

“Physical Education, for your future”
2023-24

*“**Sport** has the **power** to **change** the world. It has the power to **inspire**. It has the power to **unite people** in a way little else does. Sport can **awaken hope**, where there was previously only despair. Sport **speaks to people** in a language they can **understand**.”*

Nelson Mandela





“Physical Education, for *your* future”

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PE lessons

Extra-
Curricular

Lunchtime

Definition of Physical Education, School Sport & Physical Activity*

Physical Education, School Sport and Physical Activity are similar in that they all include physical movement, but there are important differences between them as outlines below:

Physical Education

Physical Education is the planned, progressive learning that takes place in school curriculum timetabled time and which is delivered to all pupils. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for the learning is physical activity, with children experiencing a broad range of activities, including sport and dance.



Physical Activity

Physical Activity is a broad term that describes bodily movement, posture and balance. All require energy. It includes all forms of physical education, sports and dance activities. However, it is wider than this, as it also includes indoor and outdoor play, work-related activity, outdoor and adventurous activities, active travel (e.g. walking, cycling, rollerblading, scooting) and routine, habitual activities such as using the stairs, doing housework and gardening.

School Sport

School Sport is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings; this is sometimes referred to as out-of-school-hours learning. Again, the context for the learning is physical activity. The 'school sport' programme has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with 'community sport and activity'.



*extracted from afPE's
Health Position Paper



Physical Education Lessons

During Physical education at Myton we want students to ‘learn to move, and move to learn.’

At KS3, students learn about 12 concepts. These concepts are taught through physical education, physical activity and sport. Each concept can be linked to three headings; Head (thinking), Heart (character), Hands (doing).

At KS4, students choose whether to follow a ‘performance pathway’, which links closely to the GCSE PE criteria, or continue on a ‘concept pathway’ where they build on what was learnt at KS3.

Information about students pathway can be found on the school website

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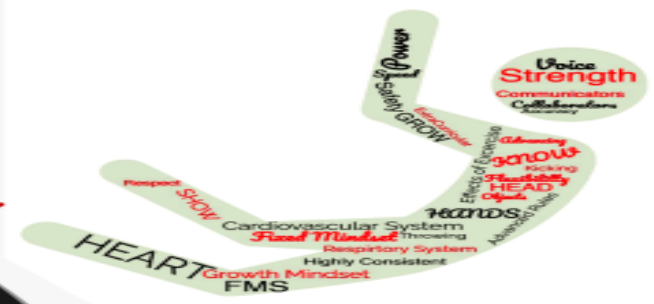
KS4
Performance Curriculum

