

Physical Education Steps

In Key Stage 3 the PE department aims to encourage the pupils to experience and develop their knowledge and skills in a wide range of sporting activities. In Years 7 & 8 pupils are taught a 'PE lesson' (tutor groups) and a 'Games lesson' (single sex class) each week. This allows pupils to determine the learning environment in which they work best. The creative, dynamic and reflective learning environment that is developed by experiencing the wide range of activities provided encourages the pupils to make informed decisions about activities that they may wish to specialise in at a later date.

In Year 9 Pupils choose route-ways of particular activities that they wish to study (outwitting opponents, performance and replication, and variety activities). This allows them to receive an individualised education where they can have some control over the decisions that they choose to make. The route-ways are chosen largely to reflect the core principles that are covered in Physical Education.

Mapping of PE Curriculum in KS3

Key Stage 3 SoW

Year 7	PE (Tutor group)	DANCE	GYMNASTICS	HANDBALL	ATHLETICS
	GAMES (Boys)	FOOTBALL	RUGBY	CRICKET	TENNIS
	GAMES (Girls)	NETBALL	TOUCH RUGBY	TENNIS	CRICKET
Year 8	PE (Tutor group)	DANCE	GYMNASTICS	OAA	STRIKING/FIELDING
	GAMES (Boys)	FOOTBALL	RUGBY	TENNIS	ATHLETICS
	GAMES (Girls)	BASKETBALL	NETBALL	BADMINTON	ATHLETICS

SoW Designation	
STEP 1	LINK BETWEEN KS2 & 3
STEP 2 -3	
STEP 4	
STEP 5	

Year 9	OUTWITTING AN OPPONENT	RUGBY	FOOTBALL	CHOICE: ATHLETICS	CRICKET	HOCKEY	HRE	VOLLEYBALL	CHOICE: LEADERSHIP ULTIMATE FRISBEE TENNIS HANDBALL
	PERFORMANCE/ REPLICATION	GYMNASTICS	CHEERLEADING		TRAMPOLINING	DANCE	DANCE	HRE	
	OUTWITTING AN OPPONENT 2	RUGBY*	FOOTBALL*		HRE	NETBALL	HOCKEY	TENNIS	
	VARIETY	HRE	BASKETBALL		VOLLEYBALL	BADMINTON	INDOOR ATHLETICS	CLIMBING	

Pupils have eight opportunities during the year to record their development of the competencies within each step. It is also important to recognise the significance that the extended curriculum gives to pupils in their personal development. This allows targets to be set and interventions to be made throughout the year. The first four modules of work in Year 7 (studied from September to February) act as a baseline level of assessment and allow pupils and staff the opportunity to make informed decisions about current level of competency. These modules always consist of a range of both team and individual sporting activities.

All pupils regardless of age, ability or gender are encouraged and given the opportunity to participate and improve their ability in a comprehensive package of activities. The "School Games" competition package of inter-house activities runs throughout curriculum and extended curriculum time in order to provide a greater range of competitive opportunities. Pupils are also encouraged to develop their leadership skills through formal leadership modules and awards.

Key Stage 3 – Course Overview

Themes for each Year group

In **Year 7** pupils learn the **fundamental techniques** of each of the different activities through themes for each activity which are stated below:

Team Activities

Games:

Football and Netball	Developing time and space.
Rugby (inc. Touch) and Handball	Outwitting an opponent when in possession.
Cricket and Tennis	Maximising scoring opportunities, restricting the opposition.

Individual Activities

Athletics	The roots of running, jumping and throwing.
Gymnastics	Floor work (agilities, balances and transitions).
Dance	Actions, Space, Dynamics and Relationships (African dance)

In **Year 8** pupils **refine and build** on these fundamental skills developing a more advanced range of skills through the following themes:

Team Activities

Games:

Football and Netball	Set piece work and transitions in play.
Rugby and Basketball	Principles of team attack and defence.
Striking games, Tennis & Badminton	Controlling the opponent(s) and understanding of rules.
OAA	Team work and problem solving
Dance	Conflict and Contact (through Capoeira and set piece 'Swan Song').

Individual Activities

Athletics	Performing to the maximum in running, jumping or throwing.
Gymnastics	Flight (Control, vaults and salto's).

Year 9 allows pupils the opportunity to **specialise and choose a route way** of activities:

Team Activities

Games:

Football and Netball	Formations of play, versatility and tactics.
Rugby, Hockey and Basketball	Transitions of play, set pieces and formations.
Striking games, Volleyball, Tennis & Badminton	Use of spins, drops and tactics.
Gymnastics	Team work, choreography and form (Sports Acro & Cheerleading)

Individual Activities

Athletics (Inc. Sports Hall)	Performing to the maximum in running, jumping or throwing.
Dance	Contrasting styles and lifts (Bhangra and Street)
Climbing	Traverses, dynamic actions and support.
HRE	Training the components of HRE.

PE Steps – Technique and Knowledge

Step	Competency
1	<ul style="list-style-type: none"> ▪ Know and describe why a warm up is important ▪ Know the three phases of a warm up ▪ Replicate simple actions correctly ▪ Identify reasons for participation
2	<ul style="list-style-type: none"> ▪ Know the difference between dynamic and static stretches ▪ Link simple skills together ▪ Demonstrate simple actions in competitive/performance situations
3	<ul style="list-style-type: none"> ▪ Know how different energy systems affect performance ▪ Demonstrate more advanced actions in isolation ▪ Consistently apply basic skills in competitive/performance conditions
4	<ul style="list-style-type: none"> ▪ Know how to train in order to develop both HRE and SRE components for chosen activities ▪ Perform advanced level skills on a regular basis during conditioned practices
5	<ul style="list-style-type: none"> ▪ Know what the principles of training are (sport, fid) and how they apply to training. ▪ Perform advanced level skills with a high degree of consistency in performance situations.

