

## Curriculum plan: PE

# CONNECTED

### INTENT:



**“Physical fitness is not only one of the most important keys to a healthy body, it is the basics of dynamic creative intellectual activity”**

**J F Kennedy**

Physical education supports the curriculum vision for all young people to become confident, connected, actively involved, lifelong learners. PE helps students to develop the skills, knowledge and competencies to live healthy and physically active lives at school and for the years to come.

The King's aims to develop, support and continue a pathway into sport and exercise through an enthusing, inspiring curriculum as well as enrichment programme that also aims to support school-community club links. At The King's, whether your passion is in invasion games, net and wall games, striking and fielding games, track and field athletics, gymnastic based or swimming, students can learn transferable, cognitive and social skills.

Students will be able to apply these skills into a plethora of conditioned and competitive situations which will lead to improved physical, mental and social health whilst exposing them to a future hobby or career. We encourage our students to approach all physical activity with a positive attitude and an open mind. We guide students to independently develop their skillset and explore different ways to utilize the skills we develop like teamwork, cooperation, communication, creativity and leadership.



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Half Term points													
	Week 1 - 3	Week 4 - 6	Week 7- 9	Week 10- 12	Week 13- 15	Week 16- 18	Week 19- 21	Week 22- 24	Week 25- 27	Week 28-30	Week 31-33	Week 34-36	Week 37-40
<b>10 CORE</b>	<b>Group 1: Fitness</b>  Learning to include: <ul style="list-style-type: none"> <li>Exploration of different methods of fitness including yoga, pilates, HITT, aerobics / dance and circuit training. Developing understanding of how to technically perform movements with control, fluency and safety</li> <li>Developing knowledge of the parts of a warm up, cool down and how to plan a training session, organising</li> </ul>	<b>Group 1: Racket Games</b>  Learning to include: <ul style="list-style-type: none"> <li>Experiencing different racket games including badminton, table tennis and short tennis. Being able to lead warm ups, set up drills and organise conditioned games and tournaments</li> </ul> <b>Group 2: Alternative Games</b>  Learning to include: <ul style="list-style-type: none"> <li>Experiencing different</li> </ul>	<b>Group 1: Alternative Games</b>  Learning to include: <ul style="list-style-type: none"> <li>Experiencing different types of alternative games including dodge ball, end zone, touchball, speedball, capture the flag, bodge ball, ultimate frisbee, quadball, Danish long ball etc.</li> </ul> <b>Group 2: Racket Games</b>  Learning to include: <ul style="list-style-type: none"> <li>Experiencing</li> </ul>	<b>Group 1: Invasion Games</b> Learning to include: <ul style="list-style-type: none"> <li>Exploration of a range of invasion games including football, handball, netball and korfball. Developing knowledge of how to lead a warm up and cool down</li> <li>Increasing knowledge of rules, tactics and key terminology</li> <li>Organising own games and tournaments</li> </ul> <b>Group 2: Fitness</b>	<b>Group 1: OAA / Problem Solving</b>  Learning to include: <ul style="list-style-type: none"> <li>Exploration of orienteering including map work and navigation</li> <li>Problem solving activities linked to development of teamwork, cooperation, listening and communication</li> </ul> <b>Group 2: Basketball</b>  Learning to include: <ul style="list-style-type: none"> <li>Development of attacking and defending strategies and techniques</li> </ul>	<b>Group 1: Basketball</b>  Learning to include: <ul style="list-style-type: none"> <li>Development of attacking and defending strategies and techniques</li> <li>Selection and application of core basketball skills including how to use them tactically to outwit opponents</li> <li>Increasing knowledge of small sided competitive games and the rules that underpin them.</li> </ul> <b>Group 2: OAA / Problem Solving</b>	<b>Group 1: Tag Rugby</b>  Learning to include: <ul style="list-style-type: none"> <li>How to use and apply passing, sprinting, dodging and blocking skills, strategies and tactics to outwit opponents</li> <li>Making informed decisions during small sided games and planning attacking principles.</li> </ul> <b>Group 2: Volleyball</b>  Learning to include: <ul style="list-style-type: none"> <li>Application of movements within volleyball</li> </ul>	<b>Group 1: Volleyball</b>  Learning to include: <ul style="list-style-type: none"> <li>Application of movements within volleyball including dig, set, smash and serve and positional play to outwit opponents</li> <li>Developing understanding of the advanced rules of volleyball</li> <li>Developing ability to officiate in volleyball</li> <li>Increasing understanding of how to lead warm-</li> </ul>	<b>Group 1 and 2: Athletics</b>  Learning to include: <ul style="list-style-type: none"> <li>Developing knowledge and understanding of both track and field events</li> <li>Demonstrating advanced techniques to enable personal bests to be achieved</li> </ul>	<b>Group 1: Softball</b>  Learning to include: <ul style="list-style-type: none"> <li>Development of skills relating to fielding, bowling and batting.</li> <li>Exploration of advanced tactics and strategies that can be used to outwit opponents</li> </ul> <b>Group 2: Rounders</b>  Learning to include: <ul style="list-style-type: none"> <li>Development of skills relating to fielding, bowling and batting.</li> <li>Exploration of advanced tactics</li> </ul>	<b>Group 1: Rounders</b>  Learning to include: <ul style="list-style-type: none"> <li>Development of skills relating to fielding, bowling and batting.</li> <li>Exploration of advanced tactics and strategies that can be used to outwit opponents</li> </ul> <b>Group 2: Softball</b>  Learning to include: <ul style="list-style-type: none"> <li>Development of skills relating to fielding, bowling and batting.</li> <li>Exploration of advanced</li> </ul>	<b>Group 1: Cricket</b>  Learning to include: <ul style="list-style-type: none"> <li>Development of skills relating to fielding, bowling and batting.</li> <li>Exploration of advanced tactics and strategies that can be used to outwit opponents</li> </ul> <b>Group 2: Ultimate Frisbee</b>  Learning to include: <ul style="list-style-type: none"> <li>Development of skills relating to fielding, bowling and batting.</li> <li>Exploration of advanced tactics</li> </ul>	<b>Group 1: Ultimate Frisbee</b>  Learning to include: <ul style="list-style-type: none"> <li>Development of skills relating to ultimate frisbee</li> <li>Exploration of advanced tactics</li> </ul> <b>Group 2: Cricket</b>  Learning to include: <ul style="list-style-type: none"> <li>Development of skills relating to fielding, bowling and batting.</li> <li>Exploration of advanced</li> </ul>

