



Intent	Implementation	Impact
<p>Our PE curriculum has been designed to develop physically literate, confident and resilient individuals who understand the value of lifelong physical activity. It promotes teamwork, leadership, and theoretical understanding of the body, health and performance.</p>	<p>The curriculum is sequenced to ensure the development of fundamental movement skills, tactical awareness and theoretical knowledge, including anatomy, physiology and principles of training. Quality teaching combines practical performance with cognitive understanding through analysis and reflection. Enrichment opportunities, clubs, and leadership roles extend learning beyond the classroom lessons.</p>	<p>Students demonstrate increasing competence and confidence across a range of physical activities. They can explain the theory underpinning performance and apply strategies to improve outcomes. Students show strong engagement, positive attitudes towards health and wellbeing, and motivation to lead active, healthy lifestyles beyond school.</p>

Substantive Knowledge	Disciplinary Knowledge	Procedural Knowledge
<p>KS3: Students acquire foundational knowledge of rules, techniques, tactics, and fitness components, as well as basic anatomy, physiology, and movement concepts. Students understand simple cause-and-effect relationships, such as how fitness affects performance.</p> <p>GCSE PE: Students build on this foundation by deepening their understanding of anatomy, physiology, and nutrition. Students explain how these factors interact to influence performance and health, and can apply this understanding to improve their own performance and evaluate the performance of others.</p> <p>BTEC PE: Students develop applied knowledge by exploring real-life sports and physical activity contexts. They understand how anatomy, physiology, nutrition, and training principles impact health and performance, and apply this knowledge to plan, implement, and evaluate vocational tasks in sports, health, and fitness.</p>	<p>KS3: Students develop initial analytical skills by observing and describing performance, identifying patterns, and understanding simple cause-and-effect relationships in tactics and training.</p> <p>GCSE PE: Students analyse and evaluate performance using physiological, psychological, and sociological frameworks. They critically interpret performance data, compare techniques, examine the effectiveness of training methods, and justify recommendations for improvement based on evidence.</p> <p>BTEC PE: Students develop applied analytical skills in vocational contexts. They evaluate performance considering rules, regulations, fitness for purpose, and specific environmental or situational factors, and justify performance improvement strategies using real-world evidence and case studies.</p>	<p>KS3: Students develop practical skills by performing basic techniques, applying simple tactics, and responding to guided feedback. They begin to plan and make minor adaptations to improve performance in familiar activities.</p> <p>GCSE PE: Students refine complex techniques, adapt tactics strategically in competitive situations, plan and implement structured training programmes, and critically evaluate performance using quantitative and qualitative data. They understand the principles of safe and effective practice and can make adjustments for individual differences and context.</p> <p>BTEC PE: Students plan, deliver, and evaluate practical sessions in vocational contexts. They implement training programmes, demonstrate applied skills in real-world scenarios, reflect systematically on outcomes, and modify practice to enhance effectiveness, showing independence and initiative.</p>

Literacy	Numeracy	Cultural Capital
<p>KS3: Students develop basic PE vocabulary, describe performance in written form, and write short reflections or reports on their own and others' activities, beginning to link observations with knowledge.</p> <p>GCSE PE: Students use precise, subject-specific terminology, write structured evaluative responses, analyse case studies, interpret theoretical and practical information, and justify performance decisions with supporting evidence. They communicate complex ideas clearly in written and verbal formats, including reflections on training programmes and performance.</p> <p>BTEC PE: Students produce detailed vocational reports, presentations, and reflective logs. They apply terminology accurately, evaluate performance and development in practical contexts, link theory to practice, and demonstrate professional communication skills in real-world tasks.</p>	<p>KS3: Students measure performance (time, distance, repetitions), record results, and make simple comparisons.</p> <p>GCSE PE: Students analyse fitness and performance data, calculate training zones, interpret graphs and charts, quantify improvements, and make evidence-based decisions to enhance performance, including understanding relationships between variables such as speed, power, and endurance.</p> <p>BTEC PE: Students use numerical data to monitor health and performance in vocational contexts, calculate intensity, duration, and frequency of training, interpret results for real-world scenarios, and apply findings to plan improvements, linking quantitative analysis to practical outcomes.</p>	<p>Across key stages, students participate in a wide range of school fixtures for boys' and girls' football, netball, basketball, and athletics.</p> <p>KS3: Students are exposed to regular competitive opportunities, league competitions, and intra-school tournaments. They also attend trips to Charlton Athletic Football Club to watch professional matches, providing insight into the world of professional football and sports culture.</p> <p>GCSE PE: Students continue to engage in fixtures and competitions for the same sports and attend trips to Charlton Athletic Football Club, gaining further experience of professional sport environments and understanding the cultural and social significance of sport.</p> <p>BTEC PE: Students experience vocational-level opportunities, including organising and participating in competitions and observing professional sporting environments, developing an understanding of sport in society and practical applications in professional contexts.</p>
Catholic Life and SMSC		Assessment Objectives
<p>KS3: Students are encouraged to live out Catholic values through teamwork, respect, fairness, and sportsmanship. They reflect on personal growth, moral decision-making, social responsibility, and cultural appreciation through participation in PE, mentoring younger students, and collaborating in teams.</p> <p>GCSE PE: Students continue to integrate Catholic and SMSC values by considering ethical dilemmas, promoting inclusivity, demonstrating leadership, supporting social inclusion, and reflecting on cultural and societal aspects of sport.</p> <p>BTEC PE: Students apply these values in vocational contexts, promoting ethical practice, inclusivity, leadership, social responsibility, and cultural awareness in real-world sporting environments, while critically reflecting on how faith and moral principles shape professional conduct and teamwork.</p>		<p>KS3:</p> <p>AO1: Demonstrate knowledge and understanding of factors underpinning performance.</p> <p>AO2: Apply knowledge in practical situations.</p> <p>AO3: Analyse and evaluate performance.</p> <p>GCSE:</p> <p>AO1: Knowledge and understanding of factors underpinning performance and participation.</p> <p>AO2: Apply knowledge in performance and analysis.</p> <p>AO3: Analyse and evaluate performance to improve effectiveness.</p> <p>AO4: Demonstrate and apply relevant skills and techniques.</p>

