

Shoreham Academy Physical Education Department – 7 Year Curriculum Map

Autumn 1 – When students arrive at Shoreham Academy they partake in a baseline process for physical education. This involves a range of activities including invasion games, striking and fielding games, aesthetic activities and health related fitness. Following the baseline process students are placed in groups (performance, development, dance leadership, excellence) that enable all students to experience appropriate levels of challenge.

Autumn 2, Spring and Summer – Students follow a pathway that includes activities that are tailored to the needs of their group. The activity is the vehicle for deepening knowledge and understanding the 9 fundamental attributes listed in the tables below, improving students’ skills and fitness levels in a targeted way. Some activities are selected by the students as part of a student voice process. All students experience a wide range of sporting activities (11 or 12 different activities selected from dance, gymnastics, trampolining, athletics, tennis, table tennis, badminton, volleyball, fitness, football, rugby, netball, handball, OAA/team building, pop lacrosse, ultimate frisbee, boccia). The time of year that students experience each activity is seasonal but can vary between groups so that all students get access to specialist facilities and equipment.

As a lead United Learning School for Physical Education, Shoreham Academy staff were pivotal in the creation of the United Learning PE Curriculum. The curriculum centres around 3 key themes:

Fit to perform – Students learn the skills and tactics required to be effective performer in a wide range of physical activities. Students also learn how to effectively analyse the performance of themselves or their peers. These attributes are learnt through activities such as football, netball, badminton and athletics.

Fit to lead – Students learn fundamental leadership qualities such as communication and resilience through activities such as handball, dance and outdoor adventurous activities. Students obtain a united learning leadership qualification (bronze in year 7, silver in year 8, gold in year 9).

Fit for life – Students learn how to develop their fitness levels, as well as key theoretical concepts such as principles of training and basic anatomy and physiology. Students learn how to lead an active healthy lifestyle through activities such as health related fitness and gymnastics. Each year students are taught 9 fundamental qualities of a physically educated individual which are arranged into the 3 key themes (fit to perform, fit to lead, fit for life) as displayed in the tables below

Year		Fit to Perform		Fit to Lead		Fit for Life
7	1 Skill	Effectively perform a range of actions, skills and techniques with control, combining them appropriately both in isolation and small group settings.	4 Leadership	Successfully lead a partner in a simple activity showing respect, empathy and good cooperation skills in doing so.	7 Fitness	Demonstrate appropriate strength, stamina and suppleness across activities, including being able to complete short periods of sustained exercise.
	2 Tactics	Successfully employ simple tactics or creative processes in practical settings.	5 Communication	Understand simple tactics or creative ideas and can communicate those effectively	8 PE Theory	Effectively conduct their own safe and well-designed warmup/cool-down and can

				using good verbal and non-verbal skills.		describe the purpose and benefits of each.
	3 Analysis	Accurately describe their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement.	6 Resilience	Lead by example in lessons through their enthusiasm and determination to achieve their best and overcome challenges.	9 Health	Know and can explain how physical activity contributes to a balanced, healthy lifestyle.

Year		Fit to Perform		Fit to Lead		Fit for Life
8	1 Skill	Select, combine and perform skills with technical proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure.	4 Leadership	Lead and motivate others in pairs or team/small group situations demonstrating confidence and good organisational skills.	7 Fitness	Sustain stamina for longer periods in specific activities and uses different components of fitness to improve their health and wellbeing.
	2 Tactics	Successfully employ a range of more complex tactics or creative processes and adapts them to changing environments.	5 Communication	Understand more complex tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.	8 PE Theory	Demonstrate good functional knowledge of basic anatomical structures.
	3 Analysis	Accurately explain and evaluate the effectiveness of their own and/or others' performances and suggests appropriate improvements.	6 Resilience	Accurately reflect on progress towards ambitious personal challenges and/or goals in PE and/or leadership.	9 Health	Know and can explain the importance of a healthy, active lifestyle in the promotion of mental, social and physical well-being.

