THE FERMAIN ACADEMY

Physical Education

Subject Overview

Respectful Ready Resilient Responsible

Vision Statement

At Fermain Academy; our vision is to work tirelessly for our students and families so that we are -

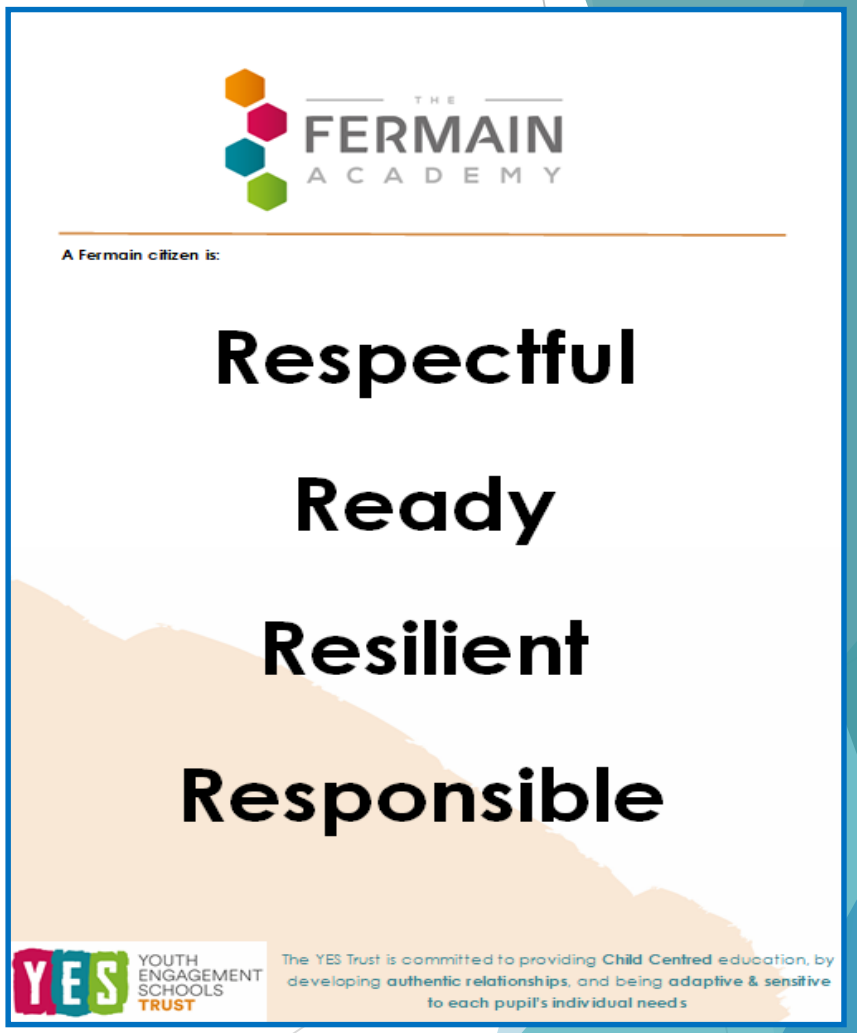
Transforming lives

Our Vision is to-

- Provide a safe and supportive environment where our students can thrive personally and intellectually
- Re-engage students who have become disconnected with mainstream education and often their own dreams and aspirations.
- Ensure every subject to has an outstanding curriculum both in content and delivery leading to outstanding progress and attainment.
- Challenge students academically and socially through our aspirational curriculum, preparing students to become safe, healthy and successful citizens in modern Britain.
- Help our students to believe in themselves, their futures and their ability to control their own destiny.

Our Core Values

Our school community have created our school values which are actively modelled, taught, promoted and expected in all areas of school life.



Respectful Ready Resilient Responsible

Teaching Pupils with SEND

Our curriculum is inclusive and ambitious for all. Our approach ensures that pupils with SEND can access and succeed in every subject through adaptive teaching, targeted support, and high expectations, enabling them to develop knowledge, skills, confidence, and resilience for life beyond school.

