

Pyrland School

Physical Education

Curriculum Booklet for 2026 - 2027

Subject Lead: Mr Hancock

Midsomer Norton Schools Partnership

Physical Education Curriculum Intent:

"A lifelong love of Exercise and Sport"

At Pyrland we believe that Physical Education is developing both physically and socially to be successful and healthy in our future lives; it is integral to our school vision to "live life in all its fullness". Our experienced PE team are committed to inspiring our students to engage in, have passion for and participate in all sports and activities, inside and outside the school curriculum.

One of our aims is to broaden their experiences and enrich their lives. We strive to give them an enjoyable and positive experience to encourage students to take part in extracurricular activities, join clubs and activities outside of the school where there are many opportunities to do so, improve performance and go through the various pathways to excel in sport or more. Our high-quality physical education curriculum will inspire all students to succeed in competitive sport and other physically demanding activities (non-competitive).

With specialisms in a range of sports and a passionate PE department for sport, health and activity, all students will be provided with opportunities to improve their physical and mental well-being through activity. They will build on and develop skills learned and become more confident and competent in knowledge of tactics and techniques. They will be able to apply these skills, tactics and strategies across a broad range of sports/activities.

They will understand what makes a performance effective in a range of individual and team activities. We aim to develop confidence, and interest to get involved in exercise or sport after and outside of school and hope to build character and embed values of fairness of respect through competitive sport.

Students will have opportunities to develop their leadership skills and qualities throughout the curriculum. In core PE, by the end of year 9 all students will have covered a broad range of sports/activities from the National Curriculum for PE at KS3 and will continue this into KS4 until the end of year 11. By the end of KS4, we are dedicated to ensuring all students, including SEN and Pupil Premium students, realise their potential and future benefits of participating in sport and physical activity.

PE is a popular course and we offer the Level 1/2 BTEC course, which enables learners to progress their studies at Level 2 or Level 3 at Bridgewater College. This course enable students to access a variety of careers in the sports industry.

Physical Education Curriculum Implementation:

Our planning emphasises challenge and differentiation to enable all to progress through the range of sports and physical activities across the academic year.
Each academic year all students participate in a range of team sports, individual sport, outdoor activities, health and fitness.

Key Stage 3

At Pyrland, students in KS3 core PE are taught in mixed sex lessons, set based on their practical ability. KS3 lessons focus on developing technical skills, applying knowledge of strategies, demonstrating resilience, teamwork, leaderships skills and feedback. This is assessed through Head, Heart and Hands. There are assessment criteria against each of these threads so that students' progression in these key areas can be tracked. Transferable skills are interleaved between the different sports, so students are retrieving and using previous learning throughout the year.

All students participate in a broad range of sports, including team, individual sports and fitness activities. Sports include: football, tag rugby, hockey, netball, cross country, badminton, gymnastics, basketball, tennis, rounders, athletics, cricket and fitness. Students have 3-week blocks of each activity/theme, they are then assessed against our sports criteria.

Key Stage 4

At Key Stage 4 all students participate in core PE lessons. Students can choose which seasonal sports they would like to take part in each term. Additional sports and activities, including: volleyball, softball, frisbee, spinning and multigames are available to promote a love of physical activity that extends beyond their time at Pyrland.

BTEC sport is taught across two years and has a large theory content with two coursework components and one exam. Students will have six additional lessons to core PE and are regularly assessed with end of topic quizzes and practice assignments.

Allocated Curriculum Time:

Lessons per fortnight	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**
	4	**4**	**4**	**Core - 3 BTEC - 6**	**Core - 3 BTEC - 6**

Year 7 Programme of Study

Term	Curriculum Foci	Formal Assessment
1 2	**Head – Tag Rugby, Hockey, Health related fitness & Basketball** • Feedback – I can improve my own and peer performance. • Warm up – I can lead a safe warm up. • Rules – I understand and apply rules in a range of sports.	**Head** Students are assessed using a range of statements relating to the head strand. There are grades available pre-emerging, emerging, developing, securing and mastered.
3 4	**Hands – Football, Netball, Badminton & Gymnastics** • Skills – I can demonstrate a range of appropriate skills with some consistently and accurately in a competitive situation. • Tactics – I can apply a variety of tactics in a competitive situation. • Fitness – I can demonstrate an appropriate level of fitness to take part in sport and physical activity.	**Hands** Students are assessed using a range of statements relating to the hands strand. There are grades available pre-emerging, emerging, developing, securing and mastered.
5 6	**Heart – Athletics, Rounders, Cricket & Tennis** • Resilience – I am hardworking and accept challenges. • Leadership – I demonstrate an ability to lead a small group and show some leadership qualities. • Inspire – I can motivate others to participate and progress in sporting activity	**Heart** Students are assessed using a range of statements relating to the heart strand. There are grades available pre-emerging, emerging, developing, securing and mastered.

