Richard Lander School

Statement of Intent

Every subject maximises the potential of each student, enabling them to become successful learners, confident learners and responsible citizens. We will ensure that all students are well prepared for life and work and are keen to make a positive difference to the world they live in.

PE

Intent

To provide extensive sporting opportunities which excite, challenge and aid physical development, whilst obtaining a wide variety of life skills which can be gained from taking part in physical activity, contributing positively to their development as a responsible citizen. Underpinning all our work is the promotion of leading a healthy life and how physical activity contributes towards this. We strive to ensure that our young people leave RLS with the knowledge and experience to continue leading an active and healthy lifestyle into their adult lives. At RLS our mission is to develop the all-round capabilities and potential of all our students. This is underpinned in the way we assess students in PE, focussing on the 5 strands (Cogs) of Cognitive, Physical, Healthy, Social and Affective performance.

Skills

To enable students to reach their potential in sport and physical activities, and make informed activity choices for the whole of their lives. Our aim for our students is to develop their levels of physical ability and fitness to enable them to cope with ever changing environments. This will allow them to perform with confidence in recreational, competitive, representative sport, both in school and within the community, at elite levels and to be the best they can be. Students will understand their strengths and weaknesses and use this knowledge to improve their level of performance. PE and School Sport will contribute to them leading a highly active lifestyle, something they are likely to continue with when they leave school. In addition, we aspire to use our subject to develop a variety of life skills promoted by physical activity, such as, cognitive, social and affective skills.

Purpose of Study

A high-quality physical education curriculum inspires all students to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for students to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all students:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Assessment in PE

Assessment in PE takes place formatively in every single PE lesson. Students continually receive feedback on their performance from both peers and teachers, with the latter providing teachers with targets and key improvement areas to contribute and guide their

future planning. Assessment of performance and subsequent feedback is provided verbally, visually and kinaesthetically enabling all types of learners to be aware of how they can improve their own level of performance and frequently the performance of others.

Summative assessments are carried out termly with a student's performance being judged in respect of 5 key areas, reflecting their approach and performance at a physical, social, thinking, healthy and personal level.

Assessment in Sports Studies

Formal assessment takes place throughout the Sports Studies course to fulfil the requirements of the OCR Cambridge National course. Students are assessed both practically and theoretically. Practical assessment focusses on their performance in two activity areas/sports, and in the role as a sports leader. Theoretical assessment, via coursework includes an analysis of their sporting performance, planning and evaluating a sports session, and a number of assignments where a student shows their knowledge of the relationship between sport and the media. In addition, there is one final assessment in the form of an examination which covers 'Contemporary Issues in Sport'.

Outside of the formal assessments, ongoing assessment takes place throughout the 2-year course. This is used continually to improve student knowledge and understanding and ultimately allow every student to improve the quality of their work and produce work to the highest possible standard. In each and every lesson the teacher will monitor work and performance, to inform the next steps which will be taken in order to facilitate progression and development. This gives the teacher the opportunity to identify common areas for development and address key targeted areas for the future. This happens in both practical and theoretical environments.

Assessment in Sports Science

Formal assessment takes place throughout the Sports Science course to fulfil the requirements of the OCR Cambridge National course. Students are assessed theoretically with practical (fitness) performance being a contributing factor towards this. Theoretical assessment, via coursework includes an analysis of their personal levels of fitness, planning a training programme, assessing their own dietary requirements, and comparing these to other individuals within a sporting context.

In addition, there is one final assessment in the form of an examination which covers common sporting injuries and medical conditions which effect sporting performance.

Outside of the formal assessments, ongoing assessment takes place throughout the 2-year course. This is used continually to improve student knowledge and understanding and ultimately allow every student to improve the quality of their work and produce work to the highest possible standard. In each and every lesson the teacher will monitor work and performance, to inform the next steps which will be taken in order to facilitate progression and development. This gives the teacher the opportunity to identify common areas for development and address key targeted areas for the future. This happens in both practical and theoretical environments.

Rationale

<u>Key Stage 3 PE</u>

In Key Stage 3 PE students are taught 8-10 activities progressively over the 3 years. These cover key areas, such as, skill development, fitness, problem solving and performing at maximum levels. These are seen as being essential to the student's overall development, both as a sportsperson and a healthy young person.

Key Stage 3 students are grouped on ability to allow students to be appropriately challenged and to perform with students of a similar ability and experience. The respective ability groups see's students having slightly different areas of study or focus. Students working at a performance level will focus upon skill and fitness development, performing at maximum levels, and consistently being challenged in pressurised situations. Students working at a participation level will have a games and skills for understanding focus and improving fitness to facilitate living an active and healthy lifestyle.

Year 7 PE provides an opportunity for an assessment of a student's ability to be made. This allows for work to be planned and delivered at an appropriate level so to ensure that students are stretched and challenged accordingly.

