

Physical Education- Curriculum Overview KS3

Curriculum Overview- Year 7				
Term	Activity	Model	Assessment focus (ME in PE)	CST focus
A1	Girls- Netball Boys-Football	Direct Instruction	Physical ME (1) Cognitive ME(1)	Solidarity
A2	A2i. Teambuilding A2ii. Health Based Physical Education	A2i. Teaching Personal and Social Responsibility A2ii. Health Based Physical Education	Social ME (1) Affective ME (1)	Stewardship
Sp1	Dance	Teaching Dance for Understanding	Physical ME (2) Social ME (2)	Rights and Responsibilities
Sp2	Girls- Football Boys- Basketball	Direct Instruction	Physical ME (3) Social ME (2)	Participation
Su1	Girls- Rounders Boys- Cricket	Direct Instruction	Physical ME (4) Cognitive ME (2)	The common good
Su2	Athletics	Direct Instruction	Physical ME (5) Affective ME (3)	Human Dignity



Healthy and Active for Life



Physical ME
Thinking ME



Social ME
Affective ME



Y7- ME in PE	Cognitive	Physical	Social	Affective
Foundation	<ul style="list-style-type: none"> • Uses simple tactics, strategies and ideas. • Outlines what is good and bad about a performance. • Organises equipment and communicates instructions to others. • Takes risks and learns from mistakes. <p>Follows simple rules/instructions in physical activity.</p>	<ul style="list-style-type: none"> • Develop fundamental skills such as throwing, catching, running with some control, accuracy and success. • Performs fundamental skills and movements in isolation and in combination. <p>Develop flexibility, strength, technique, control and balance.</p>	<ul style="list-style-type: none"> • Works cooperatively with others in tasks. • Communicates what is good about a performance. • Can warm up with others in a small group • Sets out and uses equipment safely <p>Can follow simple rules in an activity</p>	<ul style="list-style-type: none"> • Controls own behavior in a physical activity setting. • Takes a positive approach to their own learning. • Has confidence to participate in physical activity. • Understands the importance of regular physical activity. • Listens to and follows instructions from others.
Developing	<ul style="list-style-type: none"> • Compares performances suggesting ways to improve. • Makes informed choices about engaging in physical activity. • Suggests ways of making an activity harder and more challenging. • Uses problem solving skills <p>Uses a range of tactics and ideas to overcome opponents.</p>	<ul style="list-style-type: none"> • Demonstrates simple skills in more competitive situations with control and accuracy. • Chooses, links and combines skills with control and coordination. • Applies simple movement skills across different activities and situations. 	<ul style="list-style-type: none"> • Works collaboratively with others as part of a team or group. • Confidently leads a small group warm up or activity. • Assists with officiating or leading in lessons. • Listens to and responds to feedback from others. <p>Joins in with all activities even when they find them difficult.</p>	<ul style="list-style-type: none"> • Shows fair play, respect and support for other pupils. • Willing to ask for help when needed and answers questions in front of peers. • Demonstrates self-control, responsibility and emotions when winning, losing or when finding something challenging. • Chooses to take part in after school activities. <p>Understands why it is important to exercise regularly.</p>

Curriculum Overview- Year 8				
Term	Activity	Model	Assessment focus (ME in PE)	CST focus
Autumn 1	Girls- Netball Boys-Football	Sport Education	Physical ME (1) Cognitive ME (1)	Solidarity
Autumn 2	A2i. Orienteering A2ii. Health Based Physical Education	A2i. Teaching Personal and Social Responsibility A2ii. Health Based Physical Education	Social ME (1) Affective ME (1)	Stewardship
Spring 1	Girls- Trampolining/ Touch Rugby Boys- Table Tennis/ Touch Rugby	Direct Instruction	Physical ME (2) Affective ME (2)	Participation
Spring 2	Girls- Football Boys- Basketball	Sport Education	Physical ME (3) Social ME (2)	Rights and Responsibilities
Summer1	Girls- Rounders Boys- Cricket	Cooperative learning	Physical ME (4) Cognitive ME (2)	The Common Good
Summer2	Athletics	Guided Discovery	Physical ME (5) Affective ME (3)	Human Dignity



'Healthy and Active for Life'



