

Physical Education Curriculum



Physical Education Department Statement of Intent



“ For the moment all discipline seems painful rather than pleasant, but later it yields the peaceful fruit of righteousness to those who have been trained by it. Therefore lift your drooping hands and strengthen your weak knees” Hebrews 12:11-12

Physical Education is held in high esteem at St Joseph's and provides students with a wide variety of experiences and opportunities. The aim is to inspire students to partake in physical activity and sport, developing a range of transferrable skills which they can use both in and out of the education setting. We look to develop a passion for sporting performance, combined with the life skills of leadership, teamwork, communication and tolerance. All these will be intertwined with performing to the best of ones ability in the glory of God and keeping the body he blessed us with in a positive and healthy state.

Aims of the Physical Education Department

- 1) To provide students with the opportunity to experience a wide variety of sports and develop a passion for competing both in and out of school which can last a lifetime
- 2) To ensure that students are physically active in lessons and understand the key benefits physical activity can have upon the body
- 3) To provide experiences of winning and losing in competitive situations with humility
- 4) Develop physical skills and attributes including strength, co-ordination, balance, speed, stamina and mental resilience
- 5) To allow students to develop lifelong skills such as teamwork, leadership, communication and problem solving.

Why children and young people need regular Physical Education, School Sport & Physical Activity



FACT 1: ACHIEVEMENT

Pupils improve in all subjects



FACT 2: PERSONAL DEVELOPMENT

Pupils are more confident & positive



FACT 3: SOCIAL SKILLS

Pupils have more developed social skills



FACT 4: HEALTH & EMOTIONAL WELL-BEING

Pupils have a better outlook on life



FACT 5: LEADERSHIP

Pupils will be able to make informed decisions

Physical Education Department Overview of Intent

Curriculum Intent – Year 7

By the end of Year 7 our Athletes will...

Subject Content

- Undertaken baseline tests and reviewed these throughout the year
- Experienced a range of sports including: Netball, Hockey, HRF, Rugby, Football, Badminton, Gymnastics, Basketball, Athletics, Rounder and Cricket.
- Developed the basic skills required for each sport, knowledge of the rules and regulations and a combination of interpersonal skills which aid them in performance.

Curriculum Intent – Year 8

By the end of Year 8 our Athletes will...

Subject Content

- Undertaken baseline tests and reviewed these throughout the year
- Experienced a range of sports including: Netball, Hockey, HRF, Rugby, Football, Badminton, Gymnastics, Basketball, Athletics, Rounder and Cricket.
- Further developed skills required for each sport, knowledge of the rules and regulations and a combination of interpersonal skills which aid them in performance, looking more into the manipulation of the skill in order to produce a desired outcome.

Curriculum Intent – Year 9

By the end of Year 9 our Athletes will...

Subject Content

- Undertaken baseline tests and reviewed these throughout the year
- Experienced a range of sports including: Netball, HRF, Football, Badminton, Basketball, Athletics, Rounder and Cricket.
- Consolidate skills required for each sport, knowledge of the rules and regulations and a combination of interpersonal skills which aid them in performance, looking more into the manipulation of the skill in order to produce a desired outcome and the use of tactics to enhance performance.

Curriculum Intent – Year 10

By the end of Year 10 our Athletes will...

Subject Content

- Undertaken baseline tests and reviewed these throughout the year
- Experienced a range of sports including: Netball, Hockey, Rugby, HRF, Football, Badminton, Handball, TGFU, Athletics, Rounder and Cricket.
- Consolidate and enhance skills required for each sport, knowledge of the rules and regulations and a combination of interpersonal skills which aid them in performance, looking more into the manipulation of the skill in order to produce a desired outcome and the use of tactics to enhance performance.
- An increased responsibility for the autonomous running of competitive situations by students is present
- **Sport science** students undertake two units of work. R182. By completing this unit, learners will have knowledge of the components of fitness applied in sports and the principles of training in sports. They will then organise and plan a fitness training programme, evaluate own performance in planning and delivery of the programme.. R183 - By completing this unit, learners will consider the composition of a healthy, balanced diet. They will also consider the necessity of certain nutrients in particular quantities and the effects of a poor diet. They will reflect upon the role that diet plays in different sports and activities, and use the knowledge gained to produce an appropriate, effective diet plan for a performer.
-

Curriculum Intent – Year 11

By the end of Year 11 our Athletes will...