In this year students will be taught the basic principles and techniques of offensive and defensive play in a range of games, such as Rugby, Netball, Football and Hockey. In Year 7 Fitness based activities students will be taught about what happens to their bodies during exercise and how to exercise safely and effectively. In aesthetic activities, such as Gymnastics and Dance students will be taught a range of basic movements and investigate how to link these.

In Multi-Skills activities students will work to improve their basic coordination skills, i.e. moving and using more than one body part at the same time. They will do this by completing a wide range of catching, passing and hitting activities.

In Athletic events students will begin to develop the physical and technical skills in a range of athletic events and know how to perform safely on both the track and the field.

Year 8 PE will build upon the work completed in their first year at the school.

In Games activities students will further develop their basic skills and begin to use more advanced techniques and tactics. This will be in range of games, many repeated from Year 7, examples of games covered are Basketball, Badminton, Cricket and Rounders. In Year 8 HRF students will learn how exercise effects their heart rates, working upon and testing a wide range of components of fitness and know how these aid personal sporting performance.

In Aesthetic activities, such as Gymnastics and Dance students will build on the movements covered in Year 7, working towards independently choreographing a routine including a wide range of performance skills and movements showing precision, fluency and body management. In addition, students will be able to appreciate what makes a quality performance and offer constructive and knowledgeable feedback to other performers.

In Multi-Skills activities students will build on the coordination work already covered and focus upon adding movement skills, i.e. different movement patterns, changing direction and/at speed, showing flexibility, balance, strength, reaction time and hand-eye coordination. They will do this by experiencing a wide range of movement activities and games, giving them an understanding of how they are used in the sports which they play.

In Athletic activities students will further develop the physical and technical skills in a range of athletic events. They will understand how to increase their effectiveness in a range of events, such as increasing power, speed, endurance and technical ability. Students will also know the rules and regulations for their chosen events.

In the final Year of Key Stage 3, **Year 9**, students will be encouraged to really fine tune their skills and techniques, using these in more pressurised situations. In this year they will be also begin to develop different sporting roles, such as Leadership, and all the different skills, qualities and responsibilities which this brings. This will give them an insight into what they will be moving towards in Key Stage 4 PE and beyond.

In Games activities, such as Softball, Tennis and Football students will develop a range of advanced skills, techniques and tactics appropriate to a range of Games, using these in competitive and pressurised situations. At this stage, students will be able to appropriately

select the correct decisions and responses to make in complex and ever-changing environments.

In Aesthetic activities students will experience and perform using a wide variety of different apparatus, genres and group situations, undertaking a number of challenges in Aesthetic environments. Some students may also get the opportunity to take part in Trampolining to further extend their experiences.

In Fitness units students will experience a range of different training methods and be able to apply these to their own fitness requirements. They will also develop fitness specific knowledge which will be useful to them in the future, such as naming muscles, training zones and fitness for life.

In Multi-Skills activities students will link coordination and movement skills, and be able to apply these accurately to a range of different 'non-traditional' games activities, such as Handball, Lacrosse, Slapball and 'Capture the Flag'. They will experience a range of activities and games which will challenge their coordination and movement abilities, placing them in unfamiliar and highly pressurised situations.

In Athletic activities students will develop advanced skills and techniques in their specialist events. They will have an awareness of the tactics associated with these events and be able to find ways to maximise their level of performance. Work will include, preparation when throwing an implement, run up, take off, flight and landing when jumping, and sprint starts and pacing during running events.

Additionally, in Leadership activities, students will learn the skills, qualities and responsibilities of a leader, and different types of sports leaders. They will have the opportunity to experience a number of leadership sessions and appreciate what makes effective sports leadership. Many students will get the opportunity to lead parts of sports activities and be able to evaluate the effectiveness of their performance.

Key Stage 4

As students move into Key Stage 4 they are encouraged to become more independent and take on different roles within a sporting context. As a department we recognise the greater maturity of students and the need to be fully motivated to take part in physical activities. Due to this we try to give students some choice in their PE programme, highlighting a student's area of interest and potential activity areas for the future, therefore promoting the leading of a healthy active lifestyle.

Underpinning all our work in PE and School Sport is the development of confidence, perseverance, empathy, humility, respect, discipline, teamwork leadership ability and ambition.

We strive to empower our students to lead a healthy, active lifestyle and have the knowledge and experiences to do so.

In **Year 10** games activities, such as Football, Tennis and Basketball students will be challenged physically and mentally in a variety of complex and highly pressurised situations. Here they will be required to show an advanced application of skills, tactics and techniques, being encouraged to enjoy competing with and against their peers.

In Fitness units students will work independently on areas of their fitness which are most important to them. They will use their knowledge of the components of fitness (from KS3 HRF) and their personal motivation (aims) to design fitness work/a programme which challenges and motivates them. Students will be encouraged to use a variety of C of F in order to meet the requirements of leading a healthy, active lifestyle.