Physical ME
Thinking ME



Social ME
Affective ME



Y8	Cognitive ME	Physical ME	Social ME	Affective ME
Developing	<ul style="list-style-type: none"> • Compares performances suggesting ways to improve. • Makes informed choices about engaging in physical activity. • Suggests ways of making an activity harder and more challenging. • Uses problem solving skills <p>Uses a range of tactics and ideas to overcome opponents.</p>	<ul style="list-style-type: none"> • Demonstrates simple skills in more competitive situations with control and accuracy. • Chooses, links and combines skills with control and coordination. • Applies simple movement skills across different activities and situations. 	<ul style="list-style-type: none"> • Works collaboratively with others as part of a team or group. • Confidently leads a small group warm up or activity. • Assists with officiating or leading in lessons. • Listens to and responds to feedback from others. <p>Joins in with all activities even when they find them difficult.</p>	<ul style="list-style-type: none"> • Shows fair play, respect and support for other pupils. • Willing to ask for help when needed and answers questions in front of peers. • Demonstrates self-control, responsibility and emotions when winning, losing or when finding something challenging. • Chooses to take part in after school activities. <p>Understands why it is important to exercise regularly.</p>
Secure	<ul style="list-style-type: none"> • Analyses performance creating plans to improve. • Demonstrates good levels of imagination and creativity in performances. • Reflects and acts on feedback • Able to transfer knowledge, adapt and apply this to new/different activities. • Changes tactics, strategies and skills to suit changing competitive situations. 	<ul style="list-style-type: none"> • Perform more complex skills and techniques with control, accuracy and fluency working towards becoming a competent mover. • Able to choose, link and combine skills and techniques in different situations. <p>Uses flexibility, balance and strength with control across different activities.</p>	<ul style="list-style-type: none"> • Takes the initiative to lead when officiating or leading activities. • Provides constructive feedback to others setting goals to improve. • Uses experiences to support and help others. • Communicates effectively and confidently when leading others. 	<ul style="list-style-type: none"> • Supports others in their learning and recognises their needs. • Identifies barriers to physical activity and promotes active healthy lifestyle habits. • Shows a commitment to participation in after school activities and teams. <p>Shows an understanding of how to improve their physical activity levels..</p>

Curriculum Overview- Year 9				
Term	Activity	Model	Assessment focus (ME in PE)	CST focus
A1	Girls- Netball Boys-Football	Teaching Games for Understanding	Physical ME (1) Cognitive ME(1)	Solidarity
A2	Health Based Physical Education	Health Based Physical Education	Social ME (1) Affective ME (1)	Stewardship
Sp1	Girls- Trampolining/ Boys- Table Tennis/ Touch Rugby	Direct Instruction	Physical ME (2) Affective ME (2)	Participation
Sp2	Girls- Football Boys- Basketball	Teaching Games for Understanding	Physical ME (3) Social ME (2)	Rights and Responsibilities
Su1	Girls- Rounders Boys- Cricket	Teaching Games for Understanding	Physical ME (4) Cognitive ME (2)	The Common Good
Su2	Athletics	Cooperative Learning	Physical ME (5) Affective ME (3)	Human Dignity



'Healthy and Active for Life'



Physical ME
Thinking ME







Social ME
Affective ME



Y9	Cognitive ME	Physical ME	Social ME	Affective ME
Secure	<ul style="list-style-type: none"> • Analyses performance creating plans to improve. • Demonstrates good levels of imagination and creativity in performances. • Reflects and acts on feedback • Able to transfer knowledge, adapt and apply this to new/different activities. • Changes tactics, strategies and skills to suit changing competitive situations. 	<ul style="list-style-type: none"> • Perform more complex skills and techniques with control, accuracy and fluency working towards becoming a competent mover. • Able to choose, link and combine skills and techniques in different situations. <p>Uses flexibility, balance and strength with control across different activities.</p>	<ul style="list-style-type: none"> • Takes the initiative to lead when officiating or leading activities. • Provides constructive feedback to others setting goals to improve. • Uses experiences to support and help others. • Communicates effectively and confidently when leading others. 	<ul style="list-style-type: none"> • Supports others in their learning and recognises their needs. • Identifies barriers to physical activity and promotes active healthy lifestyle habits. • Shows a commitment to participation in after school activities and teams. <p>Shows an understanding of how to improve their physical activity levels..</p>
Excellence	<ul style="list-style-type: none"> • Uses and adapts advanced tactics, rules and ideas in different situations. • Reflects on choices made outlining what worked well, what could have been better and why. • Demonstrates effective decision making under pressure in different activities. • Plans how to make an activity easier or harder to provide challenge. <p>Sets clear goals and evaluates progress towards them.</p>	<ul style="list-style-type: none"> • Chooses, links and combines advanced skills and techniques in a range of situations with exceptional control and coordination to become a competent mover. • Changes skills to suit different situations having a highly influential effect in competitive situations. <p>Accesses a range of extra-curricular and/or community opportunities to extend and develop skills and techniques.</p>	<ul style="list-style-type: none"> • Works independently and with others without the need for support. • Motivates and encourages good values in others. • Shows excellent confidence and leadership skills when working with others in school or in the community. 	<ul style="list-style-type: none"> • Shows consistent positive learning behaviors demonstrating a range of key values related to a healthy lifestyle. • Supports and encourages others to choose healthy behaviors. • Demonstrates resilience and physical fitness by remaining active for sustained periods of time. • Engages in sustained physical activity within and outside of school.

