

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.

GCSE PE Y11

Unit	Duration (lessons)	Learning Objectives/Outcomes
Coursework Started in Y10 – completed in Y11	14 hrs (controlled conditions)	<ul style="list-style-type: none"> • Learners will assess the physical fitness/strengths/weaknesses of the performer being analysed using tests for the different components of fitness. (2–3 hours) • For a chosen physical activity learner will (3–4 hours): <ol style="list-style-type: none"> a) analyse the importance of the different components of fitness for the activity b) give an overview of the key skills in the activity c) assess the strengths/weaknesses of the performer being analysed in the activity. For a specific skill or technique in the chosen activity learners will (1–2 hours): <ol style="list-style-type: none"> d) analyse a movement involved – joint, type of movement, muscle group(s), muscle function/role classify the skill on the difficulty and environmental continua. e) Produce an action plan (not to be implemented) to improve an aspect of the performance of the performer being analysed in the chosen activity (4–5 hours).
Paper 2 – Psychology in Sport	10	<ul style="list-style-type: none"> - Characteristics of skillful movement - Classification of skill – open v closed/simple v complex - Targets setting/Goals (Setting SMART Targets) - Mental Preparation Techniques (4) - Guidance - Feedback in sport (6 techniques with sporting examples)
Paper 2 – Health, Fitness and Well Being	8	<ul style="list-style-type: none"> - Consequences of a sedentary lifestyle – Physical / Mental/Social - Definitions of healthy lifestyles and associated issues - Diet and food groups

		<ul style="list-style-type: none"> - Depth and stretch – revision and rich tasks
Paper 2 – Factors Affecting Participation/ Engagement Patterns	8	<ul style="list-style-type: none"> - Agencies involved in provision of sport. Campaigns to improve participation. - Activity trends in sport. - Factors affecting participation. - Factors affecting participation and strategies to improve participation. - Commercialisation and the golden triangle.
Paper 2 - Ethics and Socio-Cultural Issues in Sport	6	<ul style="list-style-type: none"> - Compare and contrast-sportsmanship / gamesmanship and deviance in sport - Create reasons for violence in sport (relate to sporting examples) - Examine the use of performance enhancing drugs in sport.
Revision	15	<p>Paper 1</p> <ul style="list-style-type: none"> • Cardiovascular system • Respiratory system • Skeletal system • Muscular system • Energy for exercise – aerobic v anaerobic • Components of skill – including how to test for each one • Movement analysis - planes, axis, levers. • Training for sport – training methods / principles / session. • Warm up/Cool down • Risk assessment - safety in sport <p>Paper 2</p> <ul style="list-style-type: none"> • Influences on participation/factors effecting participation. • Strategies in improve participation. • Engagement patterns. • Commercialisation of sport 8- golden triangle, trends

		<p>in sports participation.</p> <ul style="list-style-type: none">• Health – physical/mental/social• Psychology of Sport – guidance, feedback, goal setting (SMART TARGETS), mental preparation, characteristics of skillful movement• Classification of skill - open v closed & simple v complex• Ethics of sport – sportsmanship/gamesmanship/deviance/violence in sport.• Drugs in sport – influences to take. Steroids/beta blockers/stimulants – effects and side effects.• Diet in Sport – 7 food nutrients – balancing a diet/food for sport
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