

| Henlow Academy PE Curriculum Information | | |
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| Intent | Implementation | Impact |
| <p>Our exposure-focused Physical Education (PE) curriculum aims to provide students with a wide range of physical activities, sports, and fitness experiences.</p> <p>The curriculum is designed to cultivate a lifelong appreciation for physical activity, promote holistic development, and encourage healthy habits.</p> <p>By exposing students to diverse activities, we aim to nurture their physical, social, emotional, and cognitive growth, fostering a well-rounded and balanced approach to their overall well-being.</p> <p>Link and build on previously learned fundamental movement skills (locomotor skills (like running), stability skills (like balancing) and manipulation skills (like catching) and introduce sports specific skills.</p> <p>Explore the rules and regulations of different sports and activities.</p> <p>Evaluate their own and others performance</p> <p>Prepare students to achieve their personal bests in both the practical and theory GCSE PE and BTEC Sport.</p> <p>Develop an understanding and awareness of the effect of activity on health (mind and body)</p> | <p>1. Comprehensive Activity Range: Our curriculum offers a diverse range of activities, including traditional sports, individual and team-based games, dance, martial arts, outdoor pursuits, and recreational activities. This variety ensures that students are exposed to a broad spectrum of physical activities, promoting exploration, skill acquisition, and personal preference discovery.</p> <p>2. Inclusive Approach: We adopt an inclusive approach that accommodates students of all abilities and backgrounds. Our curriculum embraces adaptive physical education strategies to ensure that every student can actively participate and experience success. By promoting inclusivity, we foster a sense of belonging and respect for diversity within our physical education program.</p> <p>3. Skill Development: Our curriculum emphasizes skill development across different activities. We provide structured learning opportunities that focus on fundamental movement skills, such as coordination, balance, agility, and spatial awareness. As students progress, they are exposed to advanced skills and techniques, enabling them to enhance their capabilities and enjoy a sense of mastery.</p> <p>4. Collaboration and Sportsmanship: Through our curriculum, we emphasise the value of collaboration, teamwork, and good sportsmanship. Students engage in cooperative activities, team-based challenges, and competitive events, fostering skills like communication, empathy, and respect for others. We promote a positive and supportive environment that encourages healthy competition while emphasizing the importance of fair play and ethical conduct.</p> <p>5. Health and Fitness Education: Alongside physical activities, our curriculum incorporates health and fitness education. We educate students about the benefits of regular exercise, proper nutrition, stress management, and overall well-being. By raising awareness of healthy habits, we empower students to make informed decisions that positively impact their physical and mental health.</p> | <p>1. Physical Literacy: Our exposure-focused curriculum aims to develop physical literacy among students. By introducing them to a wide range of activities, we provide opportunities for students to acquire and refine a broad repertoire of movement skills, enhancing their physical competence and confidence.</p> <p>2. Holistic Development: Our curriculum recognises the interconnectedness of physical, social, emotional, and cognitive development. Through exposure to diverse activities, students experience personal growth, develop resilience, build relationships, and enhance their cognitive abilities. They become well-rounded individuals with a balanced approach to their overall well-being.</p> <p>3. Lifelong Appreciation: By exposing students to a variety of physical activities, we strive to cultivate a lifelong appreciation for active lifestyles. We aim to instill a sense of enjoyment, curiosity, and enthusiasm for physical activity, encouraging students to continue engaging in physical pursuits beyond their schooling years.</p> <p>4. Inclusivity and Empathy: Our curriculum promotes inclusivity and fosters empathy by providing opportunities for students to understand and respect individual differences. By collaborating and participating in activities together, students develop empathy, acceptance, and a deeper appreciation for diversity.</p> <p>5. Health Consciousness: Through our curriculum, students gain knowledge and understanding of the importance of leading a healthy lifestyle. They are equipped with the tools to make informed decisions about their well-being, leading to improved physical fitness, mental health, and overall quality of life.</p> <p>By implementing our exposure-focused PE curriculum, we aim to inspire a generation of students who value physical activity, embrace diversity, and prioritize their well-being. Our intent is to empower them with the necessary skills, knowledge, and attitudes to lead active, fulfilling lives both during their education and beyond.</p> |

Year 7 Curriculum Plan

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[illegible]

Year 9 Curriculum Plan

[illegible]