KS4
Concept Curriculum

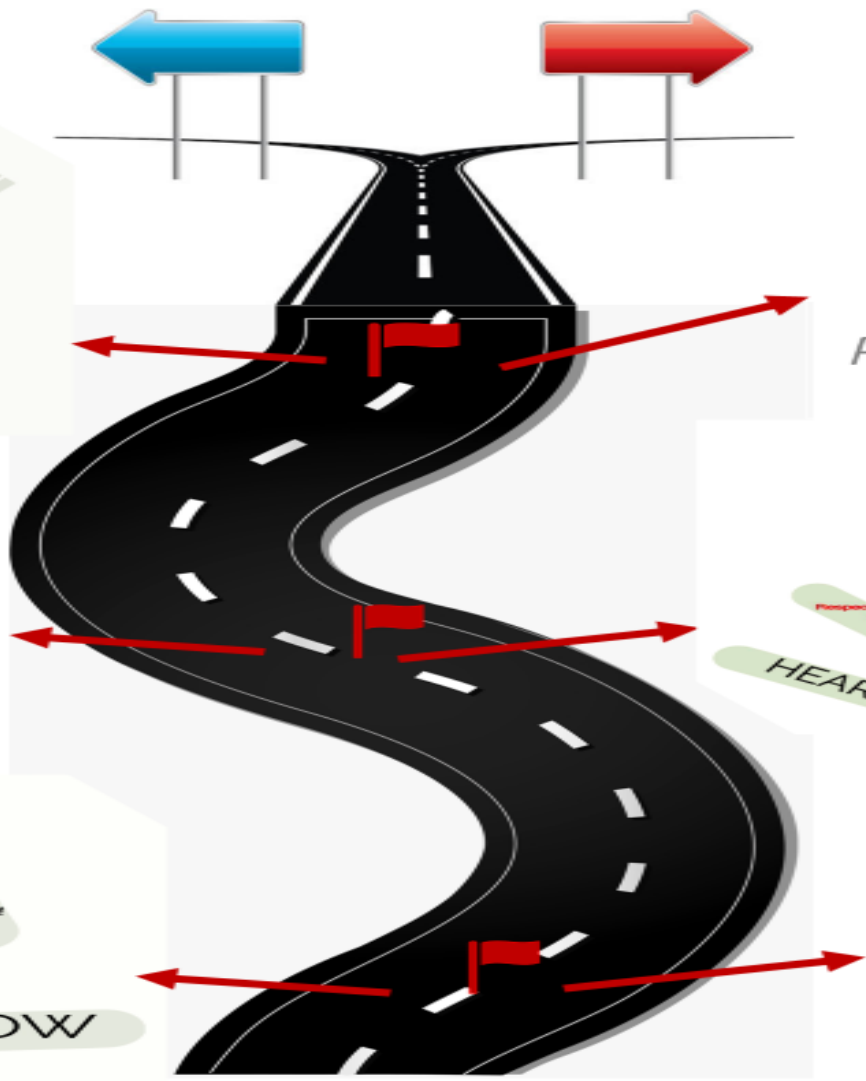


Year 9
Healthy Leaders & Pushing Limits

