



Physical Education Core Curriculum Plan

Intent:

At Notre Dame, the Physical Education curriculum aims to **develop a lifelong love of physical activity, exercise and sport**. Through a broad, inclusive and concept-led curriculum, students develop the confidence, competence and motivation required to remain physically active throughout their lives.

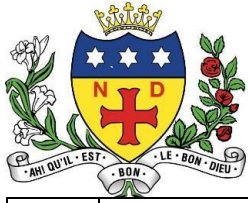
The curriculum is underpinned by the **three pillars of progression in Physical Education:**

Motor Competence, Rules, Tactics and Strategies, and **Healthy Participation**. These pillars inform curriculum design, pedagogy and assessment across all year groups, ensuring clear progression from Key Stage 3 to Key Stage 4.

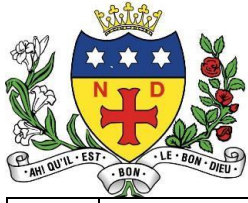
Throughout Key Stage 3, students develop strong foundations in **movement literacy**, learning how to perform and apply fundamental movement patterns effectively and safely. Alongside this, they develop an understanding of the rules, tactics and strategies that underpin success across a range of activities, while building positive attitudes towards participation, leadership and teamwork.

At Key Stage 4, students are supported to take increasing **ownership and responsibility** for their physical activity through a choice-based curriculum. This prepares students for life beyond school by promoting motivation, independence and sustained participation.

Across all key stages, Physical Education actively promotes the values of **Resilience, Integrity, Respect, Positivity and Responsibility**, supporting students' personal development and wellbeing.

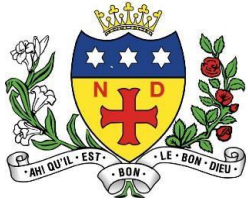


Year	What will students learn?	Rationale	How will students be assessed ?	What links are made to the real-world / careers? What are the links to disciplinary knowledge that enable our students to become knowledgeable and adaptable PE students	Document Links
7	<p>Students will explore a broad range of activities designed to develop physical literacy, confidence and competence, including:</p> <ul style="list-style-type: none"> • Trampolining and Gymnastics • Indoor and Outdoor Invasion Games • Indoor and Outdoor Net Games • Athletics • Striking and Fielding • Health Related Fitness and Boxing Skills • Young Leaders Award <p>Students are explicitly taught movement literacy, focusing on</p>	<p>Year 7 supports transition into secondary Physical Education by establishing strong foundations in motor competence, basic rules and tactical understanding, and positive participation habits. A concept-led approach helps students recognise transferable skills and principles, while lessons promote confidence, resilience and inclusivity.</p>	<p>Ongoing teacher assessment informed by observation across activities, focusing on:</p> <p>Motor Competence (fundamental movement patterns and basic skills)</p> <p>Rules, Tactics and Strategies (simple rules and principles)</p> <p>Healthy Participation</p>	<p>Understanding how fundamental movement skills underpin all physical activity, what healthy competition looks like, and how positive behaviours support success in sport and everyday physical activity.</p>	<p>ND Sport A0 PE Descriptor.pdf</p> <p>Assessment Feedback Y7 (blank).docx</p> <p>ND Sport A0 Crest and Values.pdf</p>

