



Long Term Mapping 2024 – 25

KS4 – Year 11 – OCR Cambridge National Sport Studies

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"> R186 Topic Area 3: Negative effects of the media in sport 	<ul style="list-style-type: none"> R186 Topic Area 3: Negative effects of the media in sport 	<ul style="list-style-type: none"> R184 Topic Area 1: Issues which affect participation in sport Topic Area 2: The role of sport in promoting values 	<ul style="list-style-type: none"> Topic Area 2: The role of sport in promoting values Topic Area 3: The implications of hosting a major sporting event for a city or country 	<ul style="list-style-type: none"> Topic Area 3: The implications of hosting a major sporting event for a city or country Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport Topic Area 5: The use of technology in sport 	<ul style="list-style-type: none"> Topic Area 5: The use of technology in sport
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"> 3.1 A range of negative effects of the media on sport in relation to spectators and live sport 3.1.1 External factors affecting decline in live spectatorship 	<ul style="list-style-type: none"> 3.1.4 Impact of wider global issues on sport/ performers and spectators 3.1.5 Media demands affecting sport fixture scheduling 3.2 Negative impacts of the media on sports and sports performers 	<ul style="list-style-type: none"> 1.1 User groups 1.2 Possible barriers 1.3 Possible barrier solutions 1.4 Factors which can positively and negatively impact on the popularity of sport in the UK 	<ul style="list-style-type: none"> 2.4.2 The importance of etiquette AND sporting behaviour of spectators 2.5 The use of Performance Enhancing Drugs (PEDs) in sport 3.1 The features of a major sporting event 3.2 Positive and negative 	<ul style="list-style-type: none"> 3.3 Potential positive and negative aspects of hosting a major sporting event 3.3.2 Immediate and longer term positive post-event 4.1 National Governing Bodies (NGBs) 	<ul style="list-style-type: none"> 5.2.3 Positive and negative effects of technology on the spectator experience Exam revision



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<ul style="list-style-type: none"> 3.1.2 Ethical appropriateness of sponsors 3.1.3 How the media is assisting a widening wealth divide in sport 	<ul style="list-style-type: none"> 3.2.1 Coverage of inappropriate behaviour: <ul style="list-style-type: none"> On-field Off-field 3.2.2 Rejection of sporting heroes 3.2.3 Scrutiny and criticism of participants: <ul style="list-style-type: none"> Performers Officials Leaders 3.2.4 Increased pressure on athletes to look a certain way and links to mental health 	<ul style="list-style-type: none"> 1.5 Emerging/ new sports in the UK 2.1 Sport values 2.2 The Olympic and Paralympic movement 2.3 Sporting values, initiatives, and campaigns 2.4 The importance of etiquette AND sporting behaviour <ul style="list-style-type: none"> 2.4.1 The importance of etiquette AND sporting behaviour of performers 	<p>pre-event aspects of hosting a major sporting event</p> <ul style="list-style-type: none"> 3.3 Potential positive and negative aspects of hosting a major sporting event <ul style="list-style-type: none"> 3.3.1 During the event 3.3 Potential positive and negative aspects of hosting a major sporting event <ul style="list-style-type: none"> 3.3.1 During the event 3.3 Potential positive and negative aspects of hosting a major sporting event <ul style="list-style-type: none"> 3.3.2 Immediate and longer term positive post-event 	<ul style="list-style-type: none"> 5.1 The role of technology in sport 5.1 The role of technology in sport 5.2 Positive and negative effects of the use of technology in sport <ul style="list-style-type: none"> 5.2.1 Positive 5.2 Positive and negative effects of the use of technology in sport 5.2.2 Negative 	
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"> ❖ Make the links between the rise in newer technologies and the negative impact of live spectatorship ❖ They should be able to give examples of the newer technologies and how they allow spectators to access sport 24/7 and on the move without attending live games. ❖ Students will be able to verbalize the widening wealth divide between top 	<ul style="list-style-type: none"> ❖ Gain a broad understanding of wider issues that impact the participation and spectating of sporting activities ❖ Students should be able to identify current examples but also refer to pandemics and whole world issues. ❖ Images are now proof of poor behaviour which can affect participation and spectator levels in their sport. It also affects the sport's reputation in some instances. 	<ul style="list-style-type: none"> ❖ Identify and describe different user groups ❖ Link user groups to barriers they may face when participating in sport ❖ Link solutions to barriers for different user groups to help them to participate in sport ❖ Give examples of factors that can influence the popularity of sport in 	<ul style="list-style-type: none"> ❖ Understand the key terms of etiquette, sportsmanship and gamesmanship ❖ Describe the importance of etiquette and sporting behaviour in performers and give examples from sport ❖ Identify appropriate and inappropriate spectator behaviour with examples from sport ❖ Understand the impact of spectator behaviour on sport, performers and 	<ul style="list-style-type: none"> ❖ Identify and describe negative aspects for a country or city hosting a major sporting event ❖ Describe the positive impact post-event of hosting a major sporting event ❖ Describe the negative impact post-event of hosting a major sporting event ❖ Understand the role of NGBs and how they support their sport, its 	<ul style="list-style-type: none"> ❖ Understand how technology can have a positive and negative effect on the spectator experience ❖ Analyse and practise exam style questions ❖ Provide responses to a selection of different types of exam question ❖ Use teacher and peer review to inform further revision