Year 8
Growing Capacities & Talents

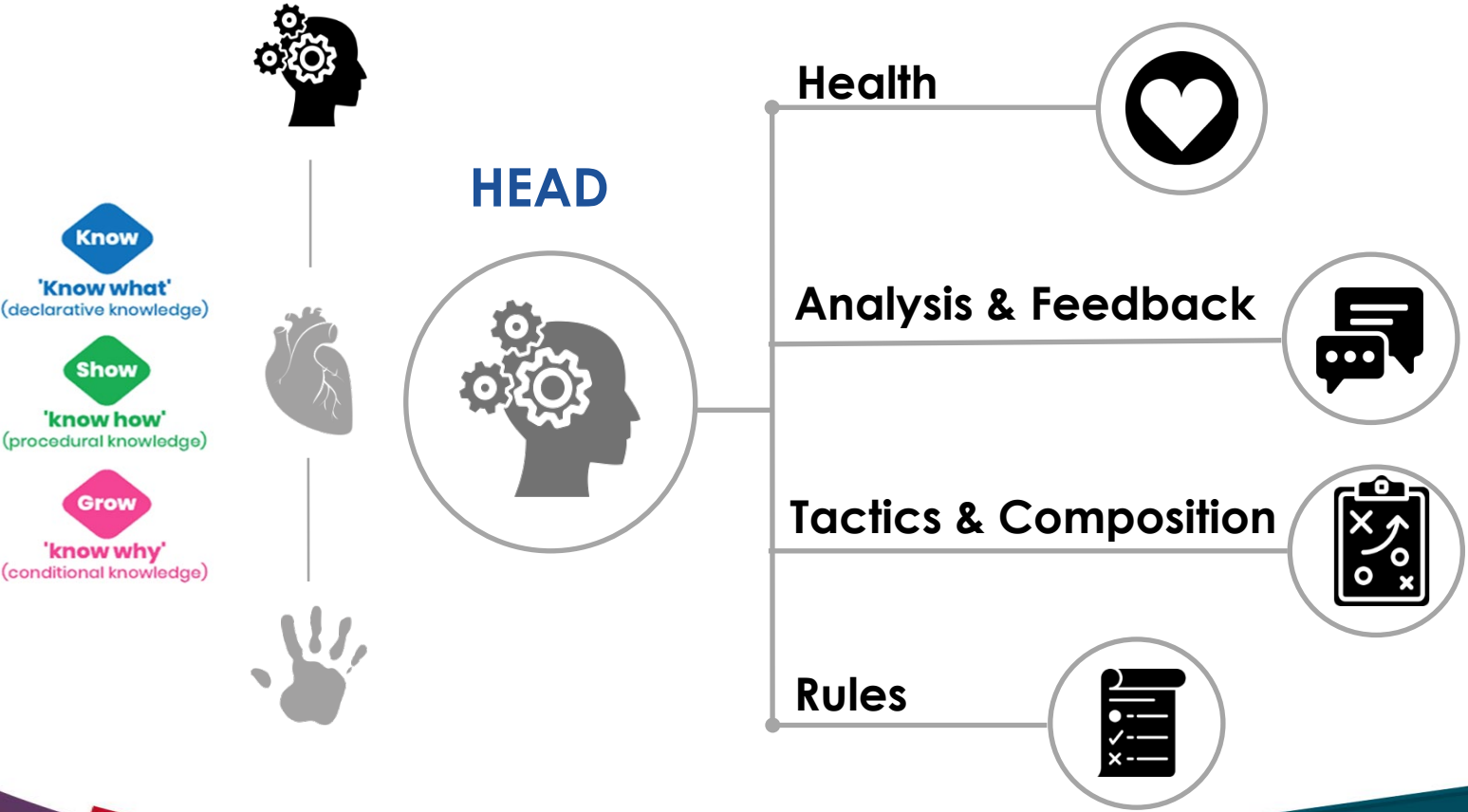


Year 7
Confident Movers



