

Hutton Church of England Grammar
School and Sixth Form

Physical Education Curriculum Information, Intent and Map



Curriculum Vision

Physical Education at Hutton Grammar School encourages pupils to develop a lifelong appreciation of health, fitness and the benefits of an active lifestyle. Through a varied and engaging curriculum, students take part in a wide range of activities that promote physical wellbeing and enjoyment of sport. Alongside lessons, pupils can also take part in an extensive extra-curricular programme, with opportunities to represent the school in team and individual sports or participate in activities at lunchtime and after school.

We provide a structured and supportive environment where pupils can achieve their potential while learning the importance of safety, rules and respect for others. Students are encouraged to show sportsmanship towards teammates, opponents, officials and coaches, as well as pride in their own appearance and behaviour. Our inclusive Inter-House programme allows pupils to experience competition in a range of activities while developing teamwork and fair play. This reflects the school's Christian ethos, including the scripture: *"Those who honour me, I will honour"* (1 Samuel 2:30).

The PE curriculum is carefully designed to help pupils develop their physical, personal and social skills over time. Students experience team games, individual activities and fitness-based learning, with clear progression between year groups. Skills learned in one activity can often be transferred to others, helping pupils improve coordination, decision-making and understanding of sport.

Through PE, students become confident learners who enjoy being active and take pride in their progress. Lessons encourage problem solving, decision-making and reflection, helping pupils understand not only how to perform skills but also why they are important. Peer assessment and coaching opportunities help develop communication, leadership and teamwork.

We also aim to build confidence and resilience. By working in supportive groups and through differentiated teaching, students are encouraged to challenge themselves and develop determination and self-belief. This reflects our departmental value of endurance, inspired by the scripture: *"Everyone who competes in the games goes into strict training... we do it to get a crown that will last forever"* (1 Corinthians 9:25).

Students are encouraged to become responsible members of the community through opportunities such as coaching or officiating at primary school events and sports days. Talented athletes are also supported to pursue opportunities at club, county or national level where appropriate.

PE lessons include opportunities for pupils to plan, perform, observe and evaluate their performance, often through discussion and peer feedback. Leadership skills are developed through activities such as leading warm-ups, coaching classmates and supporting younger pupils in sport.

Overall, the PE programme supports pupils' personal development and encourages them to lead safe, healthy and active lives. We aim for every student to enjoy Physical Education and develop a lifelong commitment to physical activity.

All activities are underpinned by Sporting values for Personal Development (PSHCE) of the students: These include: Friendship (PE Christian value); Tolerance; Respect; Teamwork; Endurance (PE Christian value); Determination; Resilience; Perseverance; Leadership;

Enthusiasm; Commitment; Mastery & Approach behaviour; Excellence; Creativity; Self-discipline; Competitiveness; Courage; Inspiration; Equality; Communication.

PE Programmes of Study: National Curriculum in England

Purpose of Study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils 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 pupils:

- 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

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

Subject Content in Key Stage 3

Key Stage 3

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Pupils should be taught to:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games
- develop their technique and improve their performance in other competitive sports
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs.

Physical Education — Key Stage 4 (GCSE)

Aims of the Course

GCSE Physical Education is designed for students with a keen interest in sport, fitness and physical activity. The course builds on the skills and knowledge developed at Key Stage 3 and helps pupils understand how exercise benefits physical, mental and social wellbeing. Through studying PE, students will:

- develop their knowledge and practical skills in a range of physical activities;
- understand the effects of exercise and how training can improve performance;
- explore ways to improve their own performance in different sporting roles;
- recognise how participation in sport supports a healthy and active lifestyle;
- appreciate the importance of promoting participation and “sport for all”.

Course Overview

Qualification

GCSE Physical Education follows the OCR specification and is studied across Years 10 and 11. The course combines both theoretical study and practical performance, allowing students to develop their understanding of sport while improving their own participation and performance.

