

# Physical Education Curriculum Booklet

## 2025-26

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St Dunstan's School  
GLASTONBURY

## Physical Education Curriculum Intent:

“Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong.”

John F. Kennedy

The St Dunstan’s PE curriculum intends to instil the St Dunstan’s core values of Truth; Resilience; Ambition; Community and Kindness (TRACK) as follows:

- **Truth:** The curriculum intent is to give students the *principles of PE and sport* needed for them to make informed decisions in their future lives to be physically and mentally happy.
- **Resilience:** The curriculum intent is to develop students’ *perseverance* and an attitude to keep trying through removing barriers to success.
- **Ambition:** The curriculum intent is to ensure that all learners are studying a *challenging curriculum*. Students are supported to flourish in their chosen sports to compete locally and nationally to have a high **ambition for all**.
- **Community:** The curriculum intent is to develop in students a deep appreciation of the importance of **teamwork**. We intend to supplement our in-class coverage of the curriculum, with opportunities in extra-curricular programmes including visits to sporting events, thus enriching the **cultural capital** of our students.
- **Kindness:** The intent for our implementation of the curriculum is to be delivered with pace, challenge and kindness. Students should be rewarded for their positive contributions in lessons. A **positive learning environment** flourishes in the classroom.

## The Golden Threads of PE at St Dunstan’s

At St Dunstan’s, our Physical Education curriculum is designed to develop **well-rounded young people** who understand the importance of, and have a genuine interest in, being physically active on a regular basis throughout their lives.

Our approach is underpinned by three golden threads, which run through every lesson, assessment, and sporting opportunity:

- **Head** – Developing knowledge and understanding of sport, including rules, tactics, strategies, and the ability to perform and coach effectively.
- **Heart** – Nurturing positive attitudes, values, and characteristics such as resilience, respect, integrity, and teamwork, which extend beyond the sports field into all areas of life.
- **Hands** – Building practical performance, motor competence, and physical literacy to ensure all students are confident and capable movers who can enjoy physical activity in diverse forms.

Together, these threads ensure that our students not only participate in sport, but also grow as individuals who value health, wellbeing, and lifelong activity.

## Key Stage 3 – Intent

Our Key Stage 3 curriculum is designed to spark a genuine interest in physical activity and help students recognise its role in leading a healthy, positive lifestyle. Lessons introduce a wide range of individual and team sports, giving students the opportunity to develop their Hands – practical performance, motor competence, and physical literacy – as the foundation of confident participation. Alongside this, students strengthen their Head – knowledge and understanding of rules, tactics, and how to perform or coach effectively – while nurturing their Heart by developing positive values such as respect, resilience, and teamwork. Together, these strands ensure that all students not only acquire essential sporting skills but also build the mindset and character that support lifelong physical activity.

## Key Stage 4 – Intent

At Key Stage 4, the curriculum builds on the skills and experiences developed at Key Stage 3, encouraging students to take greater ownership of their physical activity and wellbeing. Whilst there are no formal assessments of students' in Key Stage 4 core PE, the three golden threads continue to underpin learning: the Hands are developed through refining advanced performance and applying physical literacy across a broader range of activities; the Head is deepened through a stronger focus on analysis, strategy, and the theoretical knowledge that supports effective performance and coaching; and the Heart is strengthened by encouraging students to lead, mentor, and display resilience, integrity, and responsibility. By weaving these strands together, our curriculum ensures students leave Key Stage 4 as confident, capable, and motivated young people who value the role of physical activity in their lives.

## Curriculum Implementation

Our KS3 curriculum offers a broad and balanced programme that exceeds the National Curriculum. Students are taught a wide variety of individual and team activities, with lessons carefully sequenced to build on prior learning so that knowledge, skills, and understanding develop progressively year on year. The curriculum continues to align with the County sporting calendar to ensure that learning coincides with competitive opportunities — for example, Netball is taught in Terms 3 and 4 to prepare students for fixtures. Each year group experiences a holistic and progressive approach that provides a broad range of experiences and outlets through which students can explore and develop within Physical Education.