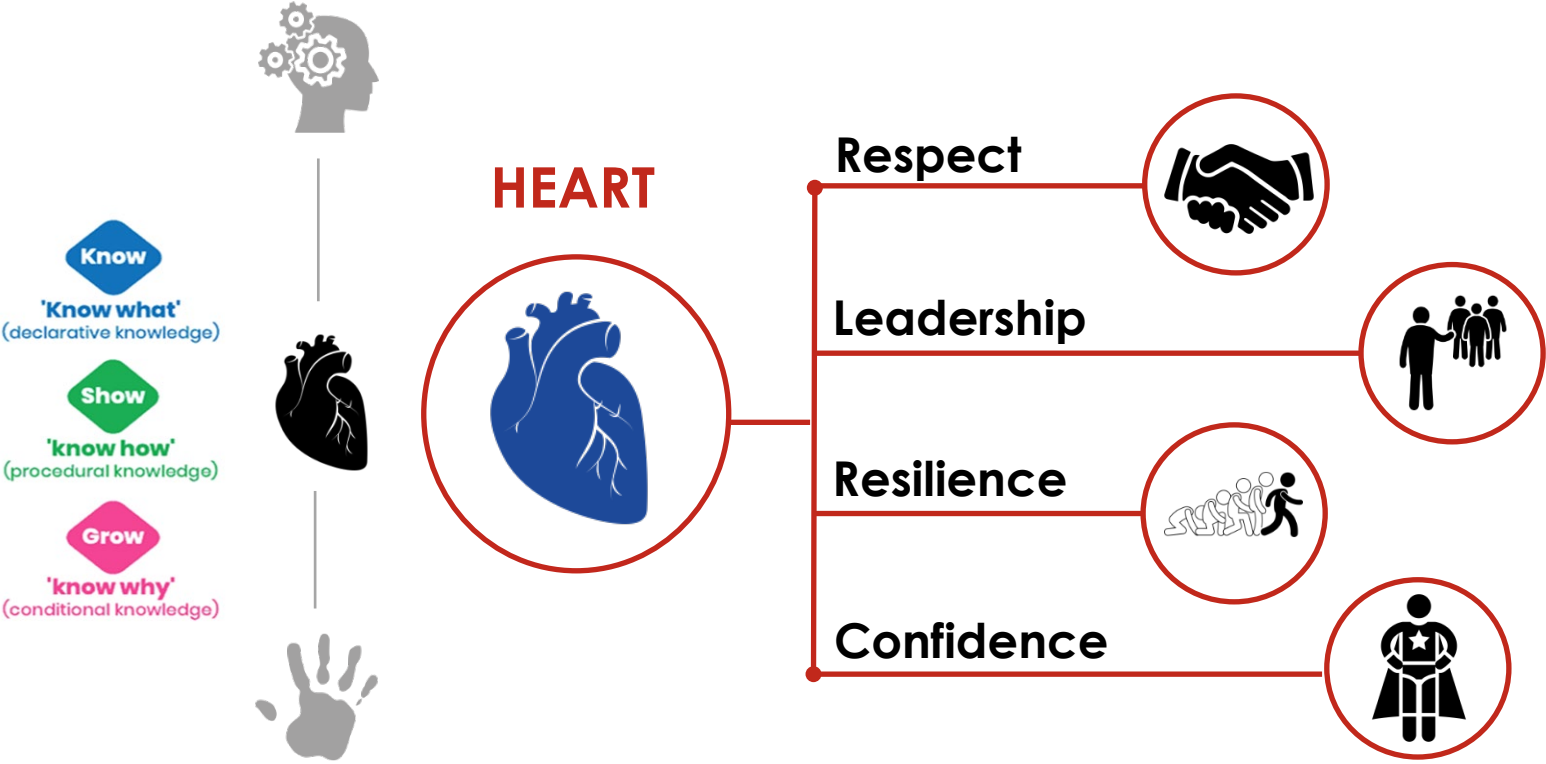
KS3 Curriculum Model

“Physical Education for your future”



