

The key stage 3 PE curriculum is based on a flight path approach. As the students' progress through the key stage, the criteria for each domain they are assessed in progresses in difficulty.

In order to assess all of the criteria whilst also giving students the experience of a full range of activities they will take part in a range of different areas outlined in the national curriculum:

1. **Outwitting opponents** – (e.g. Netball, Football, Badminton, Basketball)
2. **Identifying and solving problems** – (e.g. Team Building activities, Orienteering, lifesaving)
3. **Exploring and communicating ideas** – (Dance, street dance, contemporary dance, synchronised swimming)
4. **Performing at max levels** – (Competitive situations, fitness, athletics and swimming)
5. **Exercising safely and effectively** – (Focus on health fitness and wellbeing, swimming, fitness)

Throughout the year students will rotate around each activity type multiple times in the year. Giving students the opportunity to try a variety of physical activities within each activity type.

Year 7	
<p><b>Skills:</b></p> <p>Green: Physical ME Blue: Healthy ME Red: Social ME Yellow: Cognitive ME</p>	<ul style="list-style-type: none"> <li>• They can use fundamental simple skills such as throwing, catching, running</li> <li>• They can demonstrate a skill/movement when assisted or through instruction.</li> <li>• They can perform simple skills in isolation with some control and accuracy.</li> <li>• They can perform a warm up independently as well as part of a group.</li> <li>• Can perform a warm up independently</li> <li>• Can describe the effects of exercise on the body</li> <li>• They can work cooperatively with others during lessons.</li> <li>• They can communicate what is good about a performance to others.</li> <li>• They can listen to and follow instructions from others.</li> <li>• They can use simple tactics, strategies and ideas.</li> <li>• They can outline what is good and what needs improving in a performance.</li> <li>• They can follow simple rules/instructions in physical activity.</li> <li>• They can take risks and learn from mistakes.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Outwitting opponents – They know how to use simple tactics, strategies and ideas, and follow simple rules (<i>e.g. Netball, Football, Badminton, Basketball</i>)</li> <li>Identifying and solving problems – They know how to take risks and learn from them and outline what is good and what needs improving (<i>e.g. Team Building activities, Orienteering, life saving</i>)</li> <li>• Exploring and communicating ideas – They know how to explore a range of fundamental movements to choreograph a routine (<i>Dance, street dance, contemporary dance, synchronised swimming</i>)</li> <li>• Performing at max levels – They know how to exercise for short period of time with sustained effort (<i>Competitive situations, fitness, athletics and swimming</i>)</li> <li>• Exercising safely and effectively – They know how to follow simple instructions and how to perform a warm up independently (<i>Focus on health fitness and wellbeing, swimming, fitness</i>)</li> </ul>
<b>Alive and British Values</b>	PE Alive Value – We Value Ourselves, We Are Resilient, We can Communicate, We are Organised, We Value Justice and Respect, We Value Trust and Truth
<b>Assessment</b>	Self-assessment, peer assessment, summative assessment, formative assessment
<b>Careers</b>	

