

## Shoreham Academy Physical Education Department – 7 Year Curriculum Map

When students arrive at Shoreham Academy in Year 7, they take part in a baseline assessment process for physical education. This involves a range of activities including invasion games, aesthetic activities and health related fitness. Following the baseline process students are placed in groups that will enable them to develop the competence to excel in a broad range of physical activities at the appropriate level of challenge.

In each year group students follow a robust and rigorous curriculum designed to improve their performance that includes activities tailored to the needs of their class. The activity is the vehicle for deepening knowledge and understanding within the four pillars of progress listed in the tables below. These strands ensure students improve their **physical competency**, developing their understanding of **rules, strategies and tactics**, encouraging **healthy participation** and developing their **leadership** qualities. Some activities are selected by the students as part of a student voice process. All students experience a range of sporting activities including dance, gymnastics, athletics, tennis, badminton, fitness, football, rugby, netball, handball and Outdoor and Adventurous Activities. The time of year that students experience each activity is seasonal but can vary between groups so that all students can access our specialist facilities and equipment.

As a leading United Learning School for Physical Education, Shoreham Academy staff were pivotal in the creation of the UL PE and Health Curriculum. We have continued to develop this to ensure that all students are supported and challenged within their physical education lessons. If students do not develop competence and confidence in PE, they will be limited in their ability to develop further. Students who do develop these skills will be able to flourish in and beyond PE lessons. Thus, having the confidence and motivation to attend extra-curricular activities and to pursue sport and physical activity outside of school, enabling them to lead healthy active lives.

## The Four Pillars of Progress: Key Performance Indicators – Assessment Descriptors

|        | <b>KPI 1: Physical Competency</b><br>Skills / Analysis of performance  | <b>KPI 2: Rules, Strategies &amp; Tactics (RST)</b><br>Decision-making / Theory knowledge  | <b>KPI 3: Healthy Participation</b><br>Fitness level / Healthy lifestyle  | <b>KPI 4: Leadership</b><br>Communication / Growth mindset   |
|--------|--|--|---|--|
| Year 7 | <p>Students will develop a sound knowledge of a range of movements that become increasingly sport- and physical activity-specific. They will understand the important role that efficient and effective movement patterns within a physical activity context play in the success and enjoyment of physical activity and sport.</p> <p>Effectively performs a range of actions, skills, and techniques with control, combining them appropriately both in isolation and small group settings.</p> <p>Accurately describes their own and others' performances, using appropriate vocabulary and concepts to identify main strengths and areas for improvement.</p> | <p>Students will develop a broad knowledge of the conventions of participation in different sports and physical activities.</p> <p>Students will understand that smart movement requires students to move in accordance with the demands of the context, which is informed by their knowledge of the relevant conventions and conditions of the activity.</p> <p>Students will apply simple principles of play within all game's contexts and transfer these across sports.</p> <p>Successfully employs simple tactics or creative processes in practical settings.</p> <p>Understands simple tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.</p> | <p>Students will develop knowledge of safe and effective participation. They will understand that PE plays a vital role in connecting important ideas about health to physical activity. It ensures that students explicitly learn, for example, the ways in which you prepare for safe and effective participation in different activities or the different fitness demands.</p> <p>Demonstrates appropriate strength, stamina, and suppleness across activities, including being able to complete short periods of sustained exercise.</p> <p>Effectively conducts their own safe and well-designed warm-up/cool-down and can describe the purpose and benefits of each.</p> <p>Knows and can explain how physical activity contributes to a balanced, healthy lifestyle.</p> | <p>Leadership is a skill that must be proactively nurtured and practiced. Carefully planned leadership opportunities can promote a positive self-concept and a variety of life skills, such as communication, resilience, and growth mindset. Students will develop a wide set of leadership skills, alongside their knowledge and competence. The relationship between these key attributes will enhance pupil self-efficacy and motivation.</p> <p>Successfully leads a partner in a simple activity showing respect, empathy, and good cooperation skills in doing so.</p> <p>Leads by example in lessons through their enthusiasm and determination to achieve their best and overcome challenges.</p> |