The three golden threads of **Head, Heart, and Hands** underpin learning across all activities. Students develop their **Hands** through the continual growth of motor competence, physical literacy, and practical performance; their **Head** through the application of tactical awareness, rules, strategies, and coaching; and their **Heart** through the cultivation of positive attitudes, resilience, and teamwork.

To support this, assessment is explicitly linked to the three threads, with activities selected to highlight each area. For example, in **Year 7**:

- **Head** is assessed in *Badminton* and *Football* through understanding of rules, tactics, and decision making.
- **Heart** is assessed in *Health and Fitness* and *Rounders/Softball* through resilience, teamwork, and positive attitudes.

- **Hands** is assessed in *Netball/Basketball* and *Athletics* through the demonstration of motor competence and physical literacy in performance.

Activities are carefully sequenced so that each builds on prior learning, revisiting and reinforcing skills and concepts to ensure progress is secure. Assessment methods vary according to whether the focus of a unit is on Head, Heart, or Hands, allowing all students to demonstrate their strengths. Clear communication of assessment outcomes ensures students know where they are in their learning, what their current strengths are, and what they need to do to continue making progress — not only in Physical Education but in their personal development as young people. Subject specific terminology is a core focus across all lessons in order to bridge the gap between KS3 and KS4 as extension and challenge opportunities and to promote literacy across the curriculum.

## Key Stage 4

Our Year 10 and 11 students take part in 4 hours per fortnight of core PE lessons. Within these lessons, students take part in a broad range of activities which build on their learning from Key Stage 3 so that our students leave St Dunstan's as well-rounded young people who understand the importance of, and have a genuine interest in, being physically active on a regular basis throughout their lives.

Students who opt for PE at Key Stage 4 undertake the NCFE Health and Fitness qualification. Assessment on this course during Year 10 is a mixture of knowledge quizzes, formative and summative assessments which allow our students time to reflect and make improvements, that in turn ensure gaps in knowledge and practical ability are closed. During Year 11, Health and Fitness students undertake a synoptic project which accounts for 60% of their overall grade, and also sit a written exam in the summer to make up the remaining 40% of their final grade. This means our students are equipped to help themselves make progress and become self-aware and ready for the demands of examinations and able to access future academic or vocational A level and Certificate courses.

### Allocated Curriculum Time:

Year Group	Y7	Y8	Y9	Y10	Y11
Fortnightly lesson allocation in hours	4	4	4	4 Core PE 5 Health and Fitness (GCSE)	4 Core PE 5 Health and Fitness (GCSE)

## Curriculum Plan: Year 7

Term	Curriculum Foci Areas	Assessment Criteria
1	<p><b>Badminton (Both)</b></p> <ul style="list-style-type: none"> <li>To know how AND to be able to hit a shuttle using the forehand grip ensuring the correct side of the racket is used.</li> <li>Introduce footwork around the court and have a basic knowledge of line markings of the court.</li> <li>To know how AND be able to perform the three stroke actions (push, tap and whip) and a short or long serve.</li> <li>To understand how to score and umpire singles ½ court game.</li> </ul> <p><b>Rugby (Both)</b></p> <ul style="list-style-type: none"> <li>Tower of Power - To know how to AND be able to perform the tower of power successfully (isolated skill-based practice).</li> <li>Tackle - To understand how to convert the Tower of Power position into an isolated tackle.</li> <li>Handling - To know how to handle the ball and perform a pop and push pass with the dominant hand.</li> <li>Recycling - to understand how you can recycle the ball after a tackle.</li> </ul>	<p><b>Assessment 1</b></p> <p><b>Head: Badminton</b></p> <p><b>Knowledge-based assessment focussed on students demonstrating their understanding of the key technical skills and principles of the sport (including the key shots, how to grip the racket etc)</b></p>
2	<p><b>Fitness (Both)</b></p> <ul style="list-style-type: none"> <li>To understand the importance of warm-ups and cool-downs</li> <li>To understand the broader concept of Components of Fitness (CoF). Knowing what Aerobic Endurance is and when it is used in sport and daily life.</li> <li>To understand the different muscle groups and what exercises can target these.</li> <li>To learn and demonstrate the safe and correct execution of different movements and exercises.</li> </ul> <p><b>Rugby (Both)</b></p> <ul style="list-style-type: none"> <li>Tower of Power - To know how to AND be able to perform the tower of power successfully (isolated skill-based practice).</li> <li>Tackle - To understand how to convert the Tower of Power position into an isolated tackle.</li> <li>Handling - To know how to handle the ball and perform a pop and push pass with the dominant hand.</li> <li>Recycling - to understand how you can recycle the ball after a tackle.</li> </ul>	<p><b>Assessment 2</b></p> <p><b>Heart: Health and Fitness</b></p> <p><b>Attitude and values assessment focussed on students learning new ways to be physically active and applying their learning to workouts that will require resilience and stepping out of comfort zones</b></p>
3	<p><b>Basketball (Both)</b></p> <ul style="list-style-type: none"> <li>Learning technical play including passing, moving with the ball and shooting.</li> <li>Learning tactical play including positioning and defending.</li> </ul> <p><b>Netball (Girls)</b></p> <ul style="list-style-type: none"> <li>Be able to demonstrate the correct technique when passing the ball over varying distances</li> <li>Be able to demonstrate correct footwork within small competitive scenarios.</li> <li>Understand how to effectively mark the ball and mark the player.</li> <li>Understand how dodging can be used to outwit an opponent.</li> <li>Know the positions and basic role of players on court.</li> </ul>	<p><b>Assessment 3</b></p> <p><b>Hands: Netball (girls) Basketball (boys)</b></p> <p><b>Practical assessment centred on students being tasked with demonstrating their understanding of, and appreciation for, the use of skills and tactics within team sports.</b></p>