Year 8	
<p><b>Skills:</b></p> <p>Red: Social ME Blue: Healthy ME Green: Physical ME Yellow: Cognitive ME</p>	<ul style="list-style-type: none"> <li>• They can confidently lead a small group warm up or activity.</li> <li>• They can communicate and work collaboratively with others consistently.</li> <li>• They can assist with officiating in lessons.</li> <li>• They can demonstrate fair play, justice and respect and supports other students in the class.</li> <li>• They can confidently lead small group activities.</li> <li>• They can remain active for longer periods of time.</li> <li>• They can understand why it is important to exercise regularly.</li> <li>• They can identify a range of components of fitness needed to be successful and can demonstrate development in at least 2.</li> <li>• They can choose, links and combines skills with control and coordination</li> <li>• They can demonstrate simple skills in more competitive situations (conditioned practices) with control and accuracy.</li> <li>• They can apply fundamental movement skills with some success across a range of different activities.</li> <li>• They can compare performances identifying strengths and areas for improvement.</li> <li>• They can confidently lead small group activities.</li> <li>• They can suggest ways of making an activity more challenging.</li> </ul>
<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Outwitting opponents – They know how to apply simple tactics to activities and games. (e.g. Netball, Football, Badminton, Basketball)</li> <li>• Identifying and solving problems – They know how to suggest ways of making an activity more challenging (e.g. Team Building activities, Orienteering, lifesaving)</li> <li>• Exploring and communicating ideas – They know how to communicate and work collaboratively with others consistently (Dance, street dance, contemporary dance, synchronised swimming)</li> <li>• Performing at max levels – They know how to engage with all activities even when challenging (Competitive situations, fitness, athletics and swimming)</li> <li>• Exercising safely and effectively – They know how to demonstrate self-control and responsibility (Focus on health fitness and wellbeing, swimming, fitness)</li> </ul>
<p><b>Alive and British Values</b></p>	<p>PE Alive Value – We Value Ourselves, We Are Resilient, We can Communicate, We are Organised, We Value Justice and Respect, We Value Trust and Truth</p>
<p><b>Assessment</b></p>	<p>Self-assessment, peer assessment, summative assessment, formative assessment</p>
<p><b>Careers</b></p>	

<b>Year 9</b>	
<b>Skills:</b>  Yellow: Cognitive ME Blue: Healthy ME Red: Social ME Green: Physical ME	<p>They can analyse own performance as well as others and can create a plan to improve</p> <p>They can suggest how different tactics and ideas can be applied in different activities.</p> <p>They can compare performances against previous ones and demonstrates improvements.</p> <p>They can show an understanding of how to improve health and fitness.</p> <p>They can understand and demonstrates the short- and long-term effects of exercise and how they contribute to a health, active lifestyle.</p> <p>They can explain the importance of a balanced lifestyle and the contribution of exercise and nutrition towards it.</p> <p>They can volunteer to take on leadership roles and responsibilities.</p> <p>They can self-regulate emotions and encourages others to do the same in challenging situations.</p> <p>They need little support when organising or officiating, is secure in the rules and expectations for a range of activities.</p> <p>They can choose, link and combine skills and techniques in different situations.</p> <p>They can demonstrate accurate and fluent skills and techniques.</p>
<b>Knowledge</b>	<p>Outwitting opponents – They know how to change tactics, strategies and skills to suit changing competitive situations (<i>e.g. Netball, Football, Badminton, Basketball</i>)</p> <p>Identifying and solving problems – They know how to suggest alternative ways to solve problems. (<i>e.g. Team Building activities, Orienteering, life saving</i>)</p> <p>Exploring and communicating ideas – They know how to demonstrate levels of imagination and creativity in performances (<i>Dance, street dance, contemporary dance, synchronised swimming</i>)</p> <p>Performing at max levels – They know how to maintain effort even when things are difficult (<i>Competitive situations, fitness, athletics and swimming</i>)</p> <p>Exercising safely and effectively – They know how to demonstrate high regard for rules and etiquette in competitive games and situations (<i>Focus on health fitness and wellbeing</i>)</p>
<b>Alive and British Values</b>	PE Alive Value – We Value Ourselves, We Are Resilient, We can Communicate, We are Organised, We Value Justice and Respect, We Value Trust and Truth
<b>Assessment</b>	Self-assessment, peer assessment, summative assessment, formative assessment
<b>Careers</b>	Two taster lessons (1 theory / 1 practical) to give them an insight when studying GCSE PE and the opportunities
<p><b>How will studying this subject in Key Stage Three help students to make their unique contribution to the world?:</b></p> <p>Students have the knowledge to lead an active, healthy lifestyle. Students can effectively work both in a team and independently. Students can explore ideas and communicate them effectively. Students know how to maintain effort in challenging situations. Students can follow rules and etiquette.</p>	