



Long Term Mapping 2025 – 26

KS4 – Year 11 – AQA GCSE Physical Education

Subject Intent/ Aims:

At St Philip Howard Catholic Voluntary Aided Academy, Physical Education has a unique contribution to make to the overall development of our pupils in terms of **personal, social and physical attributes**. The PE curriculum at St Philip Howard is inclusive and centred around educating the whole child, through a broad, yet focused on a range of activities, for sustained periods of time, offering competitive opportunities for all.

The curriculum will develop deep seated knowledge and understanding, linking different activities through **skills, fitness and aesthetic appreciation**. We fully intend to develop **social skills, empathy, emotional intelligence and sportsmanship** enabling pupils to grow into confident, valued members of the community, who live active healthy lifestyles in both mind and body, leading to a healthy state of well-being.

St Philip Howard pupils will be gracious in defeat, show humility in victory and have determination to succeed. We intend to deliver a high-quality physical education curriculum to inspire all pupils to succeed and excel in **competitive sport and other physically-demanding activities**. We strive to provide opportunities for pupils to become physically confident in a way which supports their **health, fitness and well-being**. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. The general and subject specific, will provide opportunities and rely upon pupil's ability to retrieve knowledge and understand that **interleaving**, especially in relation to common skills and health and fitness are common place in the curriculum.

The concept of '**Sport for All**' is very important to us and through a diverse sporting curriculum we aim to give all pupil this opportunity. If pupils choose to retain a creative attitude, then we have succeeded outside our parameters, but essentially the immediate provision, opportunity and esteem is there to be grasped in the fullness and freedom of our curriculum and extra-curricular programmes.



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Key Concepts - Advent		Key Concepts – Lent		Key Concepts - Pentecost	
<ul style="list-style-type: none">Physical training – Paper 1: The human body and movement in physical activity and sport.NEA Coursework (strengths and weaknesses of practical performance and analysis)		<ul style="list-style-type: none">Sports psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport.		<ul style="list-style-type: none">Socio-cultural influences – Paper 2: Socio-cultural influences and well-being in physical activity and sport.	<ul style="list-style-type: none">Paper 1 and Paper 2 Targeted intervention where needed
National Curriculum Coverage					
<p>Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.</p> <ul style="list-style-type: none">✓ use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and table tennis]✓ develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, trampolining]✓ take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group✓ evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best✓ continue to take part regularly in competitive sports and activities outside school through community links or sports clubs					
Components		Components		Components	
<i>Advent 1</i>	<i>Advent 2</i>	<i>Lent 1</i>	<i>Lent 2</i>	<i>Pentacost 1</i>	<i>Pentacost 2</i>
<ul style="list-style-type: none">Health and fitness recap, including the relationship between health and fitness.The components of fitness.Linking sports and activities to the required components of fitness.Reasons for and limitations of fitness testing.Measuring the components of	<ul style="list-style-type: none">Types of training- including an introduction to the analysis and evaluation task.Types of training (continued) with reference to the advantages and disadvantages of using these types for different sports.Calculating intensity.Considerations to prevent injury.High altitude training and seasonal aspects.Warming up and cooling down.Application of the principles	<ul style="list-style-type: none">Examples of and evaluation of the types of feedback and guidance.Arousal and the Inverted U theory.Application of how optimal arousal has to vary in relation to the skill/stress management techniques.Aggression and personality.Intrinsic and extrinsic motivation, including	<ul style="list-style-type: none">Engagement patterns and the factors affecting them.Commercialisation, sponsorship and the media.Positive and negative impacts of sponsorship and the media.Positive and negative impacts of technology.Conduct of performers and introduction to drugs.Sporting examples of drug taking.	<ul style="list-style-type: none">Advantages/disadvantages to the performer/the sport of taking PED’s.Spectator behaviour and hooliganism, including strategies to combat hooliganism.Revision and exam technique including mock exam.	<ul style="list-style-type: none">Revision and exam technique.