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	<p>ng exercise s into the correct order</p> <p><b>Group 2 : Invasion Games</b> Learning to include:</p> <ul style="list-style-type: none"><li>Explorati on of a range of different invasion games includin g football, handbal l, netball and korfball. Develop ing knowled ge of how to lead a warm up and cool down</li><li>Increasi ng knowled ge of rules, tactics and key terminol ogy</li><li>Organisi ng own games and tournam ents</li></ul>	<p>t types of alternat ive games includin g dodge ball, end zone, tchouk-ball, speedb all, capture the flag, bodge ball, ultimat e frisbee, quadg eball, Danish long ball etc.</p>	<p>differen t racket games includin g badmin ton, table tennis and short tennis. Being able to lead warm ups, set up drills and organis e conditi oned games and tourna ments</p> <ul style="list-style-type: none"><li></li></ul>	<p>Learning to include:</p> <ul style="list-style-type: none"><li>Explorati on of different methods of fitness includin g yoga, pilates, HITT, aerobics / dance and circuit training.</li><li>Develop ing understa nding of how to technic ally perform movem ents with control, fluency and safety</li><li>Develop ing knowled ge of the parts of a warm up, cool down and how to plan a training session, organis ing exercise s into the correct order</li></ul>	<ul style="list-style-type: none"><li>Selection and applicati on of core basketba ll skills includin g how to use them tactically to outwit opponent s,</li><li>Increasin g knowled ge of small sided competiti ve games and the rules that underpin them.</li></ul>	<p>Learning to include:</p> <ul style="list-style-type: none"><li>Exploratio n of orienteeri ng includin g map work and navigatio n</li><li>Problem solving activities linked to develop ment of teamwor k, cooperati on, listenin g and communi cation</li></ul>	<p>ll includin g dig, set, smash and serve and position al play to outwit oppone nts</p> <ul style="list-style-type: none"><li>Develop ing understa nding of the advanc ed rules of volleyba ll</li><li>Develop ing ability to officiate in volleyba ll</li><li>Increasi ng understa nding of how to lead warm-ups and practice s linked to volleyba ll</li></ul>	<p>ups and practice s linked to volleyba ll</p> <p><b>Group 2: Tag Rugby</b></p> <p>Learning to include:</p> <ul style="list-style-type: none"><li>How to use and apply passing, sprinting , dodging and blocking skills, strategie s and tactics to outwit oppone nts.</li><li>Making informe d decision s during small sided games and planning attackin g principle s.</li></ul>		<p>and strategi es that can be used to outwit oppone nts</p>	<p>tactics and strategi es that can be used to outwit oppone nts</p>	<p>and strategi es that can be used to outwit oppone nts</p>	<p>and strategi es that can be used to outwit oppone nts</p>	
<b>11</b> <b>CORE</b>	<p><b>Group 1: Fitness</b></p> <p>Learning to include:</p>	<p><b>Group 1: Racket Games</b></p>	<p><b>Group 1: Alternative Games</b></p>	<p><b>Group 1 : Invasion Games</b> Learning to include:</p>	<p><b>Group 1: OAA / Problem Solving</b></p>	<p><b>Group 1: Basketball</b></p> <p>Learning to include:</p>	<p><b>Group 1: Tag Rugby</b></p> <p>Learning to include:</p>	<p><b>Group 1: Volleyball</b></p> <p>Learning to include:</p>	<p><b>Group 1: Softball</b></p> <p>Learning to include:</p>	<p><b>Group 1: Rounders</b></p> <p>Learning to include:</p>				