St Paul's Academy

Physical Education Key Stage 3 Curriculum Map- Topics By Term

Personal Development	Developing Physical & Mental Capacity	Decision Making & Problem Solving	Development & Replication of Skills	Outwitting an Opponent	Evaluating & Improving
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Physical Performance	Cognitive and Creative Ability	Physical Literacy
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KS3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Year 7	Topic: Gymnastics KQ- What elements are needed for a fluid performance? Key Vocabulary: Rolls Balances Dynamics Jumps Vaulting Transitions Flexibility Sequence	Topic: Outwitting an opponent KQ- How do you outwit the opposition? Key Vocabulary: Dribbling Passing Shooting Footwork Defending Attacking Creating Space Outwitting	Topic: Net Sports KQ- How do you create a competitive edge over the opponent? Key Vocabulary: Serving Positioning Shot types Defending Attacking	Topic: Health & Fitness KQ- How do we stay fit and healthy? Key Vocabulary: Heart rate Calories Fartlek Continuous Interval Weight Training Circuit Training	Topic: Outwitting an opponent KQ- How do you outwit the opposition? Key Vocabulary: Dribbling Passing Shooting Footwork Defending Attacking Creating Space Outwitting	Topic: Athletics KQ- Can you understand different events? Key Vocabulary: Shot Putt Javelin Discuss Long/Triple Jump 100m 200m Relays Hurdles High Jump Long Distance	
	<i>SK</i>						
	<i>DK</i>						

Year 8	<p>Topic: Outwitting an opponent</p> <p>KQ- How do you outwit the opposition?</p> <p>Key Vocabulary: Dribbling Passing Shooting Footwork Defending Attacking Creating Space Outwitting</p>	<p>Topic: Gymnastics</p> <p>KQ- What elements are needed for a fluid performance?</p> <p>Key Vocabulary: Rolls Balances Dynamics Jumps Vaulting Transitions Flexibility Sequence</p>	<p>Topic: Health & Fitness</p> <p>KQ- How do we stay fit and healthy?</p> <p>Key Vocabulary: Heart rate Calories Fartlek Continuous Interval Weight Training Circuit Training</p>	<p>Topic: Outwitting an opponent</p> <p>KQ- How do you outwit the opposition?</p> <p>Key Vocabulary: Dribbling Passing Shooting Footwork Defending Attacking Creating Space Outwitting</p>	<p>Topic: Net Sports</p> <p>KQ- How do you create a competitive edge over the opponent?</p> <p>Key Vocabulary: Serving Positioning Shot types Defending Attacking</p>	<p>Topic: Athletics</p> <p>KQ- Can you understand different events?</p> <p>Key Vocabulary: Shot Putt Javelin Discuss Long/Triple Jump 100m 200m Relays Hurdles High Jump Long Distance</p>
	SK					
	DK					
Year 9	<p>Topic: Health & Fitness</p> <p>KQ- How do we stay fit and healthy?</p> <p>Key Vocabulary: Heart rate Calories Fartlek Continuous Interval Weight Training Circuit Training</p>	<p>Topic: Net Sports</p> <p>KQ- How do you create a competitive edge over the opponent?</p> <p>Key Vocabulary: Serving Positioning Shot types Defending Attacking</p>	<p>Topic: Outwitting an opponent</p> <p>KQ- How do you outwit the opposition?</p> <p>Key Vocabulary: Dribbling Passing Shooting Footwork Defending Attacking Creating Space Outwitting</p>	<p>Topic: Gymnastics</p> <p>KQ- What elements are needed for a fluid performance?</p> <p>Key Vocabulary: Rolls Balances Dynamics Jumps Vaulting Transitions Flexibility Sequence</p>	<p>Topic: Outwitting an opponent</p> <p>KQ- How do you outwit the opposition?</p> <p>Key Vocabulary: Dribbling Passing Shooting Footwork Defending Attacking Creating Space Outwitting</p>	<p>Topic: Athletics</p> <p>KQ- Can you understand different events?</p> <p>Key Vocabulary: Shot Putt Javelin Discuss Long/Triple Jump 100m 200m Relays Hurdles High Jump Long Distance</p>
	SK					
	DK					