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<p>flight clubs, sports and those in lower leagues, minority sports and the impact of this on future wealth.</p> <ul style="list-style-type: none"> ❖ Students should recognise there is still a gender gap in wages in most sports and explain potential reasons why. They should link back to the golden triangle. 	<ul style="list-style-type: none"> ❖ Discuss a range of examples of how scrutiny and criticism of participants through the media has had a negative impact and is becoming an issue ❖ Understand how the media is creating more pressure for athletes to conform to what society considers 'beautiful' ❖ Students should also understand that to be successful in certain sports, athletes require specific body types that do not always 'conform' to the slim, waif like images we are systemically pressurised to adopt. 	<p>the UK</p> <ul style="list-style-type: none"> ❖ Determine if a factor has a positive or negative impact on the popularity of sport in the UK ❖ Define what an emerging sport is ❖ Identify emerging sports in the UK ❖ Define values in sport and give examples of how each is promoted in sport ❖ Know about the Olympic creed ❖ Understand the importance and meaning of the Olympic symbol ❖ Identify the Olympic and Paralympic values ❖ Identify sporting initiatives and campaigns and link these to how they support sporting values ❖ Understand the difference between an initiative and a campaign at local, regional and national level 	<p>other spectators and understand why appropriate behaviour is important</p> <ul style="list-style-type: none"> ❖ Understand why PEDs are used ❖ Understand reasons against the use of PEDs in sport ❖ Understand the role of WADA and testing methods ❖ Understand sanctions that can be used in sport ❖ Describe key features and scheduling of different major sporting events with examples of each from sport ❖ Understand why cities and countries want to bid to host major sporting events ❖ Understand why countries/cities may not want to bid to host major sporting events ❖ Identify and describe positive aspects for a country or city hosting a major sporting event 	<p>participants, officials, and spectators</p> <ul style="list-style-type: none"> ❖ Identify the role technology plays in sport ❖ Understand how technology can have a positive impact for the performer ❖ Understand how technology can have a negative effect for the performer 	
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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>
<p>Draw students' attention back to Task 1 and the sources of media available and what they know about them, what demographic they reach.</p> <p>Students research the rise in pay-per-view, live streaming, social networks, increased technologies.</p> <p>Discuss with students about the negative side of the media and their constant promotion of online gambling associated with sport and the impact that can have. Students to find examples of this. Do students think there is any negative impact on the traditional side of watching sport (e.g. families going to live games, Discuss wages of Premiership footballers compared to EFL, female Premiership players. Demonstrate how this is common across many sports (rugby union, tennis, cricket).