



Key Stage 3 Curriculum - PE

Our departmental intent statement is as follows.

“For all pupils and students to participate fully in a wide range of appropriate activities and roles, to enable the development of the behaviours and knowledge required to lead a healthy active lifestyle both now and in the future. Thus, ensuring lifelong participation in sport and physical activity”

At Hardenhuish students follow a PE pathway that that we feel will provide the best experience for each individual student. After an initial setting process students are placed onto one of these pathways, but we encourage students to speak with members of staff if they feel that they would benefit from being on a different pathway. The two pathways on offer provide access to the same sports and activities but provide students with an appropriate PE experience. All PE lessons at Hardenhuish are taught in single gender groups. This is a change to recent years and a decision that has been made in response to student and staff surveys carried out each year.

In Years 7 and 8 pupils have one double lesson and one single lesson a week. In Year 8 students can be selected as Sports Ambassadors and can attend after-school leadership training. Ambassadors will be selected to support at 2 Chippenham Sports Partnership events throughout the year, these opportunities allow the pupils to further develop their leadership skills.

In Year 9, pupils have one double lesson of PE a week and are able to opt for the Sports Leaders Level 1 course, this course gives students an additional double lesson per week. (Please refer to the separate document titled KS3 PE Options for additional information regarding this course) All students are encouraged to take advantage of the extra-curricular opportunities available at Hardenhuish with clubs running throughout the year.

Students wishing to represent the school will have ample opportunity to do so in a wide variety of sports and students wishing to compete during extra-curricular will also have the chance to do so through participating in inter house competitions. Students will also have an opportunity to represent Hardenhuish in weekly fixtures against local schools as well as competing at district, county, and national competitions in all major sports.

The two pathways that students can follow at Hardenhuish are Participation & Performance.

The participation pathway is aimed at students that want to get a broad and balanced experience from our subject. These lessons will be focused on mass participation and enjoyment with the focus on ensuring that students end the key stage participating fully in all lessons and lead an active and healthy lifestyle. The participation pathway has a more recreational feel to the lessons and provides a less pressurised and less competitive environment. Students who find PE lessons challenging will benefit from the extra support given in these lessons.

The performance pathway has been designed to benefit those students looking to push themselves and compete by representing the school and clubs outside of school. Students with a keen interest in sport and wanting to continue to study PE at KS4 will be well suited to this pathway as well as

students who are more confident in PE lessons. Students will be in lessons with like-minded peers and lessons will be taught with a performance element whilst still always ensuring mass participation and enjoyment.

Regardless of which pathway students follow all students are encouraged to take part in clubs and all will have equal opportunity and access to all that the PE department has to offer. Staff will work closely with students to ensure that they correct pathway is being followed. Likewise following a particular pathway will not mean that students cannot continue to study PE in KS4 and as already mentioned dialogue between students and staff regarding the correct pathway is encouraged to ensure the best experience possible.

Across KS3 students will experience the following sporting activities in lessons. Trampolining, Football, Netball, Rugby (contact & touch) Orienteering, Rounders, Softball, Athletics, Badminton, & Health Related Exercise

There are also weeks set aside throughout the year where students will get the opportunity to try out new and alternative sports to complement the PE curriculum.

In terms of assessment at Hardenhuish students are assessed using the ME in PE model and not against a set criteria for each sport. We feel that this recognises the fact that there are numerous ways for a student to succeed within PE and gives parents and students a valuable insight into the behaviours and skills that can be developed in PE and not just information about physical performance in individual sports.

Students are assessed across 5 ME in PE domains. Across the year they will be assessed in each domain twice apart from the affective 'personal' domain which is assessed continually throughout the year. Details of the different ME in PE domains can be found on the next page along with a copy of our departmental assessment grid.

When students are completing scheme of work on a particular activity, they will be being assessed in the domain which is best suited to that activity. For example, a student may be completing a 4-week block of Rugby lessons but could be being assessed in the cognitive domain so decision making and use of tactics. Likewise, a student completing a 4-week block of football could be being assessed in the social domain so looking at teamwork and communication. We believe that this allows all students to have the ability to succeed regardless of their starting point or previous participation in the activity. It also encourages students be reflective in terms of their performance in the different domains and to not just see themselves as a performer in a particular sport.



