

Subject:	Physical Education
Subject Curriculum Vision:	Here at The Bishops Blue Coat, we want all students, in every year group, from any background and of any level of ability to feel able to engage in sport and physical activity and feel confident in a way which supports their health and fitness. PE provides a gateway into the world of sport and physical activity, where students can flourish with the opportunity to participate and compete, using their knowledge and skills and embedding values such as dignity, respect, hope, aspiration and wisdom. We aim to ensure that all students have access to quality, structured and engaging PE lessons, which meet the needs of students by treating them as individuals and values their efforts and contributions. The curriculum aims to provide a broad and varied sporting experience at KS3 to engage students to positively contribute to their own physical, mental and social health, developing an awareness of their capabilities across sports. Students are encouraged to analyse their performances compared to previous ones and demonstrate improvement to be the best version of themselves. A focus on developing competence and confidence is key, to encourage participation and motivation to then know what to do and how to do it, to help keep physically healthy and maintain a life-long active lifestyle. At KS4 the focus is on engaging students to be physically active for sustained periods of time and its contribution towards leading healthy, active lives beyond school. All students are encouraged to involve themselves in extra-curricular opportunities, to develop skills and abilities further, as well as participate in the representative teams and competitions, which provide a pathway into the competitive nature of sport. For those who chose to study PE for GCSE they will follow the AQA exam board specification. AQA GCSE PE offers students the opportunity to study a breadth of topics relating to the theory of sport and exercise and demonstrate their ability practically, being assessed in 3 physical activities of their choice. The specification allows for the teaching of new and contemporary topics which will help students of all abilities to develop a well-rounded skill set and prepare them for progression to further studies and potentially a career in sport. The course is taught across the 2 week timetable, with 5 lessons in Year 10 and 6 in Year 11, in addition to their 3 core practical PE lessons. These lessons will be split into theory and practical lessons. Assessment occurs through 2 exam papers, sat on separate days, in the summer of Year 11. Both papers include a mixture of multiple choice, short answer and extended questions. A practical moderation process held towards the end of Year 11, where students are assessed in their 3 sports. In addition, students produce a piece of coursework analysing performance in one sport. At KS5 we offer students with a keen interest in sport the opportunity to study the Level 3 BTEC National Extended Certificate in Sport. This is a nationally recognised qualification by both higher education providers and the sports industry as a whole. The course is split up into 4 units which are studied across 2 years, with students receiving 9 lessons a fortnight to cover the course content. 2 units are externally assessed through a 1 ½ hour exam and a 2 ½ hour exam. These units are studied in Year 12 with an option to re-sit the exams in the January of Year 13. The other 2 units, which are studied in Year 13, are internally assessed as pieces of written coursework. All 4 units offer students a fantastic insight into a wide breadth of theoretical knowledge that will set them up nicely to enter the industry or move on to a higher education course in sport.

Core Subject Values:

Dignity and Respect	Physical Education provides an opportunity for students to perform individually and as part of a team, whilst competing against others. It promotes an understanding of student's own capabilities and those of others and an appreciation of failure as a way of developing success. This promotes responsibility for self and others, encouraging a culture of inclusivity and empowering social action beyond the playing field. Sport inherently is underpinned by respect. In Physical education students learn their own and others value and the collective need to be respectful to the learning and development needs of themselves and others. The lesson structure embeds the basic standards of respect from the moment they enter the department, through the whole lesson experience to the moment they leave. Students are encouraged to learn and perform in an environment of respect and these are magnified through their understanding of the rules and regulations associated to the various sports they perform. For some students who are fortunate enough to represent the school, they also learn to respect the opportunity and how to conduct themselves in a highly competitive environment.
Wisdom, Knowledge and Skills	Students are continuously challenged in Physical Education to develop the technical and tactical knowledge required to improve performance. This is done through listening to teaching points, whilst observing demonstrations and crucially exploring through practical application. Lessons are developed from knowledge of skills in isolation to competitive conditioned situations to the full competitive context to allow students to retrieve their developed knowledge and respond with improved accuracy. Transferable skills are embedded into the logistical structure of PE lessons, such as organisation and communication and also through students' application of skills during performance, such as communication, teamwork and leadership. Students are allowed to apply knowledge and skills in competitive situations and can demonstrate their wisdom in selecting the right ones at the right times. Students are stretched through questioning to judge the application of performance and give reasons for performance outcomes.
Hope and Aspiration	Opportunities are provided for students to experience a wide range of sporting experiences through the variety of sports taught in lessons across the year that create greater possibilities for positive experiences and supportive situations. The assessment of students at KS3 is based on an ascending steps system so all students are directed towards understanding their current abilities and are aware of the requirements of higher ability, therefore being encouraged to aspire towards the 'next step'. A number of competitions are available to students through the extra-curricular programme to assist them in making positive life choices and pursuing further experiences. Extra-curricular successes are celebrated publicly in staff briefings and on Twitter and publicised in a half termly sports report.
Extra-curricular Provision	A broad and varied programme of district competitions is available and we try to enter as many of these as we can. We offer sports clubs after school in key sports and a broader extra curricular offer through the whole school LIFE Programme to increase inclusiveness.

