

*“Sports creates a bond between contemporaries that lasts a lifetime. It also gives your life structure, discipline and a genuine, sincere, pure fulfilment that few other areas of endeavour provide.” – Bob Cousy.*

At All Saints Academy the Physical Education curriculum is designed alongside the Academy vision of *‘Living well together with dignity, faith and hope.’* We offer Edexcel GCSE PE from Year 10 and it is a subject for learners who have an interest or passion in the sporting world. Students will learn how sport, activity and fitness have a positive impact on the health of themselves and that of the nation. Students will acquire theoretical knowledge and technical skills by exploring areas such as the body systems, psychology, technology, leadership and the impact that sport can have on people and communities. They will have the opportunities for practical application of these skills within localised settings and in an ever-growing industry, where there are currently over 400,000 jobs in the UK, this course will help prepare students for both post-16 progression and the wider world.

At All Saints Academy we will ensure all our learners have access to the resources required for this course, and our pupil premium grant will be used to provide these students with access to a range of materials and resources. SEND students have further differentiation of tasks, resources, and outcomes according to their individual needs and abilities, and offering alternative methods if needed. Themed workbooks and support materials are provided through targeted assessments which identify areas of strength and weakness which students are supported to develop. Students are motivated to enjoy and value Physical Education, and to recognise their achievements and progress. We encourage peer collaboration and sharing of ideas and feedback and creating an inclusive and supportive learning environment all students, including send students, have access to multi-sensory approaches, including ICT, to enhance their learning experience and engagement. All staff communicate clearly and effectively with the students, using key words, visual aids, and simple instructions. Providing feedback and assessment for learning and helping all students to set and achieve their learning goals.

Staff highlight gaps in the students’ knowledge by using regular assessments to check for gaps. This was evidenced by the class being re-taught the components of fitness as this was a weaker area for the students.

### **Substantive Knowledge**

In Years 10 and 11, we build the substantive knowledge of our students through encouraging them to become enquiring, confident, and enthusiastic learners. The students will need to use their sporting knowledge to link different elements of the course to a varied discipline of sports.

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Physical Education consists of two externally-examined papers and two non-examined assessment components. Components 1 and 2 will be assessed in May/June in any single year. Components 3 and 4 may be assessed

at any point during the course, with marks submitted by the centre prior to moderation. Moderation will take place in the same year as the written examinations.

During term 1 and 2 of Year 10, students will focus on Paper 1, which explores applied anatomy and physiology and movement analysis. This allows the students to develop a greater understanding how the physiological and psychological state affects performance in physical activity and sport. This delves into the different body systems, including the musculo-skeletal system, the cardiovascular system and the respiratory system. This component assesses students' knowledge and understanding of the factors underpinning physical activity and sport performance. Students will develop their theoretical knowledge and understanding of applied anatomy and physiology, movement analysis and physical training so that they can use this knowledge to analyse and evaluate performance and devise informed strategies for improving/optimising their own practical performance.

During term 3 of year 10 and term 1 of Year 11, the students begin to focus on paper 2. This component assesses students' knowledge and understanding of the factors underpinning participation and performance in physical activity and sport. Students will develop their theoretical knowledge and understanding of the contribution that physical activity and sport make to health, fitness and wellbeing and how these can impact on their own performance. Sports psychology will be introduced, with a focus on skill development, through relevant practice, guidance and feedback, as well as knowledge that learners can then apply to their own learning in practical situations in order to improve their performance. Key socio-cultural influences that can affect people's involvement in physical activity and sport will also be considered.

During term 1 of Year 11, students will focus on the NEA element of the course. The purpose of this component is to assess students' skills in analysing and evaluating performance through a personal exercise programme (PEP) in order to improve/optimize performance in a chosen physical activity. Students will develop knowledge and understanding of the principles of training, relevant methods of training and use of data in order to analyse and evaluate their PEP. The PEP will cover a six- to eight-week period, and can relate to any physical activity of their choice from the activities list given in Component 3: Practical Performance. The areas of content covered are:

- aim and planning analysis
- carrying out and monitoring their PEP
- evaluation of fitness data and programme.

Students are required to select one physical activity and sport on which to plan a PEP to optimise/improve their performance in that activity.

For the remainder of Year 11, students will focus on establishing their knowledge in full, to ready themselves for the examination and being able to link all theoretical knowledge to sporting examples.

Throughout the course, the students will also be practising and showcasing their sporting ability. The purpose of this component is to test students' skills in a range of practical performances. Students will be required to perform in three different physical activities in the role of player/performer. They will be required to demonstrate their skills in isolation/unopposed situations and demonstrate their skills in a formal/competitive situation while under pressure. The students must be able to perform in three different sports, with the following guidelines put in place:

- one team activity
- one individual activity
- one activity of their choice, either a team or individual activity.

### **Disciplinary Knowledge**

By the end of the course, students are expected to have developed a broad and coherent disciplinary knowledge in Physical Education, and to be able to apply it to a variety of contexts and challenges.

Throughout the course the focus is on supporting students to analyse and critique the barriers that people face in taking part in sport and the ways that participants can improve their sporting ability. It allows the students to understand the impact that these barriers can have on people and ways to overcome them.

By the end of the course, students are supported in developing a broad and coherent knowledge in sport and physical activity, and to be able to apply it to a variety of contexts and challenges, staff support all learners to engage with these skills in a range of guided and independent activities.

The students will hopefully manifest a love of sport which will result in lifelong participation and create an understanding of the physical, mental and social benefits of this. It will allow students to challenge stereotypes around sport and encourage a larger following of sport from people of all backgrounds. The course will open doors for students to have a sporting career. Future career pathways could include, teaching, sports coaching, sports scientist, physiotherapy, sports development, fitness instructor or personal trainer.