|               | <b>KPI 1: Physical Competency</b><br>Skills / Analysis of performance   | <b>KPI 2: Rules, Strategies &amp; Tactics (RST)</b><br>Decision-making / Theory knowledge   | <b>KPI 3: Healthy Participation</b><br>Fitness level / Healthy lifestyle   | <b>KPI 4: Leadership</b><br>Communication / Growth mindset   |
|---------------|---|---|--|--|
| <b>Year 8</b> | <p>Students will develop a good knowledge of a range of movements that become increasingly effective within more difficult sporting situation. They will show a deeper understanding of the role that efficient and effective movement patterns play in the success and enjoyment of physical activity and sport. Selects, combines, and performs skills with technical proficiency and fluency in response to changing and more complex situations, both in isolation and when put under pressure. Accurately explains and evaluates the effectiveness of their own and/or others' performances and suggests appropriate improvements.</p> | <p>Students will develop a sound knowledge of the conventions of participation in different sports and physical activities. Students will understand that clever movement requires students to move in accordance with the demands of the situation, which is informed by their knowledge of the relevant conventions and conditions of the activity. Students will apply more complex principles of play within all game's contexts and transfer these across sports. Successfully employs a range of more complex tactics or creative processes and adapts them to changing environments. Understands more complex tactics or creative ideas and can communicate those effectively using good verbal and non-verbal skills.</p> | <p>Sustains stamina for longer periods in specific activities and uses different components of fitness to improve their health and well-being. Demonstrates good functional knowledge of basic anatomical structures. Accurately explains the importance of nutrition and hydration for either success in sport or general physical and mental well-being.</p> | <p>Leads and motivates others in pairs or team/small group situations demonstrating confidence and good organisational skills. Accurately reflects on progress towards ambitious personal challenges and/or goals in PE and/or leadership.</p> |

|  | <b>KPI 1: Physical Competency</b><br>Skills / Analysis of performance   | <b>KPI 2: Rules, Strategies &amp; Tactics (RST)</b><br>Decision-making / Theory knowledge  | <b>KPI 3: Healthy Participation</b><br>Fitness level / Healthy lifestyle   | <b>KPI 4: Leadership</b><br>Communication / Growth mindset   |
|--|---|--|--|--|
| <b>Year 9</b>                                  | <p>Students will develop an advanced knowledge of a range of movements that become increasingly effective within more complex sporting situation. They will show a profound understanding of the role that efficient and effective movement patterns play in the success and enjoyment of physical activity and sport. Shows imagination when performing more advanced skills with control, accuracy and fluency in a game situation or performance setting. Accurately analyses and evaluates the effectiveness of their own and/or others' team/group performances and implements appropriate improvements.</p> | <p>Students will develop a good knowledge of the conventions of participation in different sports and physical activities. Students will understand that intelligent movement requires students to move in accordance with the demands of the situation, which is informed by their knowledge of the relevant conventions and conditions of the activity. Students will apply increasingly complex principles of play within all game's contexts and transfer these across sports. Successfully employs advanced decision-making skills in a competitive game situation or to create dynamic routines/sequences.</p> | <p>Consistently meets the strenuous exercise demands required for specific activities, combining strength, stamina, suppleness, and speed to excellent effect. Successfully applies a good understanding of the principles of safe and effective training to improve their health and performance. Knows and can explain the importance of a healthy, active lifestyle in the promotion of mental, social, and physical well-being</p> | <p>Confidently undertakes leadership and officiating roles showing a good knowledge and application of appropriate rules/laws and effective communication skills. Sensitively adapts activities (using the STEP principle) when leading peers of different abilities and backgrounds so that they are included and supported to succeed. Proves to be an effective role model by applying themselves fully in a range of contexts and showing resilience to overcome setbacks.</p> |
| <b>Exceeds Year 9 Age Related Expectations</b> | <ul style="list-style-type: none"> <li>• Performs and applies advanced skills and tactics to positively influence a competitive team/group performance and accurately reflects on their contribution.</li> <li>• Uses knowledge of health and fitness to plan, implement and monitor a physical activity programme for themselves and/or others.</li> <li>• Fulfils leadership roles in their own time that support the PE department in improving the provision for other students.</li> </ul>   |  |  |  |

## Example Curriculum Maps

### Key Stage 3 Curriculum Map

| Key Stage 3 Curriculum Map |        |                       |                       |                       |                       |                     |                     |
|----------------------------|--------|-----------------------|-----------------------|-----------------------|-----------------------|---------------------|---------------------|
| Group                      | Lesson | Autumn 1              | Autumn 2              | Spring 1              | Spring 2              | Summer 1            | Summer 2            |
| 1                          | 1      | Badminton             | Healthy Participation | Dance                 | Gymnastics            | Athletics           | OAA                 |
|                            | 2      | Football              | Rugby                 | Handball              | Student voice         | Striking & Fielding | Tennis              |
| 2                          | 1      | Healthy Participation | Badminton             | Gymnastics            | Dance                 | Athletics           | OAA                 |
|                            | 2      | Rugby                 | Football              | Student Voice         | Handball              | Tennis              | Striking & Fielding |
| 3                          | 1      | Cricket               | Gymnastics            | Healthy Participation | Football              | Striking & Fielding | Tennis              |
|                            | 2      | Badminton             | Netball               | Basketball            | Dance                 | Athletics           | OAA                 |
| 4                          | 1      | Gymnastics            | Dance                 | Netball               | Healthy Participation | Tennis              | Striking & Fielding |
|                            | 2      | Cricket               | Badminton             | Football              | Basketball            | Athletics           | OAA                 |

