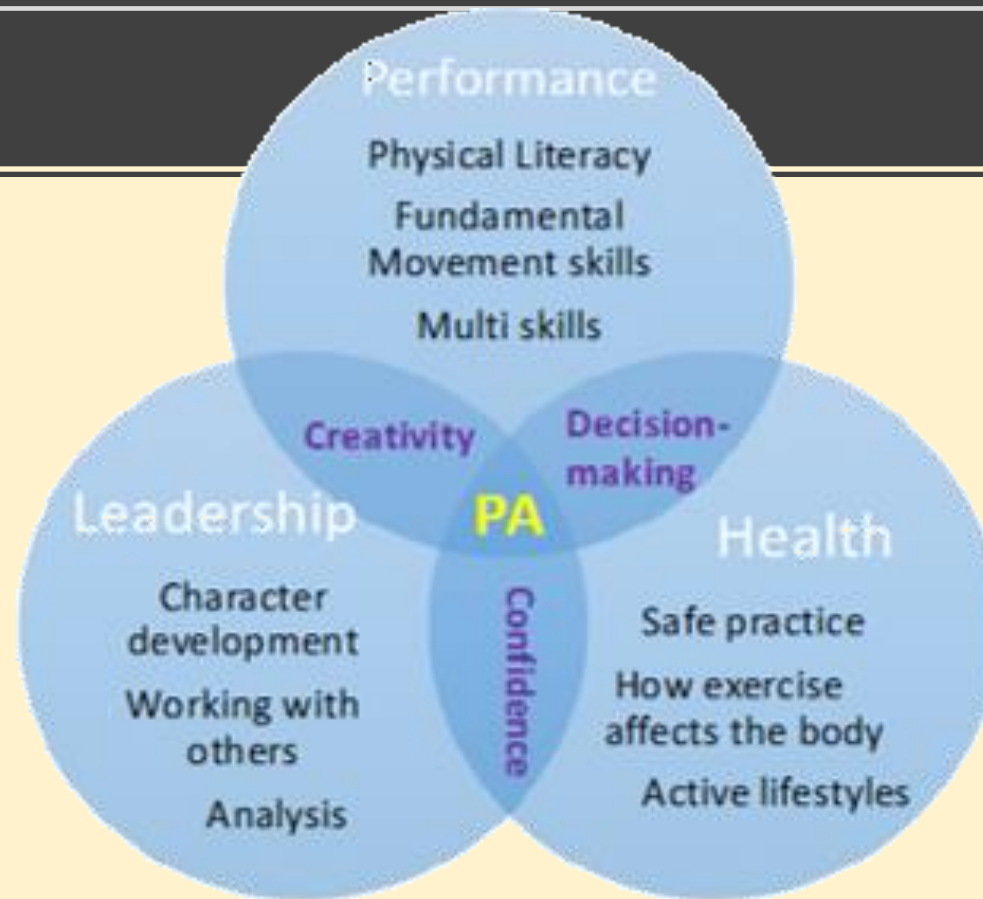


PE at Midhurst Rother College



Physical activity (PA) at its heart

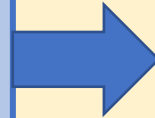
'Above and beyond' the National Curriculum

Supported and extended by a rich, inclusive extra-curricular programme throughout the year

Why is the PE curriculum at MRC important?

Our curriculum aims to:

- Provide a broad and balanced variety of sports
- Give opportunities to develop teamwork, trust, co-operation, communication and leadership skills,
- Encourage students to be analytical with their own and other's performance in different sports,
- Help students to build confidence in themselves across different physical activities,
- Understand the body in sport



The overall outcomes:

- Students develop a life-long love for sport and physical activity,
- Students understand the importance of physical activity in the many parts of their lives,
- Students have the confidence to continue their sporting journey outside of the school environment,
- Students have the skills to be successful in the work place – communication, trust, co-operation, determination and leadership.

