



LAURUS
RYECROFT

Curriculum and Assessment in PE at KS3

Curriculum Statement: PE

I can accept failure, everyone fails at something. But I can't accept not trying. I've failed over and over and over again in my life and that is why I succeed. Talent wins games, but teamwork and intelligence wins championships.

- Michael Jordan

Powerful Knowledge in PE

Physical Education combines physiology, psychology and sociology of sport and physical activity and this is taught through practical and theoretical lessons. Powerful knowledge in Physical Education:

- Provides students with analytical skills enabling them to critique training methods and practices in relation to different sports and physical activities.
- Provides students with powerful ways of analyzing, explaining and understanding trends and patterns in data and using this to improve performance.
- Enables students to follow and participate in debates in current sporting issues taking place nationally and globally.
- Allows students to assess and evaluate their own and others work and develop plans to enhance performance and review progress.
- Students will gain a social awareness of the importance of working with students with a variety of different ability levels and enhance their leadership abilities through activities taught.

Curriculum features

The curriculum will be broad and balanced allowing students to develop the knowledge and skills to be physically active and healthy in later life. Our curriculum will promote a love of physical activity and the confidence to participate. In addition, students will be able to evaluate their own health and fitness levels using data effectively and implement effective programs to further enhance their ability levels. The curriculum will also promote the academic side of the subject closely linking practical and theoretical concepts. Students will learn about worldwide sports, training practices and the global issues associated with these. They will be able to make reasoned arguments about important issues such as performance enhancement, gender stereotypes and use of the media to promote sport and confidently articulate their opinions and challenge their peers' opinions using evidence to support their arguments. Students will be given an opportunity to work with their peers and will be encouraged to demonstrate the trust qualities. Students will develop a knowledge and understanding of how to work with students of variety of different skill levels and strengths. They will be guided to use leadership qualities when working as part of a team and respond to the strengths and weaknesses of those they are working with, with the intention of students taking these skills in to working life. Sportsmanship should be visible in all lessons with students abiding by rules being humble in victory and gracious in defeat.

Co Curriculum enrichment

Students will be given the opportunity to experience competitive sport by representing their house in regular house events once a half term. All students have the opportunity to engage in our Competition and Physical Endeavor Cornerstone by engaging in a multitude of extra-curricular physical activities that are delivered by our PE staff and specialist sports coaches. In addition to this, students have the opportunity to attend bi-annual Football & Netball Sports Tours to play competitively against students from different countries. Year 10 student are able to participate in the Bronze Duke of Edinburgh Award which promotes leadership & service, competition & physical endeavor and culture & creativity through the completion of different sections of the Award.

PE Curriculum at KS3 – An Overview

At Key stage 3 students have two hours of curriculum time a week. Within the PE programme students study a wide range of activities including team and individual games, dance, OAA, HRE, athletics, cricket, rounders and softball. In lessons students will focus on mastery of skills, knowledge and application, competition or performance, health and well-being and sportsmanship. There is an emphasis throughout the curriculum that students can engage with more than the traditional practical element of Physical Education, which is reflected in the CHAMP assessment that will be used throughout the students' KS3 journey. Progress booklets will be completed to enable students and teachers to track progression within each individual sport, to ensure that students are building on their prior learning within each activity.

House activities run throughout the year in lesson time and all KS3 students participate in House Sport sessions once a half term. In lessons students are encouraged to lead a healthy, active lifestyle, this being reinforced through the opportunities available within the elective program. Within the use of specialist coaching, where available, students will be given multiple opportunities to develop and link motor-skills across a range of different sports, in order to best set them up for success when entering into KS4.

KASH Reporting Criteria in PE: Knowledge and Skills at KS3

Year 7:

Students will develop their **KNOWLEDGE** of:

- basic skills, techniques and tactics used in sports and physical activities
- fundamental rules and regulations for a range of sports and the need for officials
- the components of a warm up and cool down
- the immediate effects of exercise of body and basic training methods to improve cardiovascular fitness
- some compositional ideas to improve Dance
- safety factors during physical activity and sport
- leading fit and healthy lifestyles including extracurricular sports clubs

Students will develop their **SKILLS** in:

- racquets/striking and fielding/invasion games/athletics/dance/outdoor and adventurous activities/health related exercise
- teamwork
- fundamental techniques in a range of sports in isolation and simple drills
- overcoming opponents in competitive situations in team and individual games (e.g. rugby/netball/badminton/tennis).
- decision making in competitive sports
- basic dance styles and techniques, including replication and some creativity
- simple reasoning and questioning in attempting to solve problems
- identifying strengths and weaknesses of their own and others' work
- leadership of warm ups and cool downs
- officiating low stakes practices in some sports

KASH Reporting Criteria in PE: Knowledge and Skills at KS3

Year 8:

Students will develop their **KNOWLEDGE** of:

- More advanced skills, techniques and tactics used in sports and physical activities
- Rules and regulations for a range of sports and the roles of different types of officials
- The components of an activity session (warm up, main activity, conditioned practice, cool down)
- The immediate and some long term effects of exercise on the body and training methods to improve at least two components of fitness
- More advanced compositional ideas to improve performance in Dance
- Safety factors during physical activity and sport for more advanced activities (e.g. scrummaging in rugby)
- The benefits of leading fit and healthy lifestyles including extracurricular sports clubs

Students will develop their **SKILLS** in:

- Racquets/striking and fielding/invasion games/athletics/dance/outdoor and adventurous activities/health related exercise
- Teamwork
- Techniques in a range of sports in increasingly complex drills under pressure
- Overcoming challenging opponents in competitive situations in team and individual games (e.g. rugby/netball/badminton/tennis).
- Pressured decision making in competitive sports, including some analysis of opponents' strategies
- Contemporary and traditional dance styles and techniques, including accurate replication and developing choreography
- Reasoning, questioning and listening to the contributions of others in order to solve problems
- Identifying strengths and weaknesses of their own and others' work and suggesting improvements
- Leadership of warm ups, basic drills and cool downs
- Officiating with competence in a greater range of sports and roles

KASH Reporting Criteria in PE: Knowledge and Skills at KS3

Year 9:

Students will develop their **KNOWLEDGE** of:

- advanced strategies, tactics and skills used in sports and physical activities.
- rules and regulations for a range of sports and the roles of different types of officials
- short and long term effects of exercise on the body to muscular, cardiovascular and respiratory systems
- choreographed dances with advanced ideas
- safety factors during physical activity and for more advanced activities
- the components of fitness and how you can improve them by using methods of training and principles of training
- the benefits of leading a healthy active lifestyle – through exercise and diet, to also include physical activity outside of school.

Students will develop their **SKILLS** in:

- racquets/striking and fielding/invasion games/athletics/dance/health related exercise
- team work
- using advanced techniques, strategies and tactics in a range of sports in competitive game situations
- being able to make the correct decisions in competitive situations to allow you to beat an opponent regularly
- contemporary and traditional dance styles and techniques, developing choreography and using the four dance key themes effectively in your work
- analysing performance of yourself and others during performance to alter the outcome of a game
- leading groups of students on part of a session, feeding back so others can make improvements
- officiating a variety of roles within a sport – linesman and referee in badminton and over more than one sport

Foundation Stages in PE – Assessment Criteria at KS3



Curriculum within the



Schools

Coaching	Health & Fitness	Application & Skills	Mastery	Performance
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Our CHAMP Assessment criteria @ Key Stage 3