Subject Content

- Undertaken baseline tests and reviewed these throughout the year
- Experienced a range of sports including: Netball, Hockey, Rugby, HRF, Football, Badminton, Handball, TGFU, Athletics, Rounder and Cricket.
- Consolidate and enhance skills required for each sport, knowledge of the rules and regulations and a combination of interpersonal skills which aid them in performance, looking more into the manipulation of the skill in order to produce a desired outcome and the use of tactics to enhance performance.
- An increased responsibility for the autonomous running of competitive situations by students is present
- Sport science students will have undertaken the last unit of work R180. By completing this unit, learners will know how to prepare participants to take part in physical activity in a way which minimises the risk of injuries occurring, how to react to common injuries that can occur during sport and how to recognise the symptoms of some common medical conditions, providing a good foundation to undertake formal first aid training and qualifications



SMSC in Physical Education

Spiritual Development:

The Bible tells us that God has blessed us with this body, and in order to show our glory to God, we should treat that body with respect and keep it in excellent physical condition. With that in mind, we encourage physical engagement within all lesson and discussions based around how to nourish both the body and soul.

Moral Development:

As developments in training, equipment and drug use become apparent within professional sport, it is important to discuss these issues with students and have open conversations as to their opinions in them. This comes to the forefront in particular with performance enhancing drugs, and an entire section is dedicated to this within the Sport Science course.

Social Development:

Sport and physical exercise has become more popular as the benefits both physically and mentally are widely documented to be beneficial. Access to clubs, gyms and organisations within the social community and in physical education we try to create strong links within the community in order to direct students to opportunities outside of the classroom.

Cultural Development:

Athletes come from all walks of life and from every country in the world, including athletes with disabilities. Students are taught the value that these athletes can bring to sport and are shown the varying cultures in reference to competitions such as the Olympics and other sporting tournaments.

As a Catholic school, Gospel Values are promoted alongside the Fundamental British Values. The Gospel Values are:

Gospel Value	Location in Department Teaching
Faithfulness and Integrity	Working hard to achieve goals and being true to yourself
Dignity and Compassion	Sports are inclusive for all, students work together
Humility and Gentleness	Sportsmanship in victory as well as defeat
Truth and Justice	Legislation and laws involved in competitive sports
Forgiveness and Mercy	Working as a team, relying on others
Purity and Holiness	Keeping a fit and healthy body
Tolerance and Peace	Value of competing and varying cultures
Service and Sacrifice	Working together for the good of the team

Promoting British Values in Physical Education

The Rule of Law

Rules and regulations are an integral part of all sports. Students are taught the rules, how to abide and enforce them. Discussions around the implementation of rules and how it affects safety are had, in particular within the Sport science course. Students are presented with the opportunity to umpire/referee, which allows them to implement rules and communicate these with peers.

Within the Sport science course, Laws around the misuse of performance enhancing drugs, certain equipment and clothing and health and safety laws

Mutual Respect and Tolerance

Tolerance and racism is rife within the media, and sport crosses these boundaries frequently. It is our mission within Physical education to show tolerance and acceptance to everyone, and promote the values of good sportsmanship.

Democracy

Within Physical education, we provide opportunities for students to have their say and voice heard in regards to the sports they undertake, in particular at Year 10 and Year 11. We also encourage students to challenge situations where inequality is present within sport. Our students undertake the British sports, which all incorporate fundamental British values at their core.

Individual Liberty

From individual or team performances, British athletes have produced some outstanding performances throughout the years in their respected sports. These inspirational athletes are highlighted in lessons and though the displays within the department. Students are encouraged to peruse their individual sporting dreams, making personal decisions on the path they take and the decisions they make in competitive situations.



Literacy and Physical Education

Literacy needs to be deliberately planned into a department's SOL in order to give it the time and priority it requires. Resources will need to be prepared in advance so that Literacy is an integral part of Physical Education teaching and learning in lessons and develops alongside scientific skills and content. These may include word cards, question cards, books, magazines and leaflets, writing frames and worksheets and games.

Whenever it is appropriate literacy objectives should be built into the lesson along with specific objectives. Literacy can be developed in every lesson through activities such as emphasis on word work during questioning and mental start-up activities at the start of each lesson. Some topics will lend themselves more easily to literacy development than others. Such emphasis on the language of Physical Education will inevitably result in students being more able to articulate scientific ideas in their own words. In Physical Education, all learning objectives are constructed using Blooms Taxonomy to stretch and challenge students, and are displayed and discussed at the beginning of each lesson. A greater focus on literacy is emphasised at OCR Sport science as 60% of the course is controlled assessment based. Lessons are structured around constructing well written and research based work. Specific lessons are also taught around structuring long answer exam questions, with a focus on scaffolding and evidence based answering.