St Pauls Academy
Key Stage 4 Curriculum Map – BTEC Sport

Personal Development	Developing Physical & Mental Capacity	Decision Making & Problem Solving	Development & Replication of Skills	Outwitting an Opponent	Evaluating & Improving
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Physical Performance	Cognitive and Creative Ability	Physical Literacy
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>Topic: Component 1: Preparing Participants to Take Part in Sport and Physical Activity</p> <p>Key Vocabulary:</p> <p>Types and providers of sport and physical activities. Types and needs of sport and physical activity participants</p> <p>Barriers to participation in sport and physical activity for different types of participant</p> <p>Methods to address barriers to participation in sport and physical</p>	<p>Topic: Component 1: Preparing Participants to Take Part in Sport and Physical Activity</p> <p>Key Vocabulary:</p> <p>Different types of sports clothing and equipment required for participation in sport and physical activity</p> <p>Different types of technology and their benefits to improve sport and physical activity participation and performance</p> <p>The limitations of using technology in sport and physical activity</p>	<p>Topic: Component 1: Planning a warm-up and Adapting a warm-up</p> <p>Assessment:</p> <p>Component 1 PSA</p>	<p>Topic: Component 2: Taking Part and Improving Other Participants Sporting Performance</p> <p>Key Vocabulary:</p> <p>Speed Agility Muscular endurance Muscular Strength Body Composition Power Reaction Time Aerobic Endurance Flexibility Coordination Balance</p>	<p>Topic: Component 2: Taking Part and Improving Other Participants Sporting Performance</p> <p>Key Vocabulary:</p> <p>Techniques, strategies and fitness required for different sports</p> <p>Officials in sport</p> <p>Rules and regulations in sports</p>	<p>Topic: Component 2: Taking Part and Improving Other Participants Sporting Performance</p> <p>Key Vocabulary:</p> <p>Planning drills and conditioned practices to develop participants' sporting skills</p> <p>Drills to improve sporting performance</p>

	activity for different types of participant					
	SK					
	DK					
Year 11	<p>Topic: Component 2: Taking Part and Improving Other Participants Sporting Performance</p> <p>Assessment: Component 2 PSA</p>	<p>Topic: Component 3: Developing Fitness to Improve other participants performance and physical activity</p> <p>Key Vocabulary:</p> <p>The importance of fitness successful participation in</p> <p>Fitness Training Principles</p> <p>Exercise Intensity and how it can be determined</p>	<p>Topic: Component 3: Developing Fitness to Improve other participants performance and physical activity</p> <p>Assessment: Component 1 Resit opportunity</p> <p>Key Vocabulary:</p> <p>Fitness Testing</p> <p>Fitness test methods for physical components of fitness</p> <p>Fitness test methods for skill components of fitness</p>	<p>Topic: Component 3: Developing Fitness to Improve other participants performance in sport and physical activity</p> <p>Key Vocabulary:</p> <p>Requirements for each of the tests</p> <p>Fitness training methods for physical and skill components of fitness</p> <p>Additional requirements for each of the training methods</p> <p>Interpretation of fitness test</p>	<p>Topic: Component 3: Developing Fitness to Improve other participants performance in sport and physical activity</p> <p>Key Vocabulary:</p> <p>Personal information to aid training fitness programme design</p> <p>Fitness Programme design</p> <p>Motivation techniques for fitness programming</p>	Exams
	SK					
	DK					

