

The PE Department currently consists of 5 members of teaching staff: Mr Richardson (Head of Faculty), Miss Whitwood (Head of Year 8), Mr Wilkinson (Assistant Principal), Mrs Pearsall (Head of Year 7) and Mr Lambert (Head of Year 10). Each PE teacher has a wealth of experience to ensure high quality PE and engagement is achieved. Students benefit from a knowledge-engaged PE curriculum to support health and wellbeing and are encouraged to lead healthy and active lifestyles.

Our link with Sheringham Football Club (SFC) allows us to develop the best 16- 19 year olds into high performing footballers either with Sheringham or beyond. Our coach and former professional footballer, Cedric Anselin brings both experience and knowledge to our course to ensure students improve as footballers for the next stage of their careers. The coaching our students receive runs alongside our BTEC Level 3 Sport course, allowing students the chance to receive both footballing tuition and academic qualifications.

The aim of the PE Department at Open Academy is to empower the students with the knowledge, values, skills and personal qualities to be confident in taking part in physical activities. We believe that PE is an opportunity to develop the 'whole' person. We truly value the extra-curricular opportunities available where our students' relationships, social development, health and enjoyment are firmly enhanced and promoted.

We aim to make Physical Education meaningful, enjoyable and accessible to all students, which is why we provide a varied programme of study throughout the Key Stages.

Key Stage 3 Aims and Objectives

1. Create and develop enthusiastic and confident lifelong learners in sport, who actively compete in sport outside of the academy.
2. Inspire students to try new activities outside their comfort zone or understanding
3. Generate understanding and knowledge which provides cross curricular links in other subjects
4. Encourage students to compete in academy teams, representing themselves and their peers in sporting events.
5. Create and continue links with the community and other outside agencies to increase and improve the opportunities that students have in sport.

Activities and Assessment

Sports each student has the opportunity to experience include – Football, Rugby, Aesthetic Movement, Badminton, Health and Fitness, Cricket, Handball, Dodgeball, Rounders, Athletics, Short Tennis, Lacrosse, Tag Rugby, Netball and Basketball.

Extra-Curricular activities are yet another way in which students are given the opportunities to participate in sporting activities in which we have a really positive link with the Community Sports Foundation (CSF) as well as entering academy teams in a multitude of sports competitions and Inter-House events.

Students are assessed through observations, video analysis and practical performance and a written content via homework, in which next steps are given in order to improve understanding and application. Students are provided with information and feedback based on the Head, Heart and Hands assessment model across Key Stage 3.

Key Stage 4 Aims and Objectives

1. Provide high quality teaching for students to achieve excellent academic qualifications in sport.

2. Encourage further participation in sport and healthy, active lifestyles.
3. Provide information and opportunities for students to see the wider sporting world, including future career paths.
4. Opportunities to complete an examination subject in sport, leading to successful post-16 applications and future development.
5. Develop and encourage students to compete in extra-curricular activities and Inter-House competitions.

Key Stage 4 Activities and Assessment

The activities on our curriculum are similar to those in Key Stage 3 with students having the opportunity to improve and develop their abilities in - Football, Rugby, Badminton, Health and Fitness, Cricket, Handball, Dodgeball, Rounders, Athletics, Lacrosse, Netball and Basketball.

Key Stage 4 students are assessed based on effort and performance in core PE.

We currently offer BTEC Sport at KS4 with the BTEC First Award (2018) being delivered. This course consists of four units over two years which covers fitness testing, practical performance, leadership and sports psychology. Students are assessed both internally and externally throughout the course.

Links: Please click the link below to see the course specification and ensure the Award 2018 tab is selected.
<https://qualifications.pearson.com/en/qualifications/btec-firsts/sport-2012-nqf.html>

Key Stage 5 Aims and Objectives

1. Post-16 courses (BTEC Sport) building on the offer at Key Stage 4 ready for Higher Education or the world of work in the sporting environment.
2. Develop and prepare students for life outside education linking anatomy and physiology, fitness training, sports injury, sports business and professional development alongside many more.
3. Inspire and develop talented footballers with our link to Sheringham Football Club through both academic teaching and practical coaching.

Key Stage 5 Activities and Assessment

Two courses are offered – **BTEC Level 3 Extended Certificate** (Equivalent to one A-Level) this course can also be upgraded to the Diploma in Sport (Equivalent to two A-Levels)

BTEC Level 3 Extended Diploma (Equivalent to three A-Levels)

Both courses are assessed using both Exam and Assignments, with each being worth a percentage of the overall grade. Links: Please click on the link below to see the course specification and use the drop down menu to select the Extended Certificate or Extended Diploma.