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fitness and demonstrating how data is collected. <ul style="list-style-type: none"> The principles of training and overload. Applications of the principles of training. 	to the analysis and evaluation task.	evaluation of their merits.			
HO Knowledge		HO Knowledge		HO Knowledge	
<i>Advent 1</i>	<i>Advent 2</i>	<i>Lent 1</i>	<i>Lent 2</i>	<i>Pentacost 1</i>	<i>Pentacost 2</i>
<ul style="list-style-type: none"> ❖ Simple recall of definitions of each. ❖ Evaluate and justify the importance of the components to varying sporting examples. Use of reasoned conclusions. ❖ Recall reasons for fitness testing. ❖ Evaluate the suitability of using each test for differing sports people. ❖ The application to sporting activities ❖ Evaluate how certain principles hold particular importance when training for certain sports. 	<ul style="list-style-type: none"> ❖ Name of each training type and basic understanding ❖ Evaluation and justification (with reasoned conclusions) as to why some training types are particularly useful for specified sports ❖ Linking the principles of training to sporting activities and training types, justifying the choice and the calculated intensity to be used. ❖ Evaluation of which ways are appropriate to which training types and sporting activities. ❖ Evaluation of who would use altitude training with reasoned conclusions. ❖ Applied examples to sporting activities. 	<ul style="list-style-type: none"> ❖ Link the types of guidance to the stages of learning, providing reasoned conclusions. ❖ Explain the types of feedback. ❖ Explain the stages of the inverted U (before optimum point, optimum point and after optimum point) ❖ Apply the inverted U to varying practical skills – does it need high, medium, low? ❖ Provide sporting examples of when these occur ❖ Explain the characteristics of an introvert/ extrovert ❖ Evaluate the worth or significance of both types, using practical examples (see the box below). 	<ul style="list-style-type: none"> ❖ Develop analytical skills to ascertain what factors are relevant to differing circumstances ❖ Analyse/ evaluate links between sport, sponsorship and the media. ❖ Apply examples of the above to different scenarios, eg types of media in mainstream sport. ❖ Develop a breadth of understanding, ie several advantages and disadvantages. ❖ Evaluation of the advantages of blood doping, with reasoned conclusions ❖ Evaluate which type of sports person may take drugs 	<ul style="list-style-type: none"> ❖ A basic understanding of the advantages and disadvantages. ❖ Develop a wider repertoire of understanding. ❖ Develop understanding of the disadvantages. ❖ Develop an understanding of the advantages and disadvantages generically. ❖ Apply to varying examples. ❖ Develop a basic understanding of why hooliganism occurs. ❖ Develop reasoned conclusions to evaluate the effectiveness of these strategies employed to combat hooliganism 	Targeted intervention