At *Fermain Academy* we are committed to ensuring that pupils with Special Educational Needs and/or Disabilities (SEND) access a broad, balanced and ambitious curriculum in every subject. We believe that high-quality teaching, carefully adapted to individual needs, is the most effective way to enable success and ensure all pupils are valued, included and challenged. Across all curriculum areas, teachers:

- **Plan and adapt lessons** to meet a wide range of learning needs, removing barriers and promoting independence.
- **Use flexible approaches** such as scaffolding, modelling, chunking and assistive technology to support access and engagement.
- **Work in partnership** with the SEND team, following individual support plans and implementing reasonable adjustments.
- **Promote confidence, resilience and aspiration**, ensuring pupils are supported to take risks in their learning and celebrate success.
- **Assess and review progress regularly**, adapting teaching to ensure pupils make strong academic and personal development gains.

We are committed to equity, not just equality. Some pupils will need additional support or adjustments to thrive, and we ensure these are in place so that every learner can achieve their potential.
Our ambition is for all pupils, including those with SEND, to develop the knowledge, skills and values needed to succeed in education and in life beyond school.

Core PE Curriculum Intent

“What knowledge, skills, and values do we want our students to gain through studying this subject?”

The Core Physical Education (PE) curriculum at The Fermain Academy aims to provide students with a holistic and inclusive approach to physical development, well-being, and life skills. The core purpose of our PE programme is to engage, inspire, and challenge students, while fostering physical fitness, teamwork, leadership, and resilience. By offering a diverse range of sports, we ensure that all students, regardless of ability or background, have the opportunity to experience success, improve their self-confidence, and develop key transferable skills.

Implementation

“How do we teach and structure learning in this subject to ensure all students achieve the intended outcomes?”

Key Stage 3 (KS3)
At KS3, Core PE focuses on building fundamental movement skills, teamwork, and a positive attitude towards physical activity. Lessons are structured with clear learning intentions and offer a wide range of activities to engage all students. Teaching is inclusive and differentiated to support varying abilities, with an emphasis on skill development, cooperation, and enjoyment.

Key Stage 4 (KS4)
Core PE shifts towards promoting lifelong physical activity, personal fitness, and informed healthy lifestyle choices. Learning is more personalised, allowing students to explore activities that suit their interests and future goals. Teaching continues to be inclusive and outcomes-driven, with greater focus on self-directed learning, goal setting, and reflection.

Health and Fitness Curriculum Intent

“What knowledge, skills, and values do we want our students to gain through studying this subject?”

The NCFE Level 1/2 Technical Award in Health and Fitness is designed to provide students with a comprehensive introduction to the key concepts and practical skills required for a career in the health and fitness industry. The curriculum aims to inspire and engage learners by fostering a deep understanding of the human body, physical fitness, and the importance of maintaining a healthy lifestyle.

Our students who choose Health and Fitness as an option will all work towards gaining the following qualification-

NCFE Level 1/Level 2 in Health and Fitness

Implementation

“How do we teach and structure learning in this subject to ensure all students achieve the intended outcomes?”

In the NCFE Health and Fitness course, learning is structured around clear outcomes and assessment objectives, with content sequenced from foundational knowledge to applied skills. Teaching is differentiated and supported by regular assessment, practical activities, and real-world contexts to ensure all students stay engaged and make progress. Ongoing feedback, exam preparation, and a supportive environment help all learners achieve the intended outcomes.

Links to Prior Knowledge

Physical Education (PE) builds on prior knowledge by reinforcing concepts and skills students have learned in earlier stages of their education. For example, basic motor skills like running, jumping, or balancing, which are often developed in early childhood, serve as the foundation for more complex physical activities and sports later on. Additionally, PE links to prior knowledge in subjects like science, where students apply understanding of the human body, muscles, and nutrition to improve performance and maintain health. It also connects to mathematical concepts like measurement, timing, and scoring, helping students to see how these ideas are applied in real-life contexts. By linking to what students have already learned, PE helps them deepen their understanding and build on existing knowledge in a practical and engaging way.