Year 10 Curriculum Plan

[illegible]

| Year 11 Curriculum Plan | | | | |
|-------------------------|---|--|--|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 |
| Theme | Bootcamp Fitness & Choice | Invasion Games & Choice | Trampolining, Badminton & Choice | Trampolining, Badminton & Choice |
| Key Concepts | <p>Physical, mental and social benefits of physical activity and sport.</p> <ul style="list-style-type: none">- Competition (Individually and with peers)- Build cardiovascular endurance, muscular endurance and strength- Relieve stress- Improved confidence with attending clubs and activities outside of school. <p>Take ownership of their fitness though choice.</p> | <p>Physical, mental and social benefits of physical activity and sport.</p> <p>Develop knowledge of the rules, skill and tactics specific to handball, netball, football and rugby. Draw on transferable skills learnt in KS3.</p> <p>Take ownership of their fitness though choice.</p> | <p>Physical, mental and social benefits of physical activity and sport.</p> <p>Develop knowledge of the rules, skill and tactics specific to trampolining and badminton. Draw on transferable skills learnt in KS3.</p> <p>Explore the different types of competition, knockout, round robin, leagues...</p> <p>Take ownership of their fitness though choice.</p> | <p>Physical, mental and social benefits of physical activity and sport.</p> <p>Develop knowledge of the rules, skill and tactics specific to trampolining and badminton. Draw on transferable skills learnt in KS3.</p> <p>Explore the different types of competition, knockout, round robin, leagues...</p> <p>Take ownership of their fitness though choice.</p> |
| SMSC and British Values | <p>Allows students to make choices and set personal goals.</p> <p>Encouraging autonomy and decision making</p> <p>Range of activities harvesting a respect for differences.</p> <p>Positive contributions to lessons</p> <p>Teamwork, cooperation, communication skills</p> | <p>Allows students to make choices and set personal goals.</p> <p>Encouraging autonomy and decision making</p> <p>Range of activities harvesting a respect for differences.</p> <p>Positive contributions to lessons</p> <p>Teamwork, cooperation,</p> | <p>Allows students to make choices and set personal goals.</p> <p>Encouraging autonomy and decision making</p> <p>Range of activities harvesting a respect for differences.</p> <p>Positive contributions to lessons</p> <p>Teamwork, cooperation,</p> | <p>Allows students to make choices and set personal goals.</p> <p>Encouraging autonomy and decision making</p> <p>Range of activities harvesting a respect for differences.</p> <p>Positive contributions to lessons</p> <p>Teamwork, cooperation,</p> |
| Parental Support | <p>Organising the correct kit and equipment.</p> <p>Accessing the schools extra curricular programme.</p> <p>Providing the opportunity for physical activity and healthy nutrition at home.</p> | <p>Organising the correct kit and equipment.</p> <p>Accessing the schools extra curricular programme.</p> <p>Providing the opportunity for physical activity and healthy nutrition at home.</p> | <p>Organising the correct kit and equipment.</p> <p>Accessing the schools extra curricular programme.</p> <p>Providing the opportunity for physical activity and healthy nutrition at home.</p> | <p>Organising the correct kit and equipment.</p> <p>Accessing the schools extra curricular programme.</p> <p>Providing the opportunity for physical activity and healthy nutrition at home.</p> |

GCSE PE Year 10 Curriculum Plan

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| BTEC PE Year 11 Curriculum Plan | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 |
| Theme | Component 1 | Component 1 | Component 3 | Component 3 |
| Key Concepts | Component 1: Preparing Participants to Take Part in Sport and Physical Activity | Component 1: Preparing Participants to Take Part in Sport and Physical Activity | Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise. | Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity |
| | A Explore types and provision of sport and physical activity for different types of participant | A Explore types and provision of sport and physical activity for different types of participant | | Demonstrate knowledge of facts, components of fitness, fitness tests, training methods/processes/principles in relation to improving fitness in sport and exercise. |
| | B Examine equipment and technology required for participants to use when taking part in sport and physical activity | B Examine equipment and technology required for participants to use when taking part in sport and physical activity | | |
| | C Be able to prepare participants to take part in sport and physical activity. | C Be able to prepare participants to take part in sport and physical activity. | | |
| SMSC and British Values | Allows students to make choices and set personal goals. Encouraging autonomy and decision making Positive contributions to lessons Teamwork, cooperation, communication skills | Allows students to make choices and set personal goals. Encouraging autonomy and decision making Positive contributions to lessons Teamwork, cooperation, communication skills | Allows students to make choices and set personal goals. Encouraging autonomy and decision making Positive contributions to lessons Teamwork, cooperation, communication skills | Allows students to make choices and set personal goals. Encouraging autonomy and decision making Positive contributions to lessons Teamwork, cooperation, communication skills |
| Parental Support | Organising and completing homework. | Organising and completing homework. | Organising and completing homework. | Organising and completing homework. |
| | Accessing extra curricular sport in and out of school hours to develop Non examination assessment. | Accessing extra curricular sport in and out of school hours to develop Non examination assessment. | Accessing extra curricular sport in and out of school hours to develop Non examination assessment. | Accessing extra curricular sport in and out of school hours to develop Non examination assessment. |
| | Support with kit and equipment | Support with kit and equipment | Support with kit and equipment | Support with kit and equipment |

