



KS3/4/5 Health Related Education- Scheme of Work

- Pillar 1. Motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific
- Pillar 2. Rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities
- Pillar 3. Healthy participation – knowledge of safe and effective participation
- FMS - Fundamental movement skills (movement patterns, footwork, skill related fitness)

Year 7	Year 8	Year 9
<p><u>Motor Competence (1)</u></p> <p>Pupils are introduced to the components of fitness and how each of these types are tested. Students will develop knowledge of key definitions and apply to different sporting scenarios.</p> <p><u>Core/Advanced content to include:-</u> <u>Health related -</u> CV endurance, muscular endurance, strength, flexibility, body composition. <u>Skill related -</u> Power, coordination, agility, speed, reaction time, balance, Students are able to identify major muscle groups.</p> <p>Healthy Participation - Students should be able to discuss the importance of a BHAL.</p>	<p><u>Healthy participation (3)</u></p> <p>Benefits of exercise should be understood and consequences of a sedentary lifestyle. This includes Physical, Emotional, Social well being of an individual. Students will develop knowledge of methods of training with comparisons to normative data.</p> <p><u>Core/Advanced content developed with increased competition in performance-</u> Continuous, Fartlek, Interval; HIIT, plyometrics, weight, circuit. Focus on five stages of a warm up/cool down. Students reference SPORT/FITT/components of training with reference to form and technique.</p> <p>Healthy Participation - Physical, Social and Mental well being importance</p>	<p><u>Examination PE. Competition participation (3)</u></p> <p><u>Sept - Jan</u> Students' core and advanced skills, knowledge, tactics and will be challenged in realistic sporting situations. Officiating, refereeing (hand signals) and sport leadership will be developed.</p> <p><u>Jan - July</u> Examination - Introducing BTEC/GCSE fitness, anatomy/physiological content to support transition into KS4</p> <p>Participation pathway - Challenge misconception/restricted understanding as to importance of participation in lifelong PA. Metacognitive approach to learning to highlight soft.employability skills. Teamwork, resilience and empathy</p> <p>Healthy Participation - Links between PE and academic success. Healthy mind in a healthy body</p>
<p><u>FMS Development</u> <u>Skill related fitness/Training methods</u></p> <p>Cardiovascular Endurance/continuous Agility/ interval Coordination/circuit</p>	<p><u>Motor competency</u> <u>Skill related fitness/Training methods</u></p> <p>Speed/interval Power/plyometric</p>	<p><u>Motor competency</u> <u>Skill related fitness/Training methods</u></p> <p>Muscular Endurance/fitness suite Muscular Strength/ circuit Effects of exercise on body cardio/respiratory/muscular.</p>

Year 10	Year 11	Sixth Form
<p>Pathway 1 Guide and support onto KS5 examination PE if it matches their aspirations. Increased technical vocabulary which eases transition onto A level or BTEC.</p> <p>Pathway 2 Be knowledgeable about a variety of sports, rules and tactics and try new less traditional sports for life long participation</p> <p>Pathway 3 Understand the importance of a balanced healthy lifestyle and install a love of physical activity, competitive or recreational.</p> <p>Opportunities within HRE demonstrate appropriate levels of physical fitness and psychological control to perform effectively. Pupils evaluate the use of techniques to gain improvement in fitness.</p> <p>At the end of each unit, students should be capable of leading and undertaking fitness sessions independently and design their own.</p>	<p>Pathway 1 Guide and support onto KS5 examination PE if it matches their aspirations. Increased technical vocabulary which eases transition onto A level or BTEC.</p> <p>Pathway 2 Be knowledgeable about a variety of sports, rules and tactics and try new less traditional sports for life long participation.</p> <p>Pathway 3 Understand the importance of a balanced healthy lifestyle and install a love of physical activity, competitive or recreational.</p> <p>Opportunities within HRE demonstrate appropriate levels of physical fitness and psychological control to perform effectively. Suggest any local providers that students can access in the community. E.g boxing, pilates, gyms.</p> <p>At the end of each unit, students should be capable of leading and undertaking fitness sessions independently and design their own.</p>	<p>Core PE/Enrichment</p> <p>Lifelong participation both competitive and recreational in nature. Opportunity for area/national and county fixtures if appropriate. Sports day and inter tutor sporting events alongside enrichment wider opportunities.</p> <p>Examination PE BTEC Extended Diploma (3 A Level) BTEC Extended Certificate (1 A level) Pearsons approved assignment briefs (adapted)</p> <p>A Levels PE SOW on G drive for 2 year course</p>
<p>Healthy Participation</p> <p>Grouping to maximise students physical, mental and social well being. Pathways for lifelong participation in physical activity and sport, competitive or social therefore reducing inequalities</p> <p>Can we still direct these young adults into clubs, teams or show alternative sports to encourage LLP</p>	<p>Healthy Participation</p> <p>Grouping to maximise students physical, mental and social well being. Pathways for lifelong participation in physical activity and sport, competitive or social therefore reducing inequalities</p> <p>Can we still direct these young adults into clubs, teams or show alternative sports to encourage LLP</p>	<p>Healthy Participation</p> <p>Staff deliver to their strengths, group needs, facilities and season.</p> <p>Students should still be wearing sporty clothes and enjoying either competitive or social side to PA</p> <p>Can we still direct these young adults into clubs, teams or show alternative sports to encourage LLP</p>

<https://www.ocr.org.uk/images/234822-specification-accredited-gcse-physical-education-j587.pdf>