

All Hallows RC High School

Believe. Belong. Achieve.



PHYSICAL EDUCATION CURRICULUM OVERVIEW

Mr M Tomlinson

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Mission Statement

Believe. Belong. Achieve.

At All Hallows RC High School, we are a Christ-centred community committed to living out the Gospel values in every aspect of our school life. Our school mission is to inspire, support and challenge every member of our school. We **believe** that every person is created in the image of God and that they grow in faith guided by the teachings of Christ. We strive to foster an environment where love, peace, courage, justice and kindness guide our actions so we develop into compassionate, resilient individuals who contribute positively to the world around them.

We are a community built on love, demonstrating unconditional respect and kindness for all. By fostering strong relationships, we ensure that every individual feels that they **belong**, are valued, supported and accepted as part of our family. We celebrate our differences and each person's uniqueness. We encourage forgiveness and understanding to create an environment where every pupil can flourish in their own way.

Through these values, All Hallows RC High School nurtures the whole person spiritually, academically and socially so they can **achieve**. We are a school where the Gospel values are not just ideals but the foundation of everything we do. With Christ at the centre, we enrich the lives of our pupils and guide them on the path of faith, purpose and integrity.



The All Hallows PE Department aims to provide pupils with a high-quality physical education. physically-demanding activities. We want to provide opportunities for building confidence and resilience in a way which supports their health and fitness. We strive to provide as many opportunities as possible for pupils to compete in sport and other activities that build character and help to embed values such as fairness and respect.

Our Aims

- We aim to develop pupils knowledge and ability to excel in a wide range of physical activities
- We're waiting for pupils to be physically active for sustained period of time
- We aim to engage pupils in competitive sports and activities
- We aim for pupils to have the knowledge and capabilities to lead healthy, active lives.

Attainment Targets – What we want them to accomplish in KS3

- Use a range of tactics and strategies to overcome opponents indirect competition through 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 and gymnastics)
- Perform dance using advanced dance techniques with range of dance styles and forms
- Take part in outdoor and adventurous activities which present in intellectual and physical challenges and being encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- Take part in competitive sports and activities outside school for community links or sports clubs

What we want them to accomplish in KS4

- Using developer variety of tactics and strategies to overcome opponents in teams 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 and gymnastics), or other physical activities (for example, dance)
- Take part in further outdoor and adventurous activities and a range of environments which present in intellectual and physical challenges in which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- Evaluate their performance performances compared to previous ones and demonstrating improvement across a range of physical activities to achieve their personal best
- Continue to take part regularly in competitive sports and activities outside school for community links or sports clubs

Curriculum Intent

Catholic Social Teaching - CLM3.7 To what extent does the whole school curriculum reflect the Catholic understanding of reality.

Department: Physical Education

Catholic Social Teaching (CST) is embedded within the PE curriculum through a variety of ways. Human dignity is a key component of a pupil's learning and experience within the curriculum by encouraging the importance of forgiveness towards others and the value of sportsmanship. Opportunity for both solidarity and stewardship is presented to students through the capacity of coaching, leading and officiating others, both in lessons and in extra-curricular activities. This encourages empathy and how interdependent students are upon each other within the lesson. It also supports the students' physical, emotional and social wellbeing. The curriculum supports participation over the Key Stages by giving power to student voice in KS4. As a department, staff aim to motivate and inspire students to regularly take part in lessons and after-school clubs as well as additional trips and experiences. When focussing on The Common Good, GCSE students are taught about the barriers affecting participation in sport and how we/society can overcome them. We ensure that all students are offered equal opportunity to cover all aspects of the curriculum.

We have a strong Inter-form culture within the department with a lot of competitions and whole school events. This allows students to focus on their rights and responsibilities as they have to manage conflicts, exercise self-control and provide opportunities to participate in engaging activities. Sports Science students also learn about the options for the poor through the impact of socio-economic status on participation in sport and how physical activity supports the NHS to provide a healthy Nation. Our extra-curricular provision is free to all students.