What You Will Study

Students will explore key areas of sport and exercise, linking theory to practical performance. The course covers:

- physical training and the impact of exercise on the body
- factors affecting performance in sport and physical activity
- developing practical skills in a range of sports
- understanding how to lead and participate effectively in sporting activities
- the role of sport in promoting health and wellbeing.

How Physical Education Is Taught

Learning takes place through a combination of classroom-based theory lessons and practical sporting activities. Students develop their understanding of sport through written work while also applying their learning during practical sessions. Pupils are expected to work both independently and collaboratively as part of a team or group.

Assessment

Assessment for GCSE PE consists of both theory examinations and practical performance:

- Theory examinations (60%) - two written exams taken at the end of Year 11.
- Practical performance and coursework (40%) - assessment of performance in three different sports, alongside a written analysis of performance.

Why Study Physical Education?

Physical Education helps students improve their health and fitness while developing teamwork, leadership and communication skills. The course supports progression to further

study and careers in areas such as sport, coaching, teaching, physiotherapy, sports science, health and fitness, and the leisure industry.

Curriculum Map Key Stage 3

	Year 7	Year 8	Year 9
Half Term 1	<p>TGfU – Teaching Games for Understanding (Invasion Games theme: Decision making, problem solving, strategies etc)</p> <p>HRF – Baseline tests, understanding warm ups, use of circuits etc.</p> <p>Rugby – Fundamental skills of Catching, Passing, Running with the ball, Tackling; Rucking and Understanding of the game</p>	<p>Handball – development of previously learned skills in Y7 to include tactics & strategies of defending, counter attack (Phase 1 & 2)</p> <p>Swimming #1 – 2 min tests; stroke technique</p> <p>Rugby – further development of p.l.s from Y7 with emphasis on skills and structure</p>	<p>Swimming/Personal Survival – revisiting stroke technique over longer distance to improve efficiency and endurance.</p> <p>Personal survival skills such as entries, exits, treading water, underwater swimming, chin tows, dives etc</p> <p>Rugby, Football, Badminton, Table Tennis rotation – Games elements</p>
Half Term 2	<p>Basketball – skills of Passing, Dribbling, Set Shot, Lay-up, Defending</p> <p>Swimming #1 – Baseline tests; Stroke technique</p> <p>Rugby – development of previously learned skills; tactics; decision-making etc.</p>	<p>Basketball - development of previously learned skills in Y7 to include skills, tactics & strategies of defending, counter attack (Fast break)</p> <p>HRF – tracking of previous baseline tests from Y7; understanding of different training types to include continuous, fartlek, interval, speed, SAQ, muscular endurance</p> <p>Rugby / Invasion Games – development of transfer of skills into other activities.</p>	<p>Handball – development of skills technique and tactics/strategies.</p> <p>Rugby, Football, Badminton, Table Tennis rotation – Games elements</p>
Half Term 3	<p>Badminton – Fundamental skills of forehand, backhand, serve, underarm/overhead clear, smash, drop shot</p> <p>Gymnastics – individual floor and low apparatus routines/skills to include, rolls, balances, flight, transition, mounts and dismounts</p> <p>Cross Country – developing endurance, enhancing p.l.s from HRF</p>	<p>Badminton – further development of skills to include concepts of doubles & singles play</p> <p>Swimming #2 – water skills of entries, treading water, underwater skills, dives, exits, race skills such as relays, dives, tumble turns etc.</p> <p>Cross Country - developing endurance, enhancing p.l.s from HRF</p>	<p>Volleyball - advancement of p.l.s. of set/volley pass; dig; serve and introduction of spike and block</p> <p>Rugby, Football, Badminton, Table Tennis rotation – Games elements</p>