Deep knowledge: **Green**
Conceptual Learning: **Blue**
Diversity: **Red**

PE at KS3

Year 7

PERFORMANCE:

- Fundamental motor skills
- Multi skills
- Competition
- Simple tactics

HEALTH:

- Safe practice
- Importance of being active
- Exercise and our bodies
- Fitness across different activities

LEADERSHIP:

- Co-operation
- Trust
- Leading small warm up groups

Year 8

PERFORMANCE:

- Skill progression
- Employ more complex tactics
- Skill selection under pressure
- Explain performance and how to improve (AO2)

HEALTH:

- Naming major bones and muscles (AO1)
- Identify and describe training methods and fitness components (AO1)
- Know the effects of exercise on the body (AO1)

LEADERSHIP:

- Leading small groups
- Develop verbal and non-verbal communication skills

Year 9

PERFORMANCE:

- Analyse situations (AO2, 3)
- Intrinsic feedback on performance
- More advanced decision making skills
- Self correction during performance

HEALTH:

- Nutrition and hydration for success (AO1)
- Know the training principles and how to apply them (AO2)
- Explain how exercise positively effects them in their performance (AO2)
- Stamina to compete in different sports

LEADERSHIP:

- Assisting in leading school events
- Leading a class with confidence
- Adaptable when leading – 'fit to lead' bronze

VARIED ACTIVITIES:

OAA:
CLIMBING

INDIVIDUAL:
BADMINTON,
ATHLETICS

CREATIVE:
DANCE

TEAM:
RUGBY,
FOOTBALL,
NETBALL,
CRICKET

CORE:
HRF,
ALTERNATIVE
GAMES

Year 10

PERFORMANCE:

- Compete in and out of school (NEA)
- Perform in a variety of sports (NEA)
- Strong ability to analyse and explain performance (AO2,3)

HEALTH:

- Set personal health and fitness goals and know how to complete them (AO2)
- Understand their body and how to develop positive habits (AO1,2)

LEADERSHIP:

- Confidence to lead larger groups
- PE ambassador – speaking to parents at open evenings and events

PE at KS4

Year 11

PERFORMANCE:

- Continue to compete in and out of school, strong tactical awareness (NEA)
- Analyse own and other's performance, detailing ways to improve (AO2, 3)

HEALTH:

- Understand the importance of physical activity to exam/revision success
- Undertake personal health/fitness goals

LEADERSHIP:

- Undertake leadership opportunities in and out of school
- Achieve the silver 'fit to lead' award

GCSE PE

Developing skills learnt in KS3 to:

- Have a deep understanding of the body in action (AO1,2,3)
- Be able to analyse sporting movements in relation to muscles/joints and bones (AO3)
- Deep grasp of Anatomy and Physiology, Psychology and Socio-cultural aspects and the relevance of these to sport (AO1,2,3)
- Make relevant and effective suggestions for improvements in performance, justifying the reasons (AO3),
- Plan an effective training programme to improve aspects of performance – using knowledge gained to do this (AO1, 2, 3)
- Further develop performance skills in various sports (NEA)

VARIED ACTIVITIES:

OAA:
CLIMBING,
ORIENTEERING

INDIVIDUAL:
BADMINTON,
ATHLETICS,
TABLE TENNIS,
TRAMPOLINING

CREATIVE:
DANCE

TEAM:
RUGBY,
FOOTBALL,
NETBALL,
CRICKET,
STRIKING &
FIELDING

CORE:
HRF,
ALTERNATIVE
GAMES

PE at KS5

Key skills developed in KS3/4 leading into KS5:

- Analysis of different situations
- Understanding of the body in action
- Deep grasp of Anatomy and Physiology, Psychology and Socio-cultural aspects and the relevance of these to sport
- Make relevant and effective suggestions for improvements in performance, justifying the reasons
- Strong tactical awareness in sport
- Competing in and out of school

How these skills are developed in KS5:

- Being able to analyse own performance, comparing to elite athletes, justifying ways to correct/improve (NEA)
- Linking theory learnt to own performance and strategies for improving (NEA)
- Deeper knowledge of Anatomy and Physiology, Psychology and Socio-cultural aspects, linking to elite performance and skill development (AO1, 2, 3)
- Develop astute tactical awareness, showing this through effective individual/team performance (NEA)

Assessment Objectives across KS4 and 5:

AO1 – Knowledge

AO2 – Application

AO3 – Analysis and Evaluation

NEA:

Non-Examined Assessment (practical performance & coursework)