Year Group	Topic	Unit	Links to Catholic Social Teaching (CST)	Further opportunities for development? Action? By who? Date completed?
7	Autumn 1a	Gymnastics / Dance / Handball /OAA	Option for the poor Learning about physical activity, the rules and officiating in all activities gives an overview of how sport supports life. Organisation of inter and intra sports competitions, spare PE kit, eXtra clubs provision and an understanding of following a healthy active lifestyle to limit the effects on the NHS. This is explored more at Key Stage 4.	Discussion Points To include obesity v life expectancy figures and data.
	Autumn 1b	Football / Badminton / Dance	Participation Our department covers many concepts through the values of Motivation, Teamwork, Resilience, Respect and Integrity, Confidence and Respectability and Accountability. Children are held accountable for their own participation through the All Hallows participation charter.	Discussion Points NHS Exercise v Life Expectancy data.
	Autumn 2	Football / Badminton / Gymnastics / Netball / OAA	The Common Good Through team sports such as Rugby, Football, Netball and Volleyball, our students learn that the whole is greater than the sum of its parts. This notion is explored further at Key Stage 4 where students learn about group behaviour and team cohesion. Our curriculum provides all students with the same opportunity to participate in the same activities and sports.	Discussion Points To produce a stand alone lesson in PE on the common good.The importance of EVERYONE having the same opportunities.
	Spring 1	Football / Badminton / Tag Rugby / Dance / Rugby	Dignity The PE curriculum supports the value of human dignity by encouraging our students to be virtuous. Students learn about the importance of forgiveness towards others and the value of sportsmanship.	Discussion Points Including - group behaviour / team cohesion. Focus - Honesty and treating others with respect.
	Spring 2	Football / Rugby / Tag Rugby / OAA	Solidarity Participation in team sports fosters an understanding of how interdependent members of a team should act. Students are encouraged to demonstrate empathy by taking on the roles of a coach or leader. Encourages a collective responsibility through participation in sport.	Discussion Points What role do I play as part of a team?
	Summer 1	Athletics	Rights and Responsibilities Inter and intra fixtures and competitions, and eXtras provide young people with opportunities for face-to-face encounters while they are engaging in an activity that stirs passions. In such a context, they must learn to exercise self-control and how to manage conflicts within the team.	Discussion Points When things don't go to plan how can I make changes to improve my performance levels
	Summer 2	Softball / Rounders	Stewardship Sports and activities can have a positive impact on someone's physical and mental health. Opportunities to lead and help others through coaching and leadership, through the All Hallows sport leadership programme.	Discussion Points How does taking part in Physical activity improve our mental health?

Year Group	Topic	Unit	Links to Catholic Social Teaching (CST)	Further opportunities for development? Action? By who? Date completed?
8	Autumn 1a	Trampolining / Dance / Handball	Option for the poor Learning about physical activity, the rules and officiating in all activities gives an overview of how sport supports life. Organisation of inter and intra sports competitions, spare PE kit, eXtra clubs provision and an understanding of following a healthy active lifestyle to limit the effects on the NHS. This is explored more at Key Stage 4.	Discussion Points Calculate BMI and compare it to National data. What does it tell us? Also chronic illness and exercise advice. Discussion Points How can I motivate myself to improve exercise health? Discussion Points Benefits of working together as part of a team environment Discussion Points Dealing with difficult situations when things don't always go to plan Discussion Points Putting yourself in 'other peoples shoes' - how might they be feeling? Discussion Points Importance of attending eXtras to help with Physical and Mental Wellbeing Discussion Points What are the benefits to me of actively taking on a leadership role in Physical Education lessons?
	Autumn 1b	Football / Badminton / Dance	Participation Our department covers many concepts through the values of Motivation, Teamwork, Resilience, Respect and Integrity, Confidence and Respectability and Accountability. Children are held accountable for their own participation through the All Hallows participation charter.	
	Autumn 2	Football / Badminton / Gymnastics / Netball / Tag-rugby	The Common Good Through team sports such as Rugby, Football, Netball and Volleyball, our students learn that the whole is greater than the sum of its parts. This notion is explored further at Key Stage 4 where students learn about group behaviour and team cohesion. Our curriculum provides all students with the same opportunity to participate in the same activities and sports.	
	Spring 1	Football / Badminton / Tag Rugby / Dance / Rugby	Dignity The PE curriculum supports the value of human dignity by encouraging our students to be virtuous. Students learn about the importance of forgiveness towards others and the value of sportsmanship.	
	Spring 2	Football / Rugby / Tag Rugby / Gymnastics	Solidarity Participation in team sports fosters an understanding of how interdependent members of a team should act. Students are encouraged to demonstrate empathy by taking on the roles of a coach or leader. Encourages a collective responsibility through participation in sport.	
	Summer 1	Athletics	Rights and Responsibilities Inter and intra fixtures and competitions, and eXtras provide young people with opportunities for face-to-face encounters while they are engaging in an activity that stirs passions. In such a context, they must learn to exercise self-control and how to manage conflicts within the team.	
	Summer 2	Softball / Rounders	Stewardship Sports and activities can have a positive impact on someone's physical and mental health. Opportunities to lead and help others through coaching and leadership, through the All Hallows sport leadership programme.	