| GCSE PE Year 11 Curriculum Plan | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 |
| Theme | 2.1.c 2.2 | 2.2 | Non Examination Assessment | Non Examination Assessment & Revision |
| Key Concepts | 2.1.c Ethical and socio-cultural issues in physical activity and sport 2.2 Sports Psychology | 2.2 Sport Psychology 2.3 Health Fitness and Well being | Non-exam assessment (NEA) Personal Exercise Programme (PEP) 10% of total GCSE (9–1) 20 marks This NEA will consist of a written task (Personal Exercise Programme)that must be produced under controlled conditions. | Non-exam assessment (NEA) 30% of total GCSE (9–1) 60 marks This NEA will consist of three activities, including at least one ‘team’ and at least one ‘individual’ sport from the approved activity lists, all performed in competitive situations. Revision |
| SMSC and British Values | Allows students to make choices and set personal goals. Encouraging autonomy and decision making Positive contributions to lessons Teamwork, cooperation, communication skills | Allows students to make choices and set personal goals. Encouraging autonomy and decision making Positive contributions to lessons Teamwork, cooperation, communication skills | Allows students to make choices and set personal goals. Encouraging autonomy and decision making Positive contributions to lessons Teamwork, cooperation, communication skills | Allows students to make choices and set personal goals. Encouraging autonomy and decision making Positive contributions to lessons Teamwork, cooperation, communication skills |
| Parental Support | Organising and completing homework. Accessing extra curricular sport in and out of school hours to develop Non examination assessment. Support with kit and equipment | Organising and completing homework. Accessing extra curricular sport in and out of school hours to develop Non examination assessment. Support with kit and equipment | Organising and completing homework. Accessing extra curricular sport in and out of school hours to develop Non examination assessment. Support with kit and equipment | Organising and completing homework. Revision |

| Assessment Overview | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 10 GCSE PE | 1.2.a End of topic test 1.2.b End of Topic Test Formative assessment through questioning, feedback, homework & quizzes. | 1.1.a End of topic test 1.1.b End of Topic Test 1.1.c End of topic test 1.1.c End of Topic Test Formative assessment through questioning, feedback, homework & quizzes. | 1.1.e End of topic test Formative assessment through questioning, feedback, homework & quizzes. | 1.2.c End of topic test Formative assessment through questioning, feedback, homework & quizzes. | 2.1.a End of topic test Formative assessment through questioning, feedback, homework & quizzes. | 2.1.b End of topic test Formative assessment through questioning, feedback, homework & quizzes. |
| Year 11 GCSE PE | 2.1.c End of topic test Paper 1 Mock Test | 2.2 End of topic test 2.3 End of topic test | Non Examination Assessment Personal Exercise Programme Mock Exam Paper | Non Examination Assessment Practical Moderation | J587/01 Physical factors affecting performance 60 marks J587/02 Socio-cultural issues and sports psychology 60 marks | |
| Year 10 BTEC PE | 1.2.a End of topic test 1.2.b End of Topic Test | Formative assessment through questioning, feedback, homework & quizzes. | Formative assessment through questioning, feedback, homework & quizzes. | Component 2 Internal Non exam internal assessment. Pearsons Set Assignment (PSA) 60 marks | Formative assessment through questioning, feedback, homework & quizzes. | Formative assessment through questioning, feedback, homework & quizzes. |
| Year 11 BTEC PE | Component 1 Internal Non exam internal assessment. Pearsons Set Assignment (PSA) 60 marks | Formative assessment through questioning, feedback, homework & quizzes. | Formative assessment through questioning, feedback, homework & quizzes. | Formative assessment through questioning, feedback, homework & quizzes. | Component 3 External exam assessment 1.5 hours within the period timetabled by Pearson. 60 marks. | |