	<p><b>Football (Boys)</b></p> <ul style="list-style-type: none"> <li>● Dribbling - to understand how to maintain control of the football whilst on the move</li> <li>● Passing - to understand the key technical coaching points for an accurate pass using the dominant foot</li> <li>● Shooting - to know how to perform an accurate and powerful shot on goal</li> <li>● Tackling - to understand how to perform a standing block tackle against an opponent</li> </ul>	
4	<p><b>Netball (Both)</b></p> <ul style="list-style-type: none"> <li>● Be able to demonstrate the correct technique when passing the ball over varying distances</li> <li>● Be able to demonstrate correct footwork within small competitive scenarios.</li> <li>● Understand how to effectively mark the ball and mark the player.</li> <li>● Understand how dodging can be used to outwit an opponent.</li> <li>● Know the positions and basic role of players on court.</li> </ul> <p><b>Football (Both)</b></p> <ul style="list-style-type: none"> <li>● Dribbling - to understand how to maintain control of the football whilst on the move</li> <li>● Passing - to understand the key technical coaching points for an accurate pass using the dominant foot</li> <li>● Shooting - to know how to perform an accurate and powerful shot on goal</li> <li>● Tackling - to understand how to perform a standing block tackle against an opponent</li> </ul>	<p><b>Assessment 4</b></p> <p><b>Head: Football</b></p> <p><b>Knowledge-based assessment focussed on students demonstrating their understanding of the key technical skills and principles of the sport (including dribbling techniques, passing, shot types etc)</b></p>
5-6	<p><b>Athletics (Both)</b></p> <ul style="list-style-type: none"> <li>● Sprints - To be able to demonstrate the correct movement sequence for a crouch start.</li> <li>● Relay Changeovers - To be able to exchange the baton at speed using a 'push pass'.</li> <li>● Endurance - To be able to develop good pace judgement and the ability to sustain running for increased periods of time</li> <li>● Jumps - To know about the common elements associated with jumping events/activities <ul style="list-style-type: none"> <li>○ High Jump - To be able to begin to implement the Fosbury flop technique</li> <li>○ Long Jump - To be able to perform a 5 step long jump, taking off 1 foot and landing on 2, with correct technique</li> <li>○ Triple Jump - To be able to demonstrate a standing hop, step and jump with equal phases with a 5 step run-up</li> </ul> </li> <li>● Throws - To understand the differences between the push, pull and sling throwing actions <ul style="list-style-type: none"> <li>○ Shot Put - Demonstrate basic standing shot put technique</li> <li>○ Javelin - Throw an implement using a 'pull' throw whilst demonstrating the 'power' position with a javelin throw</li> <li>○ Discus - Adopting a 'power' position to sling an implement with balance and control consistently</li> </ul> </li> </ul> <p><b>Rounders (Both)</b></p> <ul style="list-style-type: none"> <li>● To be able to apply the overarm throwing technique with increasing accuracy within drill and modified game scenarios.</li> </ul>	<p><b>Assessment 5</b></p> <p><b>Hands: Athletics</b></p> <p><b>Practical assessment centred on students being tasked with demonstrating their understanding of, and appreciation for, the use of skills and techniques for individual athletic events (Distance and field)</b></p>