Year Group	Topic	Unit	Links to Catholic Social Teaching (CST)	Further opportunities for development? Action? By who? Date completed?
9	Autumn 1a	Trampolining / Dance / Handball	Option for the poor Learning about physical activity, the rules and officiating in all activities gives an overview of how sport supports life. Organisation of inter and intra sports competitions, spare PE kit, eXtra clubs provision and an understanding of following a healthy active lifestyle to limit the effects on the NHS. This is explored more at Key Stage 4.	Discussion Points How can Diet and nutrition affect my performances in Physical Education? Also chronic illness and exercise advice.
	Autumn 1b	Football / Badminton / Dance	Participation Our department covers many concepts through the values of Motivation, Teamwork, Resilience, Respect and Integrity, Confidence and Respectability and Accountability. Children are held accountable for their own participation through the All Hallows participation charter.	Discussion Points Why is it important to work together to improve the outcome of an activity in Physical Education?
	Autumn 2	Football / Badminton / Gymnastics / Netball / Tag-rugby	The Common Good Through team sports such as Rugby, Football, Netball and Volleyball, our students learn that the whole is greater than the sum of its parts. This notion is explored further at Key Stage 4 where students learn about group behaviour and team cohesion. Our curriculum provides all students with the same opportunity to participate in the same activities and sports.	Discussion Points How can tactics be used to positively impact the outcomes in Physical Education?
	Spring 1	Football / Badminton / Tag Rugby / Dance / Rugby	Dignity The PE curriculum supports the value of human dignity by encouraging our students to be virtuous. Students learn about the importance of forgiveness towards others and the value of sportsmanship.	Discussion Points Why is it important to forgive others and not hold grudges against teammates or the opposition?
	Spring 2	Football / Rugby / Tag Rugby / Gymnastics	Solidarity Participation in team sports fosters an understanding of how interdependent members of a team should act. Students are encouraged to demonstrate empathy by taking on the roles of a coach or leader. Encourages a collective responsibility through participation in sport.	Discussion Points Pupils undertake the 'sports education' model whereby they take on the roles of coach, performer, officials etc.
	Summer 1	Athletics	Rights and Responsibilities Inter and intra fixtures and competitions, and eXtras provide young people with opportunities for face-to-face encounters while they are engaging in an activity that stirs passions. In such a context, they must learn to exercise self-control and how to manage conflicts within the team.	Discussion Points Year 9 Sports Leader application process launched -
	Summer 2	Softball / Rounders	Stewardship Sports and activities can have a positive impact on someone's physical and mental health. Opportunities to lead and help others through coaching and leadership, through the All Hallows sport leadership programme.	Discussion Points Year 9 Young Leaders to officiate Intra form dodgeball competition.