Links to PSHE

Physical Education (PE) is closely connected to Personal, Social, and Health Education (PSHE) as both subjects contribute to the overall development of students. While PE focuses on physical skills, fitness, and teamwork, it also emphasizes values like resilience, cooperation, and respect—qualities that are integral to PSHE. In PE, students learn to work together, communicate effectively, and deal with challenges, all of which are key components of personal and social development in PSHE. Moreover, PE promotes physical health, which ties directly into PSHE's focus on wellbeing, encouraging students to make healthy lifestyle choices.

Links to Careers/Post 16 destinations

The physical education (PE) curriculum can have a significant impact on your future career, regardless of the field you choose. The benefits go far beyond just physical fitness; PE helps develop a variety of transferable skills and habits that can enhance your career prospects. Here's how:

1. Improves Physical Health:
Physical education promotes a healthy lifestyle, which is fundamental for long-term career success.

2. Teaches Teamwork and Collaboration:
PE often involves group activities, team sports, and cooperative games, which teach you how to work with others towards a common goal.

3. Improves Mental Wellbeing and Stress Management:
Physical activity is known to reduce stress, improve mood, and boost mental wellbeing.

4. Builds Confidence and Self-Esteem:
Achieving goals in PE, whether it's mastering a skill, improving your fitness, or contributing to a team's success, can greatly boost your confidence.

5. Provides Pathways to Related Careers:
For those interested in careers in sports, fitness, or health, PE can provide the foundation for further study and professional development. Careers in teaching, coaching, physiotherapy, nutrition, and sports science often require a solid understanding of physical education and a passion for fitness. PE can ignite an interest in these fields and offer a pathway to specialisation and advanced qualifications.

By the end of Key Stage 4, students will have the knowledge and skills to pursue a range of destinations:

- **Further Education:** Many students choose to continue their studies in health and fitness, coaching, or other sporting fields at colleges or through apprenticeships.
- **Sporting Industries:** Students will be well-equipped for careers in industries such as personal training, sports coaching, nutrition, and leisure assistant.
- **Entrepreneurship:** With the skills learned when completing their GCSE coursework, students will be able to create and design their own session plans, food diaries, fitness analysis tools, which they can use in the health and fitness industry.

Ultimately, the aim is for students to leave the physical education curriculum with the skills, confidence, and knowledge to thrive in their chosen next steps, whether that be in further education, sporting careers, or entrepreneurship.

Different Approaches

Physical Education (PE) employs a variety of teaching approaches to cater to different learning styles and abilities. One common approach is the direct teaching method, where the teacher provides clear instructions and demonstrations, guiding students through specific techniques and skills.

Another approach is the discovery-based method, which encourages students to explore and solve problems on their own, fostering creativity and critical thinking. Cooperative learning is also frequently used in PE, where students work in small groups to achieve a common goal, promoting teamwork, communication, and social skills.

Additionally, the adaptive teaching approach ensures that activities are tailored to the individual needs of students, allowing everyone, regardless of their skill level, to participate and succeed. These diverse methods help engage students, ensuring that each one has the opportunity to develop both physically and socially in a way that best suits their learning style.

Skills Learnt

In Physical Education (PE), students develop a wide range of skills that contribute to their physical, social, and cognitive growth. Physical skills such as coordination, balance, strength, and agility are key elements, allowing students to improve their performance in various sports and physical activities.

Additionally, PE teaches teamwork and communication, as students often work in groups or pairs, learning how to cooperate, strategize, and support each other. Problem-solving and decision-making are also important skills, especially when it comes to adapting to different sports situations or overcoming challenges.

PE encourages self-discipline, resilience, and time management, helping students set goals, track their progress, and maintain a healthy lifestyle. Overall, the skills acquired in PE not only enhance physical ability but also foster personal and social development.

Inclusion

Physical Education (PE) is designed to be inclusive of students of all abilities by offering a variety of activities that can be adapted to meet individual needs.

Teachers often modify exercises, games, and sports to ensure every student, regardless of their physical or cognitive abilities, can participate fully. For example, activities may be adjusted in terms of intensity, equipment, or the structure of the game to provide a suitable challenge for all students. PE encourages students to work together in teams, fostering collaboration and mutual respect among peers of differing abilities.