Curriculum Map 2025/26

TERM 1 14 WEEKS					TERM 2 11 WEEKS			TERM 3 12 WEEKS			
6 WEEKS 8/9 - 17/10	2 WEEKS 20/10-7/11	2 WEEKS 10/11-21/11	2 WEEKS 24/11-5/12	2 WEEKS 8/12-19/12	4 WEEKS 5/1-30/1	4 WEEKS 2/2-6/3	3 WEEKS 9/3-27/3	3 WEEKS 20/4-8/5	3 WEEKS 11/5-5/6	3 WEEKS 8/6-26/6	3 WEEKS 29/6-17/7
BASILINE	ORIENTEERING	DANCE	INDOOR ATHLETICS	H&F	NETBALL	FITNESS	FOOTBALL	ATHLETICS	TENNIS	ROUNDERS	CRICKET
BASILINE	DANCE	ORIENTEERING	H&F	INDOOR ATHLETICS	FITNESS	NETBALL	FOOTBALL	TENNIS	ATHLETICS	CRICKET	ROUNDERS
BASILINE	H&F	INDOOR ATHLETICS	DANCE	ORIENTEERING	FOOTBALL	RUGBY	BASKETBALL	ATHLETICS	CRICKET	TENNIS	ROUNDERS
BASILINE	INDOOR ATHLETICS	H&F	ORIENTEERING	DANCE	FOOTBALL	RUGBY	BASKETBALL	CRICKET	ATHLETICS	ROUNDERS	TENNIS
BASILINE	ORIENTEERING	DANCE	INDOOR ATHLETICS	H&F	NETBALL	FITNESS	FOOTBALL	ATHLETICS	TENNIS	ROUNDERS	CRICKET
BASILINE	DANCE	ORIENTEERING	H&F	INDOOR ATHLETICS	FITNESS	NETBALL	FOOTBALL	TENNIS	ATHLETICS	CRICKET	ROUNDERS
BASILINE	H&F	INDOOR ATHLETICS	DANCE	ORIENTEERING	FOOTBALL	RUGBY	BASKETBALL	ATHLETICS	CRICKET	TENNIS	ROUNDERS
BASILINE	INDOOR ATHLETICS	H&F	ORIENTEERING	DANCE	FOOTBALL	RUGBY	BASKETBALL	CRICKET	ATHLETICS	ROUNDERS	TENNIS
CHRISTMAS HOLIDAYS					EASTER HOLIDAYS						
2 WEEKS 8/9-19/9	3 WEEKS 22/9-10/10	3 WEEKS 13/10-7/11	3 WEEKS 10/11-28/11	3 WEEKS 1/12-19/12	4 WEEKS 5/1-30/1	4 WEEKS 2/2-6/3	3 WEEKS 9/3-27/3	3 WEEKS 20/4-8/5	3 WEEKS 11/5-5/6	3 WEEKS 8/6-26/6	3 WEEKS 29/6-17/7
BASILINE	FOOTBALL	BASKETBALL	HANDBALL	TABLE TENNIS	VOLLEYBALL	TAG RUGBY	H&F	ATHLETICS	TENNIS	ROUNDERS	NETBALL
BASILINE	BASKETBALL	FOOTBALL	DANCE	VOLLEYBALL	TABLE TENNIS	H&F	TAG RUGBY	TENNIS	ATHLETICS	NETBALL	ROUNDERS
BASILINE	FOOTBALL	BASKETBALL	GYMNASTICS	H&F	RUGBY	VOLLEYBALL	TABLE TENNIS	ATHLETICS	CRICKET	TENNIS	ROUNDERS
BASILINE	BASKETBALL	FOOTBALL	SKILLS	RUGBY	H&F	TABLE TENNIS	VOLLEYBALL	CRICKET	ATHLETICS	ROUNDERS	TENNIS
BASILINE	FOOTBALL	BASKETBALL	HANDBALL	TABLE TENNIS	VOLLEYBALL	TAG RUGBY	H&F	ATHLETICS	TENNIS	ROUNDERS	CRICKET
BASILINE	BASKETBALL	FOOTBALL	DANCE	VOLLEYBALL	TABLE TENNIS	H&F	TAG RUGBY	TENNIS	ATHLETICS	CRICKET	ROUNDERS
BASILINE	FOOTBALL	BASKETBALL	GYMNASTICS	H&F	RUGBY	VOLLEYBALL	TABLE TENNIS	ATHLETICS	CRICKET	TENNIS	ROUNDERS
BASILINE	BASKETBALL	FOOTBALL	SKILLS	RUGBY	H&F	TABLE TENNIS	VOLLEYBALL	CRICKET	ATHLETICS	ROUNDERS	TENNIS
CHRISTMAS HOLIDAYS					EASTER HOLIDAYS						
2 WEEKS 8/9-19/9	3 WEEKS 22/9-10/10	3 WEEKS 13/10-7/11	4 WEEKS 10/11-5/12	2 WEEKS 8/12-19/12	4 WEEKS 5/1-30/1	4 WEEKS 2/2-6/3	3 WEEKS 9/3-27/3	3 WEEKS 20/4-8/5	3 WEEKS 11/5-5/6	3 WEEKS 8/6-26/6	3 WEEKS 29/6-17/7
BASILINE	NETBALL	FOOTBALL	TAG RUGBY	THEORY	TABLE TENNIS	BADMINTON	H&F	HANDBALL	TENNIS	ROUNDERS	ATHLETICS
BASILINE	FOOTBALL	NETBALL	H&F	THEORY	BADMINTON	TABLE TENNIS	TAG RUGBY	TENNIS	HANDBALL	ATHLETICS	ROUNDERS
BASILINE	FOOTBALL	HANDBALL	BADMINTON	THEORY	RUGBY	H&F	TABLE TENNIS	ROUNDERS	ATHLETICS	CRICKET	TENNIS
BASILINE	HANDBALL	FOOTBALL	TABLE TENNIS	THEORY	H&F	RUGBY	BADMINTON	ATHLETICS	ROUNDERS	TENNIS	CRICKET
BASILINE	NETBALL	FOOTBALL	TAG RUGBY	THEORY	TABLE TENNIS	BADMINTON	H&F	HANDBALL	TENNIS	ROUNDERS	ATHLETICS
BASILINE	FOOTBALL	NETBALL	H&F	THEORY	BADMINTON	TABLE TENNIS	TAG RUGBY	TENNIS	HANDBALL	ATHLETICS	ROUNDERS
BASILINE	FOOTBALL	HANDBALL	BADMINTON	THEORY	RUGBY	H&F	TABLE TENNIS	ROUNDERS	ATHLETICS	CRICKET	TENNIS
BASILINE	HANDBALL	FOOTBALL	TABLE TENNIS	THEORY	H&F	RUGBY	BADMINTON	ATHLETICS	ROUNDERS	TENNIS	CRICKET