Models Based Physical Education		
<p>Direct instruction</p> <p>A teacher-centered approach which involves the teacher explicitly teaching skills through expert models and structured drills, focusing on foundational knowledge and efficient skill acquisition.</p>	<p>Sport Education</p> <p>A student-centered approach which aims to develop students as competent, literate, and enthusiastic sportspersons through extended seasons, defined roles (player, coach, official, manager), formal competitions, record-keeping, and culminating events.</p>	<p>Teaching Games for Understanding</p> <p>A student-centered approach that prioritizes tactical awareness, decision-making, and problem-solving <i>through</i> playing modified games, rather than focusing solely on isolated technical drills first</p>
<p>Teaching Dance for Understanding</p> <p>A student-centered approach that moves beyond technical steps to build confidence, creativity, and physical literacy through authentic dance experiences, shifting focus from mere performance to deep understanding</p>	<p>Cooperative learning</p> <p>A student-centered approach where learners work in small, mixed-ability groups on shared goals, fostering interdependence, individual accountability, and peer teaching to develop physical, social, cognitive, and affective skills, moving beyond just individual competition to focus on collective success and mutual support in activities like team sports, fitness, and problem-solving games</p>	<p>Guided Discovery</p> <p>A student-centred approach where teachers use a sequence questions and tasks to guide learners toward discovering a predetermined solution or concept for themselves, fostering deeper understanding and problem-solving skills. It involves the teacher acting as a facilitator that prompts students to explore, think critically, and develop personal movement solutions through trial-and-error, leading to greater engagement and retention.</p>
<p>Teaching Personal and Social Responsibility</p> <p>A student-centered approach that uses physical activity in PE to build character, life skills, and responsibility, moving students through five levels: respecting others, effort/participation, self-direction, caring/leadership, and transferring skills to life. Teachers implement TPSR by sharing power, encouraging self-reflection, and creating opportunities for students to make choices, problem-solve, and support each other, fostering self-esteem and positive behavior beyond PE.</p>	<p>Health Based Physical Education</p> <p>A student-centered approach that fosters lifelong healthy, active lifestyles, empowering students with knowledge, skills, and positive attitudes for holistic well-being (mental, emotional, physical). It emphasises intrinsic motivation by nurturing students' autonomy (choice), competence (success), and relatedness (connection) in physical activity, aiming to create habitual, informed, motivated, and critical movers who value movement beyond</p>	