Additionally, inclusive PE promotes a positive and supportive environment where every student is encouraged to participate and celebrate their progress, ensuring that all students, no matter their starting point, feel a sense of achievement and belonging.

Impact

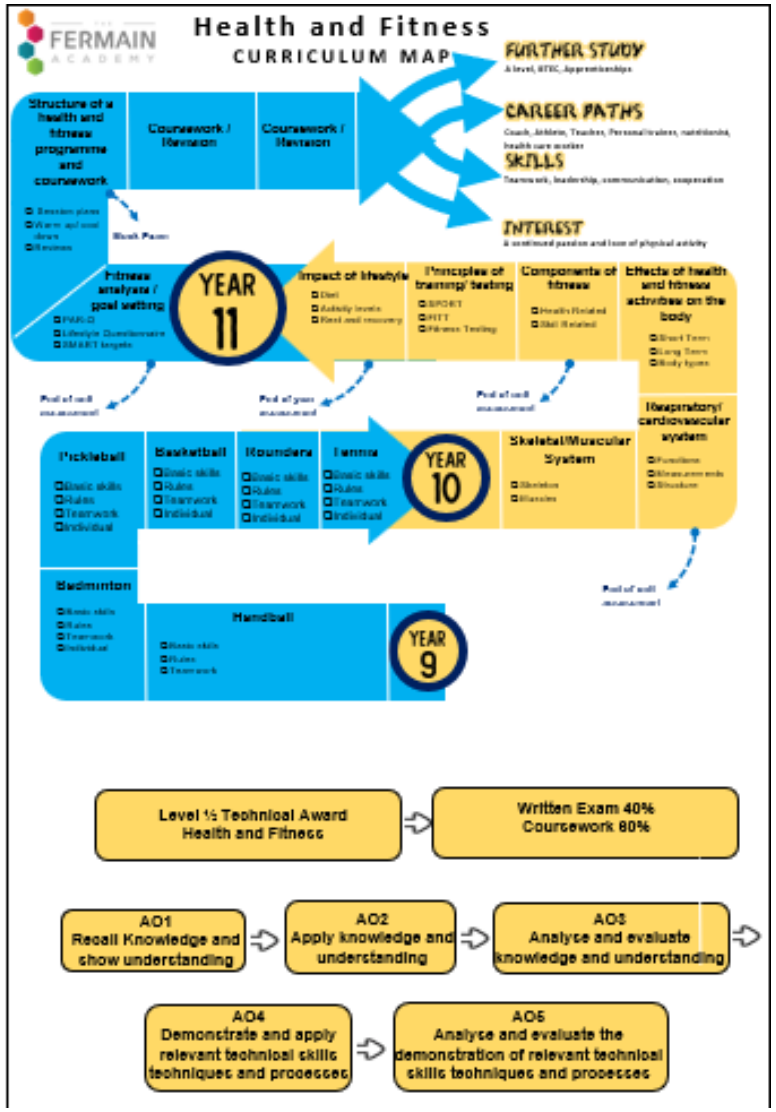
“What difference does learning in this subject make to our students, both now and in the future?”

Physical Education (PE) has a profound impact on students' overall development, fostering not just physical fitness but also emotional, social, and cognitive growth.

Regular participation in PE promotes physical health by improving cardiovascular fitness, strength, and flexibility, and helps combat issues like obesity. Beyond the physical benefits, PE also plays a crucial role in enhancing mental health by reducing stress, anxiety, and promoting self-esteem.

Socially, PE encourages teamwork, cooperation, and communication, teaching students valuable interpersonal skills that extend beyond the classroom. Ultimately, PE equips students with lifelong habits and skills that contribute to a balanced and healthy lifestyle. Using local amenities for physical education lessons provides students with the chance to explore how they can engage in physical activity within their community.