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Composite Skills		Composite Skills		Composite Skills	
<i>Advent 1</i>	<i>Advent 2</i>	<i>Lent 1</i>	<i>Lent 2</i>	<i>Pentacost 1</i>	<i>Pentacost 2</i>
<ul style="list-style-type: none"> ➤ Definitions of the following components of fitness ➤ Understand and justify why the components of fitness (as stated above) may or may not be needed when performing certain physical activities and sports. ➤ Reasons for fitness testing ➤ Knowledge of the main procedures of the tests used to measure components of fitness ➤ Understanding of how test scores are measured/recorded (eg in seconds, levels, centimeters, numbers). Definitions of the terms qualitative and quantitative, in relation to the collection of fitness testing data. Understanding that the quantitative data collected during fitness testing can be compared to national averages. ➤ Key principles of training ➤ How the principles of training can be applied to bring about improvements in fitness. 	<ul style="list-style-type: none"> ➤ Understand the distinctions between different types of training ➤ The advantages and disadvantages (the effects on the body) of each type of training method stated above ➤ Definition of training threshold. ➤ Calculate the aerobic/anaerobic training zone ➤ The training type/intensity should match the training purpose (eg aerobic or anaerobic). ➤ How high altitude training is carried out ➤ Parts of warming up and cooling down. 	<ul style="list-style-type: none"> ➤ Evaluation of the use of the types of guidance ➤ Evaluation of the use of the following types of feedback with specific links to beginners and to elite level performers ➤ Definition of Arousal. ➤ The shape of the 'inverted-U' placed appropriately in a graph depicting y axis (performance level – low to high) and x axis (arousal level – low to high). ➤ Link appropriate arousal level (high/low) to gross/fine skills in sporting actions. ➤ Definition of direct and indirect aggression. Students should be taught to know the meaning of the terms direct and indirect aggression, and be able to suggest examples of direct/ indirect aggression in sport ➤ Characteristics of personality types and the link to sporting choice. 	<ul style="list-style-type: none"> ➤ Focus on the engagement patterns in physical activity and sport can differ between different social groups ➤ To define commercialisation. ➤ Definitions of sponsorship and the media. ➤ The positive and the negative impacts of commercialised activity (sponsorship and the media) ➤ The positive and the negative impacts of technology ➤ Categories of prohibited substances, including the basic positive effects and negative side effects ➤ How blood doping occurs and the effects/side effects of doing it. 	<ul style="list-style-type: none"> ➤ The advantages and disadvantages of taking PEDs for the performer – focus on the performer only and deal with generic advantages/ disadvantages for sports performers. ➤ Disadvantages include: • reputation • credibility. Teaching should focus solely on the disadvantage ➤ The positive influence of spectators at matches/ events: • creation of atmosphere • home-field advantage (for home team/individuals). ➤ The negative influence of spectators at matches/events: • negative effect on performance as a result of increased pressure • potential for crowd trouble/hooliganism • safety costs/concerns • negative affect on participation numbers amongst younger performers. ➤ Reasons for hooliganism ➤ To evaluate the effectiveness of combatting hooliganism with strategies, eg high costs of security versus safety of spectators 	<ul style="list-style-type: none"> ➤ Revision and exam technique. ➤ Targeted intervention and address gaps in knowledge ➤ Exam techniques ➤ Learning maps ➤ Mind maps ➤ Revision clocks ➤ RRR ➤ Flashcards ➤ Revision guides



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		➤ Focus on intrinsic/extrinsic motivation			
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Final composition/ Deliberate Practice		Final composition/ Deliberate Practice		Final composition/ Deliberate Practice	
<i>Advent 1</i>	<i>Advent 2</i>	<i>Lent 1</i>	<i>Lent 2</i>	<i>Pentacost 1</i>	<i>Pentacost 2</i>
End of topic test: Physical training – Paper 1: The human body and movement in physical activity and sport. AO1 AO2 AO3 Complete coursework booklet	End of topic test: Physical training – Paper 1: The human body and movement in physical activity and sport. Complete coursework first draft	End of topic test: Sports psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport.	End of topic test: Sports psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport.	End of topic test: Socio-cultural influences – Paper 2: Socio-cultural influences and well-being in physical activity and sport. Mock exams Paper 1 and Paper 2	Mock exams Paper 1 and Paper 2
Assessment/s (Formative and Summative)		Assessment/s (Formative and Summative)		Assessment/s (Formative and Summative)	
<ul style="list-style-type: none"> Questioning Synoptic quizzes End of topic tests Skills assessment Full context and application of skills end of topic assessment Mock exams 		<ul style="list-style-type: none"> Questioning Synoptic quizzes End of topic tests Skills assessment Full context and application of skills end of topic assessment Mock exams 		<ul style="list-style-type: none"> Questioning Synoptic quizzes End of topic tests Skills assessment Full context and application of skills end of topic assessment Mock exams 	

Key Terms		Key Terms		Key Terms	
<i>Advent 1</i>	<i>Advent 2</i>	<i>Lent 1</i>	<i>Lent 2</i>	<i>Term 1</i>	<i>Term 2</i>
agility • balance • cardiovascular endurance (aerobic power) • coordination • flexibility • muscular endurance •	Circuit training – consider space available, equipment available, number of circuit stations, work: rest ratio, the content/demand	positive/negative • knowledge of results/knowledge of performance • extrinsic/intrinsic. U graph with both x and y axis	gender • race/religion/culture • age • family/friends/peers • disability. • attitudes • role	Advantages include: • increased chances of success • fame • wealth • level playing field. Disadvantages include: •	