St Pauls Academy
Key Stage 4 Curriculum Map – GCSE PE

Personal Development	Developing Physical & Mental Capacity	Decision Making & Problem Solving	Development & Replication of Skills	Outwitting an Opponent	Evaluating & Improving
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Physical Performance	Cognitive and Creative Ability	Physical Literacy
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	<p>Topic: The Skeletal System</p> <p>Key Vocabulary: Functions of Skeleton</p> <p>Classification of bones naming and application</p> <p>Classification of joints, ligaments and tendons</p> <p>Movements at joints</p>	<p>Topic: The Muscular System</p> <p>Key Vocabulary: Classification of muscle types</p> <p>Location and role of voluntary muscles</p> <p>Antagonistic pairs of muscles</p> <p>Fast and slow twitch muscle fibres</p> <p>Aerobic and anaerobic exercise</p> <p>Skeletal and muscular system work together</p> <p>Long term training effects and benefits on muscular and skeletal system</p>	<p>Topic: The Cardiovascular System</p> <p>Key Vocabulary: Functions of CV system and vessels</p> <p>Structure of CV system</p> <p>Structure of blood vessels</p> <p>Vascular shunt mechanism</p> <p>Components of blood</p> <p>Key terms for CV system – SV, BP, HR, Q</p> <p>Short- and long-term effects of exercise on CV system</p> <p>Graphical interpretation of Q</p>	<p>Topic: The Respiratory System</p> <p>Key Vocabulary: Structure of respiratory system including alveoli and gaseous exchange.</p> <p>Key terms for respiratory system, inhaled and exhaled air</p> <p>Short and long term effects of exercise on the respiratory system.</p> <p>How the respiratory and CV systems work together</p> <p>Health, exercise, fitness and performance</p> <p>Components of fitness and tests</p>	<p>Topic: Fitness, Training and Injury</p> <p>Key Vocabulary: Methods of training</p> <p>Principles of training</p> <p>Training thresholds</p> <p>Warm-up / cool down</p> <p>Injuries and RICE</p> <p>Injury prevention and PARQ</p>	<p>Topic: Health and Lifestyle Choices</p> <p>Key Vocabulary: Physical, Social and Emotional</p> <p>Lifestyle choices</p> <p>Consequences of sedentary lifestyle and Trends</p> <p>Diet: Macro, micro nutrients, water, fibre.</p> <p>Energy balance</p> <p>Factors affecting optimum weight</p>

St Pauls Academy
Physical Education Curriculum Map – KS3 Disciplinary Knowledge Progression

	Physical Performance	Cognitive and Creative Ability	Physical Literacy
Year 7	<p>Students will explore their physical ability in:</p> <ul style="list-style-type: none"> -Team sports such as Football, basketball, handball, netball, gaelic football -Accurate replication activities which includes gymnastics -Net sports which includes table tennis, badminton, volleyball and tennis -Health and fitness in the fitness suite -Performing at Maximum- athletics events, including running, throwing and jumping 	<p>Students will explore their tactical and strategic thinking of many different activities including:</p> <ul style="list-style-type: none"> -Tactics/strategies -Rules/regulations -Analyse and review performances -Understand how to gain a competitive advantage over opponents -Think about how to be a competitive sportsperson -Problem solve 	<p>Students will explore their likes and dislikes for physical activities and take these into adult life. Some include:</p> <ul style="list-style-type: none"> -Leading an active lifestyle -Leading a healthy lifestyle -Gaining skills in effort, and attitude -Understanding safety of different activities -The importance and benefits PE brings
Year 8	<p>Students will develop their physical ability in:</p> <ul style="list-style-type: none"> -Team sports such as Football, basketball, handball, netball, gaelic football -Accurate replication activities which includes gymnastics -Net sports which includes table tennis, badminton, volleyball and tennis -Health and fitness in the fitness suite -Performing at Maximum- athletics events, including running, throwing and jumping 	<p>Students will develop their tactical and strategic thinking of many different activities including:</p> <ul style="list-style-type: none"> -Tactics/strategies -Rules/regulations -Analyse and review performances -Understand how to gain a competitive advantage over opponents -Think about how to be a competitive sportsperson -Problem solve 	<p>Students will develop their likes and dislikes for physical activities and take these into adult life. Some include:</p> <ul style="list-style-type: none"> -Leading an active lifestyle -Leading a healthy lifestyle -Gaining skills in effort, and attitude -Understanding safety of different activities -The importance and benefits PE brings
Year 9	<p>Students will evaluate their physical ability in:</p> <ul style="list-style-type: none"> -Team sports such as Football, basketball, handball, netball, gaelic football -Accurate replication activities which includes gymnastics -Net sports which includes table tennis, badminton, volleyball and tennis -Health and fitness in the fitness suite -Performing at Maximum- athletics events, including running, throwing and jumping 	<p>Students will evaluate their tactical and strategic thinking of many different activities including:</p> <ul style="list-style-type: none"> -Tactics/strategies -Rules/regulations -Analyse and review performances -Understand how to gain a competitive advantage over opponents -Think about how to be a competitive sportsperson -Problem solve 	<p>Students will evaluate their likes and dislikes for physical activities and take these into adult life. Some include:</p> <ul style="list-style-type: none"> -Leading an active lifestyle -Leading a healthy lifestyle -Gaining skills in effort, and attitude -Understanding safety of different activities -The importance and benefits PE brings