Assessment in PE

ME IN PE	Foundation	Developing	Secure	Excellence
<p>'Cognitive' (Thinking ME)</p> <p>The cognitive domain refers to tactics, mental capacity, decision making and evaluation.</p> 	<ul style="list-style-type: none"> • Uses simple tactics, strategies and ideas. • Outlines what is good and bad about a performance. • <u>Organises</u> equipment and communicates instructions to others. • Takes risks and learns from mistakes. • Follows simple rules/instructions in physical activity. 	<ul style="list-style-type: none"> • Compares performances suggesting ways to improve. • Makes informed choices about engaging in physical activity. • Suggests ways of making an activity harder and more challenging. • Uses problem solving skills • Uses a range of tactics and ideas to overcome opponents. 	<ul style="list-style-type: none"> • Analyses performance creating plans to improve. • Demonstrates good levels of imagination and creativity in performances. • Reflects and acts on feedback • Able to transfer knowledge, adapt and apply this to new/different activities. • Changes tactics, strategies and skills to suit changing competitive situations. 	<ul style="list-style-type: none"> • Uses and adapts advanced tactics, rules and ideas in different situations. • Reflects on choices made outlining what worked well, what could have been better and why. • Demonstrates effective decision making under pressure in different activities. • Plans how to make an activity easier or harder to provide challenge. • Sets clear goals and evaluates progress towards them.
<p>'Physical' (Physical ME)</p> <p>The physical domain refers to the physical literacy and movements of the body.</p> 	<ul style="list-style-type: none"> • Develop fundamental skills such as throwing, catching, running with some control, accuracy and success. • Performs fundamental skills and movements in isolation and in combination. • Develop flexibility, strength, technique, control and balance. 	<ul style="list-style-type: none"> • Demonstrates simple skills in more competitive situations with control and accuracy. • Chooses, links and combines skills with control and coordination. • Applies simple movement skills across different activities and situations. 	<ul style="list-style-type: none"> • Perform more complex skills and techniques with control, accuracy and fluency working towards becoming a competent mover. • Able to choose, link and combine skills and techniques in different situations. • Uses flexibility, balance and strength with control across different activities. 	<ul style="list-style-type: none"> • Chooses, links and combines advanced skills and techniques in a range of situations with exceptional control and coordination to become a competent mover. • Changes skills to suit different situations having a highly influential effect in competitive situations. • Accesses a range of extra-curricular and/or community opportunities to extend and develop skills and techniques.
<p>'Social' (Social ME)</p> <p>The social domain refers to communications, teamwork, and leadership.</p> 	<ul style="list-style-type: none"> • Works cooperatively with others in tasks. • Communicates what is good about a performance. • Can warm up with others in a small group • Sets out and uses equipment safely • Can follow simple rules in an activity. 	<ul style="list-style-type: none"> • Works collaboratively with others as part of a team or group. • Confidently leads a small group warm up or activity. • Assists with officiating or leading in lessons. • Listens to and responds to feedback from others. • Joins in with all activities even when they find them difficult. 	<ul style="list-style-type: none"> • Takes the initiative to lead when officiating or leading activities. • Provides constructive feedback to others setting goals to improve. • Uses experiences to support and help others. • Communicates effectively and confidently when leading others. 	<ul style="list-style-type: none"> • Works independently and with others without the need for support. • Motivates and encourages good values in others. • Shows excellent confidence and leadership skills when working with others in school or in the community.
<p>'Affective' (Personal ME)</p> <p>The affective domain refers to emotions, behaviors, attitudes and motivation.</p> 	<ul style="list-style-type: none"> • Controls own behavior in a physical activity setting. • Takes a positive approach to their own learning. • Has confidence to participate in physical activity. • Understands the importance of regular physical activity. • Listens to and follows instructions from others. 	<ul style="list-style-type: none"> • Shows fair play, respect and support for other pupils. • Willing to ask for help when needed and answers questions in front of peers. • Demonstrates self-control, responsibility and emotions when winning, losing or when finding something challenging. • Chooses to take part in after school activities. • Understands why it is important to exercise regularly. 	<ul style="list-style-type: none"> • Supports others in their learning and recognises their needs. • Identifies barriers to physical activity and promotes active healthy lifestyle habits. • Shows a commitment to participation in after school activities and teams. • Shows an understanding of how to improve their physical activity <u>levels</u>. 	<ul style="list-style-type: none"> • Shows consistent positive learning behaviors demonstrating a range of key values related to a healthy lifestyle. • Supports and encourages others to choose healthy behaviors. • Demonstrates resilience and physical fitness by remaining active for sustained periods of time. • Engages in sustained physical activity within and outside of school.

Catholic Social Teaching in PE

Solidarity

Through participation in team sports such as football and netball, students develop an understanding of interdependence within a team. These activities encourage collective responsibility and mutual support.



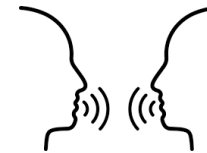
Stewardship

In the Health-Based Physical Education model, students learn about the positive impact of sport and physical activity on both physical and mental health. This promotes care for oneself and others as part of God's creation.



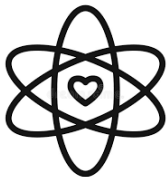
Rights and Responsibilities

Dance, team sports, and extra-curricular activities provide opportunities for face-to-face encounters in passionate contexts. Students learn self-control and conflict management, respecting the rights of others while fulfilling their responsibilities.



Participation

Our department emphasises values such as motivation, teamwork, resilience, respect, integrity, confidence, accountability, and respectability through team games and trampolining. These experiences foster active engagement and inclusion.



The Common Good

Through striking and fielding games and cooperative learning models, students discover that the whole is greater than the sum of its parts. Our curriculum ensures equal opportunities for all students to participate in the same activities and sports.



Human Dignity

Athletics teaches the value of human dignity by encouraging virtue and sportsmanship. Students celebrate the efforts and progress of others, recognising the inherent worth of every individual.



