High Point Academy Curriculum Overview Physical Education



Year	Rationale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Group							
Year 7	Throughout the PE curriculum we are looking to develop different life skills that can be transferred to and from physical education. We are doing this to allow pupils to build more positive relationships and see the relevance of PE and exercise which they can hopefully carry into their future lives. In year 7 will be looking at how to positively build relationships and work with peers in their own and other classes. This will improve their confidence, allowing them to develop other skills throughout their school life. At the beginning of the year we will be building integral skills that are needed to build their social and emotional skills so that pupils can	Life skills (2): 1.Cooperation; I can work well with others 2.Integrity; I will always try to do the right thing Physical value: Fitness Sports suggestions: Team Games/ Invasion games	.Life skills (2): 1.Honesty; I tell the truth and own up to my mistakes 2.Reflection; I can say what I thought, saw, heard or felt Physical value: Fitness Sports suggestions: Fitness	Life skills (2): 1. Trust; I can share my ideas and feelings 2. Problem- solving; I find ways to solve a problem Physical value: Fitness Sports suggestions: Team building exercises.	Life skills (2): 1. Courage; I am willing to have a go, even if it feels scary, difficult or is new 2. Empathy; I understand how others feel. Physical value: Competence Sports suggestions: Inclusive sports	Life skills (2): 1. Resourcefulness; I have experienced using different equipment. 2. Resilience; I keep trying even when things get tough Physical value: Fitness Sports suggestions: Net Games	Life skills (2): 1. Encouragement; I help to encourage others 2.Evaluation; I know what I amdeford and good at and could be better at. Physical value: Competence Sports suggestions: Athletics/summer games



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	build friendships						
	and relationships						
	with peers to aid						
	their learning.						
Year 8	Throughout the PE	Life skills (2):	Life skills (2):	Life skills (2):	Life skills (2):	. Life skills (2):	Life skills (2):
	curriculum we are	1.Courage; I can	1.Cooperation;	1. Self belief;	1.Encourageme	<mark>1.Problem</mark>	1.Decision
	looking to develop different life skills	manage my	Pupils organize	Focus on	nt; I can support	solving;	making; I can
	that can be	fears and try new	themselves.	their own	and motivate	I can try different	make a choice
	transferred to and	experiences	They are willing	abilities	others	approaches and	and explain why
	from physical		to help with both	abilities	outoro	solutions to a	
	education. We are	2.Communicati		2.Gratitude; I	2.Reflection; I		2.Evaluation; I
	doing this to allow		prestigious and			situation	
	pupils to build	on;	mundane tasks.	can show	can think about	2.Self-discipline; I	know what I am
	more positive	Pupils pay		appreciation for	<mark>my own and</mark>	can think about the	good at and
	relationships and	attention, the	2.Self	<mark>what I have</mark>	others	consequences of	could be better
	see the relevance	listen to	Motivation; Set		performances	my actions	at.
	of PE and exercise	understand.	personal goals	Physical value:		Physical value:	Physical value:
	which they can	Speak,	and work without	Fitness	Physical value:	Competence	Motivation
	hopefully carry into	demonstrate or	constant		Fitness	Compoteneo	Mouvation
	their future lives.	write with		Sports	1 101655	Sporto	Sporto
			direction	-	0	Sports	Sports
	In year 8 we will	<mark>enthusiasm.</mark>		suggestions:	Sports	suggestions:	suggestions:
	continue to		Physical value:		suggestions:		
	develop skills that	Physical value:	Competence	Inclusive	/gymnastics	Net games	Athletics/Summ
	were explored in	Motivation		sports			er Gmes
	the previous year whilst adding in		Sports	-			
	more personal life	Sports	suggestions:				
	skills. These skills	suggestions:	caggoottonor				
	will allow pupils to	suggestions.	Fitness/personal				
	see their own	Ctrilling a good					
	capabilities and	Striking and	and mental				
	allow them to	Fielding	wellbeing				
	persevere more						
	with tasks they						
	may struggle with.						
	Talatard						
	To introduce more						
	independence with						
	our learners we						
	have chosen to look at problem-						
	solving and						
	j solving and		1			l	<u> </u>

