



Kingstone High School

PE Department

2025-2026

Kingstone High School is a non-selective school, and we welcome students of all aptitudes and abilities. Our size allows us to know our students well and we work hard to ensure that every student achieves their maximum academic potential through an individually tailored curriculum.

Staff		
Name	Role	Email Address
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1. Intent

Physical Education contributes to the overall education of young people, by fostering learning that leads to success, achievement and provides the opportunity for them to lead full and valuable lives, through engaging in purposeful physical activity. Lessons are structured in line with the National Curriculum for Physical Education.

Through a broad and balanced programme pupils will be taught to be physically active, developing co-ordination, control and body management. They will be involved in problem-solving, communication with others and team building. Pupils will be encouraged to understand the importance of a healthy lifestyle through participation in, and enjoyment of, a variety of activities and environments.

2. Key concepts that underpin the study of PE

Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

Competence

1. Developing control of whole-body skills and fine manipulation skills.
2. Selecting and using skills, tactics and compositional ideas effectively in different types of physical activity.
3. Responding with body and mind to the demands of an activity.
4. Adapting to a widening range of familiar and unfamiliar contexts.

Performance

1. Understanding how the components of competence combine and applying them to produce effective outcomes.
2. Knowing and understanding what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve.
3. Appreciating how to make adjustments and adaptations when performing in different contexts, and when working individually, in groups and teams.
4. Understanding the nature of success in different types of activity.

Creativity

1. Using imaginative ways to express and communicate ideas, solve problems and overcome challenges.
2. Exploring and experimenting with techniques, tactics and compositional ideas to produce efficient and effective outcomes.

Healthy, active lifestyles

1. Understanding that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle.
2. Recognising that regular physical activity that is fit for purpose, safe and enjoyable has the greatest impact on physical, mental and social wellbeing.

3. The essential skills and processes in PE that pupils need to learn to make progress.

Developing skills in physical activity

1. Refine and adapt skills into techniques
2. Develop the range of skills they use
3. Develop the precision, control and fluency of their skills.

Making and applying decisions

1. Select and use tactics, strategies and compositional ideas effectively in different creative, competitive and challenge-type contexts
2. Refine and adapt ideas and plans in response to changing circumstances
3. Plan and implement what needs practising to be more effective in performance
4. Recognise hazards and make decisions about how to control any risks to themselves and others.

Developing physical and mental capacity

1. Develop their physical strength, Cardiovascular Fitness, speed and flexibility along with all components of fitness to cope with the demands of different activities
2. Develop their mental determination to succeed.

Evaluating and improving

1. Analyse performances, identifying strengths and weaknesses

2. Make decisions about what to do to improve their performance and the performance of others
3. Act on these decisions in future performances
4. Be clear about what they want to achieve in their own work and what they have actually achieved.

Making informed choices about healthy, active lifestyles

1. Identify the types of activity they are best suited to
2. Identify the type of role they would like to take on
3. Make choices about their involvement in healthy physical activity.

4. Core PE Curriculum Map

Year 7

	Term 1	Term 2	Term 3	Term 4			
Boys	Baseline & House Comps	Rugby	Football	Handball	Cricket	Athletics	Tennis
Girls		Netball	Gymnastics	Football	Cricket	Athletics	Rounders

Year 8

	Term 1	Term 2	Term 3	Term 4	Term 5&6		
Boys	Rugby	Badminton	Football	Handball	Athletics	Cricket	Tennis
Girls	Badminton	Netball	Gymnastics	Football	Cricket	Athletics	Rounders

Year 9

	Term 1	Term 2	Term 3	Term 4	Term 5&6		
Boys	Rugby	Football	Badminton	Handball	Cricket	Athletics	Tennis
Girls	Netball	Badminton	Football	Table Tennis	Athletics	Cricket	Rounders