Key Areas of Literacy – OCR provide a framework for how their coursework is marked.

<p>Vocabulary</p> <p>Key issues Technical and specialist words Appropriate usage Correct spelling Understand meaning</p> <p>Common difficulties</p> <ul style="list-style-type: none">❑ Time and lots repetition needed to ensure new words are internalised into working vocabulary and linked to appropriate concepts.❑ Ordinary words with alternative meanings can be difficult as it causes cognitive conflict. There may be a precise scientific and an everyday meaning to the same word e.g. mass, element. <p>Supporting strategies</p> <ul style="list-style-type: none">❑ Introduce words using a multisensory approach e.g. orally, visually, kinaesthetically❑ Use vocabulary frequently using open questions❑ Use words in sentences to keep reflecting back❑ Use models and picture to help visualise the word❑ Use flash cards to test students understanding❑ Ask students to explain using pictures to encourage language development	<p>Oracy</p> <p>Key issues Use language precisely Listen to others and respond by building on ideas and views</p> <p>Common difficulties</p> <ul style="list-style-type: none">❑ Constant use and repetition are essential. Words which are not frequently used are easily forgotten❑ Often little planned time in lessons to "talk"❑ One word answers for fear of getting it wrong <p>Supporting Strategies</p> <ul style="list-style-type: none">❑ Teacher model good use of scientific language❑ Use questions to review past knowledge and understanding, check understanding, encourage the learner to think and to practice the language❑ Use a range of questioning strategies❑ Allow students "thinking" time❑ Offer students challenge❑ Use games to encourage meaningful peer group talk and embed new word and concepts❑ Use small group discussion to develop student understanding through conversation in a less threatening atmosphere
--	--

- Use visual clues e.g. hand signals
- Use poetry, rhymes, raps and rhythms to aid memory and link to modern culture
- Get students to make own word lists to collect new words and test and check their meaning

Reading

Key issues Strategies to help reading for understanding
 Locating and using information
 Summarising
 Synthesise learning from

reading

Common difficulties

- Students often cannot relate to the type of **XXX** texts used in school in terms of language and style
- Children often prefer fiction to non-fiction texts
- Children prefer to use interactive methods of discovering information e.g. Internet
- Limited range of text that can be offered to students
- Weak readers can lack the ability to scan and skim read
- Students prefer to copy chunks of text without checking their relevance

Supporting Strategies

- Develop activities to promote meaningful reading experiences e.g. EXIT model
- Activities prior to reading that give students a desire to find out more e.g. using a contents page or index
- Activities associated with reading to make the data processing easier e.g. DARTS, cloze procedure, sequencing, underlining
- Activities following reading to encourage reformulation of the information into personal knowledge e.g. table/diagram completion, summarising

Writing

Key issues Correct spelling and punctuation
 Follow grammatical conventions
 Organise work in a logical and coherent form

Common difficulties

- Many students are reluctant writers
- Poor handwriting and spelling can make writing difficult to interpret
- Lack of understanding what they are being asked to write about
- Time pressure in lessons to get ideas or work down onto paper

Supporting Strategies

- Plan to incorporate the different forms of scientific writing into lessons e.g. recount and report, instruct etc.
- Use different types of text
- Get students to analyse prose to look for key words and phrases
- Get students to criticise and improve on received text
- Encourage use of a variety of genre e.g. narrative, descriptive, persuasive, reports, imaginative when appropriate
- Use writing frames where appropriate, encouraging children to use it as a guide line and eventually manage without
- Encourage children to redraft work in lessons using teacher comments
- Develop skills in note taking by using short simple activities e.g. jot down key words, note observations on teachers demo
- Teach students how to summarise text e.g. crosswords, catchword
- When asking students to write analysis and evaluations teach them the specialist vocabulary and phrases needed e.g. the relationship between, the gradient of the line..., my results do not support my prediction.

Physical Education Staff Structure

The Physical Education department is made up of 3 members of staff, with a female head of PE and two male teaching staff. The department prides itself on having high standards, not only in behaviour, but in effort, outcomes and teaching structured, quality lessons. As well as practical physical education, the department offers the option to study OCR Sport Science from Year 9 onwards in which the recent results have been outstanding. A wide variety of extracurricular activities are offered daily and the school always represents itself with pride in the borough.