	<ul style="list-style-type: none"> <li>To understand the term 'support play' in relation to fielding and be able to back up team mates within play.</li> <li>To understand the importance of batting for distance, developing the ability to consistently contact the ball .</li> <li>To be able to bowl with increasing consistency within drill and game scenarios.</li> <li>To develop a tactical understanding of game play, utilising strategies for maximising 'out' when fielding.</li> </ul> <p><b>Softball (Both)</b></p> <ul style="list-style-type: none"> <li>Develop understanding of tactics used by a batting team such a 'base run calling' and 'not running team members out'</li> <li>To understand the importance of batting for distance, developing the ability to consistently contact the ball</li> <li>To develop a tactical understanding of game-play utilising strategies for maximising 'outs' when fielding</li> <li>Students to learn and implement the three key catching positions</li> <li>To be able to perform a long-barrier effectively and react to fielding positions in a game.</li> </ul> <p><b>Cricket (Both)</b></p> <ul style="list-style-type: none"> <li>To be able to play a back foot shot in cricket.</li> <li>To be able to grip the ball correctly for the bowl and throw the ball over longer distances.</li> <li>To be able to perform an overarm bowling action with the correct arm technique.</li> <li>To be able to perform a long barrier effectively and react to fielding positions in a game.</li> <li>To be able to anticipate movement when batting and fielding to influence the game.</li> </ul>	<p><b>Assessment 6</b></p> <p><b>Heart:</b> <b>Rounders/Softball</b></p> <p><b>Attitude and values assessment focussed on students applying themselves to team based sports and working cohesively</b></p>
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## Curriculum Plan: Year 8

Term	Curriculum Foci Areas	Assessment Criteria
1	<p><b>Badminton (Both)</b></p> <ul style="list-style-type: none"> <li>To know how to grip a racket using the backhand grip AND be able to demonstrate it.</li> <li>To know and to understand how to move effectively around the court.</li> <li>To be able to select either the push, tap or whip action to play the shuttle into space on court looking to win the rally.</li> <li>To be able to perform a variety of serves (both long and short) with accuracy and a correct trajectory.</li> <li>To understand the tactics associated with singles ½ court games.</li> </ul> <p><b>Rugby (Both)</b></p> <ul style="list-style-type: none"> <li>Tower of Power - To be able to perform the tower of power successfully in game situations</li> <li>Tackle - To be able to perform an effective tackling position within a game scenario</li> <li>Handling - To know how to handle the ball and perform a pop and push pass with</li> </ul>	<p><b>Assessment 1</b></p> <p><b>Head:</b> <b>Badminton</b></p> <p><b>Knowledge-based assessment focussed on students demonstrating their understanding of components of fitness, identifying and explaining key coaching points for techniques, self reflection and</b></p>