Year		Fit to Perform		Fit to Lead		Fit for Life
9	1 Skill	Show imagination when performing more advanced skills with control, accuracy and fluency in a game situation or performance setting.	4 Leadership	Confidently undertake leadership and officiating roles showing a good knowledge and application of appropriate rules/laws and effective communication skills.	7 Fitness	Consistently meet the strenuous exercise demands required for specific activities, combining strength, stamina, suppleness and speed to excellent effect
	2 Tactics	Successfully employ advanced decision-making skills in a	5 Communication	Sensitively adapt activities (using the STEP principle) when	8 PE Theory	Successfully apply a good understanding of the principles

		competitive game situation or to create dynamic routines/sequences.		leading peers of different abilities and backgrounds so that they are included and supported to succeed.		of safe and effective training to improve their health and performance.
	3 Analysis	Accurately analyse and evaluate the effectiveness of their own and/or others' team/group performances and implements appropriate improvements.	6 Resilience	Prove to be an effective role model by applying themselves fully in a range of contexts and showing resilience to overcome setbacks.	9 Health	Accurately explain the importance of nutrition and hydration for either success in sport or general physical and mental well-being.

Key Stage 4		
Fit to Perform	Fit to Lead	Fit for Life
Invasion, Net/Wall, Striking & Fielding Games, Gymnastics, Athletics & Dance	Level 1 Shoreham Academy Sports Leaders qualification	Fitness specific lessons & throughout all PE activities
Successfully performs advanced skills and tactics in a team game situation or group performance setting.	Confidently plans, leads, and evaluates a skills session in their preferred sport.	Makes effective choices in PE that reflect their potential lifestyle activity habits and, in the short term, motivate them to participate with vigour and enthusiasm.
Successfully performs advanced skills and tactics in an individual game situation or solo performance setting.	Plays an active role in the organisation and/or delivery of at least one sporting event/activity for younger students or as part of the transition process from KS2-3.	Successfully applies a good understanding of the principles of training and fitness testing to improve their own health and performance through a Personal Exercise Programme.
For the activity in either KPI 1 or 2, provides an analysis of their own performance which is accurate and detailed.	Fulfils leadership responsibilities in in school or out in the community (i.e. X-Elle; LADS; local clubs or community groups).	Successfully completes one agreed personal challenge: i.e. Race for Life; Parkrun; Moonwalk; distance swim or cycle; climbing challenge;
Exceeds KS4 Age Related Expectations: Competes in one of their preferred sports in either Level 1 or Level 2 School Games events.	Exceeds KS4 Age Related Expectations: Some will succeed in gaining the Level 1 Shoreham Academy Sports Leaders qualification.	Exceeds KS4 Age Related Expectations: Is a member of a community club or evidence that physical activity is a regular part of their life.

Extra-curricular Opportunities

KS3&4 Clubs

Invasion Games - Basketball, Football, Netball, Rugby, Handball, Dodgeball, BHAFC Girls Football
 Net/Wall Games - Badminton, Tennis, Table Tennis
 Striking and fielding games - Kwik Cricket, Cricket, Rounders, Stoolball
 Gymnastics – Gymnastics, Rhythmic Gymnastics, Trampolining, Parkour
 Athletics - Cross Country, Athletics Track & Field, Indoor Athletics
 Healthy Lifestyle - Fitness, Yoga
 Dance
 Leadership - Level 1 SLUK Sports Leaders qualification

KS3&4 School Sports Teams

Intra School / Kingston Cup	District / West Sussex South	School Games / County	National
Basketball, Football, Netball, Rugby, Handball Badminton, Tennis, Table Tennis Kwik Cricket, Cricket, Rounders, Stoolball Gymnastics, Rhythmic Gymnastics, Trampolining, Parkour Cross Country, Athletics Track & Field, Indoor Athletics	Basketball, Football, Netball, Rugby, Handball Badminton, Tennis, Table Tennis Kwik Cricket, Cricket, Rounders, Stoolball Gymnastics, Cross Country, Athletics Track & Field, Indoor Athletics, Super 6 Athletics	Basketball, Football, Netball, Rugby, Handball Badminton, Tennis, Table Tennis, Kwik Cricket, Cricket, Rounders, Stoolball Gymnastics Cross Country, Athletics Track & Field, Indoor Athletics, Super 6 Athletics	Basketball, Football, Rugby, Handball