<http://qualifications.pearson.com/en/qualifications/btec-nationals/sport2016.html>

Physical Education Curriculum Sequencing Rationale

1a.	<p>What are the key topics taught in Year 7?</p> <p>We teach the importance of staying healthy and active through a variety of sports and activities (Football, Netball, Rugby, Badminton, Aesthetic movement (including dance), Basketball, Health and Fitness, Athletics, Cricket/Rounders) Social skills and teamwork are essential to this, in addition to developing competitive sports people and confident learners. Extra-curricular participation is also encouraged. The importance of warming up and cooling down correctly and the scientific names for the muscular and skeletal systems are also covered.</p>
1b.	<p>Why is this?</p> <p>At KS2 students will have experienced activities which develop social skills and the importance of teamwork. We build on this to allow new friendships to develop, communication skills to improve understanding of differences and working together. The sports selected allows students to develop an interest in new sports as suggested in the national curriculum. Understanding how the skeletal and muscular systems work also enables students to develop knowledge of their own body. This then leads to learning components of fitness through sport.</p>
2a.	<p>What order is this taught in and why?</p> <p>This depends on the group and rotation of sports facility; however, we divide each sport into winter and summer events. Football, Rugby, Netball, Basketball, Aesthetic movement tend to be taught in the Autumn term, with Health and Fitness, Badminton, Athletics, Cricket and Rounders will be predominantly taught in the Spring and Summer. Knowledge of the human body, health and wellbeing and teamwork is incorporated into each sport.</p>
3a.	<p>How do we build on these topics and rationale in Year 8?</p> <p>We continue with the same sports from Year 7 with links to teamwork, social skills and confidence building. We then add more technical and tactical strategies to overcome opponents through competition in team and individual games. Leadership also becomes more developed including the roles each student can take in lessons and teams. We build on the knowledge of the components of fitness, human body and introduce the cardiovascular and respiratory systems.</p>
3b.	<p>What order is this taught in and why?</p> <p>As in 2a. this depends on the group and rotation of sports facility. Football, Rugby, Netball, Basketball, Aesthetic movement tend to be taught in the Autumn term, with Health and Fitness, Badminton, Athletics, Cricket and Rounders will be predominantly taught in the Spring and Summer. Knowledge of the human body, health and wellbeing and teamwork is incorporated into each sport just as in Year 7. Tactical awareness, the human body and leadership is taught and assessed throughout.</p>
4a.	<p>How do we build on these topics and rationale in Year 9?</p> <p>Further development of the key curriculum sports are taught, with competitive sport promoted throughout. Technical and tactical awareness is developed and students are encouraged to work in a team, building on trust and developing problem solving skills. Students are also taught how to provide analysis of their performances compared to previous ones and demonstrate improvement to achieve their personal best. Leadership becomes a focus and students are encouraged to lead aspects of lessons and take on officiating roles. Knowledge and understanding from previous years are again developed and assessed. These include the systems of the human body, components of fitness, methods and principles of training.</p>
4b.	<p>What order is this taught in and why?</p> <p>We teach the same order as in previous years, with the likelihood that students will take part in sports in a different order. The understanding of tactical awareness, leadership and knowledge of the human body is taught throughout the academic year.</p>
5a.	<p>Select one concept/theme you teach in your subject across more than one key stage</p> <p>How is this taught in each year?</p> <ul style="list-style-type: none"> • Components of fitness <p>Year 7 – Aerobic endurance, muscular endurance, flexibility. How it links to exercise Year 8 – Muscular strength, Speed, Reaction time, agility, balance. How it links to exercise Year 9 – Co-ordination, Power</p>

	Year 10/11 – BTEC Sport component on fitness training. All components covered.
5b.	<p>How does this become progressively more challenging?</p> <p>Each year, the sports we teach build on the previous year, developing tactical and technical strategies. Understanding of the human body becomes more intricate and knowledge of how this works and links to health and exercise is developed and challenged.</p>
6.	<p>What exam boards do you use in KS4 and KS5 and why? How does this link to your KS3 curriculum?</p> <p>KS4 – Pearson BTEC Level 2 First Award in Sport. This is because it best suits the demographic of our students, to build an understanding of participating in sport, fitness training and sports leadership. This links KS3 by building on sports leadership and components of fitness, as well as the rules and tactics of each sport. Core PE is still delivered for all students.</p> <p>KS5 – Pearson BTEC Level 3 National Extended Diploma in Sport. This builds on the learning at KS4 and KS3. Students will cover anatomy and physiology (developed from KS3 and 4) as well as fitness, sports leadership, sports psychology and rules and regulations amongst other optional units.</p>
7.	<p>What career opportunities does the study of your subject bring?</p> <p>Taking part in physical education helps develop the whole person, both physically mentally. Careers could include sports coaching/teaching, personal trainers, journalism and media, sports physiotherapy and sport development officer amongst many more.</p>