



Physical Education KS3

The PE department aims to guide every student towards being **'WELL'** in PE.

- **Wellbeing**- Securing strong physical, cognitive, emotional and social aspects of health and wellbeing.
- **Enjoyment**- Finding fun through a varied programme of physical activities
- **Life Long Participant**- Ignite a passion for healthy and active living that will last a lifetime.
- **Life-Skilled**- Develop transferable skills to flourish in school, employment and life (including teamwork, communication skills, resilience, empathy, creativity and leadership)

	AUTUMN TERM	SPRING TERM	SUMMER TERM
	<p>Group 1: Basketball Dodgeball OAA + Leadership Interform X-County Netball</p> <p>Group 2: Football Basketball OAA + Leadership Interform Dodgeball</p> <p>Group 3: Dodgeball Netball OAA + Leadership Interform Football</p>	<p>Group 1: Football Table Tennis Interform 1st Aid / Fitness Testing Alternative Sport Choice Outside Health / Fitness</p> <p>Group 2: Netball Badminton Interform 1st Aid / Fitness Testing Alternative Sport Choice Outside Dance / Gym / Options</p> <p>Group 3: Basketball Dance / Gym / Options Interform 1st Aid / Fitness Testing</p>	<p>Group 1: Rounders / Cricket Athletics Dance / Gym / Options Interform Badminton</p> <p>Group 2: Table Tennis Athletics Rounders / Cricket Interform Health / Fitness</p> <p>Group 3: Badminton Health / Fitness Athletics Interform Rounders / Cricket</p>



Physical Education KS3

	<p>Group 4: Netball Football OAA + Leadership Interform Basketball</p>	<p>Alternative Sport Choice Outside Table Tennis</p> <p>Group 4: Dodgeball Health / Fitness Interform 1st Aid / Fitness Testing Alternative Sport Choice Outside Badminton</p>	<p>Group 4: Dance / Gym / Options Table Tennis Athletics Rounders / Cricket</p>
--	---	---	--

Students will be assessed on areas of 'WELL' PE



Physical Education KS3

W.E.L.L.	Developing - Level 1/2/3	Secure - Level 4/5/6	Excellent - Level 7/8/9
Wellbeing	<ul style="list-style-type: none"> ● Can highlight some benefits of physical activity. ● Limited confidence in physical activities in the role of participant/ coach or official. ● Often gives up when faced with a challenge. ● Struggles to demonstrate working at high intensities for sustained periods. ● Students display a fixed mindset that lacks positivity. 	<ul style="list-style-type: none"> ● Understands there are physical, social and mental benefits to exercise and can list one in each area. ● Confident in some areas of physical activity in the role of participant/ coach or official. ● Likes to be challenged in some areas but resilience is not consistently displayed. ● Can work at intensities that will improve their physical fitness levels. ● Students display a positive growth mindset in most activity areas. 	<ul style="list-style-type: none"> ● A detailed understanding of the physical, social and mental benefits of physical activity. ● Displays confidence in lesson time in the role of participant/coach or official. ● Shows resilience and does not give up when things are challenging. ● Can work at intensities that will improve their physical fitness levels and sustain levels for long periods. ● Students consistently display a growth mindset that positively influences peers' behaviours.
Enjoyment	<ul style="list-style-type: none"> ● Does not engage in physical activities, little enthusiasm shown. ● Shows little attempt to answer teachers' questions or volunteer to demonstrate. ● Does not participate in any extra - curricular practices. ● Does not respond well to losing and lacks empathy to others. 	<ul style="list-style-type: none"> ● In most lessons depending on the activity students are engaged with a task set. ● Will answer questions and demonstrate if asked in most activity areas. ● Participates in at least one extra-curricular club ● Is always fair in competition and is developing reactions to failure. 	<ul style="list-style-type: none"> ● Comes to all lessons self-motivated and engaged throughout. ● Is keen to demonstrate or attempt to answer questions in most activity areas. ● Participates in extra-curricular activities regularly. ● Always fair in competition and gracious in defeat.
Life Long Participant	<ul style="list-style-type: none"> ● With teacher guidance can lead a partner through a warm up ● Develops basic skills that can be demonstrated in practice situations. ● Is able to assist the teacher to officiate small 	<ul style="list-style-type: none"> ● Is able to lead a partner/ familiar small group through an effective warm up. ● Is able to use skills developed in practice to improve their match play. ● Is able to officiate small sided games 	<ul style="list-style-type: none"> ● Is able to lead a warm up for small groups effectively. ● Is able to use skills developed in lessons effectively and consistently into match play.



Physical Education KS3

W.E.L.L.	Developing - Level 1/2/3	Secure - Level 4/5/6	Excellent - Level 7/8/9
	<p>games, demonstrating some basic knowledge of the activity rules</p> <ul style="list-style-type: none"> ● Can identify strengths in their performance. ● Decision making is not always correct. With hints can work towards correct decisions. ● Can name a limited number of careers in the sports industry 	<p>demonstrating key knowledge of the activity rules.</p> <ul style="list-style-type: none"> ● Can identify strengths and weaknesses in their own performance. ● Students Decision making is correct in most situations and students independently understand when a wrong decision has been made. ● Can outline a number of careers in the sports industry and has a basic understanding of the pathways involved. 	<ul style="list-style-type: none"> ● Is able to officiate a game effectively, demonstrating detailed knowledge of the rules. ● Can analyse the performance of themselves and others ● Decision making is consistently effective, aiding success and positively impacting others/the team. ● Has a detailed understanding of the different career pathways and opportunities in the sports industry?
Life skilled	<ul style="list-style-type: none"> ● Regularly wears incorrect kit and is consistently late to lessons ● Shows limited communication skills with staff and peers. ● With guidance can lead a partner in a familiar activity with some success. ● Demonstrates minimal characteristics of a positive role model. ● Needs guidance from teachers at all times and struggles to stay on tasks without direct supervision 	<ul style="list-style-type: none"> ● Occasionally wears incorrect kit and is sometimes late to lessons ● Mostly able to communicate effectively with staff and peers. ● Can successfully lead a small group of peers in a familiar activity. ● Models positive behaviours most of the time and is a positive influence on others. ● Can work independently but may need intermittent periods of supervision to stay fully on task. 	<ul style="list-style-type: none"> ● Displays excellent kit organisation and punctuality to lessons. ● Is an excellent communicator with staff and peers? ● Is able to lead a small group of peers effectively and can adapt to situational changes. ● Acts as a role model for peers and encourages others to fulfil their potential. ● Is able to work independently and stay on task when the teacher is not in sight.