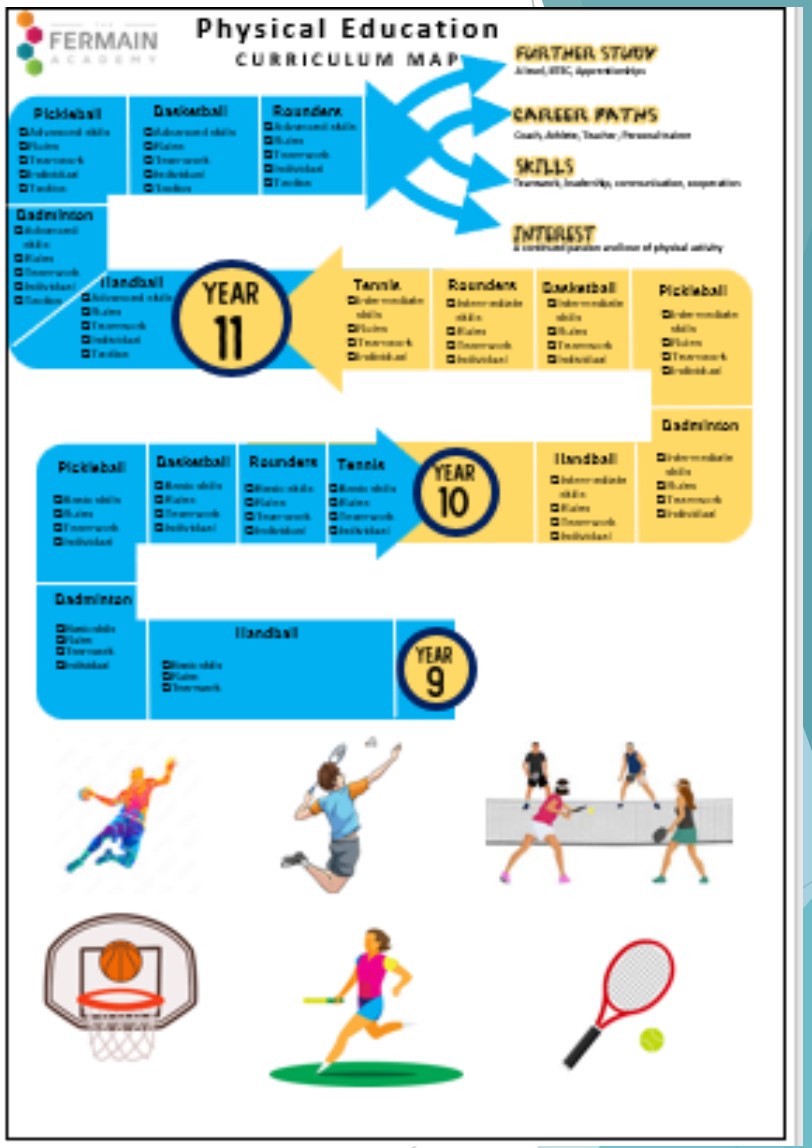
Assessment Within Health and Fitness



In the NCFE Level 1/2 Health and Fitness course, assessment plays a crucial role in tracking student progress and ensuring they understand key concepts related to health, fitness, and wellbeing. Assessments are divided into coursework and exams, with 60% of the final grade coming from coursework and 40% from the final exam. The coursework includes assignments and practical tasks where students apply their knowledge to real-life scenarios, such as creating fitness plans or analysing diet and exercise routines. In addition to formal exams, students also complete mock exams to evaluate their readiness and identify areas for improvement. Throughout the course, both formative assessments (conducted after each topic) and summative assessments (done at the end of each term) provide ongoing feedback, allowing students to reflect on their progress and make adjustments to their learning strategies. This approach ensures that students are well-prepared for their final assessments while developing a deeper understanding of health and fitness.

Assessment Within CORE PE

In CORE PE lessons, practical assessments are conducted each term to track students' progress in various sports. These assessments allow teachers to observe students' skills, techniques, and overall development in real-time during class activities. Teachers provide ongoing feedback, identifying strengths and areas for improvement, which helps students set personal goals and work towards better performance. These assessments are not just about evaluating physical abilities but also focus on elements like teamwork, sportsmanship, and decision-making during gameplay. By regularly assessing students, PE teachers can adjust their teaching methods, ensuring that each student receives the support and guidance they need to progress in their sporting abilities throughout the term.