St Pauls Academy
Physical Education Curriculum Map – KS4 Disciplinary Knowledge Progression

	Physical Performance	Cognitive and Creative Ability	Physical Literacy
Year 10	<p><i>BTEC Sport:</i> Students will have two practical and three theory lessons a week. Practically students will cover the following: -Outwitting opponents -Net Sports -Health and Fitness -Athletics</p> <p>In spring term 1 students will lead a warm up showcasing their leadership and coaching ability</p> <p><i>GCSE PE:</i> Students will have two practical and three theory lessons a week. Practically students will cover the following: -Outwitting opponents -Net Sports -Health and Fitness -Athletics</p> <p>As part of their 30% practical performance students will be required to chose, an individual, team and a mixture of either for the final activity. Students get the chance to go Kayaking and rock climbing in the summer term</p>	<p><i>BTEC Sport:</i> During the course students will create two internal components which are component 1 and 2. Both components are worth 30% each. Each component has three written tasks and an element of practical.</p> <p>Students will respond to a scenario and showcase all their creative responses to the scenario. Component three which is worth 40% is the final component which involves an external exam which is 60 marks and 90 minutes long. Students will recall all information learned over 2 years in the exam.</p> <p>Y10 focuses solely on Component 1 and Component 2</p> <p><i>GCSE PE:</i> During the course students will have four elements, these are: -Component 1- Fitness and Body Systems -Component 2- Health and Performance -Component 3- practical performance -Component 4- personalised exercise programme</p> <p>In Y10 students will focus on Component 1 and 2. They will also practical practical sports for Y11</p>	<p>By the end of our course we want students to truly understand the meaning to be physically literate. Some include:</p> <ul style="list-style-type: none"> -Leading an active lifestyle -Leading a healthy lifestyle -Gaining skills in effort, and attitude -Understanding safety of different activities -The importance and benefits PE brings -Potentially have a career in the field of sports

<p>Year 11</p>	<p><i>BTEC Sport:</i> Students will have two practical and three theory lessons a week. Practically students will cover the following: -Outwitting opponents -Net Sports -Health and Fitness -Athletics</p> <p>In autumn term 1 students will lead a whole session showcasing their leadership and coaching ability. Furthermore there is an element where students demonstrate their skills in isolation and skills in a game</p> <p><i>GCSE PE:</i></p> <p>Students will have two practical and three theory lessons a week. Practically students will cover the following: -Outwitting opponents -Net Sports -Health and Fitness -Athletics</p> <p>As part of their 30% practical performance students will be required to chose, an individual, team and a mixture of either for the final activity. A moderator comes into school to assess students practical performance in spring 2</p>	<p><i>BTEC Sport:</i></p> <p>During the course students will create two internal components which are component 1 and 2. Both components are worth 30% each. Each component has three written tasks and an element of practical.</p> <p>Students will respond to a scenario and showcase all their creative responses to the scenario. Component three which is worth 40% is the final component which involves an external exam which is 60 marks and 90 minutes long. Students will recall all information learned over 2 years in the exam.</p> <p>Y11 focuses solely on Component 2 and Component 3- where students will complete their written exam in summer</p> <p><i>GCSE PE:</i></p> <p>During the course students will have four elements, these are: -Component 1- Fitness and Body Systems -Component 2- Health and Performance -Component 3- practical performance -Component 4- personalised exercise programme</p> <p>In Y11 students will have practical performance, which is usually around the end of March. Students will also start the completion of their PEP around christmas time. Furthermore Component 1 and 2 are two separate exams taken in the summer term.</p>	<p>By the end of our course we want students to truly understand the meaning to be physically literate. Some include: -Leading an active lifestyle -Leading a healthy lifestyle -Gaining skills in effort, and attitude -Understanding safety of different activities -The importance and benefits PE brings -Potentially have a career in the field of sports</p>
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