## Key Stage 4

| KPI 1: Physical Competency<br>Skills / Analysis of performance  | KPI 2: Rules, Strategies & Tactics<br>(RST)<br>Decision-making / Theory knowledge  | KPI 3: Healthy Participation<br>Fitness level / Healthy lifestyle  | KPI 4: Leadership<br>Communication / Growth mindset  |
|---|--|--|--|
| Students will continue to develop their physical competencies in a range of sports and physical activities. Developing their understanding of how to interact in different sporting situations. | Successfully performs intelligent movement in accordance with the demands of the context, which is informed by their knowledge of the relevant conventions and conditions of the activity. | Makes effective choices in PE that reflect their potential lifestyle activity habits and, in the short term, motivate them to participate with vigor and enthusiasm.           | Confidently plans, leads, and evaluates a skills session in their preferred sport.   |
| Students will show high levels of knowledge and competence, producing performances that have high levels of motivation and confidence.  | During a game or activity students will successfully make decisions about how to move, when to move and where to move.   | 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. | 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. |
| They will successfully practice giving high level instructions and feedback that will aid their own and others performance.   | Successfully apply a range of strategies for success, even those that are less formal. For example, time, weight, space and flow in aesthetics.  | Successfully completes one agreed personal challenge: i.e. Race for Life; Parkrun; Moonwalk; distance swim or cycle; climbing challenge;                                       | Fulfils leadership responsibilities in in school or out in the community (i.e. SSCo Primary Sports Events, local clubs or community groups).                           |
| <b>Exceeds KS4 Age Related Expectations:</b><br>These Students are confident and motivated to explore the world of sport beyond the classroom.  | <b>Exceeds KS4 Age Related Expectations:</b><br>Competes in one of their preferred sports in either Level 1 or Level 2 School Games events.  | <b>Exceeds KS4 Age Related Expectations:</b><br>Is a member of a community club or evidence that physical activity is a regular part of their life.                            | <b>Exceeds KS4 Age Related Expectations:</b> Some will succeed in gaining the Level 1 Shoreham Academy Sports Leaders qualification.                                   |

## Extra-curricular Opportunities

### KS3&4 Clubs

Invasion Games - Basketball, Football, Netball, Rugby and BHAFC Girls Football  
 Net/Wall Games - Badminton, Tennis, Table Tennis  
 Striking and fielding games - Kwik Cricket, Cricket, Rounders, Stoolball  
 Gymnastics – Gymnastics, Rhythmic Gymnastics and Trampolining  
 Athletics - Cross Country, Athletics Track & Field, Indoor Athletics  
 Healthy Lifestyle – Fitness  
 Dance - Open and Academic Class clubs

### KS3&4 School Sports Teams

| Intra School / Kingston Cup  | District / West Sussex South  | School Games / County  | National                              |
|--|---|--|---------------------------------------|
| Basketball, Football, Netball, Rugby, Handball<br>Badminton, Tennis, Table Tennis<br>Kwik Cricket, Cricket, Rounders, Stoolball<br>Gymnastics, Rhythmic Gymnastics, Trampolining<br>Cross Country, Athletics Track & Field, Indoor Athletics | Basketball, Football, Netball, Rugby, Handball<br>Badminton, Tennis, Table Tennis<br>Kwik Cricket, Cricket, Rounders, Stoolball<br>Gymnastics,<br>Cross Country, Athletics Track & Field, Indoor Athletics, Super 6 Athletics<br>Adapted Games – Boccia and NAK | Basketball, Football, Netball, Rugby, Handball<br>Badminton, Tennis, Table Tennis,<br>Kwik Cricket, Cricket, Rounders, Stoolball<br>Gymnastics<br>Cross Country, Athletics Track & Field,<br>Indoor Athletics, Super 6 Athletics<br>Boccia | 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<br>Yr8 Bushcraft – OAA<br>Yr9 New Forst Experience – DofE Taster<br>Yr7-10 Sports Week – Invasion, Net/Wall and Striking & Fielding games<br>Yr7-10 – Gaelic Football | Ski Trip, Alpendorf, Austria - Easter<br>International Sports Events – Wimbledon, Twickenham & Wembley | Weekly walks and training<br>Practice and Assessed walks and expeditions<br>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:<br>Explore types and provision of sport and physical activity for different types of participant | Learning outcome B:<br>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:<br>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:<br>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 TECH Award in Sport Information