Year 10

	Term 1	Term 2	Term 3	Term 4	Term 5&6		
Boys 1	Rugby	Football	Badminton	Handball	Cricket	Athletics	Tennis
Girls 1	Netball	Badminton	Table Tennis	Football	Athletics	Cricket	Rounders
Boys 2	Football	Table Tennis	Rugby	Invasion Games	Softball	Tennis	Cricket
Girls 2	Volleyball	Netball	Well Being Walk	Table Tennis	Bowls	Rounders	Athletics

Year 11

	Term 1	Term 2	Term 3	Term 4	Term 5&6		
Boys 1	Rugby	Football	Badminton	Handball	OPTIONS		

5. GCSE PE - Curriculum Map

		Year 1 (10)		Year 2(11)	
Sept to Oct	Half Term 1	Paper 1 - Skeletal System		Half Term 1	Paper 1 - Movement Analysis
		1 Functions of the Skeletal System			1 Lever Systems
		2 Classification of Bones			2 Mechanical Advantage
		3 Structure of Skeletal System			3 Planes and Axes
		4 Joint Classifications			4 Revisit Joints and RoM
		5 Movements at joints			5 Revision Paper 1
		6 Key Assessment 1			6 Revision Paper 1
		7 DIRT & Review of learning			7 DIRT
	Half Term 2	Paper 1 - Muscular System		Half Term 2	Paper 2 - Health, Fitness & Well Being
		1 Classification and roles of muscles			1 Physical, Emotional & Social Health
Oct to Dec		2 Location and roles of key voluntary muscles			2 Lifestyle Choices & Impact of Choices
		3 Antagonistic Muscles			3 Sedentary Lifestyles
		4 Fast & Slow Twitch Muscles Fibres			4 Balanced Diet & Optimum Weight
		5 Key Assessment 2			5 PEDs
		6 DIRT & Review of learning			6 Mock
	Half Term 3	Paper 1 - Cardiovascular System		Half Term 3	Paper 2 - Sport Psychology
		1 Structure and Function of Cardiovascular System			1 Classification of Skills
		2 Arteries, Capillaries and Veins			2 Types of Practice
		3 Vascular Shunting			3 Types of Guidance
		4 Components of Blood			4 Types of Feedback
Jan to Feb		5 Key Assessment 3			5 Mental Preparation
		6 DIRT & Review of learning			6 Assessment & DIRT
	Half Term 4	Paper 1 - Respiratory System		Half Term 4	Paper 2 - Socio Cultural Influences
		1 Structure and Function of Respiratory System			1 Factors affecting participation
		2 Lung volumes and composition of air			2 Participation trends & Use of Data
		3 Gasesous Exchange			3 Commercialisation
		4 Aerobic & Anaerobic Energy Sources			4 Gamesmanship, Sportsmanship & Deviance
		5 Assessment & DIRT			5 Assessment & DIRT
	Half Term 5	Paper 1 - Fitness Testing		Half Term 5	
		1 Goal Setting & SMART Targets			1
Mar to April		2 Components of fitness			2
		3 Methods of training			3
		4 Fitness Testing			4
		5 Assessment & DIRT			5
	Half Term 6	PEP			
		1 Introduction to PEP			
		2 PAR Q's			
		3 Principles of training			
		4 Long term effects of exercise on the body			
		5 Long term effects of exercise on the body			
May to June		6 Mock Exam & DIRT			
			Targeted revision ahead of exams, based on the need for the group		
June to July					