Curriculum Structure

Students in Year 7 and Year 8 follow a programme of study which aligns to the National Curriculum for Physical Education. The aim of the department is to bridge the transition from Primary School and focus on the core skills and attributes needed to succeed in competitive sport. At its core, the lessons are underpinned with the value that students should be physically active for the majority of their lesson, and that they understand the value and need to remain both physically and mentally healthy.

Each unit of work is

Year 7 and Year 8 Practical:

Sports studied at Year 7 and Year 8:

Netball, Hockey, HRF, Rugby, Football, Badminton, Gymnastics, Basketball, Athletics, Rounders and Cricket.

Year 9, Year 10 and Year 11 Practical

Sports studied at Year 9, Year 10 and Year 11:

Netball, Hockey, Rugby, HRF, Football, Badminton, Handball, TGFU, Athletics, Rounders and Cricket.

Year 10 and Year 11 OCR Sport Science

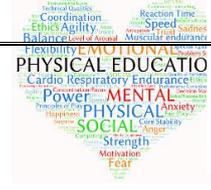
Units studied at OCR Sport Science:

R181 (Learning Outcome 1: Know the principles of training in a sporting context, Learning Outcome 2: Know how training methods target different fitness components, Learning Outcome 3: Be able to conduct fitness tests, Learning Outcome 4: Be able to Develop Fitness Training programmes)

Units studied at OCR Sport Science:

R180 (Learning Outcome 1: Understand different factors which influence the risk of injury, Learning Outcome 2: Understand how appropriate warm up and cool down routines can help to prevent injury, Learning Outcome 3: Know how to respond to injuries within a sporting context, Learning Outcome 4: Know how to respond to common medical conditions)

R183 (Learning Outcome 1: Know about the nutrients needed for a healthy, balanced diet, Learning Outcome 2: Understand the importance of nutrition in sport, Learning Outcome 3: Know about the effects of a poor diet on sports performance and participation, Learning Outcome 4: Be able to develop diet plans for performers)



Year 7	Year 8	Year 9			
			Step	Practical	Understanding
LADD1			1	Limited precision, control, fluency and skills. Inaccurate timing. Timing is not yet accurate. Skills development is individual not team focussed.	Emerging understanding of rules, skills, techniques and tactics from some supports.
LADD2 MA DD1			2	A basic level of technical accuracy, precision, control and fluency. Some evidence of awareness of timing and application of skills. Has basic influence on the performance and motivation of others on the team and shows some communication skills. Relies on support.	Shows some basic understanding of the rules and regulations, basis skills, techniques and tactics of some sports as well as of the impact of physical activity on a person's health, wellbeing and fitness.
LADD3 MADD2 HADD1	LADD1		3	Can demonstrate a good level of technical accuracy, with precision, control and fluency, this may include good position-specific skills, good timing, good communication resulting on some influence over the performance and motivation of others.	Understands the basic rules and regulations from some sports and demonstrates knowledge and understanding of basic skills, techniques and tactics within some sports.
MA DD3 HADD2	LADD2 MADD1		4	Demonstrates a good level of technical accuracy, with good precision, control and fluency, good position-specific skills, improving accuracy of timing and more consistent application of skills. Can influence on the performance and motivation of others and communicates effectively in the game. There is some evidence of tactical understanding and appreciation as well as the ability to adapt to changes in a competitive situation. Shows a degree of independence.	Understands and effectively applies the rules and regulations from some sports and demonstrates accurate knowledge and understanding of skills, techniques and tactics and their use within some sports. Can provide feedback on their own performance. Has an understanding of the impact of physical activity on a person's health, wellbeing and fitness
HA DD3	LADD3 MADD2 HADD1	LADD1	5	Demonstrates a good level of technical accuracy, with good precision, control and fluency, good position-specific skills, where accuracy of timing and more consistent application of skills are beginning to reduce the number of errors. Regularly influences the performance and motivation of others. Shows tactical understanding and appreciation as well as the ability to adapt to changes in a competitive situation. Works independently.	Understands and effectively applies the rules and regulations from a wider range of sports and demonstrates accurate knowledge and understanding of skills, techniques and tactics and their use within sports. Can provide feedback on their own performance and the performance of others. Has a growing understanding of the impact of physical activity on a person's health, wellbeing and fitness
	MDDD3 HADD2	LADD2 MADD1	6	Demonstrates a good level of technical accuracy, with good precision, control and fluency. Has very good position-specific skills, accurate timing and more consistent application of skills with few errors and misjudgements consistent influence on the performance and motivation of others effective communication in the game applies tactical understanding and appreciation. Adapts to changes in a competitive situation. Can independently and safely prepare for, and recover from, physical activity	Understand and effectively apply the rules and regulations from some of sports. Demonstrates accurate knowledge and understanding of skills, techniques and tactics and their use within some sports. Able to evaluate and provide feedback on own and others performance. Has an understanding of the impact of physical activity on a person's health, wellbeing and fitness
	HADD3	LADD3 MADD2 HADD1	7	Demonstrates a very good level of technical accuracy, with very good precision, control and fluency. Has very good position-specific skills, accurate timing and more consistent application of skills with few errors and misjudgements consistent influence on the performance and motivation of others effective communication in the game applies tactical understanding and appreciation. Adapts well to changes in a	Demonstrates a very good level of technical accuracy, with good precision, control and fluency. Has very good position-specific skills, accurate timing and more consistent application of skills with few errors and misjudgements consistent influence on the performance and motivation of others effective