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10	Autumn 1a	Trampolining / Table tennis / Football	Option for the poor Learning about physical activity, the rules and officiating in all activities gives an overview of how sport supports life. Organisation of inter and intra sports competitions, spare PE kit, eXtra clubs provision and an understanding of following a healthy active lifestyle to limit the effects on the NHS. This is explored more at Key Stage 4.	Provide PE kit for disadvantaged pupils and access to washing and drying facilities if needed.
	Autumn 1b	Football / Badminton / Table tennis	Participation Our department covers many concepts through the values of Motivation, Teamwork, Resilience, Respect and Integrity, Confidence and Respectability and Accountability. Children are held accountable for their own participation through the All Hallows participation charter.	Let pupils design or choose parts of the PE unit (e.g. decide which activities to include) • Rotate roles: captains, referees, organizers
	Autumn 2	Rugby / Netball / Gymnastics	The Common Good Through team sports such as Rugby, Football, Netball and Volleyball, our students learn that the whole is greater than the sum of its parts. This notion is explored further at Key Stage 4 where students learn about group behaviour and team cohesion. Our curriculum provides all students with the same opportunity to participate in the same activities and sports.	Use differentiated activities so all pupils—regardless of ability or fitness—can participate meaningfully (e.g. adapted games, modified rules)
	Spring 1	Fitness / Football / Badminton	Dignity The PE curriculum supports the value of human dignity by encouraging our students to be virtuous. Students learn about the importance of forgiveness towards others and the value of sportsmanship.	Cooperative games that require interdependence (not just competition) Encourage inclusive team tactics (everyone contributes)
	Spring 2	Dance / Football / Trampolining / Darts	Solidarity Participation in team sports fosters an understanding of how interdependent members of a team should act. Students are encouraged to demonstrate empathy by taking on the roles of a coach or leader. Encourages a collective responsibility through participation in sport.	• Invite sports leaders to run sessions for younger years—sharing their skills for the school community
	Summer 1	Athletics	Rights and Responsibilities Inter and intra fixtures and competitions, and eXtras provide young people with opportunities for face-to-face encounters while they are engaging in an activity that stirs passions. In such a context, they must learn to exercise self-control and how to manage conflicts within the team.	Avoid public comparisons that shame or single out weaker students. Peer coaching.
	Summer 2	Rounders / Softball	Stewardship Sports and activities can have a positive impact on someone's physical and mental health. Opportunities to lead and help others through coaching and leadership, through the All Hallows sport leadership programme.	• Use reflection time: "How did that feel? Did you feel respected by the team/ teacher?"

Year Group	Topic	Unit	Links to Catholic Social Teaching (CST)	Further opportunities for development? Action? By who? Date completed?
11	Autumn 1a	Trampolining / Table tennis / Football	Option for the poor Learning about physical activity, the rules and officiating in all activities gives an overview of how sport supports life. Organisation of inter and intra sports competitions, spare PE kit, eXtra clubs provision and an understanding of following a healthy active lifestyle to limit the effects on the NHS. This is explored more at Key Stage 4.	• Learn about athletes from disadvantaged backgrounds who've overcome barriers. • Discuss and respond to inequalities in global access to sport.
	Autumn 1b	Football / Badminton / Table tennis	Participation Our department covers many concepts through the values of Motivation, Teamwork, Resilience, Respect and Integrity, Confidence and Respectability and Accountability. Children are held accountable for their own participation through the All Hallows participation charter.	Assign rotating roles (e.g. captain, coach, official) to promote confidence and responsibility.
	Autumn 2	Rugby / Netball / Gymnastics	The Common Good Through team sports such as Rugby, Football, Netball and Volleyball, our students learn that the whole is greater than the sum of its parts. This notion is explored further at Key Stage 4 where students learn about group behaviour and team cohesion. Our curriculum provides all students with the same opportunity to participate in the same activities and sports.	• Use group discussions to explore the importance of valuing others beyond performance.
	Spring 1	Fitness / Football / Badminton	Dignity The PE curriculum supports the value of human dignity by encouraging our students to be virtuous. Students learn about the importance of forgiveness towards others and the value of sportsmanship.	• Organise mixed-ability tournaments where success depends on collaboration. • Partner with Caritas to run a PE-based solidarity event. - MT to take to SLT.
	Spring 2	Dance / Football / Trampolining / Darts	Solidarity Participation in team sports fosters an understanding of how interdependent members of a team should act. Students are encouraged to demonstrate empathy by taking on the roles of a coach or leader. Encourages a collective responsibility through participation in sport.	Encourage leadership roles that support others (e.g. coaching younger pupils).
	Summer 1	Athletics	Rights and Responsibilities Inter and intra fixtures and competitions, and eXtras provide young people with opportunities for face-to-face encounters while they are engaging in an activity that stirs passions. In such a context, they must learn to exercise self-control and how to manage conflicts within the team.	• Evaluate PE lessons for fairness, access, and value to all. • Reflect on how PE can build or harm confidence and dignity.
	Summer 2	Rounders / Softball	Stewardship Sports and activities can have a positive impact on someone's physical and mental health. Opportunities to lead and help others through coaching and leadership, through the All Hallows sport leadership programme.	• Use group discussions to explore the importance of valuing others beyond performance.