6. Sport Science – Curriculum Map

YEAR 10 CNAT SPORT SCIENCE CURRICULUM MAP					
Week Starting	Unit	Topic Area	Content	Other Information	
1	R181	1.1.1	Relevance of components of fitness to different sports		
2	R181	1.1.1	Relevance of components of fitness to different sports		
3	R181	1.1.2	Fitness component requirements of sports		
4	R181	1.1.2	Fitness component requirements of sports		
5	R181	1.1.3	Justification of most important components of fitness		
6	R181	1.2.1	Fitness tests for components of fitness		
7	R181	1.2.2	Collect and interpret the results of fitness tests		
8	R181	1.2.3	Strengths and areas of improvement of each fitness component		
			Half Term		
9	R181	1.3.1 / 1.3.2	Devising skill based fitness tests & Conduct the tests devised		
10	R181	1.3.3	Collect, record and interpret the results of skill based fitness tests		
11	R181	UNIT 1	Revision	End of Unit Test for Topic Area 1	
12	R181	2.1.1	Principles of training and goal setting in a sporting context		
13	R181	2.2.1	Advantages and disadvantages of the structure of each training method		
14	R181	2.2.2 / 2.2.3	Aerobic and Anaerobic Exercise		
			Christmas		
15	R181	3.1	Factors when designing a fitness training programme		
16	R181	3.2	Planning a fitness based training programme		
17	R181	3.2	Planning a fitness based training programme		
18	R181	3.3	Recording results from fitness training programme		
19	R181	4.1	Effectiveness of a fitness training programme		
20	R181	ALL UNITS	Revision		
			Half Term		
	R181 COURSEWORK				Used in next key data point
21	R182	1.1	Component, functions and role of cardio-respiratory system during exercise		
22	R182	1.1	Component, functions and role of cardio-respiratory system during exercise		
23	R182	1.2	Cardio-respiratory sports technology		
24	R182	1.2	Cardio-respiratory sports technology		
25	R182	2.1.1	Musculo-skeletal system		
26	R182	2.1.1	Musculo-skeletal system		
			Easter		
27	R182	2.1.1	Joints and connective tissues		
28	R182	2.1.2	Type of movement around a joint		
29	R182	2.2	Musculo-skeletal sports technology		
30	R182	3.1	The different short-term effects of exercise on the cardio-respiratory and musculo-skeletal systems		
			Half Term		
31	R182	3.1	The different short-term effects of exercise on the cardio-respiratory and musculo-skeletal systems		
32	R182	4.1	The long-term effects of exercise on the cardio-respiratory and musculo-skeletal systems		
33	R182	4.1	The long-term effects of exercise on the cardio-respiratory and musculo-skeletal systems		
34	R182	ALL UNITS	Revision		
35	R182 COURSEWORK				Used in next key data point
36					

YEAR 11 CNAT SPORT SCIENCE CURRICULUM MAP					
Week Starting	Unit	Topic Area	Content	Other Information	
1	R180	1.1	Extrinsic factors influencing the risk and severity of injury		
2	R180	1.1.2	Coaching / Instruction / Leading		
3	R180	1.1.3/4	Environment and Equipment		
4	R180	1.2	Intrinsic factors influencing the risk and severity of injury		
5	R180	1.2.2	Psychological factors		
6	R180	1.2.3	Reasons for aggression		
7	R180	1.2.4	Mental strategies		
8	R180	Unit 1	REVISION UNIT 1 / ASSESSMENT	Used in next key data point	
			Half Term		
9	R180	2.1.1	Key components of a warm up		
10	R180	2.2.1/2	Physiological and psychological benefits to a warm up		
11	R180	2.3/2.4	Key components of a cool down and physiological benefits of a cool down		
12	R180	3.1	Acute Injuries		
13	R180	3.2	Chronic Injuries		
14	R180	Unit 2/3	REVISION UNIT 2/3 / ASSESSMENT	**Used in next key data point**	
			Christmas		
15	R180	4.1	Measure to reduce the risk and severity of injury/medical conditions		
16	R180	4.1	Measure to reduce the risk and severity of injury/medical conditions		
1	R180	4.2	Responses and treatment to injuries and medical conditions in sporting context		
18	R180	4.2	Responses and treatment to injuries and medical conditions in sporting context		
19	R180	4.2	Responses and treatment to injuries and medical conditions in sporting context		
20	R180	Unit 4	REVISION UNIT 4 / ASSESSMENT	**Used in next key data point**	
			Half Term		
21	R180	5.1/5.2	Asthma and Diabetes		
22	R180	5.2/5.3	Diabetes and Epilepsy		
23	R180	5.4	Sudden Cardiac Arrest		
24	R180	5.5	Other medical conditions - hypothermia and heat exhaustion		
25	R180	5.5	Other medical conditions - heat exhaustion and dehydration		
26	R180	Unit 1	Revision / Practice Questions		
27	R180	Unit 2	Revision / Practice Questions		
			Easter		
28	R180	Unit 3	Revision / Practice Questions		
29	R180	Unit 4	Revision / Practice Questions		
30	R180	ALL UNITS	Practice Papers	Used in next key data point	
31	R180	ALL UNITS	Practice Papers		
			Half Term		

