**Physical Education (year 9)**

|  |  |  |
| --- | --- | --- |
| Topics | Boys and Girls | Health, Fitness and Lifestyle  Badminton  Football  Basketball  Athletics |
| Girls | Netball, Rounders, Dodgeball |
| Boys | Handball, Touch/Contact Rugby (depending on experience), Softball |
| All Year 9 pupils will cover the activities specified above, however the order in which pupils cover them will vary as facilities are rotated. | | |
| Personal Development Characteristics | Self-motivation and Resilience  Responsibility  Respect and Tolerance  Integrity  Equality and Diversity  Inclusion  Co-operation  Confidence  Resolving conflict | |
| Each personal development characteristic is attached to an activity block and is the equal focus of that block. | | |
| Assessment | All pupils are assessed in three strands within each sport. They are cognitive, social and physical.  The cognitive strand is a pupil’s ability to evaluate and improve the performance of themselves and others, whilst developing their knowledge of tactics and strategies.  The social strand focuses on a pupil’s ability to understand and demonstrate the personal development characteristic that is being focussed on.  The practical strand focuses on a pupil’s ability to perform a range of sport specific skills.  All pupils have their engagement with learning, co-operation with staff and other students, resilience and their organisation reported on as well. | |

|  |  |  |  |
| --- | --- | --- | --- |
| Linked learning | PE builds on prior learning by revisiting core skills and rules taught in Year 8 and starting to apply these to both conditioned and full-sided games with increasing levels of pressure. Tactics and strategies become more of a focus along with how pupils can use their skills to positively respond to changing circumstances. | | |
| Links with other subjects | PE has cross-curricular links with a variety of subjects including Mathematics with the measuring and recording of times and distances in Athletics as well as comparing data to national norms. There are links with Science in relation to the body systems, promoting a healthy lifestyle, muscular and skeletal systems. Food Technology links with PE when discussing what should be included in a healthy diet. | | |
| Extracurricular opportunities | Students are encouraged to take part in Extra Curricular clubs and we offer a wide range of sports every half term during lunchtime and after school. Students can represent the School competitively in a number of sports including Netball, Football, Cross Country, Athletics and Swimming, as well as a variety of others through the School Games competitions. Other recreational activities include Badminton, Dodgeball as well as House competitions. | | |
| Literacy | Sport specific vocabulary, verbalising opinion in tactical discussion and when feeding back on performance | Numeracy | Scoring of competitions within Sport Education unit, creating groups to work with in the coaching and leadership unit, measuring of times and distances in Athletics unit  . |
| A successful learner in this subject will demonstrate | Successful PE students will be enthusiastic and willing to fully participate in all sports delivered. Successful students in Year 9 PE will demonstrate a variety of skills learnt throughout the year and be able to apply tactics to the sports being played in both a conditioned environment and a full sided game. Students will be able to logically think about tactics/strategies and adapt their plans in response to the circumstances they are in. Pupils will be able to support their own development along with the development of others through self and peer evaluation, analysing the technique used to perform certain skills and giving supportive feedback. Pupils will develop personally through developing their understanding of the characteristics focussed on in each unit. | | |
| SMSC links | 253. Provision for the spiritual development of pupils includes developing their:   * ability to be reflective about their own beliefs (religious or otherwise) and perspective on life * sense of enjoyment and fascination in learning about themselves, others and the world around them * use of imagination and creativity in their learning * willingness to reflect on their experiences   254. Provision for the moral development of pupils includes developing their:   * understanding of the consequences of their behaviour and actions   255. Provision for the social development of pupils includes developing their:   * use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds * willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively   256. Provision for the cultural development of pupils includes developing their:   * willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities | | |
| Ways to support student learning in this subject | * Encourage students to participate in extracurricular activity inside or outside of school. * Encourage students to lead a healthy active lifestyle and know what factors could have an impact on their performance in school. * Ensure students always have their PE kit even when they are not physically able to participate as their learning can be extended in alternative ways such as coaching, leading and officiating. * Have a positive attitude towards PE and encourage full participation. * Encourage interest in major sporting events such as The Olympics and World Cup * Be a positive role model. * Discuss future opportunities within PE. * Question what skill, tactics and strategies they have been taught. | | |