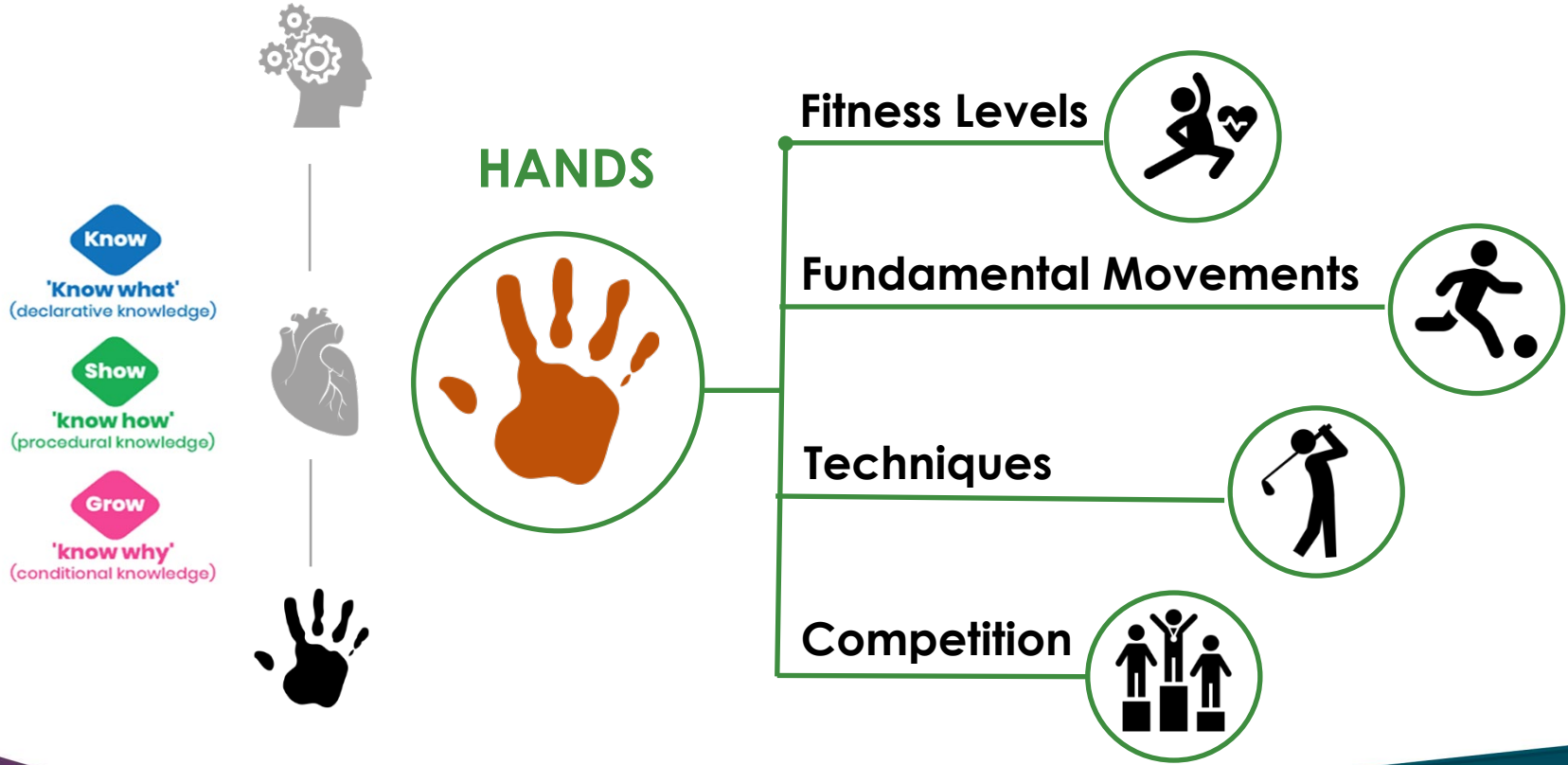
KS3 Curriculum Model

“Physical Education for your future”



KS3 Curriculum Model

“Physical Education for your future”



Year 7 Confident Movers

Year 8 Growing Capacities and Talents

Year 9 Healthy Leaders & Pushing Limits

Some of the themes you will cover:

Head



Muscles and bones
Simple rules, tactics and compositional ideas
Warm ups and cool downs

Respect for equipment and rules

Leading warm ups
FAIL (First Attempt In Learning)
Confidence to attend extra-curricular

Cardiovascular Endurance, Balance, Co-ordination

Basic Locomotion
Basic Techniques
Small-sided games

Hands



Head



Some of the themes you will cover:

Cardiorespiratory system and the short & long term effects of exercise
Applying simple rules, tactics and compositional ideas
Using knowledge to analyse and give feedback

Respectful communication and collaboration
Leading safely
Fixed and growth mindsets
Confidence to attend a new extra-curricular club

Power, strength, speed, flexibility
FMS with objects
Applying basic techniques and new advanced techniques
Small-sided games

Heart



Head



Some of the themes you will cover:

Physical, mental and social health and wellbeing
Evaluating performance and planning your future pathway
Application of basic and advanced rules, tactics and compositional ideas

Flourishing in PE
Intrinsic and extrinsic motivation
Planning to lead
Positive relationships

Heart



Hands



Aerobic & anaerobic fitness
FMS to underpin techniques
Accuracy, fluency and consistency
Full context competition



KS4 Concept Curriculum Model

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Year 10 – Exploring Leadership Skills

Term 1

Attitudes & Behaviours

1. Attitudes and Behaviour
2. Honesty
3. Confidence
4. Commitment
5. Enthusiasm
6. Positivity

Term 2

Effective Teams

1. Roles
2. Communication
3. Problem Solving
4. Embracing Collaboration
5. Shared Goal
6. Conflict Resolution

Term 3

Self-Reflection

1. Self-Reflection
2. Self-Improvement
3. Self-Care
4. Self-Efficacy
5. Self-Appraisal
6. Self-Help

Term 4

Fulfilling Potential

1. Employability
2. Managing Time
3. Commitment to Development
4. Drive & Initiative
5. Analysing & Investigating
6. Teamwork & Communication