7. Concepts

Schemes of work have been created and designed for each year group there is a specific focus to lessons, so that lessons can then be adapted. Content will remain largely the same, using recall strategies to understand what students have previously learnt, then teachers can adapt lessons to meet the demands of the group.

For example, in tennis, the focus of the lesson might be learning the Forehand shot, in Year 7 students would focus on how to play the forehand shot, Year 8 would be why and when to use the forehand shot, Year 9 would be analysing somebody's ability to play the forehand shot.

When students get to KS4, depending on the route they've chosen this will change the focus. For GCSE PE students it will be about mastery of skills and increasing their grades as much as possible to support their practical profile for Component 3 of the GCSE specification.

For Core PE students, the focus should be on engagement, the benefits of regular participation in exercise, and the benefits this can have both physically and mentally and why this is important to them, particularly in exam years.

Year 7 – Skill acquisition & development

Year 8 – Tactical application

Year 9 – Leadership skills & performance analysis

Core PE students

Year 10 &11 – Aspiration & participation, general health and well being

GCSE PE students

Year 10 & 11 – Mastery of skills, rules and competitive game play

These concepts will help to create the “big picture” for students in their learning and will follow the topic of work, they have been included and outlined in the schemes of work.

8. Clubs

	Breaktime (11:00-11:20)	Lunch (1:20-1:50)	Afterschool (3:20-4:20)
Monday		Handball (KS3) Mr Bromage	
Tuesday	Year 7 Basketball Sports Leaders	This Girl Can (KS3) Miss Finch & Leaders	Boys Football Mr Thomas Netball (Years 8-11) Mrs Burnside & Leaders
Wednesday		Inclusion Club (Invite Only) Mrs Roberts & Mrs Harry	Girls Football Miss Finch
Thursday		Netball (Year 7 only) Mrs Burnside & Sports Leaders	Rugby Mr Bromage
Friday	Year 8 Basketball Sports Leaders	Badminton (KS3) Mr Thomas	Badminton (KS4) Mr Thomas & Miss Finch

Sports Portal, with links to fixtures and events.

<https://sport.kingstone-high.hereford.sch.uk/> -

9. Excellence and Raising Performance

Students are encouraged and rewarded for their outstanding performances and contributions made in the PE department as well as in the wider community. Rewards, contact home and positive praise are logged by staff members.

Sports Captains – these have been introduced to recognise our top contributors in Year 11. Students apply for these position and their roles entails liaising with PE staff, organising events during school time and at social times, supporting at clubs and fixtures, playing an active role in encouraging younger students to be involved in events from the PE department.

Sports Leaders – these are students in Year 11 who consistently meet our core values and expectations but have also shown additional qualities that make them positive ambassadors for the school and at county wide events. Students must complete an application at the end of Year 10 and are then selected by PE staff, these students are not

just top performers, but students that have displayed a positive attitude to PE in all that they do.

SPOTY – Reintroduced to recognise our top performing students. 5 male and 5 female candidates are selected for this award. They will then have an opportunity to broadcast their achievements, with students and staff then voting for their winners. An awards ceremony is held to present the winners with their awards.

Stars of the Term – as well as school policy reward systems, staff in the PE faculty can also present students with a Star of the Term postcard, these can be sent home if staff wish. These are awarded for students that might consistently meet and go above expectations, students that have shown an improved attitude to learning, students that have met or exceeded their target grade, for students that have made a vast improvement in performance, or for any other reason that staff might want to nominate students for.