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<p>power/explosive strength (anaerobic power) • reaction time • strength (maximal, static, dynamic and explosive) • speed</p> <p>monitor improvement, starting level of fitness, requirements, norms of the group/national averages, motivate/sets goals, provide variety to a training programme.</p>	<p>of the circuit can be altered in order to improve different components of fitness. Continuous training – sustained exercise at a constant rate (steady state) without rests, involving aerobic demand for a min of 20 minutes, eg running, swimming, rowing, cycling. Fartlek training – varying speed, terrain and work: rest ratios. Interval training/high intensity interval training – periods of exercising hard, interspersed with periods of rest or low intensity exercise. Static stretching – a way to stretch to increase flexibility, held (isometric) for up to 30 seconds, using correct technique, advisable to avoid over stretching. Weight training – choice of weight/exercise depends on fitness aim, eg strength/power training or muscular endurance, the importance of safe practice/lifting technique, the need for spotters. Plyometrics – to increase power. Use of plyometric exercises (eg bounding, depth jumping). Basic physiological understanding – eccentric contraction followed by larger concentric contraction.</p>	<p>appropriately labelled. gross/fine skills in sporting actions deep breathing • mental rehearsal/visualisation/ imagery • positive self-talk. shy/quiet • thoughtful • enjoy being on their own/ loner. concentration/precision (fine skill) is required • low arousal is required. enjoy interaction with others/sociable/aroused by others • enthusiastic/talkative prone to boredom when isolated/by themselves. Tend to play team sports when: • there is a fast pace • concentration may need to be low • gross skills are used from another source/person • tangible – certificates/ trophies, medals • intangible – praise/ feedback/applause. intrinsic is generally deemed more effective. Overuse of extrinsic can undermine the strength of intrinsic. • performer can become reliant on extrinsic. Intrinsic is more likely to lead to continued effort and participation. • extrinsic rewards may result in feelings of pride/self-satisfaction.</p>	<p>models • accessibility (to facilities/clubs/ activities) • media coverage • sexism/stereotyping • culture/religion/ religious festivals • family commitments • available leisure time • familiarity • education • socio-economic factors/ disposable income • adaptability/ inclusiveness. • financial • clothing and equipment, including footwear • facilities. • Types of media: • television • radio • the press • the internet • social media performer • sport • official • audience/spectator • sponsor/company. performer • sport • official • audience/spectator • sponsor/company. etiquette • sportsmanship • gamesmanship • contract to compete. narcotic analgesics • anabolic agents • peptide hormones (EPO) • diuretics. thickening of blood (viscosity) • potential infection • potential for heart attack • embolism (blockage of vessel). reduce heart rate, muscle tension and blood pressure • reduce the effects of adrenaline • improve fine control/ preciseness. • Side effects can lead to: • nausea • weakness • heart problems.</p>	<p>cheating/immoral • associated health risks • fines • bans • reputational damage. reputation • credibility. The positive influence of spectators at matches/ events: • creation of atmosphere • home-field advantage (for home team/individuals). The negative influence of spectators at matches/events: • negative effect on performance as a result of increased pressure • potential for crowd trouble/hooliganism • safety costs/concerns • negative affect on participation numbers amongst younger performers. Reasons for hooliganism: • rivalries • hype • fuelled by alcohol/drugs • gang culture • frustration (eg at official's decisions) • display of masculinity. Strategies include: • early kick-offs • all-seater stadia • segregation of fans • improved security • alcohol restrictions • travel restrictions/banning orders • education /promotional activity/ campaigns and high profile endorsements</p>	
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Literacy/ Numeracy/ Cross-Curricular Links		Literacy/ Numeracy/ Cross-Curricular Links		Literacy/ Numeracy/ Cross-Curricular Links	
Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Physical Literacy Skills (Speed, Balance, Coordination, Power, Flexibility & Core strength), Numeracy Skills (HR and intensity percentage, measuring distances, collating data & comparing recordings against other bests), Citizenship (sportsmanship & cooperation), Computing (Use of ICT and digital stills)	Physical Literacy Skills (Speed, Balance, Coordination, Power, Flexibility & Core strength), Numeracy Skills (HR and intensity percentage, measuring distances, collating data & comparing recordings against other bests), Citizenship (sportsmanship & cooperation), Computing (Use of ICT and digital stills)	Physical Literacy Skills (Speed, Balance, Coordination, Power, Flexibility & Core strength), Numeracy Skills (HR and intensity percentage, measuring distances, collating data & comparing recordings against other bests), Citizenship (sportsmanship & cooperation), Computing (Use of ICT and digital stills)	Physical Literacy Skills (Speed, Balance, Coordination, Power, Flexibility & Core strength), Numeracy Skills (HR and intensity percentage, measuring distances, collating data & comparing recordings against other bests), Citizenship (sportsmanship & cooperation), Computing (Use of ICT and digital stills)	Physical Literacy Skills (Speed, Balance, Coordination, Power, Flexibility & Core strength), Numeracy Skills (HR and intensity percentage, measuring distances, collating data & comparing recordings against other bests), Citizenship (sportsmanship & cooperation), Computing (Use of ICT and digital stills)	Physical Literacy Skills (Speed, Balance, Coordination, Power, Flexibility & Core strength), Numeracy Skills (HR and intensity percentage, measuring distances, collating data & comparing recordings against other bests), Citizenship (sportsmanship & cooperation), Computing (Use of ICT and digital stills)
SMSC		British Value		RSHE	
<ul style="list-style-type: none"> ✓ One of the biggest things we promote in sport is enjoyment; this partly achieved through students understanding their own strengths and using these in sport to gain an advantage. Also, through watching and appreciating the work of other students in school and the wider world. Students are encouraged to reflective on their own work in all PE lessons in order to promote skill acquisition. Students are encouraged to be creative in their sports performances and team strategies: whether this is playing a competitive match or performing a routine. ✓ All lessons- reflecting on own performance and how it can be improved ✓ All lessons- enjoying being part of a team and being creative ✓ Students are taught the laws of the games they take part in and are expected to respect these whilst playing. They are also encouraged to take on the role of officials to actively reinforce the laws. Cheating and consequences are also explored. ✓ All lessons- laws are taught and reinforced throughout 		<p>Democracy</p> <ul style="list-style-type: none"> ✓ Pupils know how to behave in PE in a way that is acceptable socially. ✓ Pupils understand and accept the roles of captain, vice captain, team players, coaches and volunteers. ✓ Pupils can work individually and in teams and make informed choices. ✓ Pupils are fully engaged in all lessons ✓ The extra-curricular programme is inclusive and activities are well attended. <p>The Rule of Law</p> <ul style="list-style-type: none"> ✓ Pupils can play within the rules in any activity. ✓ Pupils can understand the need for rules, adhere to them and can develop rules for activities that they create. ✓ Pupils adhere to and understand the rules of safety. ✓ All pupils can solve problems on their own or with others. ✓ Pupils demonstrate good social skills. 		<ul style="list-style-type: none"> ✓ The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise ✓ How and when to seek support including which adults to speak to in school if they are worried about their health ✓ The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress ✓ The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cardio-vascular ill-health ✓ To have the best chances of establishing and maintaining physically active lives both across a broad range of activities and in the long term, pupils will develop secure foundations for movement. To do this, they will build on prior years adequate levels of fundamental movement skills (FMS) 	



