

# Physical Education

## Team Byrchall - Sport for Life

- Promoting and celebrating success
- Encouraging all to lead a healthy, active lifestyle
- Giving any ability the chance to participate and engage
- Motivating all members of the school community
- Helping talented performers further develop
- Developing fair play and sportsmanship in students

'Team Byrchall – Sport for Life' encourages lifelong participation in sporting activity. The Team Byrchall ethos helps students to build confidence and security in PE, which in turn impacts on the high volume of students who are involved in extra-curricular activities both in and out of school.

## PHYSICAL

- To promote an appreciation of physical movement through observation and analysis.
- To develop the student's ability to plan and compose movement sequences in a wide variety of activities.
- To develop the capacity to create and express ideas through the media of planning, performing and evaluating movement.
- To utilise modern technology to analyse physical performance and movement.
- To encourage the appreciation of and the ability to monitor physical fitness.
- To encourage students to remember, adapt and apply knowledge, skills and concepts in a variety of movement related activities.
- To promote the development of movement coordination, confidence and the acquisition of a range of motor skills.

## PERSONAL

- To allow for students to work cooperatively and develop interpersonal and communication skills.
- To encourage responsible attitudes towards safety and develop a working knowledge of safe practice in all activities.
- To educate students with regard to health, hygiene and fitness.
- To give students the opportunity to discover and to use appropriately the facilities available locally.
- To develop a healthy attitude towards competition.
- To provide through all activities the highest form of enjoyment.

Autumn	Spring	Summer
<p><b>Theory</b> Training principles / methods PEP planning Healthy Mind and Body</p> <p><b>Prac</b> Fitness Basketball / Football</p>	<p><b>Theory</b> Benefits of Exercise Healthy Mind and Body Influences on participation</p> <p><b>Prac</b> Handball Netball</p>	<p><b>Theory</b> Wellbeing and Diet Somatotyping</p> <p><b>Prac</b> Athletics Rounders</p>

- Homework should be set for Key Stage 4 students and marked in accordance with school and departmental policy.
- Students should always write homework in homework diaries.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Training methods / principles	8	<ul style="list-style-type: none"> <li>• Students to review of examination technique</li> <li>• Students to peer / self-assess knowledge and understanding on work covered to date</li> <li>• Students to be introduced to the Principles and Methods of Training method</li> <li>• Introduction to principles of training, defining each component and their meaning</li> <li>• Students to develop understanding of progression and overload</li> <li>• Students to be introduced to training threshold</li> <li>• Students to interpret data and draw their own threshold</li> <li>• To identify the link between training threshold and Overload</li> </ul>
PEP Planning and Creation	9	<ul style="list-style-type: none"> <li>• Students to create 6 week training plan under controlled conditions</li> <li>• Taking into account previous work on Principles / methods</li> </ul>

Healthy Mind and Body	8	<ul style="list-style-type: none"> <li>• Students to be able to identify benefits of training and exercise in sport</li> <li>• Discover influences on taking part in sport and identify the factors behind this</li> <li>• Identify reasons that people may take part in sport</li> <li>• Exe roles other than performer in sport and reasons people may take these roles</li> <li>• Students to be introduced to training threshold</li> <li>• Identify participation initiatives and those who would be targeted by organisation</li> </ul>
Somatotyping / Well Being and Diet	8	<ul style="list-style-type: none"> <li>• Students to identify the term somatotypes and assign characteristics to each body type</li> <li>• To link somatotype to performance in different sporting events</li> <li>• Students to understand the relationship between energy intake and expenditure</li> <li>• Students to understand how this affects performance</li> <li>• Look at the seven components of a balanced diet</li> <li>• Students should be able to identify the food sources, main functions and the aid to the sports person</li> </ul>