<p>Half Term 4</p>	<p>Handball – skills, tactics, understanding the rules, linked to invasion games theme.</p> <p>Swimming #2 – stroke technique, race technique, water skills</p> <p>Gaelic Football – developing transfer of skills and linked to invasion games theme</p>	<p>Volleyball – development of p.l.s. of set/volley pass; dig; serve</p> <p>Hockey – fundamental skills of passing, stopping, dribbling, reverse stick, shooting</p> <p>Gaelic Football/Aussie Rules – invasion game theme and transfer of skills</p>	<p>HRF – tracking of endurance, speed & agility tests.</p> <p>Development of body resistance exercises to increase strength, circuit training and different training types including fartlek, resistance bands, interval etc.</p> <p>Rugby, Football, Badminton, Table Tennis rotation – Games elements</p>
<p>Half Term 5</p>	<p>Athletics – fundamental skills of track & field including 100m – 1500m; throws, jumps, hurdles and relays</p> <p>Volleyball – fundamental skills of set/volley pass; dig; serve</p> <p>Cricket – fundamental skills of bowling, batting, fielding</p>	<p>Athletics – development of fundamental skills of track & field including 100m – 1500m; throws, jumps, hurdles and relays</p> <p>Futsal – football skills of passing, dribbling, shooting as well as further development of decision making, perceptual and cognitive skills transferred from invasion games theme.</p> <p>Cricket – development of p.l.s of batting, bowling and fielding.</p>	<p>Athletics - advancement of fundamental skills of track & field including 100m – 1500m; throws, jumps, hurdles and relays</p> <p>Cricket, Softball, striking & fielding theme</p>
<p>Half Term 6</p>	<p>Athletics – fundamental skills of track & field including 100m – 1500m; throws, jumps, hurdles</p> <p>Tennis – fundamental skills of forehand & backhand; serve; volley</p> <p>Cricket & Softball – development of striking & fielding elements</p>	<p>Athletics – development of fundamental skills of track & field including 100m – 1500m; throws, jumps, hurdles</p> <p>Tennis – further development of fundamental skills of forehand & backhand; serve; volley</p> <p>Cricket & Softball – further development of striking & fielding elements including actics, field positions etc.</p>	<p>Athletics - advancement of fundamental skills of track & field including 100m – 1500m; throws, jumps, hurdles and relays</p> <p>Cricket, Softball, striking & fielding theme</p>

Curriculum Map Key Stage 4 Core PE

All pupils will continue to have core PE lessons, with some choosing to take GCSE PE in addition.

	Year 10	Year 11
Half Term 1	Handball: Advancement of skills, tactics, strategies, decision making, cognitive & perceptual skills Rugby, Football, Badminton, Table Tennis rotation – Games elements	Handball: Further advancement of skills, tactics, strategies, decision-making, cognitive & perceptual skills Games Choice: Rugby, Football, Badminton, Swimming, Weights, Table Tennis
Half Term 2	Advancement of skills, tactics, strategies, decision-making, cognitive & perceptual skills Rugby, Football, Badminton, Table Tennis rotation – Games elements	Volleyball: Further advancement of skills, tactics, strategies, decision-making, cognitive & perceptual skills Games Choice: Rugby, Football, Badminton, Swimming, Weights, Table Tennis
Half Term 3	Swimming/Personal Survival: Developing efficient stroke; Personal Survival skills; introduction to post-16 theme of swimming training types. Rugby, Football, Badminton, Table Tennis rotation – Games elements	Swimming: Post-16 theme of ideas and concepts of how to use a pool for training after leaving school Games Choice: Rugby, Football, Badminton, Swimming, Weights, Table Tennis
Half Term 4	HRF/Weights: Introduction to weight training (low weight/high reps); Principles of training and training types Rugby, Football, Badminton, Table Tennis rotation – Games elements	HRF/Weights: Post-16 theme of ideas and concepts of how to use weights, circuits, body resistance exercises and training after leaving school Games Choice: Rugby, Football, Badminton, Swimming, Weights, Table Tennis
Half Term 5	Athletics – further advancement of Athletics track & field events Cricket, Softball, Athletics, Futsal rotation	Football, Tennis, Softball
Half Term 6	Volleyball – variance of outdoor Volleyball Cricket, Softball, Athletics, Futsal rotation	GCSE Examinations