KS3&4 Trips & Experiences

Experience Week	Trips	Duke of Edinburgh - Bronze	FA Game of their Own
Yr7 Blackland's Farm – OAA Yr8 Bushcraft – OAA Yr9/10 Sports Tour – Invasion, Net/Wall and Striking & Fielding games	Ski Trip, Alpendorf, Austria - Easter International Sports Events – Wimbledon, Twickenham & Wembley	Weekly walks and training Practice and Assessed walks and expeditions Experience Week DoE Camp	FA Girl's Football Development programme – Performance & Leadership

YEAR 10 GCSE PE				
Applied anatomy and Physiology	Movement analysis	Physical training	Data	NEA
The structure and functions of the musculoskeletal system	Lever systems, examples of their use in activity and the mechanical advantage they provide in movement	The relationship between health and fitness and the role that exercise plays in both	Demonstrate an understanding of how data are collected – both qualitative and quantitative	Written Coursework
The structure and functions of the cardio-respiratory system	Planes and axes of movement	The components of fitness, benefits for sport and how fitness is measured and improved	Present data (including tables and graphs)	Individual Sport 1
Anaerobic and aerobic exercise		The principles of training and their application to personal exercise/training programmes	Analyse and evaluate data	Team Sport 1
The short and long term effects of exercise		How to optimise training and prevent injury		Sport 3 (either individual or team)
		Effective use of warm up and cool down		

YEAR 11 GCSE PE			
Sports Psychology	Socio-cultural influences	Health, fitness, and wellbeing	NEA
Classification of skills (basic/complex, open/closed)	Engagement patterns of different social groups in physical activity and sport	Physical, emotional, and social health, fitness, and wellbeing	Written Coursework
The use of goal setting and SMART targets to improve and/or optimise performance	Commercialisation of physical activity and sport	The consequences of a sedentary lifestyle	Individual Sport 1
Basic information processing	Ethical and socio-cultural issues in physical activity and sport	Energy use, diet, nutrition, and hydration	Team Sport 1
Guidance and feedback on performance			Sport 3 (either individual or team)
Mental preparation for performance			

YEAR 10 BTEC TECH Award in Sport

Component 1:			Component 2:		
Learning outcome A: Explore types and provision of sport and physical activity for different types of participant	Learning outcome B: Examine equipment and technology required for participants to use when taking part in sport and physical activity	Learning outcome C: Be able to prepare participants to take part in physical activity	Learning outcome A: Understand how different components of fitness are used in different physical activities	Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials	Learning outcome C: Demonstrate ways to improve participants sporting techniques
A1 Types and providers of sport and physical activities	B1 Different types of sports clothing and equipment required for participation in sport and physical activity	C1 Planning a warm-up	A1 Components of physical fitness	B1 Techniques, strategies and fitness required for different sports	C1 Planning drills and conditioned practices to develop participants' sporting skills
A2 Types and needs of sport and physical activity participants	B2 Different types of technology and their benefits to improve sport and physical activity participation and performance	C2 Adapting a warm-up for different categories of participants and different types of physical activities	A2 Components of skill-related fitness	B2 Officials in sport	C2 Drills to improve sporting performance
A3 Barriers to participation in sport and physical activity for different types of participant	B3 The limitations of using technology in sport and physical activity	C3 Delivering a warm-up to prepare participants for physical activity		B3 Rules and regulations in sports	
A4 Methods to address barriers to participation in sport and physical activity for different types of participant					