Making Judgements-formative assessment

These assessments are conducted during regular PE lessons, allowing teachers to observe students' skills, technique, and participation in various sports and physical activities. Teachers offer constructive feedback after each activity, identifying strengths and areas for improvement, which helps students refine their skills over time. This process ensures that students receive the guidance they need to develop their physical abilities and enhance their performance throughout the course.

In the NCFE Level 1/2 Health and Fitness course, I use end-of-topic quizzes as a formative assessment tool to check students' understanding of key concepts before moving on to new material. They help to reinforce learning and identify any areas where students may need further clarification or review. The quizzes also allow students to reflect on their learning and identify any gaps in their knowledge. This ongoing assessment approach ensures that students are consistently engaging with the content and are well-prepared for their final coursework and exams.

Making Judgements-summative assessment

In CORE PE, summative assessments are used at the end of each term to evaluate students' overall progress and performance in practical activities. These assessments are designed to measure students' development across the different sports and physical skills they have learned during the term. The results from these summative assessments help determine students' grades or overall achievement in different sports.

End-of-term tests in the NCFE Level 1/2 Health and Fitness course are used as summative assessments to evaluate students' comprehensive understanding of the material taught throughout the term. These tests cover key topics such as fitness components, nutrition, the skeleton, muscles, cardiovascular system, respiratory system and exercise principles. The results from these tests provide a clear measure of each student's progress and understanding. Additionally, these assessments help identify areas where students may need further revision or support, ensuring they are fully prepared for upcoming exams and coursework.

Progression in Substantive Knowledge CORE PE

Autumn Term		
Year 9	Year 10	Year 11
Students will concentrate on building their understanding of handball and badminton. Students will learn the fundamental rules and key skills for the different sports through a range of activities. Students will learn about the significance of communication and team work. Students will examine offensive and defensive strategies, such as player positioning and anticipating the opponent's actions.	Students will concentrate on building on their previous knowledge of handball and badminton. Students will learn more in depth rules and intermediate key skills for the different sports through a range of activities. Students will learn about how to use constructive feedback. Students will examine offensive and defensive strategies, such as player positioning and anticipating the opponent's actions and apply them to the games.	Students will focus on mastering their knowledge of handball and badminton. Students will focus on advanced skills for the different sports through a range of activities. Students will provide constructive feedback to others. Students will learn how to apply tactics to outwit their opponents.
Spring Term		
Students will concentrate on building their understanding of pickleball and basketball. Students will learn the fundamental rules and key skills for the different sports through a range of activities. Students will learn about the significance of communication and team work. Students will examine offensive and defensive strategies, such as player positioning and anticipating the opponent's actions.	Students will concentrate on building on their previous knowledge of pickleball and basketball. Students will learn more in depth rules and intermediate key skills for the different sports through a range of activities. Students will learn about how to use constructive feedback. Students will examine offensive and defensive strategies, such as player positioning and anticipating the opponent's actions and apply them to the games.	Students will focus on mastering their knowledge of pickleball and basketball. Students will focus on advanced skills for the different sports through a range of activities. Students will provide constructive feedback to others. Students will learn how to apply tactics to outwit their opponents.
Summer Term		
Students will concentrate on building their understanding of tennis and rounders. Students will learn the fundamental rules and key skills for the different sports through a range of activities. Students will learn about the significance of communication and team work. Students will examine offensive and defensive strategies, such as player positioning and anticipating the opponent's actions.	Students will concentrate on building on their previous knowledge of tennis and rounders. Students will learn more in depth rules and intermediate key skills for the different sports through a range of activities. Students will learn about how to use constructive feedback. Students will examine offensive and defensive strategies, such as player positioning and anticipating the opponent's actions and apply them to the games.	Students will focus on mastering their knowledge of tennis and rounders. Students will focus on advanced skills for the different sports through a range of activities. Students will provide constructive feedback to others. Students will learn how to apply tactics to outwit their opponents.