Years 7–9 PE Keywords/Vocabulary (Key Stage 3)

In Years 7–9, vocabulary focuses on fundamental motor skills, basic components of fitness, understanding simple tactics, and demonstrating good sportsmanship.

Movement & Physical Mechanics

- Agility: Changing direction quickly and cleanly while maintaining control.
- Balance: Keeping the body steady when still (static) or moving (dynamic).
- Coordination: Using different body parts together smoothly and efficiently.
- Spatial Awareness: Recognising where you are relative to space, boundaries, teammates, and opponents.
- Technique: The mechanical method used to perform a specific physical movement correctly.
- Fluency: Moving with natural rhythm, control, and minimal wasted effort.

Game Concepts & Strategy

- Outwit: Using skill, clever positioning, or tactics to beat an opponent or team.
- Attacking Principles: Creating space, passing into open areas, and driving toward a target/goal.
- Defensive Principles: Closing down space, marking opponents, and intercepting or tackling.
- Pacing: Controlling energy expenditure across a run, match, or task.
- Formations: The set structural layout of players on a court or pitch.

Health & Body Basics

- Warm-up: Preparing the body via heart-rate raisers and dynamic mobility exercises to prevent injury.
- Cool-down: Gentle movement and static stretching post-exercise to aid recovery.
- Heart Rate: The frequency of cardiac beats per minute (BPM).
- Musculoskeletal System: The combined network of bones, joints, and skeletal muscles enabling movement.

Character & Personal Skills

- Leadership: Instructing, encouraging, or organizing peers during activities.
- Officiating: Applying rules, recognizing fouls, and encouraging fair play.
- Resilience: Pushing through difficulty, fatigue, or mistakes without quitting.
- Feedback: Giving or acting on constructive advice to improve physical performance.

Years 10–11 PE Keywords/Vocabulary (Key Stage 4)

In Years 10–11, vocabulary evolves toward fitness mechanics, advanced tactical decision-making under pressure, and developing habits for lifelong health.

Health, Fitness & Well-being

- Active Healthy Lifestyle: Maintaining routine physical exercise that supports physical, mental, and social health.
- Cardiovascular Endurance: The ability of the heart and lungs to supply oxygen to working muscles during sustained effort.
- Components of Physical Fitness: Cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.
- Components of Skill-Related Fitness: Agility, balance, coordination, power, reaction time, and speed.
- Mental Well-being: Using physical activity for stress reduction, emotional release, and mental resilience.

Training Methods & Principles

- Continuous Training: Sub-maximal exercise performed at a steady pace without rest breaks (e.g., long-distance running/swimming).
- Interval Training (HIIT): Work periods interspersed with calculated rest periods to push cardiovascular intensity.
- Fartlek Training: “Speed play” training that constantly varies speed, intensity, and terrain.
- Circuit Training: A sequence of numbered exercise stations targeting different body parts or fitness components.

- Overload (FITT Principle): Gradually increasing Frequency, Intensity, Time, or Type to improve fitness safely.
- Specificity & Progression: Tailoring exercise to a specific goal and systematically increasing the challenge.

Advanced Strategy & Performance Analysis

- Tactical Awareness: Reading dynamic match situations and selecting the correct strategy under high pressure.
- Biomechanical Efficiency: Executing skills to produce maximum force and velocity with minimal mechanical strain or wasted movement.
- Analysis of Performance: Systematically observing, recording, and evaluating tactics and movement to refine outcomes.
- Decision-Making: Choosing the appropriate action (e.g., pass, shoot, hold) in fractions of a second during competition.



Roles & Lifelong Participation

- Coaching / Captaincy: Designing drills, setting game plans, and managing team dynamics.
- Recreational Activity: Engaging in sports/exercise primarily for enjoyment, stress relief, and social connection rather than elite competition.
- Self-Regulation: Pacing, monitoring effort levels, and maintaining focus independently.



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