PE Steps – Tactics and Creativity

Step	Competency
1	<ul style="list-style-type: none"> ▪ Follow the lead of others in a drill situation ▪ Reacts to the movements of others ▪ Can make simple decisions given sufficient time
2	<ul style="list-style-type: none"> ▪ Looks at a situation and decides what to do next ▪ Knows how to respond in simple set situations ▪ Can make decisions in conditioned practices
3	<ul style="list-style-type: none"> ▪ Decisions start to influence individual and group strategies ▪ Decisions and strategies are planned in advance ▪ Can give advice to others around them
4	<ul style="list-style-type: none"> ▪ Decisions used to control others' movement ▪ Decisions are applied in larger competitive situations at speed ▪ Decisions made without affecting the quality of the skill
5	<ul style="list-style-type: none"> ▪ Decisions made upon others' strengths and weaknesses ▪ Decisions positively influence the outcome of the overall performance ▪ Decisions are varied but consistent in their positive outcome

PE Steps – Physical Capacity (Fitness)

Step	Competency
1	<ul style="list-style-type: none"> ▪ Can copy basic fitness exercises ▪ Knows how to take heart rate ▪ Works at approximately 50% MHR for at least five minutes
2	<ul style="list-style-type: none"> ▪ Is energetic in performances and works hard ▪ Works at approximately 60% MHR for at least ten minutes
3	<ul style="list-style-type: none"> ▪ Recognises weaknesses in performance and sets own fitness targets ▪ Exercises safely and motivates peers ▪ Works at around 70% MHR over sustained period of time
4	<ul style="list-style-type: none"> ▪ Works close to maximum intensity throughout the lesson ▪ Is able to demonstrate how to vary intensity within training ▪ Able to apply suitable individual fitness targets
5	<ul style="list-style-type: none"> ▪ Technique rarely falters despite high level intensity ▪ Persistent and resilient when overcoming physical and mental challenges ▪ Can advise others and demonstrate how to train and can adapt sessions to suit ability

PE Steps – Mental Capacity and Character

Step	Competency
1	<ul style="list-style-type: none"> ▪ Answers simple questions when prompted by the teacher ▪ Does not have to be reminded about expectations ▪ Positive when helping out others/teacher
2	<ul style="list-style-type: none"> ▪ Shows willingness to contribute answers to questions ▪ Always has correct kit and responds positively ▪ Attends at least 1 extended curricular activity or 1 hour per week
3	<ul style="list-style-type: none"> ▪ Works well in a team ▪ Wants to be used for demonstrations and model answers ▪ Seeks to improve personal knowledge ▪ Regularly attends at least 2 extended curricular activities or 2 hours per week
4	<ul style="list-style-type: none"> ▪ Knows what good etiquette is and is respectful and gracious in victory, defeat and dealings with other competitors, officials and spectators ▪ Works hard in the face of adversity and trains to improve ▪ Attends at least 3 extended curricular activities or 3 hours per week
5	<ul style="list-style-type: none"> ▪ Leads by example and may have performed at county, regional or national level ▪ Does not give up goes above and beyond to overcome challenges ▪ Attends at least 5 extended curricular opportunities or 5+ hours a week of regular exercise

PE Steps – Leadership (Lead and Officiate)

Step	Competency
1	<ul style="list-style-type: none"> ▪ Is confident to work with a partner of my choosing ▪ Can begin to take responsibility for working independently
2	<ul style="list-style-type: none"> ▪ Is confident to work with a partner and contributes to ideas and planning ▪ Can lead one part of a 3 stage warm up ▪ Can take on at least one of the roles of an official, coach or recorder
3	<ul style="list-style-type: none"> ▪ Can run at least 2 phases of a warm up ▪ Is confident in taking on more than one role ▪ Is well organised and plans what to do with a partner
4	<ul style="list-style-type: none"> ▪ Can run a full 3 part warm up ▪ Confident leading small groups of peers ▪ Can take on roles of performer, coach and official and makes plans in advance to lead a group
5	<ul style="list-style-type: none"> ▪ Can lead a large group ▪ Adapts to the changing situation ▪ Evaluates and plans for improvement in subsequent sessions

PE Steps – Evaluation (Coaching)

Step	Competency
1	<ul style="list-style-type: none"> ▪ Gives general comments on what performance looks like (aesthetics) ▪ Uses prompts effectively to identify strengths & weaknesses
2	<ul style="list-style-type: none"> ▪ Identifies strengths and weaknesses in skills ▪ Is able to work without prompts ▪ Describes skills and fitness using key terminology
3	<ul style="list-style-type: none"> ▪ Identify and explain why performances differ between individuals ▪ Can correct others in simple actions and make general changes to more complex skills in order to improve performance
4	<ul style="list-style-type: none"> ▪ Can identify strengths and weaknesses with greater degree of complexity ▪ Start to self-evaluate performance accurately ▪ Recognises causes and effects of weaknesses with improved consistency
5	<ul style="list-style-type: none"> ▪ Can refer to cause, impact and consequence of actions on performance ▪ Can self-rectify own performance as well as that of others ▪ Can give detailed advice on how to improve