YEAR 11 BTEC Sport

Unit 3: Applying the Principles of Personal Training				Unit 6: Leading sporting Activity		
Learning Aim A: Design a personal fitness training programme	Learning aim B: Know about the musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training	Learning Aim C: Implement a self-designed personal fitness training programme to achieve	Learning Aim D: Review a personal fitness training programme	Learning Aim A: Know the attributes associated with successful sports leadership	Learning Aim B: Undertake the planning and leading of sports activities	Learning Aim C: Review the planning and leading of sports activities
Independently design a safe six-week personal fitness training programme to meet an activity/sport goal taking into consideration personal information.	Describe the structure and function of the musculoskeletal and cardiorespiratory systems	Safely implement a six-week personal fitness training programme, maintaining a training diary.	Review the six-week personal fitness training programme set for an activity/sport goal, describing results, strengths, and areas for improvement.	Describe and Explain, using relevant examples, the attributes required for, and responsibilities of, sports leadership.	Plan two selected sports activities.	Review the planning and leading of the sports activity session, describing strengths and areas for improvement, and targets for future development as a sports leader.
Justify the training programme design, explaining links to personal information.	Summarise the short- term effects on the musculoskeletal and cardiorespiratory systems during the fitness training Programme.	Safely implement a successful six-week personal fitness training programme, maintaining a training diary summarising outcomes for each session.	Explain the results, strengths of the training programme set for an activity/sport goal and areas for improvement, providing recommendations for future training and performance.	Describe and Explain the attributes of two selected successful sports leaders.	Independently lead a sports activity session.	Explain targets for future development as a sports leader, including a personal development plan
	Explain the short-term	Safely implement a six-week	Fully explain the results, strengths, and improvements for the training	Compare and contrast the attributes of	Justify the choice of activities	Justify targets for future development as

	effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme.	personal fitness training programme, maintaining a training diary to evaluate performance and progress.	programme, justifying recommendations for future training and performance.	two successful sports leaders.	within the sports activity plan.	a sports leader and activities within the personal development plan.
					Lead a successful sports activity session.	

Sports Leadership

YEAR 10 – Shoreham Academy Level 1 Qualification in Sports Leadership

Unit 1 – Establishing leadership skills	Unit 2 – Plan, assist in leading and review sport/physical activities
Learning Outcome 1 – Know the skills and behaviours needed to lead others	Learning Outcome 1 – Be able to plan appropriate sport/physical activities
Learning Outcome 2 – Know how leadership skills and behaviours can be used in a range of situations	Learning Outcome 2 – Be able to assist in leading appropriate sport/physical activities
Learning Outcome 3 – Be able to develop own leadership skills	Learning Outcome 3 – Be able to review their role in the leading of sport/physical activities
Learning Outcome 4 – Understand the roles and responsibilities of a Sports Leader	

YEAR 12 & 13 – Sports Leaders UK Level 3 Qualification in Sports Leadership (SL3)

Unit 1 – Developing leadership skills	Unit 2 – Lead safe sport/physical activity sessions
Learning Outcome 1 – Understand the skills and behaviours needed for effective, inclusive leadership	Learning Outcome 1 – Understand how ‘duty of care’ effects the safeguarding of participants
Learning Outcome 2 – Understand the importance of leadership skills and behaviours in a range of situations	Learning Outcome 2 – Understand how to maximise safety when leading sport/physical activity
Learning Outcome 3 – Be able to evaluate and develop leadership skills	Learning Outcome 3 – Be able to maximise safety when leading sport/physical activity
Learning Outcome 4 – Be able to reflect on the development of own leadership skills against own action plan	
Unit 3 – Know how to plan inclusive sport/physical activity sessions	Unit 4 – Plan, lead and evaluate a progressive series of inclusive sport/activity sessions
Learning Outcome 1 – Understand community sport/physical activity and the associated barriers and benefits	Learning Outcome 1 – Know how to plan a progressive series of sport/physical activity sessions
Learning Outcome 2 – Understand the impacts that sport/physical activity can have on participants	Learning Outcome 2 – Be able to plan a series of inclusive sport/physical activity sessions
Learning Outcome 3 – Understand how to make sport/physical activity sessions inclusive to the needs of participants	Learning Outcome 3 – Be able to lead a progressive series of inclusive sport/physical activity sessions
	Learning Outcome 4 – Be able to evaluate community sport/physical activity sessions
Unit 5 – Plan, lead and evaluate a sports/physical activity event	Unit 6 – Demonstrate leading inclusive sport/physical activity sessions to a range of participant groups
Learning Outcome 1 – Know different types of sports/physical activity event	Learning Outcome 1 – Be able to plan inclusive sport/physical activity sessions for a range of participant groups
Learning Outcome 2 – Be able to plan an inclusive sports/physical activity event	Learning Outcome 2 – Be able to lead inclusive sport/physical activity sessions for a range of participant groups