### Component 3:

|  |   |   |  |
|--|---|---|--|
| <p><b>Learning outcome A:</b> Explore the importance of fitness for sports performance</p> <p>A1 The importance of fitness for successful participation in sport<br/>A2 Fitness training principles<br/>A3 Exercise intensity and how it can be determined</p> | <p><b>Learning outcome B:</b> Investigate fitness testing to determine fitness levels</p> <p>B1 Importance of fitness testing and requirements for administration of each fitness test<br/>B2 Fitness test methods for components of physical fitness<br/>B3 Fitness test methods for components of skill-related fitness<br/>B4 Interpretation of fitness test results</p> | <p><b>Learning outcome C:</b> Investigate different fitness training methods</p> <p>C1 Requirements for each of the following fitness training methods<br/>C2 Fitness training methods for physical components of fitness<br/>C3 Fitness training methods for skill-related components of fitness<br/>C4 Additional requirements for each of the fitness training methods<br/>C5 Provision for taking part in fitness training methods<br/>C6 The effects of long-term fitness training on the body systems</p> | <p><b>Learning outcome D:</b> Investigate fitness programming to improve fitness and sports performance</p> <p>D1 Personal information to aid fitness training programme design<br/>D2 Fitness programme design<br/>D3 Motivational techniques for fitness programming</p> |
|--|---|---|--|

## 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 behaviors needed to lead others                           | Learning Outcome 1 – Be able to plan appropriate sport/physical activities                    |
| Learning Outcome 2 – Know how leadership skills and behaviors 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 – Leadership Skills Foundation 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 behaviors 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 behaviors 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 – Lead 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   |   |

## 6<sup>th</sup> Form Extra-curricular Opportunities

### 6<sup>th</sup> Form Recreation Period 6 Wednesday

Invasion Games - Basketball, Football, Netball, Rugby  
Net/Wall Games - Badminton, Tennis, Table Tennis  
Healthy Lifestyle - Fitness  
Dance Academy  
Football Academy  
Gymnastics Academy

### 6<sup>th</sup> Form Clubs

Invasion Games - Basketball, Football, Netball, Rugby  
Net/Wall Games - Badminton, Tennis, Table Tennis  
Gymnastics – Gymnastics, Rhythmic Gymnastics, Trampolining  
Athletics - Cross Country, Athletics Track & Field  
Healthy Lifestyle – Fitness

### 6<sup>th</sup> Form School Sports Teams

6<sup>th</sup> Form Football RMA Academy Teams – District, County & National

### 6<sup>th</sup> Form Trips & Experiences

| University of Chichester         | Trips   | Duke of Edinburgh - Silver & Gold   | FA Game of their Own   |
|----------------------------------|---|---|--|
| School of Sport<br>Masterclasses | Ski Trip, Austria<br>International Sports Events – Wimbledon,<br>Twickenham & Wembley<br>London 2012 Paralympics Table Tennis Games<br>Makers<br>Kenya 2012<br>Ghana 2015<br>New York 2019<br>Zambia 2023<br>New York 2025<br>Cambodia 2025 | Weekly walks and training<br>Practice and Assessed walks and<br>expeditions<br>Experience Week DoE Camp | FA Girl's Football Development programme –<br>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 this year's company will travel to New York in February 2025!

### **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 skillful 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**

Shoreham Academy Sixth Form are offering an exciting gymnastics package. This includes British Gymnastics (BG) coaching qualifications, 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. Trips, workshops and Competitions make up part of the programme. National and International level Rhythmic Gymnasts who have been part of this programme have competed in World Championships, European Championships and Commonwealth Games. Applications are welcome from all students.

## 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<br>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<br>Achievement motivation theory<br>Social facilitation<br>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<br>Self-efficacy and confidence<br>Leadership<br>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<br>Self-efficacy and confidence | Concepts of physical activity and sport<br>Development of elite performers in sport<br>Ethics, Violence, Drugs in sport, and 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 |  |  |
|--|--|--|--|---|--|--|

| <b>YEAR 12 Level 3 Btec Sport &amp; Exercise Science</b>            |  |  |   |
|---|--|--|---|
| <b>Unit 1: Sport and Exercise Physiology</b>                        | <b>Unit 2: Functional Anatomy</b>  | <b>Unit 5: Applied Research Methods in Sport and Exercise Science</b>  | <b>Unit 6: Coaching for Performance and Fitness</b>                                 |
| 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:<br>Citizenship and<br>Diversity  | Unit 2:<br>Behaviour and<br>Discipline in the<br>Uniformed                | Unit 3: Global<br>Affairs, the<br>Media and the<br>Uniformed<br>Protective<br>Services        | Unit 4: Physical<br>Preparation,<br>Health and<br>Wellbeing   | Unit 10: Skills for<br>Outdoor Activities<br>and the Uniformed<br>Protective Services   | Unit 15: Police<br>Powers and the<br>Law  | Unit 19: Professional<br>Development in the<br>Uniformed Protective<br>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 behaviors 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                           |   |  |   |