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- ✓ All students work in groups or as part of a whole team to promote social skills, such as communication, teamwork, leadership. They must learn to respect their teammates and the opposition; showing tolerance for the less able and how to make those individuals included. Students are taught the importance of sportsmanship and how to effectively resolve conflict. Students often volunteer to as sports leaders for primary festivals and other wide community events.
- ✓ Sports Leaders- leading primary festivals for all abilities
- ✓ All Lessons- social skills promoted
- ✓ All lessons- British values the rule of law, respect and tolerance

- ✓ During Sports lesson the students are exposed to different activities from around the world and teachers draw students attention towards countries that perform on the world stage.
- ✓ Extracurricular clubs allow students to play against students from diverse backgrounds to their own. By doing so students learn to accept and respect cultural differences.
- ✓ Examples of athletes from different background to promote elite role models

- ✓ Pupils know and adhere to the rules and social etiquettes related to any type of competition.

Individual Liberty

- ✓ Pupils respect individual differences and are confident to express their opinions and respect others' views.
- ✓ Pupils are able to make judgements about their own and others' performances.
- ✓ Pupils feel safe in curricular and extracurricular activities and during off site visits.
- ✓ Pupils use the buddy and mentoring system to build confidence and this is apparent in how they work together

Mutual respect and Tolerance

- ✓ Pupils avoid stereotyping groups.
- ✓ Pupils can articulate their own beliefs.
- ✓ Pupils respect PE equipment and school buildings/facilities.
- ✓ Pupils respect the countryside and venues during off site visits.
- ✓ Pupils know the values of the school and PE, contribute to their development, and accept rewards and sanctions.
- ✓ All pupils can access competition within and outside of the school and demonstrate appropriate behaviour and regard for rules and regulations



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Adaptive Curriculum Content	Adaptive Curriculum Content	Adaptive Curriculum Content
<p>Physical Training (Paper 1: The Human Body and Movement in Physical Activity and Sport)</p> <ol style="list-style-type: none"> Individualized Learning Modules <ul style="list-style-type: none"> Develop tailored learning modules that cover theoretical aspects of physical training, including principles of exercise physiology, training methods, and program design. Provide resources such as online lectures, articles, and case studies that allow students to explore topics at their own pace and depth. Interactive Learning Activities <ul style="list-style-type: none"> Offer interactive quizzes, discussions, and virtual simulations to reinforce key concepts and principles of physical training. Provide opportunities for students to apply theoretical knowledge to hypothetical training scenarios and analyse the effectiveness of different training protocols. <p>NEA Coursework (Strengths and Weaknesses of Practical Performance and Analysis)</p> <ol style="list-style-type: none"> Theoretical Analysis Frameworks <ul style="list-style-type: none"> Teach students theoretical frameworks and models for analysing practical performance, such as biomechanical analysis, physiological assessments, and psychological factors influencing performance. Provide guidance on how to apply theoretical concepts to evaluate strengths and weaknesses in practical performance and develop evidence-based recommendations for improvement. Critical Evaluation Skills <ul style="list-style-type: none"> Develop students' critical thinking skills by guiding them to critically evaluate their own performance 	<p>Sports Psychology (Paper 2: Socio-cultural Influences and Well-being in Physical Activity and Sport)</p> <ol style="list-style-type: none"> Theoretical Foundations of Sports Psychology <ul style="list-style-type: none"> Introduce key theories and concepts in sports psychology, such as motivation, confidence, anxiety, and group dynamics. Use of learning maps Use of modelling and scaffolding Explore how theoretical principles can be applied to understand and enhance athlete performance, mental well-being, and team dynamics. Case Studies and Research Applications <ul style="list-style-type: none"> Use case studies and research examples to illustrate how theoretical concepts in sports psychology have been applied in real-world contexts. Encourage students to critically analyse research findings and evaluate the effectiveness of different psychological interventions in sport 	<p>Socio-cultural Influences (Paper 2: Socio-cultural Influences and Well-being in Physical Activity and Sport)</p> <ol style="list-style-type: none"> Theoretical Perspectives on Socio-cultural Influences <ul style="list-style-type: none"> Introduce theoretical frameworks for understanding socio-cultural factors affecting participation in physical activity and sport, such as socialization, identity, and power dynamics. Explore how theoretical perspectives can help explain disparities in access, representation, and experiences in sport across different social groups. Critical Examination of Social Issues <ul style="list-style-type: none"> Engage students in critical discussions and debates about contemporary social issues in sport, such as gender equity, racial discrimination, and social inclusion. Encourage students to analyze these issues through theoretical lenses and consider strategies for addressing them at individual, institutional, and societal levels. <p>Paper 1 and Paper 2 Targeted Intervention Where Needed</p> <ol style="list-style-type: none"> Individualized Learning Support <ul style="list-style-type: none"> Identify students who may need additional support based on their performance in theoretical assessments and classroom participation. Provide targeted intervention plans that address specific learning needs, such as extra tutorials, remedial assignments, or access to academic support services. Assign mentors from the department Offer additional extended learning sessions for targeted pupils Differentiated Instructional Strategies