Learning Outcome 3 – Be able to deliver an inclusive sports/physical activity event	Learning Outcome 3 – Be able to evaluate sport/physical activity sessions that have been led to a range of participant groups
Learning Outcome 4 – Be able to evaluate a sports/physical activity event	

6th Form Extra-curricular Opportunities

6th Form Recreation Period 6 Wednesday

Invasion Games - Basketball, Football, Netball, Rugby
 Net/Wall Games - Badminton, Tennis, Table Tennis
 Healthy Lifestyle - Fitness
 Dance
 Leadership - Level 2 & 3 SLUK Sports Leaders qualifications
 Dance Academy
 Football Academy
 Gymnastics Academy

6th Form Clubs

Invasion Games - Basketball, Football, Netball, Rugby
 Net/Wall Games - Badminton, Tennis, Table Tennis
 Gymnastics – Gymnastics, Rhythmic Gymnastics, Trampoline
 Athletics - Cross Country, Athletics Track & Field
 Healthy Lifestyle - Fitness
 Dance
 Leadership - Level 2 & 3 SLUK Sports Leaders qualifications

6th Form School Sports Teams

6th Form Football Academy A & B Teams – District, County & National

6th Form Trips & Experiences

University of Chichester	Trips	Duke of Edinburgh - Silver & Gold	FA Game of their Own
School of Sport Masterclasses	Ski Trip, Austria International Sports Events – Wimbledon, Twickenham & Wembley London 2012 Paralympics Table Tennis Games Makers Kenya 2012 Ghana 2015 New York 2019 Zambia 2023	Weekly walks and training Practice and Assessed walks and expeditions Experience Week DoE Camp	FA Girl's Football Development programme – Performance & Leadership

Dance Academy - 3Fall Dance Company in association with the University of Chichester

Shoreham Academy, in collaboration with The University of Chichester, are offering an exciting opportunity for young, aspiring dancers in the form of 3Fall Youth Dance Company. Students will be given the chance to audition each year in order to participate in the following: Masterclasses at The University of Chichester, Opportunities to work with choreographers, lighting and costume designers, Opportunities to work with theatrical make-up artists and fitness instructors, Touring alongside 3Fall Dance Company, Performance opportunities across the South Coast, The chance to watch a professional choreographer creating on 3Fall Dance Company, Discounted ticket prices on performances at The Showroom Chichester, Free company jacket, Dedicated curriculum time for creation and rehearsal.

Dance at Shoreham Academy remains one of the top achieving subjects within the school and sits above the national grade average. Working in collaboration with one of the leading Universities for Dance, students will gain a real insight into life as a professional dancer in a touring company. This is a unique and exciting offer which comes with many more added extras, for example, many members of last year's company travelled to New York in February 2019!

Football Academy – Powered by The Russel Martin Academy

Shoreham Soccer Academy is committed to creating a safe, happy, and disciplined learning environment where all players are treated as equals. Players will be given the opportunity to strive to be the best they can be, with the support of management, coaching and support staff, who will set the highest of standards in the football coaching program. Shoreham Soccer Academy want to play an attractive brand of football, with the focus on individual player development, creating happy skilful individuals, developing successful teams in this college environment. We therefore recognise the need for all players to become skilled and confident technicians, who enjoy and are comfortable in possession, whilst developing a real game understanding (which will include the four principles: attacking, transition to defend, defending and transition to attack), whilst having a desire to learn and continue an enduring love of the game.

