

## **Physical Education**

The physical education curriculum for students at The Thomas Hardy School is designed to be broad, balanced and inclusive to ensure that all students can enjoy and participate in a curriculum which develops their well-being. It is important that pupils develop holistically within PE, focussing on their physical, emotional, social and mental development. It also gives pupils an opportunity to develop skills such as leadership and teamwork. PE provides a learning opportunity to experience the difference between success and failure which can promote resilience. We strive for our pupils to develop their confidence to take part in a wide array of activities. PE encourages pupils to take ownership of their own physical activity and health, making independent decisions about how to live and lead a healthy, active, balanced lifestyle.

### **Core PE**

Each student in years 9 to 11 has four lessons per fortnight of 'core' PE where they study a range of sports throughout years 9 to 11 including; netball, rugby, hockey, outdoor education, swimming, basketball, badminton, football, fitness, tennis, rounders, cricket and athletics. The expectation is that each year students will both improve their skills within the sport as well as developing their understanding of the game. The emphasis in year 9 and 10 is on developing skills within the sports such as passing, shooting and dribbling in football. We then look to apply these in the context of a game, whereas in year 11 much of the lesson is taught within the game situation in order to deepen student understanding of aspects such as team work and tactics. We feel that this is a good balance and gives the students a chance to cross transfer their skills across a number of sports.

### **GCSE PE**

GCSE PE gives students the opportunity to look into the world of sports performance from a theoretical and practical perspective. As well as developing their theoretical knowledge of the human body and the science of training and sports psychology, students are assessed in three different sports. Our ambition is to develop the passion that students already have for sport and expect them to be actively participating in competitive sport inside and outside of school.

We have designed our curriculum to involve 'active learning'. We try where possible to link the practical and theory for them to experience first-hand the effects of exercise on the body. As part of component 1, students study anatomy and physiology, movement analysis and physical training. It is essential that at the outset students understand the basics of how the body works during physical activity and then we can build on this later in the course. The second component deepens students understanding of the socio-cultural issues in sports, along with sports psychology. Students study health, fitness and wellbeing, sports psychology, socio-cultural influences, again applying data to these individual topics where relevant. This second component looks more at the individual and the role of sport in society.

In the practical part of the course students focus on one team sport, one individual sport and a third being a choice of either. We will help each student by advising them on the best three sports for them. We encourage students to develop sports they currently enjoy, and also see this as an opportunity to try something new. Alongside this, students complete an "analysing and evaluating performance" (AEP) task linked to a sport of their choice. This gives them the opportunity to show an in-depth knowledge of their chosen sport as well as evaluate their own strengths and weaknesses.

## **A-Level and BTEC PE**

At A-Level, our multidisciplinary curriculum incorporates modules from human and physical sciences, historical aspects and contemporary approaches in relation to the sports performer. Students learn the foundations of sports psychology, how we learn and develop skills and what motivates us and drives us to win. They study current aspects of sport in society which includes the role of legal and illegal drugs, lottery funding, sexism in sport and also the mechanics and functioning of the anatomical and physiological systems that help us to exercise. These level 3 courses both build on the work done at GCSE where we look more in-depth at both physiological and socio-cultural aspects. More muscles and bones along with their location need to be known and we look at the origin of sport in this country and indeed across the globe.

As the course progresses, students build on the foundations established in Year 12 and study how human physiology adapts to training and exercise. The history module includes ethics, commercialism and technology in sport, while the Biomechanics module explores how we can influence the movement of projectiles, fluid mechanics and linear motion. Year 13 topics need to have a good base of knowledge that has been built up over the years. The practical aspect of the course develops students performance in one sport of their choice. In addition students evaluate a live performance giving coaching points and an action plan to improve the performance. These two aspects of the course marry very well and give the students a good platform to show their ability within the sport as well as their understanding of tactics and laws.

The curriculum is enriched with a visit to Bath University's Sports Village or Cardiff Met University as well as attending the Real Tennis Centre in Bridport. This is an excellent opportunity to check out university courses and see the roots of the game we call lawn tennis today.

Our BTEC Level 3 National Extended Certificate in Sport course is intended to give students a more vocational route, whilst maintaining academic rigour, to continue their study of physical education and sport. The course comprises of 4 units and a mixture of assessment types. In Year 12, students study 'Anatomy and Physiology' and 'Practical Sports Performance' assessed in an external exam and through coursework. In Year 13, students will study 'Fitness Training and Programming for Health, Sport and Well-being' and 'Professional Development in the Sports Industry'. As students progress through the course, they will gain a broad breadth and depth of content that is applicable and develops understanding within the sports industry. Also, students will develop life skills such as communication, problem solving and literacy skills.

## **Extra-curricular**

This is a particularly strong aspect of the department and it plays a very big role in the ethos of the school. Clubs occur at both lunchtime and after school across a large range of sports. Some examples of sports are rugby, football, netball, climbing, cross country, rounders, cricket. We play regular fixtures against local schools and enter county competitions. There are also several sports that we enter teams in at National level, our best success to date was winning the under 15 Nat West rugby cup at Twickenham. Every student regardless of ability is always welcome at any club and emphasis is always put on enjoyment in an attempt to promote a healthy active lifestyle.