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	decision making						
	towards the end of						
	the year.						
Year 9	Throughout the PE	Life skills (2):	Life skills (2):	Life skills (2):	Life skills (2):	Life skills (2):	Life skills (2):
	curriculum we are	1.Communicati	1.Honesty; I am	1.Self discipline;	1.Integrity ; I will	1.Imagination;	1.Encouragem
	looking to develop						
	different life skills	<mark>on; I can use a</mark>	open and truthful	I can manage my	set high	Experience the	ent;
	that can be	range of	1.Empathy; I	emotions to suit a	standards for	world in different	<mark>l can support</mark>
	transferred to and	communication	can see things	situation	myself and	ways and create	and motivate
	from physical	methods	from other	2.Respect; I can	others.	new possibilities	others
	education. We are	2. Resilience; I	pupils'	treat others as I	2. Problem	2.Resourcefulnes	2.Reflection;
	doing this to allow	can learn	perspectives	wish to be treated	solving;	s; Pupils adapt to	I can think about
	pupils to build		perspectives	wish to be treated			
	more positive	through an			Pupils try	different and	my own and
	relationships and	experience	Physical value:	Physical value:	different solutions	changing	others
	see the relevance	without fear of	Fitness	Competence	and take	circumstances.	performances
	of PE and exercise	failure.			calculated risks.		
	which they can		Sports	Sports	Challenge	Physical value:	Physical value:
	hopefully carry into	Physical Value:	suggestions:	suggestions:	assumptions and	Competence	Fitness
	their future lives.	-		suggestions.		Competence	1 101655
		Competence	Fitness/Boxing		extend their		
	Year 9 will be all			Gymnastics	thinking.	Sports	
	about embedding	Sports				suggestions:	Sports
	previous life skills	suggestions:			Physical value:		suggestions:
	whilst developing				Motivation	Net games	
	knowledge and performance of	Invasion/Team			metration	i i i i i i i i i i i i i i i i i i i	Striking and
	sport and skills.	Games			Sporto		
	sport and skills.	Games			Sports		fielding/Athletics
	We have chosen in				suggestions:		
	year 9 to focus on						
	more emotional				Inclusive games		
	and social skills for				5		
	the first half of the						
	year as pupils are						
	maturing their						
	approach towards						
	themselves and						
	other students						
	needs to grow with						
	them. Also as they						
	will be working						
	more						
	independently in						
	independently in						



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	groups it gives						
	them chance to						
	grow these skills						
	with less staff						
	input.						
						n work with peers in m	
	They will have a	collection of skills the	hat will allow them t	to persevere in lesso	ons and show a posi	tive outlook, this will b	e taught through
	reflection and e	valuation of their pe	rformance with in le	essons and through	practice in different	physical environments	s. They will have
	experience	d multiple new sport	ts and activities and	d will be aiven opport	tunities to take the s	kills learned outside o	of the school
				environment.			
Year	Throughout the PE	Life skills (2):	Life skills (2):	Life skills (2):	Life skills (2):	Life skills (2):	Life skills (2):
10	curriculum we are	1.Respect; Treat	1.Resilience;	Communication;	1.Integrity;	1.Self Discipline;	1. Decision
10	looking to develop						
	different life skills	others as you	Pupils seek out	Pupils regularly	Pupils	Pupils consistently	making; Pupils
	that can be	would like to be	opportunities to	<mark>use a range of</mark>	consistently set	manage their	reach a
	transferred to and	treated	learn through	communication	high standards	emotions to suit	conclusion
	from physical	2.Encourageme	their experience	2. Reflection;	for themselves	the situation.	based on an
	education. We are	nt; Pupils	2. Self-	Pupils take time	and others.	2. Concentration	evaluation and
	doing this to allow	regularly support	motivation;	to think about	2. Evaluation;	Consistently focus	consistently
	pupils to build	and motivate	Pupils have high	their own and	Pupils	on the moment,	take
	more positive relationships and	others	aspirations	others'	consistently use	task or desired	responsibility for
	see the relevance	Physical value:	based on their	performances	evidence to	outcome with their	their choices
	of PE and exercise	Competence	interests or	penomances	identify strengths		
	which they can	•		Dhusiaalualua		body and mind.	2.Cooperation
	hopefully carry into	Sports	ambitions	Physical value:	and areas for	Physical value:	<mark>l can work</mark>
	their future lives.	suggestions:		Competence	development	Competence	towards a
			Physical value:	Sports			<mark>common goal</mark>
	As we move into	Invasion/Team	Fitness	suggestions:		Sports	can contribute
	KS4 pupils will still	Games			Physical value:	suggestions:	ideas, skills,
	be looking at a		Sports	Gymnastics	Fitness		effort and
	range of life skills		suggestions:	-,		Net games	resources to
	through physical		ouggootionoi		Sports	Hot gamee	achieve it.
	education.		Fitness/ mental		suggestions:		Physical value:
	However, we will be trying to use		health and		suggestions.		-
	these skills to				la alvañoa		Motivation
	motivate and help		wellbeing		Inclusive		Sports
	peers through				sports		suggestions:
	leadership						
	opportunities with						Striking and
	in groups and						fielding/Athletics
	pupils taking more						U