</p> <p>Link this to media rights (this is often where the money comes from). Students to research money gained by football clubs in the Premiership, Champions League, Europa League, FA Cup and the different stages in the competition (e.g. for some lower</p>	<ul style="list-style-type: none"> ➤ Students to discuss the impact on live spectating, travel restrictions. How has the media adapted to these events? ➤ Also highlight to students the media scrutiny of certain competitions and Countries (Beijing 2022 Winter Olympics and human rights, Qatar). ➤ Show students examples of how the media dictates scheduling of fixtures and how this can put pressure on performers, family life. (e.g. Christmas Premiership calendar, major games/international duties and the impact on domestic leagues and clubs). Students to identify the added pressure by researching examples of performers, officials. ➤ Examples of inappropriate behaviour both on and off the field of 	<ul style="list-style-type: none"> ➤ Which user groups have they listed compared with those on the specification: ➤ gender ➤ people from different ethnic groups ➤ retired people/people over 60 ➤ families with children ➤ carers ➤ people with family commitments ➤ young children ➤ teenagers ➤ people with disabilities ➤ parents (singles or couples) ➤ people who work ➤ unemployed/economically disadvantaged people. ➤ Possible barriers which affect participation in sport: ➤ employment and unemployment ➤ family commitments ➤ lack of disposable income ➤ lack of transport ➤ lack of positive sporting role models ➤ lack of positive family role models or family support ➤ lack of appropriate 	<ul style="list-style-type: none"> ➤ Research examples of appropriate and inappropriate spectator behaviour ➤ discuss why appropriate behaviour is important. ➤ Spectators at youth sport. ➤ Spectators at elite/professional sport ➤ The role of the World Anti-Doping Agency (WADA), in terms of: ➤ whereabouts rule ➤ testing methods, i.e. blood sample collection, urine sample collection, hair sample collection, nail sample collection ➤ current initiatives (e.g. sanctions) ➤ educational strategies ➤ impact of the use of PEDs on sport. ➤ Discuss and define the following terms with reference to examples from sport and scheduling: ➤ regular sporting event ➤ one-off sporting event ➤ regular and recurring sporting event. 	<ul style="list-style-type: none"> ➤ Using case studies such as the Olympics in London 2012, Tokyo 2020, students research and discuss positive aspects/benefits including: ➤ social infrastructure ➤ national morale/social cohesion ➤ national status ➤ national interest in sport ➤ media coverage ➤ direct and indirect tourism ➤ short term employment. ➤ Using case studies such as the Olympics London 2012, Tokyo 2020, Commonwealth Games Birmingham 2022, students research and discuss negative aspects/drawbacks including: ➤ increase in transport, litter, noise ➤ potential increase in terrorism, crime ➤ poor performance by home nation – impact on national pride ➤ perceived relegation/lack of investment in areas not involved in event ➤ negative media coverage. 	<ul style="list-style-type: none"> ➤ Look at different technology in a chosen sport to understand how it could enhance the spectator experience. ➤ Students could look at how technology has had a negative impact on the spectator experience. ➤ Revision mock exam prep. ➤ Mock exam and feedback.