GCSE Physical Education



The course is 60% theory and 40% practical (3 sports + coursework, each worth 10%)

Year 10: 5 lessons per fortnight

Year 11: 6 lessons per fortnight

In the majority lessons will be classroom based, working through theory content. There will be opportunity for practical lessons, to focus on key sports that can be shown in moderation and some practical theory lessons, where theory content is best taught through practical methods.

Paper 1: The human body and movement in physical activity and sport	+	Paper 2: Socio-cultural influences and well-being in physical activity and sport	+	Non-exam assessment: Practical performance in physical activity and sport
What's assessed • Applied anatomy and physiology • Movement analysis • Physical training • Use of data		What's assessed • Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data		What's assessed • Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). • Analysis and evaluation of performance to bring about improvement in one activity.
How it's assessed • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE		How it's assessed • Written exam: 1 hour 15 minutes • 78 marks • 30% of GCSE		How it's assessed • Assessed by teachers • Moderated by AQA • 100 marks • 40% of GCSE
Questions • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.		Questions • Answer all questions. • A mixture of multiple choice/objective test questions, short answer questions and extended answer questions.		Questions • For each of their three activities, students will be assessed in skills in progressive drills (10 marks per activity) and in the full context (15 marks per activity). • Students will be assessed

Non-Examined Assessment (Practical Performance – 30% of total GCSE)

Students are assessed in **3 sports**:

- **1 team sport**
- **1 individual sport**
- **1 team **or** individual from the sport lists below.**

Each sport is marked out of **25 marks** and will account to **10%** of your final grade. 10 marks for skills, 15 marks for the full context.

Please note:

*There is an advantage **in playing the sport outside of school** to assist in accessing more marks*

*There is an emphasis on the need for **video footage** for sports that cannot be shown in school for a practical moderation and / or are played at a higher level than can be shown in school, to showcase skills and abilities at the higher level of challenge. Responsibility is placed on students / parents & guardians to provide the required video footage.*

Non-Examined Assessment (Performance Analysis – 10% of total GCSE)

The final 10% of the NEA for the GCSE is based on the completion of an analyse and evaluate performance in one activity from the specification

Students can analyse and evaluate their **own performance or the performance of another person**. Students are required to analyse and evaluate performance in a recent competitive performance

Analysis – strengths and weaknesses (15 marks)

Students must identify:

- **Two strengths:**
 - **One fitness component** - justifying how it has benefited performance.
 - **One skill / technique** – justifying how that technique benefited performance **or**
One tactic/strategy/aspect of choreography (as appropriate) – Identifying the student’s role within that tactic/strategy and how it benefited performance.
- **Two weaknesses:**
 - **One fitness component** - justifying how it has negatively affected performance.
 - **One specific skill** - reference should be made to the technique used and how that technique hindered performance **or**

One tactic/strategy/aspect of choreography (as appropriate) - reference can be made to a description of the student's role within that tactic/strategy and how it hindered performance. If an aspect of choreography is chosen, reference can be made to how choreographed movement negatively affected performance.

Evaluation – the use of theoretical principles to cause improvement (10 marks)

Using appropriate theoretical content included in the specification, students should produce an overall plan of action that suggests ways to improve upon the weaknesses that they have identified as part of their analysis