Progression in Disciplinary Knowledge CORE PE

Autumn Term		
Year 9	Year 10	Year 11
Practical demonstrations will allow students to practice key skills such as passing, shooting, and defending in handball, and techniques like serving, smashing, and footwork in badminton. Students will also study the fundamental rules of both sports, understanding scoring systems, fouls, and the roles of each player on the court. Through questioning, they will critically analyze strategies and tactics, discussing how to improve performance, work as a team, and apply their knowledge of positioning and movement to gain an advantage in a game.	Practical demonstrations will be done by the teacher or a skilled peer, in order to show how to develop key skills. Students will expand their understanding of the rules and progress from basic to intermediate skills through a variety of activities designed to build their competence and confidence. Initially, they will focus on mastering the fundamental skills of the sport, such as basic footwork, passing, and positioning. Students will engage in peer assessment to help evaluate and improve each other's skills across a range of activities. Through observing their peers perform various techniques, such as passing, shooting, or footwork, students will provide constructive feedback on strengths and areas for improvement	Practical demonstrations will be led by the teacher or a skilled peer to help students master the skills learned in Year 9 and 10. Students will apply their knowledge of the rules by umpiring or refereeing small-sided games. They will also engage in peer assessment, offering feedback to help each other improve their performance. Additionally, students will learn how to self-assess and identify areas for their own improvement.
Spring Term		
Practical demonstrations will give students the opportunity to practice key skills such as dribbling, shooting, and defending in basketball, and techniques like serving, volleying, and footwork in pickleball. Students will also study the fundamental rules of both sports, including scoring systems, fouls, and the roles of each player on the court or court area. Through questioning, they will critically analyse strategies and tactics, discussing how to improve performance, collaborate as a team, and apply their understanding of positioning and movement to gain an advantage in a game.	Practical demonstrations will be done by the teacher or a skilled peer, in order to show how to develop key skills. Students will expand their understanding of the rules and progress from basic to intermediate skills through a variety of activities designed to build their competence and confidence. Initially, they will focus on mastering the fundamental skills of the sport. Students will engage in peer assessment to help evaluate and improve each other's skills across a range of activities. Through observing their peers perform various techniques, such as passing, shooting in basketball and volleying, serving in pickleball, students will provide constructive feedback on strengths and areas for improvement	Practical demonstrations will be led by the teacher or a skilled peer to help students master the skills learned in Year 9 and 10. Students will apply their knowledge of the rules by umpiring or refereeing small-sided games. They will also engage in peer assessment, offering feedback to help each other improve their performance. Additionally, students will learn how to self-assess and identify areas for their own improvement.
Summer Term		
Practical demonstrations will allow students to practice essential skills such as serving, rallying, and volleying in tennis, and techniques like batting, fielding, and base running in rounders. Students will also learn the fundamental rules of both sports,	Practical demonstrations will be done by the teacher or a skilled peer, in order to show how to develop key skills. Students will expand their understanding of the rules and progress	Practical demonstrations will be led by the teacher or a skilled peer to help students master the skills learned in Year 9 and 10. Students will apply their knowledge of the rules by umpiring or refereeing small-sided games.