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	responsibility for						
	their own learning						
	 preparing them 						
	to take these skills						
	out into society.						
	Pupils by year 10						
	have build strong						
	relationships with						
	each other - we						
	have chosen to						
	look at respect and						
	encouragement at						
	the beginning of						
	the year to ensure						
	our pupils remain						
	positive towards each other and set						
	a standard for						
	themselves from						
	the beginning of						
	the year.						
Year	Throughout the PE	Life skills (2):	Life skills (2):	Life skills (2):	Life skills (2):	Life skills (2):	Life skills (2):
11	curriculum we are	1.Gratidude;	1.Trust;	1.Fairness	1.Responsibility;	1 <mark>.Courage</mark>	1.Encourageme
	looking to develop			Aware of the			
	different life skills	Regularly show	Bring out the		Consistently plan	Consistently	nt;Students
	that can be	an appreciation	<mark>best in others,</mark>	needs of others	for desired	overcome their	support and
	transferred to and	of the	allowing them	and are inclusive,	outcomes.	fears by tackling	motivate others
	from physical	contribution of	the opportunity	often seeking	Organise	challenges and	<mark>in all they do.</mark>
	education. We are	others and	to lead, share	ways of including	themselves and	taking calculated	Positive role
	doing this to allow	encourage	and collaborate	others' needs.	others without	risks.	models.
	pupils to build	others to do the	2.Self-belief;	2.Reflection	need for	2.Problem-solving	2.Resilience
	more positive relationships and	same.	Pupils welcome	Students take	supervision.	Consistently try	Seek out
	see the relevance			time to think	2.Decision-	different solutions	
	of PE and exercise	2.Curiosity;	the opportunity				opportunities to
	which they can	Consistently	to develop over	about their own	making	and take	learn through
	hopefully carry into	want to learn	time. They seek	and others'	Students reach a	calculated risk.	their experience
	their future lives.	more and	out feedback	performances	conclusion based		without fear of
		explore new	and take it on		on an evaluation	Physical value:	failure.
	In year 11 whilst	things – willing to	board.	Physical value:	and consistently	Motivation	
	we are now	move out of their		Competence	take responsibility		Physical value:
	preparing pupils for	'comfort zone'.	Physical value:		or their choices.		Motivation
	life beyond school						mouvalion

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we will be using life skills for our pupils to be setting examples to younger pupils. To prepare pupils for life beyond school our curriculum builds on their previous skills we have looked at through our PELSA qualifications focusing on themselves at the beginning of the year and them transferring these skills to their actions towards other pupils and social interactions.FitnessSports suggestions: Sports GymnasticsSports suggestions: GymnasticsSports suggestions: Sports suggestions: Team gamesSports suggestions: Sports Striking and Fieldingwe will be using life share bound previous skills we have looked at through our through our themselves at the beginning of the year and them transferring these skills to their actions towards other pupils and social interactions.Fitness / BoxingSports Sports Suggestions: GymnasticsSports Sports Suggestions: GymnasticsSports Suggestions: Suggestions: Team gamesSports Suggestions: Striking and Fielding								ACADEMY
		skills for our pupils to be setting examples to younger pupils. To prepare pupils for life beyond school our curriculum builds on their previous skills we have looked at through our PELSA qualifications focusing on themselves at the beginning of the year and them transferring these skills to their actions towards other pupils and	Competence Sports suggestions: Outdoor ed/team	Sports suggestions:	suggestions:	Fitness Sports suggestions:	suggestions:	Sports suggestions: Striking and
By the end of key stage 4, the learners will have worked on developing their Physical, Emotional, Social and Mental well-being through a range	By the e	and of key stage 4	the learners will ha	ve worked on devel	oning their Physical	Emotional Social a	nd Mental well-being	through a range

By the end of key stage 4, the learners will have worked on developing their Physical, Emotional, Social and Mental well-being through a range of different sports, movements, and environments. These experiences will provide challenge and give the learners an increased opportunity to endeavor to continue their pursuit of a healthy lifestyle. The core values that the PELSA qualification promotes, allow the learners to develop skills for life. They will concentrate on values of decision making and problem solving towards the end of the qualification as this will be beneficial to the learners as they enter the exam season. There will also be an emphasis of resilience maintained throughout the key stage so the learners can secure the knowledge of importance that resilience plays in life outside of school. Having these experiences will bring a confidence in the learners to seek new opportunities without the fear of failure.

Pupils have to complete 4 skills from each domain per stage (Social, Emotional and Cognitive)

Pupils must demonstrate development in the PE environment and one other eg. Physical activity, extra curricular, school sport(intra/inter) or community.

Pupils must also meet 2 of the following values; competence, fitness, health and wellbeing, motivation (both values must be met in 2 of the environments)

Social – gratitude, empathy, encouragement, fairness, trust, respect, communication, cooperation. Emotional – self-belief, honesty, courage, resilience, self-discipline, self-motivation, responsibility, integrity. Cognitive – curiosity, problem-solving, imagination, concentration, resourcefulness, reflection, evaluation, decision making.