Sports Day – held in July, whole school and an opportunity to show case all the excellent work going on in the department throughout the year.

Excellence – students performing at Academy/District/County/National level are asked to submit information of their performance for recognition. This is then displayed in the Sports Hall corridor, with the aim of raising performance and giving other students to aspire towards.

Instagram & Newsletter – used to celebrate students taking part in clubs and fixtures or promoting good work in lessons. It can also be used as a communication tool to update squads and any changes to fixtures to help promote attendance by parents and guardians.

10. Assessment Information

For KS3 assessment, data drop points are completed at the end of each half term/after a sport. KS4 subjects have their own data assessment points, these are based on topics and mock exams for GCSE PE, whereas other subjects have NEAs to complete for certain components.

Each GCSE sport is graded out of 35 marks. With the grading meeting GCSE specification, by the time students have completed a sport in Year 9, in KS3 the same assessment guide will be used as designated by the exam board, however the maximum score will be reduced from 35 to 21 for KS3 students, in line with age related expectations as it is unfair to judge students on the same scale. A student in Year 7 is expected to score 7 out of 21 (Securing), a student in Year 8 to score 14 out of 21 (Deeping) and a Year 9 student to score 21 out of 21 (Mastering) unless prior data suggests they should be achieving higher.

This will also then be useful for GCSE teachers as practical grading makes up 30% of the overall grade and this could already be an indication of sports to be chosen by the time students start the qualification in Year 10. Students can then be targeted more specifically for interventions and KS4 lessons could also be adapted to really stretch our MA students and lessons can have a real emphasis on teaching to the top.

Deadlines for data drops is half termly, with summative assessments being completed each lesson and a final formative assessment completed in the final lesson. At the start of each sport, students are awarded a baseline score, this is used as evidence to show the progress that they are making throughout each topic but can also be used as a measure to see what skills and knowledge students have recalled from the previous year. For example, a student scoring 12 out of 21 at the end of Year 8 in rugby, should hopefully be starting back out as a 12 (if not better) when coming to rugby in Year 9, giving them a platform to build on.

A spiral curriculum has been created and set on G4S, these are ongoing, and teachers should be revisiting these each half term and updating where applicable. Students are not expected to complete all of these objectives in one year, they will be based off a 3-year target, where they are formed and marked accumulatively across the 3 years. These judgements do not contribute to the overall progress of students but are an indication to show the skill sets students might have, so will help to inform the pathway students should follow when selecting between GCSE PE & Cam Nat Sport Science.

In GCSE PE, students cover all topics from across Paper 1&2. Students are assessed through smaller subtopic assessments (knowledge checkers), made up of past papers questions, these are then marked by students to give them an insight into mark scheme and the level of detail needed to answer questions to access upper grade boundaries (AO2&3). These will be checked by staff who can then apply the relevant marking policy to it, things such as the yellow marking slips, yellow box for corrections and feedback and feed forward can also be placed. Alongside their books, students have an assessment folder, this is where these will then be stored. These can then be the main port of call for revision as well as supporting students when completing DIRT lessons.

Students will complete Key Assessments in Year 10 in line with school policy and dates, comprising of a variety of topics covered since the start of the course, to give for a more accurate and rounded current grade. Students in Year 11 will complete mock exams in December, this will be on the whole of the course, with the aim of that the curriculum is covered by this point, with 30% of time being saved through the delivery of practical lessons in core PE.

Summative assessments will be carried out across the year, with regular book looks being completed by class teachers, as well as regular checking for understanding in class through mini whiteboard checks, RAG of topics using planners, information from work sheets and book looks, use of recall tasks in starters, plenary activities and cold calling in lessons. All of this will help create a clearer picture of student understanding and knowledge, giving a more accurate current grade, allowing teachers to identify gaps in knowledge and put in place interventions to support. It will also support in reaching a judgement on teacher target grades and predicted grades, we have also asked students to set themselves an aspirational grade, that they would like to achieve, taking into consideration these grades as well as formative grade data from CAT4 tests and FFT information.