	<p>both the dominant and non-dominant hands in drills and conditioned games.</p> <ul style="list-style-type: none"> <li>● Recycling - to understand how you can recycle the ball after a tackle and ruck.</li> </ul>	<p><b>understanding rules/regulations of games.</b></p>
2	<p><b>Fitness (Both)</b></p> <ul style="list-style-type: none"> <li>● To understand what Circuit Training is and perform a circuit session. To understand the short term effects of exercise.</li> <li>● To understand Continuous Training. To perform a continuous training activity - HR Run.</li> <li>● To understand how to perform Flexibility and Plyometric Training.</li> <li>● To understand what Interval Training is, and describe its relevance to a number of different sports.</li> <li>● Understand the concept of Weight Training and when it would be used in sports.</li> <li>● To understand the different muscle groups and what exercises can target these.</li> <li>● To learn and demonstrate the safe and correct execution of different movements and exercises.</li> </ul> <p><b>Rugby (Both)</b></p> <ul style="list-style-type: none"> <li>● Tower of Power - To be able to perform the tower of power successfully in game situations</li> <li>● Tackle - To be able to perform an effective tackling position within a game scenario</li> <li>● Handling - To know how to handle the ball and perform a pop and push pass with both the dominant and non-dominant hands in drills and conditioned games.</li> <li>● Recycling - to understand how you can recycle the ball after a tackle and ruck.</li> </ul>	<p><b>Assessment 2</b></p> <p><b>Heart: Health and Fitness</b></p> <p><b>Attitude and values assessment focussed on students learning new ways to be physically active. Including developing self motivation and determination, showing resilience/ good sportsmanship even when unsuccessful and becoming an effective leader.</b></p>
3	<p><b>Basketball (Both)</b></p> <ul style="list-style-type: none"> <li>● To know how to beat a player using a variety of means within a 2v1 scenario.</li> <li>● To be able to perform a set shot correctly (holding the ball correctly, preparation, release, follow through).</li> <li>● To understand and apply the following rules, violations and scenarios: tip off, free throws, 3 second rule, ½ court defence.</li> <li>● To be able to adopt one of the different roles and positions on court (point guard, wings, forwards).</li> <li>● To understand how, when and the advantages of performing a fast break.</li> </ul> <p><b>Football (Boys)</b></p> <ul style="list-style-type: none"> <li>● To be able to pass the ball with control and accuracy, moving into the correct position to receive it within gameplay</li> <li>● To understand the importance of playing in the direction you are facing</li> <li>● To be able to understand the importance of passing at the correct time and not keeping possession of the ball for too long</li> <li>● To understand how to adopt an effective defending position in relation to jockeying and channelling an opponent away from goal.</li> <li>● To be able to restart play in the correct way after the ball has left the field of play</li> </ul> <p><b>Netball (Girls)</b></p> <ul style="list-style-type: none"> <li>● Understand the importance of passing triangles, practically demonstrating positional awareness.</li> </ul>	<p><b>Assessment 3</b></p> <p><b>Hands: Netball (girls) Basketball (boys)</b></p> <p><b>Practical assessment centred on students applying their skills and tactics to competitive scenarios (some areas with intensity).</b></p>

	<ul style="list-style-type: none"> <li>● Be able to select and apply the correct passing technique within small competitive scenarios with control and accuracy.</li> <li>● Be able to impact upon the effectiveness of an opposing player through effective man to man marking.</li> <li>● Be able to demonstrate the ability to outwit an opponent through the use of varying dodges including the feint dodge, sprint dodge and reverse pivot.</li> <li>● Know when a free pass and a penalty is awarded and the consequences of each within competitive play.</li> </ul>	
4	<p><b>Football (Both)</b></p> <ul style="list-style-type: none"> <li>● To be able to pass the ball with control and accuracy, moving into the correct position to receive it within gameplay</li> <li>● To understand the importance of playing in the direction you are facing</li> <li>● To be able to understand the importance of passing at the correct time and not keeping possession of the ball for too long</li> <li>● To understand how to adopt an effective defending position in relation to jockeying and channelling an opponent away from goal.</li> <li>● To be able to restart play in the correct way after the ball has left the field of play</li> </ul> <p><b>Netball (Both)</b></p> <ul style="list-style-type: none"> <li>● Understand the importance of passing triangles, practically demonstrating positional awareness.</li> <li>● Be able to select and apply the correct passing technique within small competitive scenarios with control and accuracy.</li> <li>● Be able to impact upon the effectiveness of an opposing player through effective man to man marking.</li> <li>● Be able to demonstrate the ability to outwit an opponent through the use of varying dodges including the feint dodge, sprint dodge and reverse pivot.</li> <li>● Know when a free pass and a penalty is awarded and the consequences of each within competitive play.</li> </ul>	<p><b>Assessment 4</b></p> <p><b>Head: Football</b></p> <p><b>Knowledge-based assessment focussed on students demonstrating their understanding of the key technical skills and principles of the sport (including peer assessing, rules/regulations and some officiating).</b></p>
5-6	<p><b>Athletics (Both)</b></p> <ul style="list-style-type: none"> <li>● Sprints - To be able to demonstrate the correct movement sequence for a crouch start.</li> <li>● Relay Changeovers - To be able to exchange the baton at speed using a 'push pass'.</li> <li>● Endurance - To be able to develop good pace judgement and the ability to sustain running for increased periods of time</li> <li>● Jumps - To know about the common elements associated with jumping events/activities <ul style="list-style-type: none"> <li>○ High Jump - To be able to begin to implement the Fosbury flop technique</li> <li>○ Long Jump - To be able to perform a 5 step long jump, taking off 1 foot and landing on 2, with correct technique</li> <li>○ Triple Jump - To be able to demonstrate a standing hop, step and jump with equal phases with a 5 step run-up</li> </ul> </li> <li>● Throws - To understand the differences between the push, pull and sling throwing actions <ul style="list-style-type: none"> <li>○ Shot Put - Demonstrate basic standing shot put technique</li> <li>○ Javelin - Throw an implement using a 'pull' throw whilst demonstrating the 'power' position with a javelin throw</li> <li>○ Discus - Adopting a 'power' position to sling an implement with balance</li> </ul> </li> </ul>	<p><b>Assessment 5</b></p> <p><b>Hands: Athletics</b></p> <p><b>Practical assessment centred on students being tasked with demonstrating the use of skills and techniques for individual athletic events using basic tactics within competitive scenarios (distance and field).</b></p>