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**Spirituality (Self):**

**Fitness units (Yoga, Pilates, HIIT, Aerobics/Dance, Circuit Training):** *Students develop self-discipline, body awareness, and emotional regulation while setting personal fitness goals and reflecting on wellbeing progress.*

**Athletics:** *Focuses on achieving personal bests, goal setting, and self-evaluation of technique—building confidence and resilience through individual improvement.*



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### Spirituality (Others):

**Invasion Games (Football, Netball, Handball, Korfball, Tag Rugby):** *Students build communication, empathy, and cooperation when working as a team and show respect through sportsmanship and fair play.*

**OAA / Problem Solving:** *Team-based challenges develop trust, patience, and empathy through communication and cooperation to achieve shared goals.*

**Racket and Alternative Games:** *Students develop social interaction and positive relationships through doubles play, shared decision making, and peer feedback.*



### Spirituality (Beauty):

**Yoga, Pilates, and Aerobics/Dance:** *Encourages appreciation for the beauty of controlled movement, rhythm, balance, and flow, highlighting the harmony between mind and body.*

**Athletics:** *Recognises the beauty of human movement, precision, and performance in pursuit of excellence—celebrating physical capability as a form of creative expression.*

**Outdoor and Adventurous Activities (OAA):** *Students engage with the natural environment, learning to navigate and appreciate the landscape through orienteering and team challenges.*



### Spirituality (Beyond):

**Fitness and Wellbeing Focus:** *Promotes holistic wellbeing and stewardship of the body as a gift, connecting to wider values of health, balance, and purpose beyond sport.*

**Leadership Opportunities (officiating, organising tournaments, leading warm-ups):** *Encourages students to find purpose in supporting others, developing confidence, and serving the wider sporting community.*

**Community and Enrichment Links:** *The intent statement highlights sustained school–community links, inspiring students to extend participation beyond school and find belonging through sport.*