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<p>league teams, getting a home draw against a Premiership team can be very lucrative). Lower teams also struggle to stay afloat without TV rights of the higher leagues.</p> <p>Identify the wealth divide and investment levels between top flight sports and growing/minority sports. How success at major events can attract more funding, more sponsorship, media attention. This money goes back into performance pyramid for each NGB.</p>	<ul style="list-style-type: none"> ➤ play. This could include deviant behaviour and disregard for sporting values (e.g. gamesmanship, diving, sledging, drugs scandals for individual performers, teams, sports,). Ask students what they consider to be acceptable behaviour. ➤ Impact of seeing inappropriate behaviour in the mainstream media, of being able to replay the incident and scrutinise. Discuss if they have seen examples at grassroots level during their own games. How might this impact on participation levels and/or officials/coaches wanting to run these teams? How does the level of respect in football towards officials compare to other sporting activities? ➤ Intrusive nature of the media and the accessibility to the person and their personal lives and 	<p>activity provision</p> <ul style="list-style-type: none"> ➤ lack of awareness of appropriate activity provision ➤ lack of equal coverage in media in terms of gender and ethnicity by the media. ➤ Solution to the barriers they have identified for each user group: ➤ provision ➤ promotion ➤ increased/appropriate transport ➤ availability of appropriate facilities and equipment ➤ improved access to facilities ➤ appropriate pricing. ➤ Emerging sports from the list and research: ➤ how it has/they have been developed ➤ what opportunities there are to participate in their local area and the UK. ➤ What values can be promoted through sport? ➤ See how many they have from the list below: ➤ team spirit ➤ fair play 	<ul style="list-style-type: none"> ➤ Present positive and negative pre-event aspects covering: ➤ bidding ➤ infrastructure and development of transport ➤ financial/commercial investment/support ➤ potential for increased employment ➤ local/national objections to the bidding process. 	<ul style="list-style-type: none"> ➤ Look at the legacy left from hosting the London 2012 Olympics, along with other major sporting event hosts to include: ➤ improved/new sporting facilities – what type of facilities. ➤ increase in sports participation – which sports and reasons why. ➤ increase in the profile of sports involved – which sports ➤ legacy of improved transport and social infrastructure – examples of what has improved ➤ raising city/nation's international profile/status – examples. ➤ Immediate and longer term negative post-event. Students could look at the legacy left from hosting the London 2012 Olympics, along with other major sporting event hosts to include: ➤ the event might have cost more to host than the revenue generated ➤ sports facilities unused after the event ➤ a loss in national reputation/status if the event is badly organised, host nation's participants 	
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	<p>jobs is acceptable and 'part of the job of being in the public eye'. Discuss the pressure from fans, trolling online.</p> <ul style="list-style-type: none"> ➤ How the media could use their power and reach to promote positive messages and images of body size and celebrate achievement over looks. ➤ Task 3 This would allow students to immediately apply their knowledge and understanding of Topic 3 to the task required to assess it. It is estimated this would be 3 hours of supervised (lesson) time. 	<ul style="list-style-type: none"> ➤ citizenship ➤ tolerance and respect ➤ inclusion ➤ national pride ➤ excellence. ➤ Discuss different initiatives and campaigns and whether these are local, regional or national. ➤ Discuss which values they link to. ➤ Sports initiatives to break down barriers ➤ research what the following terms mean: ➤ etiquette ➤ sportsmanship ➤ gamesmanship. 		<p>performed badly, scandals emerged.</p> <ul style="list-style-type: none"> ➤ Research the roles of NGBs with reference to: ➤ participation ➤ coaching and officiating ➤ tournaments and competitions ➤ rules and sanctions ➤ safety ➤ support, insurance and technical guidance ➤ policies and initiatives ➤ funding – where does their funding come from and what do they use it for? ➤ Enhance performance – students could include wearable, field-based and laboratory technology ➤ increase safety of participants – this could include both while performing, training and rehabilitation of injuries, recovery rate following participation ➤ increase fair play and accuracy of officiating – this could include field-based technology, as well as replay technology ➤ enhance spectatorship – this could include both at live sports performance and through the media. 	
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				<ul style="list-style-type: none"> ➤ ➤ How technology can be positive for the performer in terms of: ➤ enhanced performance ➤ lowering the risk of injury ➤ reducing the recovery time from injury ➤ more accurate decisions ➤ technical analysis of performance. ➤ ➤ How technology can be negative for the performer in terms of: ➤ unequal access ➤ cost ➤ availability and affordability ➤ interruptions to the flow of the game ➤ influence on decisions of officials. 	
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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>



