

Daffodil Grammar School for Girls

Curriculum Plan - Physical Education

Key Stage 3 and Key Stage 4 Scheme of Work

Key stage / year groups KS3-KS4 (Years 7-11)	Time allocation KS3: 2 periods weekly; KS4 core PE: 1-2 periods weekly; GCSE PE: 3 periods weekly where selected.	Delivery model Practical PE lessons covering physical competence, fitness, teamwork, leadership and healthy lifestyles.	Grouping / pathway Inclusive groups, with adaptations for confidence, fitness, skill level, safety and modesty.
Curriculum coverage Final subject scheme of work for the stated key stage(s).	Assessment cycle Regular formative checks, summative assessment and targeted intervention.	Review cycle Annual curriculum review, supported by termly assessment analysis.	Version 1.2
Intent Clear subject purpose with ambitious knowledge, skills, literacy and character development.	Implementation Cumulative sequencing across the key stage(s), with deliberate retrieval and careful modelling.	Assessment Response Regular formative checks, summative assessments and question-level analysis to guide intervention.	

1. Curriculum intent (Physical Education)

Physical Education at Daffodil Grammar School for Girls aims to ensure that all pupils:

Develop competence and confidence in a broad range of physical activities, including individual and team sports, fitness, dance and outdoor/adventurous units (where facilities permit).

Build and maintain lifelong healthy habits, understanding the importance of physical activity for physical, mental and emotional wellbeing.

Improve fitness components (cardiovascular endurance, muscular strength, flexibility, agility, coordination, speed) in a structured, supportive environment.

Learn to work cooperatively and competitively: leadership, communication, teamwork, respect, fair play and resilience.

Understand basic anatomy, physiology and health concepts at KS3, and more detailed theory at KS4 (especially for GCSE PE pupils).

Participate in PE in a way that is modest, inclusive and culturally sensitive, with appropriate kit and activities aligned with the school's Islamic ethos and British values.

Are well prepared for GCSE PE (optional at KS4) and for continuing active, healthy lifestyles beyond school.

Time allocation:

KS3 (Years 7–9): 2 periods per week (core PE).

KS4 (Years 10–11):

Core PE for all: 1–2 periods per week.

Optional GCSE PE: 3 periods per week (theory + practical).

2. PE Kit & Ethos

Girls-only environment, female staff/appropriate supervision for PE wherever possible.

PE kit designed to be:

Modest (e.g. long-sleeve tops, loose tracksuit bottoms, sports hijab option).

Practical and safe (breathable fabrics, appropriate footwear).

Activities selected and delivered to:

Encourage participation and confidence, especially for those with limited previous experience.

Avoid mixed-gender issues and conform to Islamic guidelines on modesty and personal space.

3. KS3 overview (Years 7–9)

Core principles

Across KS3, pupils will:

Take part in at least two different activity areas each term, drawn from:

Invasion games (e.g. football, netball, basketball).

Net/wall games (e.g. badminton, table tennis).

Striking/fielding (e.g. rounders, cricket adaptations).

Fitness & health-related exercise (HRE).

Athletics (track and field, with adaptations).

Dance / Aerobics / Circuit training (indoors).

Outdoor and adventurous activities (OAA) where facilities allow.

Develop basic tactical understanding in games (attack, defence, space, timing).

Improve physical literacy: movement skills, coordination, balance, agility.

Begin to take leadership roles: warm-ups, officiating, basic coaching of peers.

Build understanding of health & fitness: warm-up/cool-down, basic anatomy, effects of exercise.

Exact activities can be adapted to hall/yard/park facilities.

Year 7 – Transition & Foundations

Overall intent: Establish core movement skills, positive attitudes, and basic health knowledge.

Example term structure (can flex for facilities):

Term	Activity Areas	Focus & Outcomes
Autumn 1	Invasion Games 1 (e.g. Netball / Basketball) & Baseline Fitness	- Develop basic sending/receiving skills (passing, catching, dribbling).- Understand simple rules and positions.- Small-sided games, emphasis on teamwork and communication.- Initial fitness assessments (e.g. shuttle run, push-up/abdominal endurance, flexibility).