Curriculum Map Key Stage 4 GCSE PE

We follow the OCR J587 GCSE Specification

	Year 10	Year 11
Half Term 1	Applied Anatomy & Physiology: Skeletal, joints, muscles	Socio-Cultural Issues: Ethics in Sport – Violence, Drugs Coursework (written & practical)
Half Term 2	Applied Anatomy & Physiology: Levers, circulatory system	Sports Psychology: Characteristics of skill; Classification of skill Goal-setting Coursework (written & practical)
Half Term 3	Applied Anatomy & Physiology: Respiratory System Physical Training: Components of Fitness	Sports Psychology: Mental Preparation, Guidance, Feedback Coursework (written & practical)
Half Term 4	Physical Training: Principles of Training	Health, fitness & well being: Benefits, consequences, diet & nutrition Coursework completed (written & practical)
Half Term 5	Socio-Cultural Issues: Factors affecting participation	Revision & Exams
Half Term 6	Socio-Cultural Issues: Commercialisation, sponsorship, media in Sport	Revision & Exams

Curriculum Map Key Stage 5

We follow the OCR H555 A Level Specification

	Year 12	Year 13
Half Term 1	<p>Applied Anatomy & Physiology: Skeletal and muscular systems Skill Acquisition: Classification of skills Types and methods of practice Socio-Cultural - Sport & Society: Emergence and evolution of modern sport – pre Industrial Revolution & post Industrial Revolution</p>	<p>Applied anatomy & physiology: Energy for Exercise Recovery, altitude and heat Sports Psychology: Attribution in sport Socio-Cultural – Contemporary issues: Ethics and Deviance in sport – Drugs & doping; Violence</p>
Half Term 2	<p>Applied Anatomy & Physiology: Cardiovascular and respiratory systems Skill Acquisition: Transfer of skills Learning theories Stages of learning, guidance and feedback Socio-Cultural - Sport & Society: Emergence and evolution of modern sport – post Industrial Revolution & Public Schools</p>	<p>Exercise Physiology: Injury Prevention and rehabilitation Sports Psychology: Confidence and self efficacy; Leadership in sport Socio-Cultural – Contemporary issues: Ethics and Deviance in sport – Gambling Commercialisation and media Coursework EAPI and practical elements</p>
Half Term 3	<p>Exercise Physiology: Diet and Nutrition Sports Psychology: Individual differences: Personality; Attitudes; Motivation & Arousal Socio-Cultural - Sport & Society: 20th Century Sport</p>	<p>Biomechanics: Linear Motion Angular Motion Sports Psychology: Leadership in sport Stress management to optimise performance Socio-Cultural – Contemporary issues: Routes to Sporting Excellence in the UK Coursework EAPI and practical elements</p>
Half Term 4	<p>Exercise Physiology: Preparation and training methods Sports Psychology: Individual differences: Anxiety; Aggression in sport Socio-Cultural – Sport in Society: 21st Century Sport Globalisation of Sport</p>	<p>Biomechanics: Fluid mechanics and projectiles Skill Acquisition: Memory models Socio-Cultural – Contemporary issues: Modern technology in sport Coursework and practical completed Revision</p>
Half Term 5	<p>Biomechanics: Biomechanical principles: Newton's laws Sports psychology: Individual differences: Social facilitation Socio-Cultural – Sport in Society: Modern Olympics & global sporting events</p>	Revision and exams
Half Term 6	<p>Biomechanics: Stability and levers Sports Psychology: Group and team dynamics; Goal setting Socio-Cultural – Sport in Society: Modern Olympics & global sporting events Introduction to Coursework EAPI (oral response) Practical elements</p>	Revision and exams