Band	Coaching	Health & Fitness	Application & Skills	Mastery	Performance
FS1	<ul style="list-style-type: none"> ✓ I can set myself a basic target ✓ I can make basic comments on other student’s performance ✓ I can make basic suggestions on how to improve performance 	<ul style="list-style-type: none"> ✓ I can describe some ways in which exercise is good for you ✓ I know why warming up is important ✓ I can suggest how to structure a training session 	<ul style="list-style-type: none"> ✓ I am able to perform some skills to a basic level ✓ I don’t always get the hand of the skill first time 	<ul style="list-style-type: none"> ✓ I can recall basic information such as teaching points and basic rules 	<ul style="list-style-type: none"> ✓ I demonstrate minimal control and quality ✓ I have a basic understanding of sport specific skills
FS2	<ul style="list-style-type: none"> ✓ I can make limited suggestions on how to improve my own and others performance ✓ I set myself targets and understand when they are achieved ✓ I have attempted to improve my performance with limited success 	<ul style="list-style-type: none"> ✓ I know how to take pulse rate and it relevance to exercise ✓ I can suggest basic ways in which exercise effects the body ✓ I can perform an appropriate warm up activity 	<ul style="list-style-type: none"> ✓ I can perform basic skills in isolation ✓ I can perform some skills but I find it harder when they get more competitive 	<ul style="list-style-type: none"> ✓ I can identify basic knowledge points ✓ I can identify when I or my peers break the rules 	<ul style="list-style-type: none"> ✓ I can perform some techniques specific to the activity ✓ I occasionally show some quality and control ✓ I am able to demonstrate skills in practise
FS3	<ul style="list-style-type: none"> ✓ I can identify strengths and weaknesses in a performance ✓ I have good ideas for improving performance and suggest means of improvement to others ✓ I can set managed targets for myself and others 	<ul style="list-style-type: none"> ✓ I understand how to calculate MHR and its applications in fitness training ✓ I can identify Components of Health and Fitness ✓ I can lead an effective warm up ✓ I don’t tire easily 	<ul style="list-style-type: none"> ✓ I can select and combine skills specific to the activity ✓ I can demonstrate skills in competitive situations 	<ul style="list-style-type: none"> ✓ I full understand key terms ✓ I fully understand knowledge points ✓ I can summarise learning 	<ul style="list-style-type: none"> ✓ I consistently demonstrate control in practise situations ✓ I can coordinate various body parts at the same time ✓ I can capitalise of some of my opponents mistakes
FS4	<ul style="list-style-type: none"> ✓ I can plan practices to improve my and other performance ✓ I can analyse individual and team gameplay confidently ✓ I can identify strengths and weakness noting the impact on performance 	<ul style="list-style-type: none"> ✓ I can describe how differing body systems are effected by exercise, giving specific examples ✓ I can explain the benefits of regular exercise ✓ I don’t tire 	<ul style="list-style-type: none"> ✓ I am able to adapt skills to best suit the situation ✓ I am able to choose appropriate skill in most situations ✓ I am consistent in my skills application. 	<ul style="list-style-type: none"> ✓ I have a broad range of knowledge ✓ I have the understanding to officiate or referee a game ✓ I understand how the body works whilst exercises 	<ul style="list-style-type: none"> ✓ I show control and quality of movement both in competitive and practise situations ✓ I can select appropriate tactics to bring about change in performance. ✓ I am able to respond to opponents actions successfully
FS5	<ul style="list-style-type: none"> ✓ I can critically evaluate my own and other performance ✓ I can plan methods for improvement and monitor their effects of performance ✓ I can set specific targets for myself and others 	<ul style="list-style-type: none"> ✓ I can link Components of Health and Fitness to sports confidently ✓ I can plan and lead a fitness session with a specific focus ✓ I can set fitness targets for others 	<ul style="list-style-type: none"> ✓ I can Perform skills consistently when under pressure ✓ I am influencing a conditioned exercise with a range of different and advanced skills 	<ul style="list-style-type: none"> ✓ I can officiate or referee a game without making many mistakes ✓ I understand adaptations of the body once the body starts to exercise ✓ I feel I have a vast knowledge set for the activity 	<ul style="list-style-type: none"> ✓ I can perform advanced skills effectively ✓ My performance shows control and quality regardless of circumstance ✓ I can select, combine and adapt skills in a competitive activity, producing an excellent performance



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Attitudes and Habits

At Laurus Ryecroft we expect all of our students to display the following **Attitudes and Habits in all of their subjects.**

Development in each area will be judged by the subject teacher as either, **emerging, establishing, secure, enhancing or excelling** dependant on the progress being made.

ATTITUDES

- Ready to learn and quick to settle
- Takes responsibility for learning
- Has a thirst for learning
- Willing to work independently with focus/without teacher input
- Willing to actively participate in a variety of situations
- Seeks to develop learning by questioning
- Takes risks to further learning
- Maintains a positive relationship with others
- Shows respect at all times
- Always puts effort into learning/classwork/P & P
- Understands the importance of working to deadlines
- Takes responsibility for their own and others safety in school/classroom/learning environment
- Meets school expectations of behaviour/learning/attendance

HABITS

- Prepared to learn
- Fully equipped for lessons
- Prepared for assessment
- Actively engages with learning
- Always responds to targets/feedback
- Seeks to demonstrate knowledge through answering questions
- Seeks opportunities to be challenged
- Able to work independently with focus
- Willing to ask for help if needed and knows where to find help
- Follows all instructions
- Work is well organised
- P & P is always completed
- Regularly meets deadlines
- Seeks opportunities to participate in extra-curricular activities and/or roles of responsibility
- Attendance follows school's expectations