Some students may also take part in Aesthetic activities, such as Trampolining, and also Athletic events where they will be challenged to achieve their personal best and understand where their strengths and weaknesses lie. Students will use athletics sessions to further specialise and prepare for intra and inter-school athletics competitions.

In Year 10 a more formal course will be added to the PE Core provision, this is the Sports Leaders course. Here students will be taught how to behave/act like a leader and display the skills and behaviours needed for effective sports leadership, such as planning, communication, confidence and group control. They will gain experience in delivering sports sessions and be able to evaluate the effectiveness of their own leadership performance. Further experience will be gained by assisting with the many primary sports events held at RLS. This course is offered in this year as it requires additional maturity but also avoids adding to the considerable workload which comes in student's final year at the school.

Year 11 PE will build upon the work completed in the previous year. Students will be encouraged to show independence in the way they work and will be given greater responsibility for their performance. Promoting Leadership skills will once again be a focus for this year.

The programme is dominated by games and fitness units as these are the most popular activities which provide challenge, enjoyment and interaction with similarly minded young people.

Students will have different motivations in this year, whether this be continuing to perform at an elite level in sport, using physical activity to improve and maintain physical fitness and health, or simply as a stress –reliever from other pressure both inside (exams) and outside of school. Given the additional pressures on our young people it is vital that they're able to gain the physical, mental and social benefits which sport and physical activity can provide.

Whatever their motivation is we hope that students will perform with enthusiasm, focus, discipline and most importantly, a smile on their faces.

Sports Studies

In Key Stage 4 students are given the opportunity to study an examination course in a PE related area, namely the OCR Cambridge Nationals Sports Studies course. This gives students the chance to further pursue their interest in the subject and challenges their understanding of their own level of sporting performance, their leadership ability and their theoretical understanding of different issues in sport, such as, why people participate, technology in sport and the involvement of the media in sport.

Students will cover 3 modules across the 2-year course.

In **Year 10** students will study a module titled 'Performance and Leadership in Sports Activities'. Here they will display their level of performance and understand how they perform and how they could develop this further. In addition, they will be required to show their leadership ability within a sporting environment. This is covered first as it builds upon the work completed in Key Stage 3 and really confirms a student's interest in this examination course, and this is a really positive, practical start for the students

Moving into **Year 11** students will complete two further modules.

Firstly, they will be required to show their understanding of how the media effects sport and the ever-growing influence of social media on the sporting world.

Following this students study and prepare for their one formal examination in the course, titled 'Contemporary Issues in Sport'. Here students will need to display their knowledge of a range of issues in sport, such as 'Participation trends and factors, sporting values, major sporting events, National governing bodies and technology in sport'.

These two modules are covered in Year 11 as the greater maturity of students gives students a much more focussed approach, allowing a higher level of work to be produced.

The Sports Studies course really challenges the students, giving them the opportunity to study sports related issues which should be of great interest to sports-minded young people.

Completing the Sports Studies level 2 course will act as a pre-requisite and platform for those students wishing to pursue a further vocational course at college and other higher educational establishments.

Sports Science

In Key Stage 4 students are given the opportunity to study an examination course in a PE related area, namely the OCR Cambridge Nationals Sports Science course. This gives students the chance to further pursue their interest in the subject and challenges their understanding of their own level of fitness, their personal dietary needs, linking in their own sporting performance, considering their own strengths and weaknesses in both their areas. Students will also learn about common sporting injuries and medical conditions.

Students will cover 3 modules across the 2-year course.

In **Year 10** students will study a module titled 'Applying the principles of training: fitness and how it affects skill performance'. Here they will display their own levels of fitness and understand how this contributes to their skill performance. In addition, they will be required to design an appropriate training programme which meets their own personal needs and aims. This is covered first as it builds upon the work completed in Key Stage 3, most notably in HRF lessons, with the practical nature of this module giving students a really positive, practical experience at the start of the course.

Moving into **Year 11** students will complete two further modules.

Firstly, they will be required to show their understanding of the requirements of a balanced Nutrition plan and how this contributes to everyday life and supports effective sporting performance.

Following this students study and prepare for their one formal examination in the course, titled 'Reducing the risk of sports injuries and dealing with common medical conditions. Here students will need to display their knowledge of different sporting injuries and associated risks, and how to prevent and recover from these, effective warm up and cool down routines, and knowledge of different activity related medical conditions.

These two modules are covered in Year 11 as the greater maturity of students gives students a much more focussed approach, allowing a higher level of work to be produced.

The Sports Science course really challenges the students, giving them the opportunity to study sports related issues which should be of great interest to sports-minded young people.

Completing the Sports Science level 2 course will act as a pre-requisite and platform for those students wishing to pursue a further vocational sports related course, in addition to A Level PE at college and other higher educational establishments.