ways of thinking.</p> <p>Teachers are less focused on teaching new skills but rather facilitate student leadership throughout activities</p>			
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