and control consistently

**Cricket (Both)**

- To be able to play a back foot shot in cricket.
- To be able to grip the ball correctly for the bowl and throw the ball over longer distances.
- To be able to perform an overarm bowling action with the correct arm technique.
- To be able to perform a long barrier effectively and react to fielding positions in a game.
- To be able to anticipate movement when batting and fielding to influence the game.

**Rounders (Both)**

- To be able to apply the overarm throwing technique with increasing accuracy within drill and modified game scenarios.
- To understand the term 'support play' in relation to fielding and be able to back up team mates within play.
- To understand the importance of batting for distance, developing the ability to consistently contact the ball .
- To be able to bowl with increasing consistency within drill and game scenarios.
- To develop a tactical understanding of game play, utilising strategies for maximising 'out' when fielding.
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**Softball (Both)**

- Develop understanding of tactics used by a batting team such a 'base run calling' and 'not running team members out'
- To understand the importance of batting for distance, developing the ability to consistently contact the ball
- To develop a tactical understanding of game-play utilising strategies for maximising 'outs' when fielding
- Students to learn and implement the three key catching positions
- To be able to perform a long-barrier effectively and react to fielding positions in a game.

**Assessment 6**

**Heart:  
Rounders/Softball**

**Attitude and values assessment focused on students applying themselves to team based sports, demonstrating motivation and leadership within the team dynamics (including sportsmanship).**