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- and identify areas for improvement based on theoretical principles.
- Encourage students to use theoretical knowledge to identify limitations in their analysis and propose strategies for overcoming them.

- Adapt instructional strategies to accommodate diverse learning styles and abilities, such as providing alternative explanations, visual aids, or supplementary readings.
- Offer opportunities for students to engage in peer learning and collaborative activities that promote mutual support and understanding.

Adaptive Implementation Practices

This is a summary of the practices used throughout the curriculum.

The 'STEP' framework will be used where suitable in practical lessons
(Space / Task / Time / Equipment / People)

1. Individualised Instruction

- Assessment of Abilities: Conduct initial assessments and mock exams to understand each student's abilities and needs.
- Personalised goals: Set individual goals that are achievable for each student based on their physical capabilities.

2. Modifying Equipment

- Adaptive Equipment: Use specialized equipment such as lighter or larger balls, adjustable nets, or modified bats to accommodate different abilities.
- Assistive Devices where necessary: Provide equipment like walkers, wheelchairs, or prosthetics that aid in mobility and participation.

3. Differentiated Instruction

- Task Variation: Offer multiple variations of the same task to match different skill levels. For instance, varying the distance for a throwing activity.
- Flexible Grouping: Group students by skill level or create mixed-ability groups where students can support each other.

4. Environmental Adaptations

- Space Adjustment: Modify the playing area to be smaller or more confined for students with limited mobility.
- Safety Considerations: Ensure the environment is safe for all participants by removing hazards and providing soft surfaces where necessary.

5. Alternative Activities

- Activity Modification: Adapt traditional sports and activities to be more inclusive. For example, using a balloon instead of shuttlecock in Badminton
- Inclusive Games: Implement activities specifically designed to be inclusive



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6. Use of Technology

- Microsoft Teams: Use of Microsoft Teams to complete and review their assignments
- Video Modelling: Use video demonstrations to show proper technique and execution of activities.
- Feedback Tools: Use apps and devices that provide immediate feedback using the HHH assessment model on performance to help students improve.

7. Peer Support

- Buddy System: Pair students with a buddy who can assist and encourage them during activities.
- Peer Teaching: Encourage students to teach and help each other, fostering a supportive environment.

8. Instructional Strategies

- Clear Instructions: Provide clear, concise instructions and check for understanding. Use visual aids and demonstrations as needed.
- Positive Reinforcement and rewards: Use positive reinforcement and praise to motivate and build confidence in students.

9. Inclusive Curriculum Design

- Universal Design for Learning (UDL): Design curriculum that considers the needs of all students from the start, incorporating multiple means of engagement, representation, and expression.
- Variety of Activities: Include a wide range of activities in the curriculum to cater to different interests and abilities.
- Additional extra curriculum clubs: Include extracurricular clubs that promote our curriculum and offer further opportunities in some sports that may be more inclusive - boccia

10. Professional Development

- Ongoing Training: Ensure that PE teachers receive regular training on adaptive PE strategies and inclusive practices.
- Collaboration: Work with SENCO and staff who specialise in SEND needs to develop and implement effective adaptive PE programs and initiatives