				competitive situation. Can independently and safely prepare for, and recover from, a variety of different types of physical activity	communication in the game applies tactical understanding.
		MADD3 HADD2	8	Demonstrates an excellent level of technical accuracy, with good precision, control and fluency. Excellent position-specific skills with excellent timing and consistent application of skills with few errors and misjudgements. Consistent influence on the performance and motivation of others. Effective communication in the game and applies tactical understanding and appreciation. Adapts to changes in a competitive situation. Can independently and safely prepare for, and recover from, physical activity.	Understand and effectively apply the rules and regulations from a range of sports. Demonstrate accurate knowledge and understanding of skills, techniques and tactics and their use within a range of sports performance, sometimes leading to improvements Able to evaluate and provide accurate feedback on own and others
		HADD3	9	Demonstrates an excellent level of technical accuracy, with very good precision, control and fluency. Excellent position-specific skills with excellent timing and consistent application of skills, in a variety of sports, with few errors and misjudgements. Consistent influence on the performance and motivation of others. Effective communication in the game and applies tactical understanding and appreciation. Adapts to changes in a competitive situation. Can independently and safely prepare for, and recover from, physical activity Has an understanding of the impact of physical activity on a person's health, wellbeing and fitness	Understand and effectively apply the rules and regulations from a range of sports. Demonstrate accurate knowledge and understanding of skills, techniques and tactics and their use within a range of sports performance, always leading to improvements Able to evaluate and provide accurate feedback on own and others
			10	Demonstrates an outstanding level of technical accuracy, with good precision, control and fluency. Outstanding position-specific skills, outstanding timing and consistent application of skills with few errors and misjudgements. Consistent influence on the performance and motivation of others. Effective communication in the game and applies tactical understanding and appreciation. Adapts to changes in a competitive situation. Can lead the safe preparation for, and recovery from, physical activity	Understand and effectively apply the rules and regulations from a wide range of sports. Demonstrate accurate knowledge and understanding of skills, techniques and tactics and their use within a wide range of sports. Able to evaluate and provide accurate feedback on own and others performance, Always leading to improvements Has an in-depth understanding of the impact of physical activity on a person's health, wellbeing and fitness
			11	Demonstrates a mastery technical accuracy, with good precision, control and fluency. Mastery of position-specific skills and adaptable to perform in numerous positions. Accurate timing and more consistent application of skills with few errors and misjudgements. Outstanding influence on the performance and motivation of others. Has excellent communication in the game and applies tactical understanding and appreciation adapting to changes in a competitive situation. Can lead the safe preparation for, and recovery from, physical activity	Understand and effectively apply the rules and regulations from a wide range of sports Demonstrates detailed and accurate knowledge and understanding of skills, techniques and tactics, and justify their use within a wide range of sports Be able to evaluate and provide accurate feedback on own and others performance, always leading to improvements Has an in-depth understanding of the impact of physical activity on a person's health, wellbeing and fitness

			12	<p>Demonstrates a mastery including flair and creativity of technical accuracy, with outstanding precision, control and fluency. Adaptable to any position, incorporating skills associated with relevant position. Has outstanding timing and more consistent application of skills with few errors and misjudgements. Outstanding influence on the performance and motivation of others and effective communication in the game. Applies tactical understanding and appreciation adapting to changes in a competitive situation .Can lead the safe preparation for, and recovery from, physical activity</p>	<p>Understand and effectively apply the rules and regulations from a wide range of sports. Demonstrate detailed and accurate knowledge and understanding of skills, techniques and tactics, and justify their use within a wide range of sports. Able to evaluate and provide accurate feedback on own and others performance, always leading to improvements. Has an in-depth understanding of the impact of physical activity on a person's health, wellbeing and fitness</p>
--	--	--	----	--	---