8-10 hours of football development a week, Regular fixtures in County and National competitions, FA Level 1 coaching certificate, Strength & Conditioning personalised programme, Access to sports physio, Sessions on nutrition and sports psychology, Academic excellence in an 'outstanding' sixth form, Unrivalled student support

Gymnastics Academy – Supported by I-Star

Shoreham Academy Sixth Form in collaboration with i-star Academy are offering an exciting gymnastics package. This includes: British Gymnastics (BG) coaching qualification, international training camps, Sports specific training in either Rhythmic Gymnastics or Trampoline/Tumbling, Fun general gymnastic sessions inclusive of artistic, rhythmic, trampoline, tumble, acrobatics, and circus, Developing skills towards academic studies and exams, Careers Advice, Trips/workshops, Competitions, Physiotherapy sessions, Theory sessions - physiology/psychology/biomechanics/nutrition/ training analysis

i-star Academy have produced National and International level Rhythmic Gymnasts that have competed in World Championships, European Championships and Commonwealth Games. Teaching staff at i-star Academy include High Performance Level 5 coaches and Olympians that have competed in Olympic Games (London 2012). Training and preparation are offered in either Rhythmic Gymnastics or Trampoline / Tumbling. Applications are welcome from external students and trials will follow. As rhythmic gymnastics is movement, ballet, gymnastics, and dance based, we welcome applications from students new to rhythmic gymnastics that have had experience in another gymnastics discipline or dance.

YEAR 12 A' Level PE

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how physiological and psychological states affect performance
- understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- understand the role of technology in physical activity and sport
- refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance
- understand the contribution which physical activity makes to health and fitness
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

1 Applied anatomy and physiology	2 Skill Acquisition	3 Sport and Society	4 Exercise Physiology	5 Biomechanical movement	6 Sport psychology	7 Sport and society and the role of technology in physical activity and sport
Cardiovascular system	Skill, skill continuums and transfer of skills	Pre-industrial (pre-1780)	Diet and nutrition and their effect on physical activity and performance	Biomechanical principles	Aspects of personality Attitudes, Arousal, Anxiety and Aggression	The role of technology in physical activity and sport
Respiratory system	Impact of skill classification on structure of practice for learning	Industrial and post-industrial (1780 – 1900)	Preparation and training methods in relation to maintaining physical activity and performance	Lever	Motivation Achievement motivation theory Social facilitation Group dynamics	Understanding of technology for sports analytics.
Neuromuscular system	Principles and theories of learning and performance	Post World War II (1950 to present)			Importance of goal setting	
The musculo-skeletal system and analysis of movement in physical activities	Use of guidance and feedback	The impact of sport on society and of society on sport			Attribution theory Self-efficacy and confidence Leadership Stress management	

YEAR 13 A' Level PE

1 Applied anatomy and physiology	2 Skill Acquisition	3 Sport and Society	4 Exercise Physiology	5 Biomechanical movement	6 Sport psychology	7 Sport and society and the role of technology in physical activity and sport
Energy systems	Memory models	The impact of sport on society and of society on sport	Injury prevention and the rehabilitation of injury	Linear, Angular and Projectile motion	Attribution theory Self-efficacy and confidence	Concepts of physical activity and sport Development of elite performers in sport Ethics, Violence, Drugs in sport Sport and the law
		Sociological theory applied to equal opportunities		Fluid mechanics	Leadership	Impact of commercialisation on physical activity and sport and the relationship between sport and the media
					Stress management	The role of technology in physical activity and sport

NEA - Non-exam assessment: Practical performance in physical activity and sport

- 1. performance assessment (practical performance)**
- 2. performance analysis assessment (analysis and evaluation).**

YEAR 12 Level 3 Btec Sport

Unit 1: January Exam: Anatomy and Physiology	Unit 4: Sports Leadership	Unit 5: Application of fitness testing	Unit 6: Sports Psychology	Unit 7: Practical Sports Performance	Unit 9: Research Methods	Unit 19: January Exam: Development and provision of Sport and Physical Activity
The effects of exercise and sports performance on the skeletal system	Understand the roles, qualities, and characteristics of an effective sports leader	Understand the principles of fitness testing	Understand how personality, motivation and competitive pressure can affect sport performance	Examine National Governing Body rules/laws and regulations for selected sports competitions	Understand the importance of research in sporting environments	Principles of sports development
The effects of exercise and sports performance on the muscular system	Examine the importance of psychological factors and their link with effective leadership	Explore fitness tests for different components of fitness	Examine the impact of group dynamics in team sports and its effect on performance	Examine the skills, techniques and tactics required to perform in selected sports	Examine key issues that impact on the effectiveness and quality of research in sport	Wider sports development
The effects of exercise and sports performance on the respiratory system	Explore an effective leadership style when leading a team during sport and exercise activities	Undertake evaluation and feedback of fitness test results	Explore psychological skills training programmes designed to improve performance	Develop skills, techniques, and tactics for sporting activity to meet sport aims	Apply appropriate research methods to a selected research problem in sport	Media and commercialisation in sport
The effects of sport and exercise performance on the cardiovascular system				Reflect on own practical performance using selected assessment methods		Proposal writing
The effects of exercise and sports performance on the energy systems						