## Curriculum Plan: Year 9

Term	Curriculum Foci Areas	Assessment Criteria
1	<p><b>Badminton (Both)</b></p> <ul style="list-style-type: none"> <li>To know the difference between singles and doubles court lines and scoring procedures.</li> <li>To understand the difference between the two different doubles formations (front and back &amp; sides).</li> <li>To be able to adopt the correct positioning within doubles gameplay (front and back &amp; sides).</li> <li>To understand and begin to apply the tactics associated with both singles and doubles games.</li> <li>To be able to correctly play and officiate both singles and doubles games.</li> </ul> <p><b>Rugby (Both)</b></p> <ul style="list-style-type: none"> <li>Scrummaging - To know how to AND be able to perform the tower of power successfully in a 3v3 contested scrummage</li> <li>Tackle - To be able to perform effective tackling technique consistently to influence conditioned game scenarios.</li> <li>Handling - To perform appropriate passes to retain possession and create attacking opportunities in game scenarios.</li> <li>Recycling - to understand how you can recycle the ball after a tackle, ruck and maul</li> </ul>	<p><b>Assessment 1</b></p> <p><b>Head: Badminton</b></p> <p><b>Knowledge-based assessment focussed on students demonstrating their understanding of officiating decisions within competitive scenarios, analysis of technique/tactic choice and an in depth self analysis.</b></p>
2	<p><b>Fitness (Both)</b></p> <ul style="list-style-type: none"> <li>To understand the importance of fitness testing in professional and amateur sport.</li> <li>To understand how to test for a number of fitness components (Power, Coordination, Speed, Muscular Strength and Balance Testing).</li> <li>To understand the Principles of Training and training zones.</li> <li>To understand the Principles of Training with a focus on specificity.</li> <li>To understand the importance of, and how to apply, Progression/Overload in training sessions.</li> <li>To understand the different muscle groups and what exercises can target these.</li> <li>To learn and demonstrate the safe and correct execution of different movements and exercises.</li> </ul> <p><b>Rugby (Both)</b></p> <ul style="list-style-type: none"> <li>Scrummaging - To know how to AND be able to perform the tower of power successfully in a 3v3 contested scrummage</li> <li>Tackle - To be able to perform effective tackling technique consistently to influence conditioned game scenarios.</li> <li>Handling - To perform appropriate passes to retain possession and create attacking opportunities in game scenarios.</li> <li>Recycling - to understand how you can recycle the ball after a tackle, ruck and maul</li> </ul>	<p><b>Assessment 2</b></p> <p><b>Heart: Health and Fitness</b></p> <p><b>Attitude and values assessment focussed on students demonstrating confidence and resilience when faced with challenges in PE lessons, leadership skills and high motivation levels towards new learning.</b></p>
3	<p><b>Basketball (Both)</b></p> <ul style="list-style-type: none"> <li>To be able to perform a lay-up in the correct situation within a game.</li> <li>To understand the benefits of performing a screen within a game scenario.</li> <li>To understand how to box out within a game and the benefits of doing so.</li> <li>To understand the key aspects associated with free throws being awarded in game scenarios.</li> <li>To know the differences between the following forms of defences: ½</li> </ul>	<p><b>Assessment 3</b></p> <p><b>Hands: Netball (girls) Basketball (boys)</b></p> <p><b>Practical assessment centred on students sustaining a higher</b></p>

	<p>court man to man, full court man to man, 2-1-2 zone.</p> <p><b>Football (Boys)</b></p> <ul style="list-style-type: none"> <li>● To be able to pass with a degree of accuracy over longer distances with the dominant foot.</li> <li>● To be able to develop and refine the ability to use both feet to pass, dribble and shoot.</li> <li>● To understand the importance of playing the ball wide and the opportunities that this presents.</li> <li>● to understand and be able to identify situations when players would be rules as 'offside'.</li> <li>● To be able to adopt an effective defending position in relation to jockeying and channelling opponents away from goal.</li> </ul> <p><b>Netball (Girls)</b></p> <ul style="list-style-type: none"> <li>● Be able to demonstrate control, accuracy and power when selecting and applying passing techniques.</li> <li>● Be able to demonstrate an awareness of timing and anticipation (in relation to movement, positioning and passing).</li> <li>● Know the role of positions on court and how they contribute to the wider team performance.</li> <li>● Understand how set plays can be used to gain a competitive advantage (for example, from centre pass or attacking backline passes).</li> <li>● Be able to oversee game scenarios, recognising basic game related rules and imposing appropriate decision making skills (umpiring).</li> </ul>	<p><b>intensity of physical activity within lessons, developing the ability to transfer skills from one sport to another and applying/replicating skills and tactics in competitive scenarios.</b></p>
4	<p><b>Football (Boys)</b></p> <ul style="list-style-type: none"> <li>● To be able to pass with a degree of accuracy over longer distances with the dominant foot.</li> <li>● To be able to develop and refine the ability to use both feet to pass, dribble and shoot.</li> <li>● To understand the importance of playing the ball wide and the opportunities that this presents.</li> <li>● to understand and be able to identify situations when players would be rules as 'offside'.</li> <li>● To be able to adopt an effective defending position in relation to jockeying and channelling opponents away from goal.</li> </ul> <p><b>Netball (Girls)</b></p> <ul style="list-style-type: none"> <li>● Be able to demonstrate control, accuracy and power when selecting and applying passing techniques.</li> <li>● Be able to demonstrate an awareness of timing and anticipation (in relation to movement, positioning and passing).</li> <li>● Know the role of positions on court and how they contribute to the wider team performance.</li> <li>● Understand how set plays can be used to gain a competitive advantage (for example, from centre pass or attacking backline passes).</li> <li>● Be able to oversee game scenarios, recognising basic game related rules and imposing appropriate decision making skills (umpiring).</li> <li>●</li> </ul>	<p><b>Assessment 4</b></p> <p><b>Head: Football</b></p> <p><b>Knowledge-based assessment focussed on students demonstrating their knowledge of referee decisions, analysis and explanation of tactic/skill selection and understanding/applying the principles of training within the sport.</b></p>



