

Curriculum Map – Core PE

What is the aim of the curriculum?	The aim of the Core PE curriculum is to inspire all students to lead healthy, active lifestyles by developing their physical competence, confidence, and enjoyment of sport and physical activity. It seeks to equip students with the knowledge, skills, and positive attitudes needed to participate in a range of physical activities, both now and in later life. Through a broad and balanced curriculum, students also develop teamwork, resilience, leadership, and respect for others.
How does it demonstrate ambition for students?	The curriculum demonstrates ambition by challenging all students, regardless of ability, to achieve their personal best in a wide range of physical activities. It promotes inclusivity and high expectations, encouraging students to step out of their comfort zones, develop new skills, and set and achieve personal goals. It fosters a growth mindset and encourages excellence and enjoyment in physical education.

How does the curriculum allow time for teaching, practicing and revisiting content and for addressing gaps in student knowledge as quickly as possible?	<p>The National Curriculum aims to ensure that all students:</p> <ul style="list-style-type: none"> • Develop competence to excel in a broad range of physical activities. • Are physically active for sustained periods of time. • Engage in competitive sports and activities. • Lead healthy, active lives. <p>(This is directly aligned with the statutory aims of the national curriculum for PE in England.)</p> <p>The curriculum is sequenced to allow sufficient time for the teaching and mastery of key physical skills, with regular opportunities to practice and refine techniques. Activities are revisited in different contexts and at increasing levels of challenge to reinforce learning and build confidence. Teachers use formative assessment to identify gaps in knowledge or skills and adapt lessons to address these promptly, ensuring no student is left behind.</p>
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<p>How is the curriculum designed to build students' knowledge and skills cumulatively? How does it pave the way for future learning?</p>	<p>The Core PE curriculum is carefully sequenced to ensure that students develop a strong foundation of physical, tactical, and theoretical knowledge, which is built on and extended year by year. In Key Stage 3, students focus on mastering fundamental movement skills, fitness principles, teamwork, and basic tactics across a range of individual and team sports. These early experiences also develop wider personal qualities such as leadership, resilience, and communication.</p> <p>As students progress, these core skills are applied in increasingly challenging and competitive contexts. In Years 8 and 9, students are introduced to more advanced techniques, tactical awareness, and fitness principles, while being encouraged to reflect on their own and others' performances — laying the groundwork for the analytical and evaluative skills needed at KS4.</p> <p>For those moving on to the BTEC Sport qualification in Years 10 and 11, the Core PE curriculum complements and reinforces the knowledge and skills required for success on the course. In particular:</p> <ul style="list-style-type: none"> • Students develop an understanding of fitness components, training methods, and principles of exercise that underpin the BTEC fitness and training content. • Leadership and officiating experiences introduced in Core PE help prepare students for BTEC units on leading sports activities. • Opportunities to analyse performance and suggest improvements in Core PE build confidence in the evaluative aspects of the BTEC coursework. <p>By progressively deepening students' practical skills, fitness knowledge, and understanding of roles within sport, the curriculum prepares students not only for success in the BTEC qualification but also for further study, apprenticeships, and careers in the sport, health, and leisure sectors.</p> <p>The cumulative design ensures students leave with the confidence, competence, and knowledge to engage in lifelong physical activity and pursue sport-related qualifications and careers if they choose.</p>
<p>How does the curriculum highlight progression routes for the subject and future career paths (Gatsby Benchmark 4)</p>	<p>The Core PE curriculum is designed not only to develop students' physical competence and confidence but also to raise awareness of the wide range of education, training, and career pathways in sport, health, and fitness. In line with Gatsby Benchmark 4 — “linking curriculum learning to careers” — the curriculum explicitly connects physical education to real-world roles and opportunities.</p> <p>At Key Stage 3, students are introduced to the idea that PE is about more than just participation; it also develops transferable skills such as teamwork, communication, problem-solving, and leadership that are valued in many careers. Teachers explicitly discuss how skills learned in PE apply to areas such as coaching, officiating, sports media, sports science, and healthcare.</p> <p>From Year 9 onwards, students are given more structured exposure to potential progression routes. For example:</p> <ul style="list-style-type: none"> • Teachers regularly reference the BTEC Sport Qualification available in KS4 and explain how skills developed in Core PE (e.g., analysis, leadership, fitness knowledge) prepare students for the coursework and assessments. • Students are informed about post-16 options, including A-level PE, vocational sport courses, apprenticeships in sport and leisure, and pathways into coaching and fitness instructing. • During lessons, when appropriate, students are shown how fitness testing, planning training programs, or leading warm-ups directly relate to industry roles. <p>In addition, the department contributes to the school's wider careers program by:</p> <ul style="list-style-type: none"> • Hosting talks from professionals in sport-related fields (e.g., personal trainers, physiotherapists, PE teachers, sports development officers). • Displaying a “Careers in Sport” board in the sports hall or changing rooms, outlining progression routes and qualifications. • Offering leadership awards or opportunities (e.g., sports leader programs, officiating at school events) that give students a taste of roles beyond playing. <p>Through this approach, students gain a clear understanding of how PE can lead to qualifications and careers at local, national, and international levels, and are inspired to consider how their skills and interests could be applied in the world of work.</p>