Term 5

Sporting Values

1. Respect
2. Etiquette
3. Fair play
4. Determination
5. Equality
6. Courage

Term 6

Power of Positivity

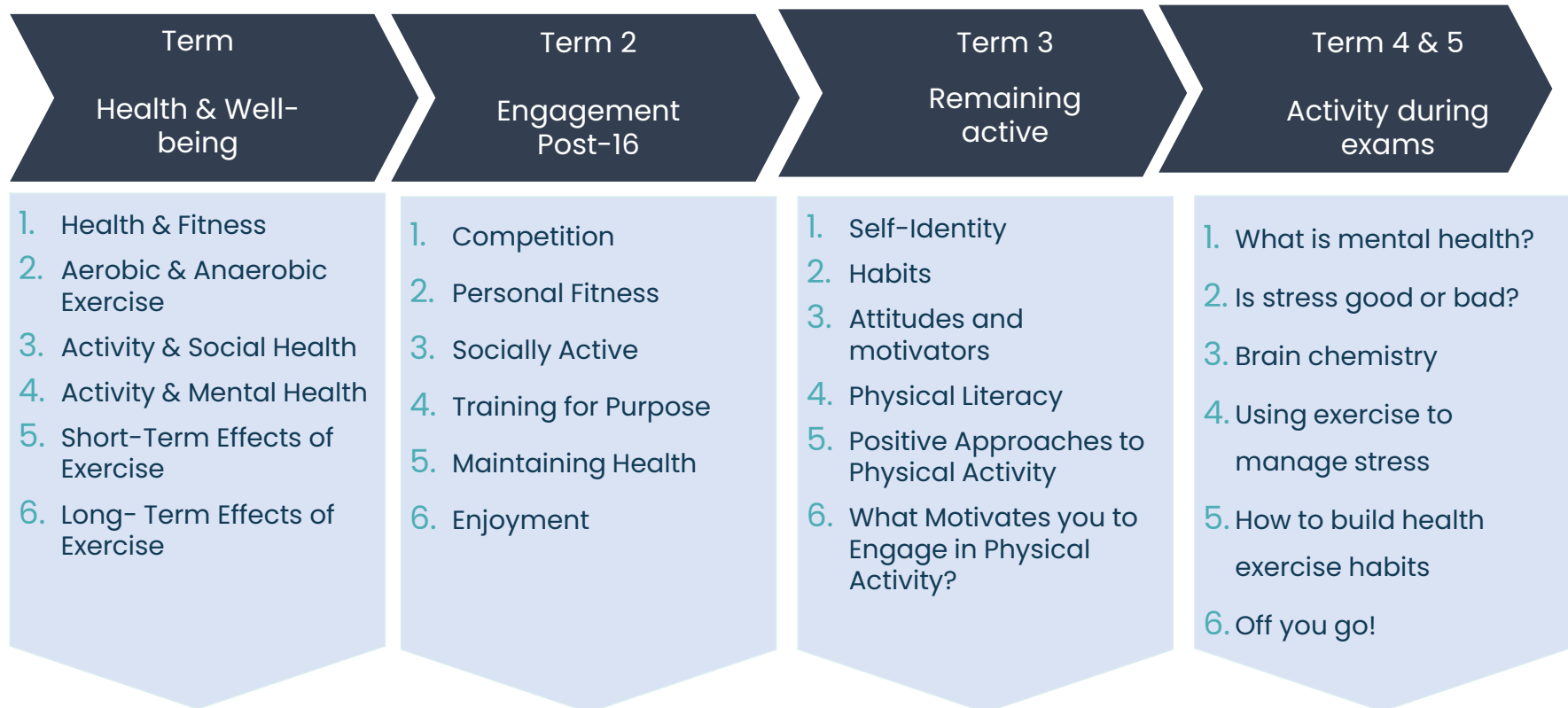
1. Fixed Mindset
2. Growth Mindset
3. Look for Positives
4. Perspective
5. Spread Positivity
6. Handle Criticism



KS4 Concept Curriculum Model

“Physical Education, for your future”

Year 11 – Being Active for Life








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In your PE lessons at Myton, we expect EVERYONE to...