## Curriculum Plan: Year 10 (Core)

Term	Curriculum Foci Areas
1	<ul style="list-style-type: none"><li>● Rugby (Both)</li><li>● Badminton (Both)</li><li>● Handball / Volleyball (Both)</li></ul>
2	<ul style="list-style-type: none"><li>● Rugby/American Football (Both)</li><li>● Netball (Girls)</li><li>● Football (Boys)</li><li>● Handball / Volleyball (Both)</li><li>● Fitness (Both)</li></ul>
3	<ul style="list-style-type: none"><li>● Football (Both)</li><li>● Fitness (Both)</li><li>● Table Tennis (Both)</li><li>● Netball (Girls)</li><li>● Rugby/American Football (Boys)</li></ul>
4	<ul style="list-style-type: none"><li>● Football (Both)</li><li>● Futsal (Boys)</li><li>● Ultimate Frisbee (Both)</li><li>● Fitness (Both)</li><li>● Table Tennis (Both)</li><li>● Netball (Girls)</li></ul>
5	<ul style="list-style-type: none"><li>● Athletics (Both)</li><li>● Striking and Fielding (Both)</li></ul>
6	<ul style="list-style-type: none"><li>● Athletics (Both)</li><li>● Striking and Fielding (Both)</li></ul>

## Curriculum Plan: Year 11 (Core)

Term	Curriculum Foci Areas
1	<ul style="list-style-type: none"><li>● Rugby (Both)</li><li>● Badminton (Both)</li><li>● Handball / Volleyball (Both)</li></ul>
2	<ul style="list-style-type: none"><li>● Rugby/American Football (Both)</li><li>● Netball (Girls)</li><li>● Football (Boys)</li><li>● Handball / Volleyball (Both)</li><li>● Fitness (Both)</li></ul>
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**Sports Studies Final Assessment Structure:  
NCFE Level 1/2 Technical Award in Health and Fitness**

Component	Weighting	Content	Proposed Date of Examination/Submission
<b>Non-Exam Assessment (NEA)</b>	60%	<p>This qualification consists of 8 content areas which are applied to the coursework task.</p> <ol style="list-style-type: none"> <li>1. Structure and function of body systems.</li> <li>2. Effects of health and fitness activities on the body.</li> <li>3. Health and fitness and the components of fitness.</li> <li>4. Principles of training.</li> <li>5. Testing and developing components of fitness.</li> <li>6. Impact of lifestyle on health and fitness.</li> <li>7. Applying health and fitness analysis and setting goals.</li> <li>8. Structure of a health and fitness programme and how to prepare safely.</li> </ol>	<p>Content learnt in year 10 and year 11.</p> <p>NEA assessment deadline: April of Year 11</p>
<b>Examined Assessment (EA)</b>	40%	<p>This qualification consists of 8 content areas which are covered in the exam.</p> <ol style="list-style-type: none"> <li>1. Structure and function of body systems.</li> <li>2. Effects of health and fitness activities on the body.</li> <li>3. Health and fitness and the components of fitness.</li> <li>4. Principles of training.</li> <li>5. Testing and developing components of fitness.</li> <li>6. Impact of lifestyle on health and fitness.</li> <li>7. Applying health and fitness analysis and setting goals.</li> <li>8. Structure of a health and fitness programme and how to prepare safely.</li> </ol>	<p>Content learnt in year 10 and year 11.</p> <p>Written Exam: June of Year 11</p>

Please see exam board websites for up to date information:

<https://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-health-and-fitness-111>