	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What will be taught?	7	Netball/Rugby/Gymnastics	Rugby/Football/Netball	Health Related Fitness	Athletics	Athletics	Striking and fielding
	8	Netball/Volleyball/Football/Rugby	Gymnastics/Health Related Fitness	Health Related Fitness/Gymnastics/Cross Country	Volleyball/Handball/Tennis	Athletics	Striking and fielding
	9	Netball/HRF/Badminton/Rugby	Cheerleading/Football	Volleyball/HRF	Handball/Gymnastics	Athletics	Striking and fielding
	10	Netball/Rugby/Football/Rugby	Badminton/Handball	Volleyball/HRF	Athletics	Athletics	Striking and fielding
	11	Netball/Football	Badminton/Handball	Volleyball/HRF	Athletics		
What key threshold concepts /core skills / themes are covered each half term?	7	Fundamental movement skills, introduction to team roles and tactics, basic game rules and spatial awareness	Developing confidence in invasion games, teamwork, communication and decision-making	Understanding personal fitness, introduction to fitness components (strength, endurance, flexibility)	Introduction to athletics techniques, resilience and self-improvement	Building on athletics skills, applying learned techniques under pressure	Basic striking and fielding tactics, coordination, anticipation, and cooperation
	8	Advanced teamwork and tactical awareness, introduction to new sports (e.g., volleyball)	Refining movement control, strength and flexibility, understanding how fitness supports performance	Personal goal setting in fitness, cross-country endurance, resilience	Applying tactical knowledge in net/wall and invasion games, decision-making under pressure	Developing power and technique in athletics, reflecting on own performance	Improving accuracy and strategy in striking and fielding games
	9	Leadership and independent thinking in games, officiating basic rules	Creativity and performance (cheerleading), advanced tactical play in football	Planning and evaluating fitness routines, introduction to self-analysis	Applying advanced tactics and teamwork, building confidence in gymnastic sequences	Pushing personal bests in athletics, resilience and competitive spirit	Strategic play in striking and fielding, supporting peers and leading small teams
	10	Mastery of advanced tactics, developing leadership roles in team sports	Advanced decision-making, officiating, applying complex rules	Linking fitness principles to sport-specific performance, personal training plans	Applying knowledge under competitive conditions, resilience	Refining technique and maximizing performance in athletics	Tactical understanding and leadership in striking and fielding games
	11	Independent participation, leadership	Advanced tactical play and personal goal setting	Fitness for life, self-directed training and reflection	Applying all learned skills in competitive contexts,		



	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		and preparation for lifelong activity			confidence and teamwork		