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Completion of TA3 assignment	Completion of TA3 Assignment Revisit coursework before submission to OCR	Synoptic quiz – end of topic test	Synoptic quiz – end of topic test Mock exam	Synoptic quiz – end of topic test	Mock exam Feedback with walking talking mock
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>
Pay-per-view Gambling Controversial Unethical Supplements Wages Lucrative	Pandemic Global Restrictions Scheduling Human rights Domestic Deviance Gamesmanship Disregard Inappropriate Rejection Scrutiny Criticism Accessibility Discriminate Expectations Conform	User groups Economically disadvantaged Disposable income Activity provision Provision Promotion Environment Climate Provision of facilities Social acceptability Emerging sport Team spirit Citizenship Tolerance and respect Inclusion National pride Creed Symbol	Performance enhancing drugs Whereabouts rule Testing methods Sanctions Regular Scheduling Major sporting event One-off Regular and recurring Bidding Infrastructure Commercial Investment Social infrastructure Social cohesion National morale Direct tourism	Debt Scandals National Governing Bodies Performance pathway Technology Accuracy of officiating Technology Technical analysis Affordability Unequal access	Spectator experience Exam revision



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		Values Initiatives Campaigns Etiquette Sporting behaviour Sportsmanship Gamesmanship Etiquette Appropriate behaviour Inappropriate behaviour	Indirect tourism Relegation Infrastructure Terrorism Legacy International profile/status Infrastructure		
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 skills)	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 skills)	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 skills)	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 skills)	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 skills)	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 skills)
SMSC		British Value		RSHE	
✓ 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 be 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.		<u>Democracy</u> ✓ 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		✓ 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	



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<ul style="list-style-type: none">✓ 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✓ 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	<p>well attended.</p> <p><u>The Rule of Law</u></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.✓ Pupils know and adhere to the rules and social etiquettes related to any type of competition. <p><u>Individual Liberty</u></p> <ul style="list-style-type: none">✓ 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 <p><u>Mutual respect and Tolerance</u></p> <ul style="list-style-type: none">✓ 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	<ul style="list-style-type: none">✓ 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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Adaptive Curriculum Content	Adaptive Curriculum Content	Adaptive Curriculum Content
<p>Understanding Negative Media Influence</p> <ul style="list-style-type: none">• Provide simplified explanations of media concepts such as bias, sensationalism, and negative portrayal.• Use real-life examples and case studies to illustrate the impact of negative media coverage on athletes, teams, and the sports industry. <p>Critical Analysis Skills</p> <ul style="list-style-type: none">• Develop students' critical thinking skills by analysing and evaluating media representations of sport.• Encourage students to question and challenge media narratives, considering different perspectives and potential biases.• Scaffolded model use <p>Identifying Barriers to Participation</p> <ul style="list-style-type: none">• Explore a range of factors that can affect participation, including socio-economic, cultural, and environmental barriers.• Provide opportunities for students to discuss and reflect on their own experiences and perceptions of participation in sport.• Scaffolded model use	<p>Promoting Inclusive Practices</p> <ul style="list-style-type: none">• Discuss strategies for overcoming barriers to participation and promoting inclusivity in sport.• Encourage students to develop innovative solutions to increase access and participation for underrepresented groups.• Scaffolded model use <p>Exploring Positive Values in Sport</p> <ul style="list-style-type: none">• Highlight the positive values and virtues that can be promoted through sport, such as teamwork, respect, and perseverance.• Engage students in discussions and activities that demonstrate how these values can be applied in both sports and everyday life. <p>Ethical Decision-Making</p> <ul style="list-style-type: none">• Foster ethical awareness and decision-making skills by examining ethical dilemmas and controversies in sport.• Encourage students to consider the ethical implications of their own actions and decisions as athletes, coaches, and spectators. <p>Understanding the Impact of Major Sporting Events</p> <ul style="list-style-type: none">• Explore the economic, social, and environmental implications of hosting major sporting events.• Use case studies and real-world examples to illustrate the opportunities and challenges associated with event hosting. <p>Community Engagement and Participation</p> <ul style="list-style-type: none">• Discuss strategies for maximizing community engagement and participation in major sporting events.	<p>Role and Responsibilities of NGBs</p> <ul style="list-style-type: none">• Examine the functions and responsibilities of NGBs in governing and developing their respective sports.• What are national governing bodies?• Analyse the impact of NGB policies and initiatives on athlete development, coaching standards, and grassroots participation. <p>Critique and Evaluation</p> <ul style="list-style-type: none">• Encourage students to critically evaluate the effectiveness of NGB strategies and programs in promoting sport development.• Provide opportunities for students to propose recommendations for enhancing NGB governance and support structures. <p>Technological Innovations</p> <ul style="list-style-type: none">• Explore the latest advancements in sports technology, such as performance tracking devices, video analysis software, and virtual reality training.• Discuss the potential benefits and limitations of technology in enhancing athlete performance and improving coaching practices. <p>Ethical and Social Implications</p> <ul style="list-style-type: none">• Consider the ethical and social implications of technological interventions in sport, including issues of privacy, fairness, and accessibility.• Encourage students to critically reflect on the ethical use of technology and advocate for responsible innovation in sport.



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- Encourage students to explore the potential benefits of event legacy projects and sustainable development initiatives.

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 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.

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.



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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 also 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