Progression in Substantive Knowledge GCSE PE

Autumn Term		
Year 9	Year 10	Year 11
	Understand how the body functions during physical activity and how different systems support exercise. By applying knowledge of the skeletal, muscular, respiratory, and cardiovascular systems, students will be able to explain how the body moves, processes oxygen, and circulates blood during physical exertion. Students will be able to make connections between theory and practice, enhancing their understanding of physical activity and how to improve their performance.	Students will learn how to carry about health analysis tasks such as lifestyle questionnaires, PAR-Qs, food diaries Students will learn how to apply their knowledge of muscles, training methods, training principles to create a 4 week fitness programme Students will learn how to set their own SMART targets Students will apply their knowledge from the course to their coursework.
Spring Term		
	Students will study the key components of fitness, the principles of training, and the importance of fitness testing in enhancing performance. They will explore different components of fitness and understand how each contributes to overall physical ability. Additionally, students will learn about the principles of training, such as specificity, progressive overload, reversibility, and tedium, and how these guide effective training programs. They will also develop the skills to conduct and interpret fitness tests to evaluate various aspects of fitness. Students will examine different training methods and how they can be applied to design fitness programs tailored to individual goals. Finally, students will understand how lifestyle factors, such as diet, sleep, and stress, can impact an individual's health and performance.	Students will use their knowledge of fitness testing to assess a client, record the results, and then compare them to normative data. Students will set SMART targets inline with the coursework objectives and explain why they have set these particular targets. Students will choose the relevant training methods to improve the component of fitness stated in their coursework. Students will design a 1 week fitness plan for their client based on prior knowledge of nutrition. Students will need to complete a training log for each session they design for their client Students will then readminister the tests they selected at the start and retest their client
Summer Term		
	In Year 10, students will learn how to structure a fitness plan tailored to individual needs and goals. They will explore the key components of a well-rounded fitness plan, including warm-ups, cool-downs, aerobic and anaerobic exercises, strength training, and flexibility exercises. Students will also study health and safety practices in a gym setting, understanding the importance of proper technique, equipment use, and injury prevention to ensure a safe workout environment. Additionally, they will examine various fitness analysis tools, such as fitness tests, body composition measurements, and performance assessments, to evaluate progress	In preparation for their GCSE exam, which is worth 40% of their final grade, students will revise all the topics they have covered throughout the year. This will include revisiting the components of fitness, principles of training, fitness testing, and the different training methods and fitness programs. They will review key concepts related to the skeletal, muscular, cardiovascular, and respiratory systems, as well as energy systems and bod Students will also refresh their understanding of lifesty how they influence health and performance, and the ro nutrition in fitness

Respectful Ready Resilient Responsible

THE FERMAIN ACADEMY

Progression in Disciplinary Knowledge GCSE PE

Autumn Term		
Year 9	Year 10	Year 11
	In Year 10, students will engage in a variety of tasks such as labelling, questioning, class discussions, and modelling to deepen their understanding of key concepts in PE. Through labelling activities, students will identify and annotate parts of the skeletal, muscular, and cardiovascular systems, helping to reinforce their knowledge of anatomy and physiology. Questioning will encourage students to think critically and test their understanding of topics, while class discussions will allow them to share ideas, ask questions, and explore different perspectives on how the body functions during physical activity. Modelling will be used to demonstrate exercises, movements, or the application of concepts like energy systems in practical settings, helping students visualize and apply theoretical knowledge in real-life situations. These tasks will promote active learning, encourage collaboration, and support the development of essential skills for both theoretical understanding and practical application	Students will be taught how to use health analysis tools, modelled answers of PAR-Q, lifestyle questionnaires and food diaries will be done and through discussion will learn about what factors are important for analysis. Exemplar training programmes will be shown and discussed during class about the importance of different training methods for particular components of fitness. Students will research SMART targets and create their own based on different sporting scenarios Students will be introduced to their coursework and what is expected of them.
Spring Term		
	The components of fitness will be taught through a mix of theoretical lessons and practical activities. Students will begin by learning both health related fitness and skill related fitness. These will be introduced through interactive discussions and questioning, helping students understand how each component impacts performance in different sports and activities. Students will engage in fitness testing to assess different aspects of physical fitness, with teachers guiding them through the proper procedures and interpretation of results. Students will be introduced to principles of training and explore the different ways they can be applied to training programmes Teachers will use case studies and real-world examples to demonstrate the impact of lifestyle choices on health, prompting students to reflect on their own habits. Interactive discussions will allow students to analyze how factors like diet, sleep patterns, and stress affect energy levels, recovery, and performance in sport.	Students will administer fitness tests on their client, record the results and compare the results to normative data Students will administer various health analysis tools on their client and select key information for their analysis Students will research what training methods are suitable for the component of fitness in their coursework and design a 4 week fitness plan accordingly Students will their prior knowledge to create a 1 week diet plan Students will record each training session they do with their client and analyse what went well and what they could improve Students will then readminister their tests from week 1 and describe whether there fitness programme worked.
Summer Term		
	Introduce fitness programmes	Revision materials will be prepared for students, so they can