YEAR 13 Level 3 Btec Sport

Unit 2: January Exam: Fitness Training and Programming for Health, Sport and Well-Being	Unit 3: Professional development in the sport industry	Unit 8: Coaching for Performance	Unit 10: Sport Even Organisation	Unit 22: January Exam: Investigating Business in Sport and Active Leisure Industry	Unit 23: Skill Acquisition	Unit 25: Rules, Regulations and Officiation in Sport
Examine lifestyle factors and their effect on health and well-being	Understand the career and job opportunities in the sports industry	Investigate the skills, knowledge, qualities, and best practice of performance coaches	Investigate how different types of sports events are planned and delivered	Features of sports and active leisure businesses (business operations)	Investigate the nature of skilled performance	Understand the development of the roles and responsibilities of the officials involved in sport
Understand the screening processes for training programming	Explore own skills using a skills audit to inform a career development action plan	Explore practices used to develop skills, techniques, and tactics for performance	Develop a proposal for a sports event for implementation approval	Business models in sport and active leisure	Examine ways that sport performers process information for skilled performance	Explore the performance of officials in a selected sport
Understand programme-related nutritional needs	Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway	Demonstrate effective planning of coaching for performance	Undertake the planning, promotion, and delivery of a sports event	Human resources	Explore theories of teaching and learning in sport	Undertake the role of a match official in a competitive sport
Examine training methods for different components of fitness	Reflect on the recruitment and selection process and your individual performance	Explore the impact of coaching for performance	Review the planning, promotion and delivery of a sports event and reflect on your own performance	Marketing	Carry out teaching and learning strategies for sports skills	
Understand training programme design				Finance in sport and active leisure industry		

				Trends in the sport and active leisure industry		
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YEAR 12 Level 3 Btec Sport & Exercise Science			
Unit 1: Sport and Exercise Physiology	Unit 2: Functional Anatomy	Unit 5: Applied Research Methods in Sport and Exercise Science	Unit 6: Coaching for Performance and Fitness
Responses of the body systems to a single sport or exercise session	Anatomical positions, terms, and references	Understand the importance of research in sporting environments	Investigate coaching for performance and fitness
Fatigue and how the body recovers from exercise	Anatomy of the cardiovascular system	Examine key issues that impact on the effectiveness and quality of research in the sport and exercise sciences	Explore practices, adaptations and measures used to develop performance and fitness
Adaptations of the body systems to exercise	Anatomy of the respiratory system	Examine the three main approaches to research in the sport and exercise sciences	Demonstrate effective planning of coaching to develop performance and fitness
Environmental factors and sport and exercise performance	Anatomy of the skeletal system	Apply appropriate research methods to a selected sport and exercise sciences-based research problem	Explore the impact of coaching for performance and fitness
	Anatomy of the muscular system		
	Analysis of the skeletal and muscular systems and how they produce movements in sport and exercise		

YEAR 13 Level 3 Btec Sport & Exercise Science

Unit 3: Applied Sport and Exercise Psychology	Unit 4: Field and Laboratory-based fitness Testing	Unit 8: Specialised Fitness Training	Unit 11: Sports Massage
Motivation for sports and exercise	Examine the preparation required prior to sport and exercise field- and laboratory-based testing	Examine the fitness requirements, physical characteristics and demands of sport that contribute to effective training and performance	Understand the sports massage profession
Competitive pressure in sport	Undertake anthropometry and somatotype testing procedures in sport	Investigate methods of training for physical and skill-related fitness	Undertake client consultation and assessment
Effects of self-confidence, self-efficacy and self-esteem on sport and exercise performance	Explore the use of field and laboratory-based protocols in sport and exercise sciences	Explore the planning of fitness programming	Carry out sports massage on a sports performer
Mindset in sport and exercise performance	Explore profiling of a sports performer following a practical research design using field- and laboratory-based testing		Examine the importance of sports massage to the sport and exercise performer
Group dynamics in sport			
Psychological interventions for sports performance and exercise			