1. Take an ACTIVE ROLE. If ill, or injured, this may be as a coach, referee or helper.
2. Wear correct KIT in all lessons. If ill or injured, students will still be expected to change into their PE kit. This maintains good habits and prevents school uniform from getting muddy or wet.
3. Change into/out of your kit, with 5-7 minutes
4. Maintain positive group relationships
5. Communicate with your Teacher. If you are ill, or injured you must communicate this with a letter or email from your parents/ guardians.

Picture	Description	Further information
	<p>Compulsory.</p> <p>Red polo shirt with Myton branding</p>	<p>A skin can be worn underneath, or one of the optional Myton branded fleeces or Rugby Jerseys can be worn as additional layers. Students can not wear jumpers, hoodies or sports coats as a top layer.</p> 
	<p>Compulsory.</p> <p>Black sports shorts, jogging bottoms, skort or leggings.</p> <p>One, very small, sports logo is acceptable.</p>	<p>No large logos or stripes. Must be black. Leggings must be full length and of a quality that is fully opaque.</p> <p>These examples would not be permitted:</p> 
	<p>Compulsory.</p> <p>Black, games socks AND white trainer socks</p>	<p>To promote good hygiene, student must change their socks when changing for PE.</p> <p>Students need long black games socks to house shin pads when playing sports such as Hockey and Football. From September-April, when outside, students must wear black games socks.</p> <p>When indoors, and from summer-term (term 5), students will wear white trainer socks for all activities</p>
	<p>Compulsory.</p> <p>A pair of sports trainers (can be astro trainers), AND a pair of moulded/studded boots.</p>	<p>Trainers will be used in all indoor activities.</p> <p>Moulded/studded boots to be used during all activities on the grass and all-weather 3g pitch.</p>
	<p>Compulsory.</p> <p>A pair of shin pads and a gum shield</p>	<p>To be used in conjunction with recommendations from national governing bodies for Football, Hockey and Hockey.</p>



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ALL – JEWELLERY MUST BE REMOVED AND LONG HAIR MUST BE TIED BACK. YOU MUST WEAR RECOMMENDED **NGB SAFETY EQUIPMENT ITEMS, INCLUDING GUM SHIELDS (HOCKEY & RUGBY) & SHIN PADS (HOCKEY & FOOTBALL). YOUR POCKETS MUST BE EMPTY, SO **NO MOBILE PHONES.****



IF YOU ARE EXCUSED FROM PE, YOU MUST STILL WEAR YOUR PE KIT.



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Extra Curricular Clubs



Our Extra Curricular timetables are shared each term on Sachel One.

Team sheets are shared on our notice board in the Sports Hall.

Fixture updates and cancellations will be posted on Sachel One

PE- FAQ

Why do students need moulded boots and trainers?

Students need moulded or studded boots to prevent slipping when doing PE on the field. They are also needed for Hockey as the material is durable and is safer than thin trainers if a hockey ball hits the foot. They can also be used for an optional sports shoe for all other sports that we do on the all-weather 3g and field throughout the year. Students wear trainers for all indoor activities (bar gymnastics, which is bare foot), to offer a none-slip sole which enables students to participate safely.

Why do students have to wear different coloured socks?

Students must change their socks for PE. This is to maintain basic hygiene and to prevent students from spending the remainder of the day in wet, or sweaty socks.

We ask students to wear black, sports-socks, when outdoors between September-April. Black socks do not get mud-stains and games socks enables shin pads to be secured when participating in sports such as football and hockey.

We ask students to wear white sports socks when indoors and outdoors after the easter break. Students wear black dress socks to school. By changing into white socks it makes it easy to spot students who have not changed from their school socks. During the summer term none of our sports require shin pads and the grass tends to be mud-free. It is far quicker for student to slip a pair of trainers socks on, instead of long black games socks. It speeds up changing.

Why do students need to bring kit if they are still injured?

Students still participate in PE lessons if they are ill or injured, this is in the capacity of a coach, referee or helper. Often, we are outdoors, in wet, muddy conditions. We want students to ensure their school uniform remains clean and dry and that they have a change of clothes when they come in from their PE lesson.

It is important for students to maintain good habits. Students who are injured/ill for periods of time my get into habits of not bringing kit, then forgetting when they are fit to return.