Assessment Principles

In Core PE, students are assessed practically using the descriptors above. The students are assessed for each sport they undertake throughout the year. Teachers will use their professional judgement and analyse students' application of skills and tactics in both isolation, conditioned and competitive situations. When undertaking a sport, students will focus on the core skills needed to take part in a competitive situation, with the focus moving towards manipulation of skills and tactics as they progress. At its core, the focus is on students being physically active for the majority of the lesson and developing both their confidence and a passion for playing sport/staying physically active.

Year 9 to Year 11, students have the option to study OCR Sport Science. This qualification is assessed over 3 units, 2 mandatory and 1 optional. The course is assessed 40% external examination and 60% internal coursework assessment. Below are the units studied at St Josephs and a brief overview of their content. Students will have on average five one hour lessons over the two weeks as well as their core physical education lessons.

R181

This unit of work will develop student's knowledge and understanding of components of fitness and methods of training.

Students will identify how the sport and physical activity industry tests for a wide range of components of fitness. They will also carry out these tests and be able to evaluate and analyse the results and develop them into a suitable and detailed fitness training programme.

Students will know the principles of training and various training methods, in a sporting context and be able to explain them such as;

- progression, i.e. progressive overload by increasing frequency, intensity, time, type, adherence (FITTA)
- specificity, i.e. practices a skill used in a sport, trains the muscle group(s) predominantly used in a sport (e.g. passing the ball in rugby)
- aerobic and anaerobic exercise, i.e. difference between aerobic and anaerobic exercise, i.e. aerobic, i.e. utilising oxygen to fuel the body during exercise anaerobic, i.e. fuelling the body during exercise without using oxygen

Students will understand how these elements can be monitored and evaluated within a 6 week training programme and how to effectively evaluate individual performance and how it can be adapted and modified if needed

R180

This unit of work will develop student's knowledge and understanding of generic and sport specific injuries, and how they can be reduced through effective planning and preparation.

Knowing how to reduce the risk of injury when taking part in sport, and how to respond to injuries and medical conditions in a sport setting are, vital skills in many roles within the sport and leisure industry, many of which will be researched and analysed by the students.

On completion of this unit of work, learners will know how to prepare both individuals and teams to participate in physical activity, they will also know how to;

- minimise the risk of injuries occurring,
- react to common injuries that can occur during sport
- how to recognise the symptoms of some common medical conditions,
- appreciate and evaluate effective first aid training and qualifications.

Students will also understand and how and why to warm up and cool down effectively and efficiently, and appreciate routines that can help to prevent injury and know the psychological benefits of a warm-up.

We will also develop our learning and understanding about Emergency Action Plans and why they are needed and what it consists of including; emergency personnel, emergency communication and emergency equipment.

R183

This unit of work will develop student's knowledge and understanding of nutrition and its role within a healthy lifestyle and physical activity.

On completion of this unit, learners will consider the composition of a healthy, balanced diet. They will also consider the necessity of certain nutrients in particular quantities and the effects of a poor diet.

Students will be able to understand and explain the importance of;

- complex carbohydrates
- simple carbohydrates
- protein
- fibre
- fat
- water

They will reflect upon the role that diet plays in different sports and activities, and use the knowledge gained to produce an appropriate and detailed diet plan for a performer, within a specific physical activity.

Students will learn the characteristics of a balanced diet and what nutrients are as well as the correct terminology and be able to identify what food sources contain these nutrients. Students will also be taught and understand the importance of nutrition before, during and after physical activity. The reasons for the varying dietary requirements for different activities.

Learners will know and understand about the effects of a poor diet on sports performance and participation, as well as the definition of malnutrition and the effects of overeating on sports performance and participation.

Enrichment and Extra-Curricular

The Physical Education department offers weekly enrichment during lunchtimes and after school on most days.

Physical Education offer sports clubs including throughout the year:

- Football
- Rugby
- Netball
- Dance
- Basketball
- Badminton
- Hockey
- Cricket
- Athletics
- Rounders

Competitive sports fixtures within the borough are undertaken throughout the academic year.