YEAR 12 Level 3 Uniformed Protective Services

Unit 1: Citizenship and Diversity	Unit 2: Behaviour and Discipline in the Uniformed	Unit 3: Global Affairs, the Media and the Uniformed Protective Services	Unit 4: Physical Preparation, Health and Wellbeing	Unit 10: Skills for Outdoor Activities and the Uniformed Protective Services	Unit 15: Police Powers and the Law	Unit 19: Professional Development in the Uniformed Protective Services
Explore the key features of society	Factors affecting behaviour	Explore the relationship between global affairs and the media	Explore components of fitness and the effect of different methods of training on body systems	Examine the requirements and personal skills needed for participation in outdoor activities	Examine the legal framework surrounding the powers of the police to tackle criminal behaviour	Investigate career and job opportunities in the uniformed protective services
Explore the rights and responsibilities of individuals and the protective services	Obedient and compliant behaviour within the uniformed protective services	Assess the impact of media coverage of global affairs on the UK uniformed protective services	Examine lifestyle factors that are important in maintaining health and wellbeing	Develop skills and in the selected activities. techniques and apply safety requirements for participation in outdoor activities	Investigate the various roles undertaken by the personnel of the courts	Explore own skills, using audit outcomes. skills audit, to inform a career development action plan
Investigate the role of protective services in ensuring equality of service	Conformity and self-discipline in the uniformed protective services	Communicate a response to a specified global affairs incident	Carry out tests for personal fitness levels and fitness requirements for entry to the uniformed protective services	Reflect on own practical performance in selected outdoor activities and how this will support own future career	Explore the criminal trial process to be followed once an individual has been charged with an offence	Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway
Investigate the changes in society that impact on citizens and the protective services	Factors affecting discipline and its relationship to authority in the		Design a fitness programme that meets personal fitness goals for entry to the			Reflect on the recruitment and selection process and own individual performance

	uniformed protective services		uniformed protective services			
	Potential stress and related psychological conditions faced by protective services personnel					
	Managing the behaviours of others and self in high-tension situations					

YEAR 13 Level 3 Uniformed Protective Services

Unit 5: Teamwork, Leadership and Communication in the	Unit 6: Government and the Protective Services	Unit 7: Planning for and responding to Emergency Incidents	Unit 11: Expedition Skills	Unit 12: Developing Personal Fitness Programmes	Unit 13: Introduction to Criminology
Explore teamwork and leadership styles used in the uniformed protective services	Role and scope of the public sector	Examine different types of emergency incidents and the roles and responsibilities of the uniformed protective services	Explore the development of different expeditions and their purposes	Review a personal fitness training programme to meet the fitness requirements of a uniformed protective services role	Examine the effects of crime on individuals, communities, the uniformed protective services and other public services
Explore theories and techniques used for the development of effective uniformed protective services teams	Structure of UK government and the protective services they work with	Plan a response to a simulated emergency incident, considering the potential impacts of the incident	Plan and undertake an expedition to meet set objectives	Carry out a training programme that improves personal fitness for a role in the uniformed protective services	Explore the methods used by the uniformed protective services and other public services to prevent crime and punish offenders
Demonstrate the use of communication methods and systems relevant to the uniformed protective services	Funding and accountability	Implement an emergency response plan, adapting it to the specific circumstances of a simulated emergency incident	Review own planning and undertaking of an expedition	Review the success of a training programme for meeting the personal fitness requirements of a uniformed protective services role	Investigate the support provided by the uniformed protective services and other public services to victims and witnesses of crime
Apply team working and leadership skills within uniformed protective services contexts	The process and impact of government policies	Review the emergency response plan against a similar case, considering areas for development			