KS4 - AQA GCSE PE (Theory)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	3.1.3.1 Health and fitness 3.1.3.2 The components of fitness COURSEWORK	3.1.3.2 Fitness Testing 3.1.3.3 types of training COURSEWORK	3.1.3.3 The principles of training 3.1.3.4 calculating intensities Preventing injury Altitude training Seasonal aspects 3.1.3.5 effective use of warm up and cool down COURSEWORK	3.2.1.1 Classification of skills (basic/complex, open/closed) 3.2.1.2 The use of goal setting and SMART targets 3.2.1.3 Basic information processing COURSEWORK	3.2.1.4 Guidance and feedback on performance 3.2.1.5 Mental preparation for performance COURSEWORK	3.2.3.1 Physical, emotional and social health, fitness and wellbeing 3.2.3.2 The consequences of a sedentary lifestyle 3.2.3.3 Energy use, diet, nutrition and hydration COURSEWORK Practical Moderation (mock)
Year 11	3.1.1.1 musculoskeletal system 3.1.2 Movement analysis 3.1.2.1 Lever systems 3.1.2.2	3.1.1.2 cardio-respiratory system 3.1.1.3 Anaerobic and aerobic exercise 3.1.1.4 The short and long term effects of exercise	3.2.2.1 Engagement patterns of different social groups 3.2.2.2 Commercialisation of physical activity and sport	3.2.2.3 Ethical and socio-cultural issues in physical activity and sport REVISION	REVISION	

	Planes and axes of movement		3.2.2.3 Ethical and socio-cultural issues in physical activity and sport			
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BTEC Level 3 National Extended Certificate in Sport



Assessment: 50% exam 50% coursework

2 x externally assessed exam units

2 x internally assessed coursework units

Course entry requirements:

Minimum Grade 6 in GCSE PE (or equivalent for alternative course)

Or

Minimum Grade 5 in Science and English

(Both subjects will help with constructing detailed coursework and high-quality exam answers.)

Year	Unit title	Unit content	Assessment method
Year 12	Unit 1 Anatomy and Physiology	Learners explore how the skeletal, muscular, respiratory and cardiovascular systems function and the fundamentals of the energy systems.	90 minute written exam Externally marked – 1 re-sit opportunity
Year 12	Unit 2 Fitness Training and Programming for Health, Sport and Well-being	Learners explore the process required for screening clients and assessing their lifestyle and nutritional intake.	120 minute written exam Externally marked – 1 re-sit opportunity
Year 13	Unit 3 Professional Development in the Sports Industry	Learners explore the knowledge and skills required for different career pathways in the sports industry.	Written coursework Internally assessed
Year 13	Unit 6 Sports Psychology	Learners will look at individual psychological factors that can influence performance, the psychological aspects of environments	Written coursework Internally assessed

		that sports are played in and the influences that others can have on performance.	
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The course can lead to 4 grades that are recognised by UCAS:

Pass - Equivalent to **A-Level E** grade

Merit - Equivalent to **A-Level C** grade

Distinction - Equivalent to **A-Level A** grade

Distinction* - Equivalent to **A-Level A*** grade

KS5 – BTEC National in Sport

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	Unit 1	Section A Skeletal System Section B Muscular System	Section C Respiratory System	Section D Cardiovascular System Section E Energy Systems	REVISION	REVISION	
	Unit 2	A Examine lifestyle factors and their effect on health and well-being	B Understand the screening processes for training programming C Understand programme-related nutritional needs	D Examine training methods for different components of fitness	E Understand training programme design REVISION	REVISION	
Year 13	Unit 3	Learning Aim A: Understand the career and job opportunities in the sports industry	Learning Aim B: Explore own skills using a skills audit to inform a career development action plan Assignment 1	Learning Aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway	Learning Aim D: Reflect on the recruitment and selection process and your individual performance Assignment 2		
	Unit 4	Learning Aim A: Understand how personality,	Learning Aim B:	Learning Aim B: Examine the impact of group dynamics in team	Learning Aim C: Explore psychological skills training	Learning Aim C: Explore psychological skills	

		motivation and competitive pressure can affect sport performance	Examine the impact of group dynamics in team sports and its effect on performance	sports and its effect on performance	programmes designed to improve performance	training programmes designed to improve performance	
		Assignment 1		Assignment 2		Assignment 3	