Year 8 Programme of Study

Term	Curriculum Foci	Formal Assessment
1 2	**Head – Tag Rugby, Hockey, Health related fitness & Basketball** • Feedback – I can reflect on my own performance and understand strengths an weaknesses to improve. • Warm up – I can lead a safe warm up, identifying the short- and long-term effects of exercise. • Rules – I understand the roles of officials and rules in a range of sports.	**Head** Students are assessed using a range of statements relating to the head strand. There are grades available pre-emerging, emerging, developing, securing and mastered.
3 4	**Hands – Football, Netball, Badminton & Gymnastics** • Skills – I can demonstrate a range of appropriate skills consistently and accurately. • Tactics – I can apply a variety of tactics in a game situation. • Fitness – I can demonstrate an appropriate level of fitness to do well in sport and physical activity.	**Hands** Students are assessed using a range of statements relating to the hands strand. There are grades available pre-emerging, emerging, developing, securing and mastered.
5 6	**Heart – Athletics, Rounders, Cricket & Tennis** • Resilience – I am hardworking, accept challenges and am helpful in lessons. • Leadership – I demonstrate an ability to lead a larger group and show a range of leadership qualities. • Inspire – I can inspire others to participate and progress in sporting activity	**Heart** Students are assessed using a range of statements relating to the heart strand. There are grades available pre-emerging, emerging, developing, securing and mastered.

Year 9 Programme of Study

Term	Curriculum Foci	Formal Assessment
1 2	**Head – Tag Rugby, Hockey, Health related fitness & Basketball** • Feedback – I can peer and self-analyse to improve performance. • Warm up – I can lead a safe warm up, explaining the short- and long-term effects of exercise • Rules – I can apply the roles of officials and rules in a range of sports.	**Head** Students are assessed using a range of statements relating to the head strand. There are grades available pre-emerging, emerging, developing, securing and mastered.
3 4	**Hands – Football, Netball, Badminton & Gymnastics** • Skills – I can demonstrate a range of complex skills consistently and with fluency in a game situation. • Tactics – I can apply a variety of complex tactics in a game situation. • Fitness – I can demonstrate an appropriate level of fitness to excel in sport and physical activity.	**Hands** Students are assessed using a range of statements relating to the hands strand. There are grades available pre-emerging, emerging, developing, securing and mastered.
5 6	**Heart – Athletics, Rounders, Cricket & Tennis** • Resilience – I am hardworking, accept challenges and am helpful in lessons and after-school clubs. • Leadership – I excel when leading a large group and confidently demonstrate a range of leadership qualities. • Inspire – I can inspire others to participate and progress in sporting activity and am a positive role model.	**Heart** Students are assessed using a range of statements relating to the heart strand. There are grades available pre-emerging, emerging, developing, securing and mastered.

Year 10 BTEC LEVEL 1/LEVEL 2 TECH AWARD in Sport
Exam Board: Pearson

Term	Curriculum Foci	Formal Assessment
1	**Component 1: Preparing participants to take part in sport and physical activity.** • Increasing participation in regular sport or physical activity for different types of sports participants.	
2	**Component 1: Preparing participants to take part in sport and physical activity.** • Equipment and technology required for participants to use when taking part in sport and physical activity.	**Assessment** **Time: 40 mins**
3	**Component 1: Preparing participants to take part in sport and physical activity.** • Preparing participants to take part in sport and physical activity (plan a warmup). • Preparing participants to take part in sport and physical activity (lead a warmup).	
4	**Component 1: Coursework completion** • Justify chosen physical activities for a selected individual from a case study. • Identify the types of provisions available, with the advantages and disadvantages of each. • Identify barriers to participation and methods to overcome these barriers for a selected individual. • use knowledge acquired to select and discuss how technology would affect provision for the case study person.	**PSA 1** **Time:** 5 hours **Marks:** 60 marks
5	**Component 2: Taking part and improving other participants sporting performance** • Understand how different components of fitness are used in different physical activities.	**Assessment** **Time: 40 mins**
6	**Component 2: Taking part and improving other participants sporting performance** • Be able to participate in sport and understand the roles and responsibilities of officials.	**Mini Y10 Exam** Time: 45 minutes

Year 11 BTEC LEVEL 1/LEVEL 2 TECH AWARD in Sport
Exam Board: Pearson

Term	Curriculum Foci	Formal Assessment
1	**Component 2: Taking part and improving other participants sporting performance** • Improving participants sporting techniques (plan a skills session). • Improving participants sporting techniques (deliver a skills session).	
2	**Component 2: Coursework completion** • Demonstrate their knowledge and understanding of the components of fitness. • Demonstrate their skill in a selected sport in isolated practice and skill and strategy in competitive situations. • Demonstrate their knowledge and understanding of officials in sport and two key rules and regulations in sport.	**PSA 2** **Time:** 4 hours **Marks:** 60 marks
3	**Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity** • The importance of fitness for Sports performance.	**Assessment** **Time: 40 mins**
4	**Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity** • Investigate fitness testing to determine fitness levels. • Investigate training methods.	**Assessment** **Time: 40 mins**
5	**Component 3: Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity** • Investigate different fitness training methods	**Component 3 Exam** **Time:** 90 mins **Marks:** 60 marks

Final Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
1: Coursework	30	**Preparing participants to take part in sport and physical activity.** 1) Written justification – selecting activities and barriers to participation 2) Written presentation – technology in sport 3) Leading a warm up 4) Session plan – warm up	Spring (Year 10)
2: Coursework	30	**Taking part and improving other participants sporting performance** 1) Written response – importance of components of fitness 2) Video clips demonstrating skills 3) Written presentation - officiating 4) Leading a skills session 5) Session plan – skills session	Autumn (Year 11)
3: Exam	40	**Developing Fitness to Improve Other Participants Performance in Sport and Physical Activity** Exam – components of fitness, fitness testing, fitness training methods, training programmes	Summer (Year 11)

Please see exam board websites for up-to-date information:
Sport (2022) | BTEC Tech Award | Pearson qualifications