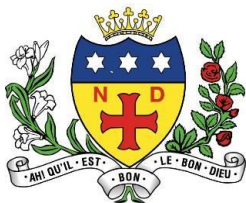


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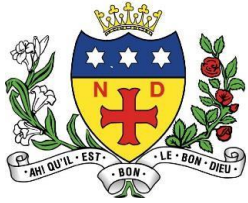
	<p>squat, hinge, lunge, push and pull movement patterns, which are applied across activities.</p>		<p>(engagement, safety, teamwork and effort)</p>		
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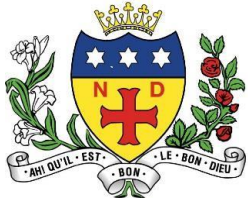
8	<p>Students apply and refine movement literacy and sport-specific skills through:</p> <ul style="list-style-type: none"> • Gymnastics and Trampolining • Indoor and Outdoor Invasion Games • Indoor and Outdoor Net Games • Athletics • Striking and Fielding • Health Related Fitness and Boxing Skills • Problem Solving and Outdoor Adventurous Activities <p>Movement literacy (squat, hinge, lunge, push, pull) is applied within increasingly demanding contexts.</p>	<p>Year 8 is a transitional year focused on application and progression. Students are challenged to make effective decisions, respond to more complex rules and tactics, and take on leadership, coaching and officiating roles. Integrity, communication and resilience are key themes.</p>	<p>Ongoing assessment across activities, focusing on:</p> <p>Consistency and control of skills</p> <p>Application of rules, tactics and decision-making</p> <p>Leadership, communication and positive participation</p>	<p>Understanding formal rules, the role of leadership and officiating, and how communication and integrity influence team and individual performance.</p>	
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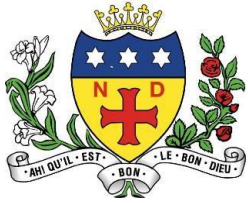
9	<p>Students consolidate learning through:</p> <ul style="list-style-type: none"> • Gymnastics and Trampolining • Indoor and Outdoor Invasion Games • Indoor and Outdoor Net Games • Athletics • Striking and Fielding • Health Related Fitness and Boxing Skills • Problem Solving and Outdoor Adventurous Activities <p>Students apply movement literacy more independently and adapt skills to suit different contexts.</p>	<p>Year 9 emphasises developing greater ownership, leadership and independence. Students take more of a role in the planning, leading, coaching & evaluate performance, applying secure motor competence and tactical understanding while modelling respect and responsibility.</p>	<p>Assessment focuses on:</p> <p>Consistent, adaptable motor competence</p> <p>Planning, applying and evaluating tactics</p> <p>Leadership, goal-setting and responsible participation</p>	<p>Leadership, coaching and officiating in sport; goal-setting and self-reflection; understanding how positive sporting values support lifelong participation.</p>	
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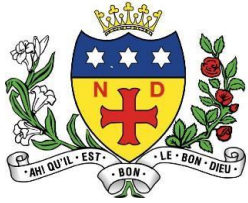
10	<p>Students follow a choice-based curriculum, selecting two activities per week from a range of pathways including competitive sport, fitness, social participation and leadership opportunities.</p>	<p>Year 10 promotes motivation, enjoyment and responsibility. Students make informed choices about participation while teachers will try to adopt a more facilitative role. Movement literacy underpins safe and effective engagement.</p>	<p>Assessment focuses on:</p> <p>Confident participation within chosen activities</p> <p>Application of rules, tactics and decision-making</p> <p>Motivation, commitment and leadership</p>	<p>Understanding how to balance physical activity with a busy lifestyle, the benefits of different types of participation, and the role of physical activity in health and wellbeing.</p>	
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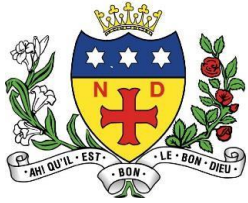
11	<p>Students select one activity per week within a highly autonomous, choice-based model. Activities include competitive sport, fitness, social participation, leadership roles and community-led sessions delivered by external providers.</p>	<p>Year 11 prepares students for life beyond school. Curriculum time mirrors real-world participation and places high expectations on maturity, organisation and responsibility. Students lead warm-ups, organise activities and engage with community opportunities.</p>	<p>Assessment focuses on:</p> <ul style="list-style-type: none"> Confident engagement within chosen activities Informed decision-making and leadership Responsibility, independence and sustained participation 	<p>Accessing community sport and fitness opportunities, managing personal health and wellbeing, and sustaining physical activity post-16.</p>	
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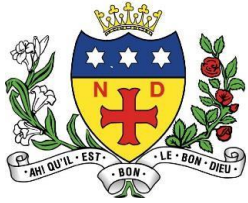
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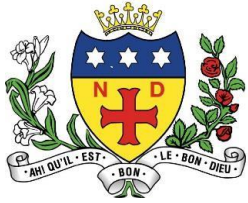


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