Hardenhuish School Physical Education Department Assessment Grid



Year 9			2*	3	4	5	6	7	8	9
Year 8		2*	3	4	5	6	7	8	9	
Year 7	2*	3	4	5	6	7	8	9		
<p>‘Cognitive’ (Thinking ME, Creative ME)</p> <p><i>The cognitive domain refers to tactics, decision making and evaluation</i></p>	<ul style="list-style-type: none"> Has some understanding & attempts to uses simple tactics & strategies. Attempts to makes correct decisions in conditioned drills. Outlines what is good and bad about a performance. 	<ul style="list-style-type: none"> Understands & uses simple tactics & strategies. (7) Sometimes makes correct decisions in less competitive situations Can give a WWW/EBI regarding their performance. (7) 	<ul style="list-style-type: none"> Understands and uses more complex strategies & tactics in small, sided games. (8) Sometimes makes correct decisions in competitive small, sided games. Reflects and acts on feedback to improve performance (8) 	<ul style="list-style-type: none"> Understands and uses more complex strategies & tactics in full competitive situations (9) Consistently makes correct decisions in small, sided games. Makes suggestions on how to improve their own and others’ performance. (9) 	<ul style="list-style-type: none"> Uses and adapts advanced strategies & tactics to suit different situations and effect performance. Consistently makes correct decisions in full competitive situations and influences the outcome of games. Makes suggestions on how to improve their own and others’ performance & provide specific guidance. 					
<p>‘Physical’ (Physical ME)</p> <p><i>The physical domain refers to the physical literacy and movements of the body.</i></p>	<ul style="list-style-type: none"> Attempts to use fundamental skills showing occasional control and success. Attempts to chooses the correct skill for the situation. 	<ul style="list-style-type: none"> Uses fundamental simple skills such as throwing, catching, running with some control and success. (7) Sometimes chooses the correct skill for the situation. (7) 	<ul style="list-style-type: none"> Demonstrates simple skills in more competitive situations (conditioned practices) with control and accuracy. (8) Chooses, links and combines skills with some control and coordination. (8) 	<ul style="list-style-type: none"> Perform more complex skills with control, accuracy and fluency in full competitive situations (9) Chooses, links and combines skills and techniques in competitive situations demonstrating control & accuracy. (9) 	<ul style="list-style-type: none"> Performs advanced skills consistently showing exceptional control, fluency and accuracy in full competitive situations. Changes skills to suit different situations having a highly influential effect in competitive situations. 					
<p>‘Healthy’ (Healthy ME)</p> <p><i>The healthy domain refers to the choosing of healthy behaviours and attitudes.</i></p>	<ul style="list-style-type: none"> Completes short periods of low intensity exercise but struggles to sustain effort. Performs a warmup as part of a small group & can outline its importance. Dresses appropriately for the activity and attempts to takes part in lessons. 	<ul style="list-style-type: none"> Completes short periods of exercise but struggles to sustain effort in an activity. Performs a warmup as part of a group & understands its importance. (7) Dresses appropriately for the activity and takes full part in all lessons. (7) 	<ul style="list-style-type: none"> Completes longer periods of exercise and can sustain effort in an activity without getting tired. Performs a warmup independently & understands its importance and effect on the body. (8) Makes positive healthy lifestyle choices & participates in extra-curricular activities. (8) 	<ul style="list-style-type: none"> Completes long periods of exercise and can sustain effort in an activity when working at high intensity. Understands the short term & long term effects of exercise on the body (9) Makes positive healthy lifestyle choices & participates in extra-curricular activities at school & in the community. (9) 	<ul style="list-style-type: none"> Can work at a high intensity for long periods of time sustaining effort throughout an activity and demonstrating resilience. Understands and applies principles of training as a tool to improve fitness Makes positive healthy lifestyle choices, participates in extra-curricular activities at school & in the community and promotes healthy active lifestyles amongst their peers. 					
<p>‘Social’ (Social ME)</p> <p><i>The social domain refers to communications, teamwork, and leadership.</i></p>	<ul style="list-style-type: none"> Can communicate with peers one on one. <ul style="list-style-type: none"> Works cooperatively with others sometimes. Can work independently on short tasks. 	<ul style="list-style-type: none"> Can communicate with peers one on one and in small groups. Works cooperatively with others during lessons. (7) Can Co-lead small groups for parts of a lesson. (7) 	<ul style="list-style-type: none"> Can communicate effectively with peers in small groups. Can work as part of a team and co-operate with others in lessons. (8) Can independently lead small groups and assists with officiating in lessons. (8) 	<ul style="list-style-type: none"> Can communicate with peers in large groups. Is a key member of any team and co-operates with others in a variety of different games and situations. (9) Can independently lead small groups and officiate in lessons. (9) 	<ul style="list-style-type: none"> Can effectively communicate with peers in large groups. Demonstrates consistently exceptional teamwork and is able to bring others together in a variety of games and situations. Displays excellent leadership skills for large groups & takes the initiative when officiating. 					
<p>‘Affective’ (Personal ME)</p> <p><i>The affective domain refers to emotions, behaviours and self-esteem.</i></p>	<ul style="list-style-type: none"> Shows basic understanding of the behaviour requirements in a physical activity setting. Shows and awareness of their emotions with help when needed. Shows some confidence when participating in physical activity. 	<ul style="list-style-type: none"> Understands the behaviour requirements when in a physical activity setting. Is aware of their emotions and can control them with help when needed. Has confidence to participate in physical activity. 	<ul style="list-style-type: none"> Controls own behaviour in a physical activity setting. Is aware of their emotions and can control them independently. Has confidence to participate in physical activity and demonstrates high self-esteem. 	<ul style="list-style-type: none"> Demonstrates ability to control behaviour in a range of different situations. Manages emotions independently during challenging situations. Has high levels of self-confidence and participates in physical activity, demonstrating high self-esteem. 	<ul style="list-style-type: none"> Shows consistent positive learning behaviours in all lessons and consistently sets a positive example for their peers. Manages emotions during challenging situations and can helps their peers to do the same always setting a good example. Demonstrates high levels of self-confidence and has a clear sense of self-worth, also encourages this in others. 					

Students will be assessed in each ME in PE twice across each year. A variety of sports will be used as vehicle to enable students demonstrate their ability in each ME in PE. For example, a students Cognitive ME may be assessed using Rugby in one teaching block and then again using orienteering in another teaching block. This will enable students with strengths in different areas to be able to succeed.

*A student may be awarded a grade 1 if they are working towards the criteria to be awarded a grade 2

(7) Indicates threshold concept to be reached by the end of that teaching year

The KS3 PE curriculum at Hardenhuish has been designed to enable all students to have the best possible experience with the aim of maximising enjoyment and participation for all students while also allowing those students wishing to compete the chance to do so.

We hope that the information provided has given a clear picture of what PE at Hardenhuish looks like but if you do have any questions then please do not hesitate to contact our Curriculum Leader Mr Luke Brailey on lkb@hardenhuish.wilts.sch.uk