**Year 10 + 11 Core PE Curriculum Explained**

Pupils tackle complex and demanding physical activities. They take part in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils are taught to:

•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 tennis)

•develop their technique and improve their performance in other competitive sports (for example, athletics) or other physical activities (for example, dance)

•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

Sport Education in Key Stage 4 (Year 10 and 11):

The Sport Education curriculum and instruction model was conceived by Daryl Siedentop at The Ohio State University. It has proven to be a very effective way to provide pupils with opportunities to develop independence, team work, and team loyalty. It more realistically mirrors the approach of adults when they become members of a sporting club. This model of learning is therefore more likely to encourage young people into lifelong involvement in sport.

Sport Education has the capacity to effectively develop:

Personal, social and moral education;

Citizenship;

Literacy; and

Numeracy.

This curriculum model offers pupils:

Pupils are members of the same team for the duration of the season to promote sustained affiliation and membership;

To further promote team loyalty Sport Education runs in seasons rather than short units. A season may run for one or two terms or a full academic year.

Seasons include formal competition team-based practice led by teachers and/or students;

Seasons conclude with a culminating event such as a tournament, competition, or festival;

Pupil participation in sport education takes place in their teams. Their physical participation involves:

* team warm ups,
* team skill practices;
* team fitness sessions;
* pre-tournament practice games; and
* formal competitions.

The benefits of participation in Sport Education are:

* teams are small which enhances individual chances to respond and increase direct contact with the activity to be learned;
* teams remain for the duration of the season which can foster unity, friendship and attachment;
* the length of the season gives time for pupils to develop competence in the activity and can improve coherency of teaching and learning.

In addition to being a player, all pupils in Sport Education take on additional non playing roles. These roles can include:

* Warm Up Coach;
* Skills Coach
* Fitness Coach
* Team Manager
* Analyst
* Official
* Kit Manager
* Fixture Secretary

Extending the Range of Learning at Key Stage 4:

Pupils learn to plan, manage and co-ordinate their sport experiences. They also play an active role in shaping their own learning experiences and are presented with opportunities to develop evaluation and leadership skills; Sport Education provides opportunities for the development of responsible and informed participants. Pupils learn how to develop their ability and competence as skilled performers at the same time as learning about the rules, traditions and rituals associated with individual sports. They also learn about how sport is organised and are also able to engage in different roles in the running of sport, such as choreographer, coach, umpire/referee, etc. Sport Education allows teachers to effectively deliver the National Curriculum by providing pupils with increasing opportunities to plan, implement and evaluate their own work both as a team and as individuals.

Sport education places increasing emphasis upon:

* investment in others;
* decision making;
* problem solving; and
* collective ownership.