Sport Science is assessed with students completing 3 key units of work, one mandatory unit R181, which is worth 40% of their course, one exam R180, accounting for 40% of the course, and a final coursework task which can be selected out R182 and R183. Coursework units are completed as unseen NEA pieces, with students completing a series of tasks per assignment each with their own individual weightings. Coursework units can only be completed in set time windows set by the exam boards. Prior to completing the coursework units, students' progress is measured through smaller summative assessed based tasks, again other forms of summative assessment are used to check student understanding and help to identify where intervention is needed. In the run up to the exam, completed at the end of Year 11, students will complete practice exam papers and other forms of summative assessment to ensure that they are fully supported heading into the exam unit.

Data is to be used as a guide when assessing the progress of our students and ensuring they are progressing in line with school expectation. It is the responsibility of the classroom teacher to ensure all pupils are making expected progress as stated previously and that they provide intervention if students are underperforming. If a student continues to underperform the HOF will discuss the intervention already given and if necessary, place the student on a six-week intervention programme to bring them in line with their targets. Data should be used to motivate pupils and show them the progress they are making.

12. Appendix - Our curriculum

- Builds on students' prior learning creating a strong foundation for the exam years and further study
- Supports our four teaching principles of chunking, modelling, scaffolding and checking for understanding so that all students can access the material and make positive progress
- Focuses on embedding the core knowledge and vocabulary to help students feel secure when tackling more complex concepts, tasks or theories
- Is chunked to support knowledge retention and is sequenced effectively to provide opportunities for key aspects of the learning to be reviewed, revised and revisited
- Is given a context, with the Big Picture, so there is an understanding of how the learning fits and links to the subject and the wider world
- Has clear endpoints that monitor the success and progress of the individual
- Reinforces the importance of reading and promotes high standards of literacy and numeracy

AT KS3

At KS3, the school provides all students the opportunity to study a core EBacc offer of maths, English, science, languages, Geography and History alongside PE, Music, Music Technology, Design and Technology, Art, Drama, RE and SPHERE (run through our tutor programme).

Students complete a three-year KS3 with some subjects incorporating transition to GCSE within that time. All students are provided with a broad and balanced curriculum before they specialise, in the Spring of Year 9, depending on personal preferences and future career ambitions. Each year, option blocks are customised to meet the needs of the year group and offer a bespoke programme for them. A comprehensive careers programme is in place to support the option process.

Students are taught in mixed ability form classes in Year 7 based on information gathered during the transition process. These are refined in Year 8 and 9 and broadly set around language ability which further supports our language uptake for EBacc.

There is targeted provision and intervention for those students in Year 7 and 8 to develop and support any social, behavioural, emotional and well-being needs which have been, or could be, barriers to their learning and attainment.

The core subjects of English, Maths and Science have a dedicated HLTA working within the faculty to provide high quality, immediate intervention and support in these key subjects.

AT KS4

At KS4, the school provides students with the opportunity to studying the core subjects of maths, English and science (including Triple Science) along with the foundation subjects of computing, PE and PSHE (which is delivered through our SPHERE tutor programme as in KS3). Choosing EBacc subjects of English, maths, the sciences, history or geography and a language is heavily encouraged to provide students with a broad and balanced curriculum as possible.

We offer students a wide range of other GCSE opportunities: Art and Design, Music, Media Studies, Ethics, Business Studies, Design and Technology, Food and Nutrition, Computing and PE. Alongside this, we provide students with opportunities to study alternative, vocational Level 2 qualifications in Travel and Tourism, Childcare and Sport.

Functional Skills from Entry Level to Level 2, in English and Maths, are also timetabled for those students who would benefit from achieving success in these core areas.

The core subjects of English, Maths and Science each have a dedicated HLTA working within the faculty to provide high quality, immediate intervention and support in these key subjects.