Term	Activity Areas	Focus & Outcomes
Autumn 2	Gymnastics / Movement Skills & Health-Related Exercise (HRE) Intro	- Basic shapes, balances, travel, sequences; safe use of mats and apparatus.- Understand why we warm up and cool down; simple pulse-raising/mobility routines.- Introduction to components of fitness (strength, stamina, flexibility).
Spring 1	Net/Wall Games (e.g. Badminton / Table Tennis)	- Grip, stance, basic serves and returns.- Simple rallies, scoring, court awareness.- Work in pairs to improve consistency and control.
Spring 2	Dance / Aerobics / Creative Movement	- Build short routines to music (simple, modest movements).- Explore rhythm, timing, group coordination.- Emphasis on confidence, expression and participation.
Summer 1	Athletics (Track & Field)	- Running: sprints, middle distance; pacing.- Jumps: long jump, possibly high jump (depending on equipment).- Throws: safe shot put / alternative implements.- Focus on technique, personal bests and goal-setting.
Summer 2	Striking & Fielding (Rounders / Cricket adaptations)	- Batting technique, bowling/throwing, catching, fielding tactics.- Understanding of rules and umpiring.

Year 7 knowledge strand (theory in context):

Why warm up/cool down; basic muscle groups; short-term effects of exercise (breathing, heart rate, temperature).
Basics of healthy lifestyle: physical activity, sleep, hydration, balanced diet.

Year 8 – Developing Skills, Tactics & Fitness

Overall intent: Build on Year 7 by improving technique, tactical understanding and fitness.

Term	Activity Areas	Focus & Outcomes
Autumn 1	Invasion Games 2 (e.g. Football / Handball)	- More advanced passing, movement off the ball, shooting.- Using space, simple attack/defence formations.- Encouraging peer coaching and tactical discussions.
Autumn 2	Fitness & Conditioning	- Circuit training, interval training, aerobic exercises.- Understanding training principles: FITT (Frequency, Intensity, Time, Type).- Linking training types to components of fitness.
Spring 1	Net/Wall Games 2 (Refinement)	- Improved serving, use of different shots (drop, smash, clear in badminton; spin basics in table tennis).- Simple singles/doubles tactics.
Spring 2	Gymnastics / Movement (Development)	- More complex sequences: including changes of level, direction, speed.- Small-group routines and simple performance/assessment of peers.
Summer 1	Athletics (Performance & Personal Bests)	- Improving efficiency of running, throwing and jumping techniques.- Use of simple performance data (times, distances) to set goals.

Term	Activity Areas	Focus & Outcomes
Summer 2	OAA / Team Challenges (if feasible) & Striking/Fielding Development	- Problem-solving and team-building games (indoor/outdoor).- Map-based tasks (if possible), or “challenge course” stations.- Improved tactics and positioning in striking/fielding games.

Year 8 knowledge strand:

Components of fitness in more detail (cardio, muscular endurance, strength, flexibility, speed, agility).

Basic training methods (continuous, interval, circuit) and safety considerations.

Fair play, sportsmanship, respect for rules and officials.

Year 9 – KS4 Bridge: Performance, Analysis & Leadership

Overall intent: Prepare pupils for KS4/GCSE PE through more advanced performance, self-analysis, leadership and understanding of fitness.

Term	Activity Areas	Focus & Outcomes
Autumn 1	Invasion Games 3 (more tactical)	- More complex team strategies and set plays.- Pupils start to lead warm-ups, small-sided games and simple drills.- Idea of “positions” and role-specific skills.
Autumn 2	Fitness & Training Programmes	- Revisiting and refining fitness tests; interpreting results.- Pupils design a simple 4–6 week personal training plan aimed at improving a chosen component of fitness.- Intro to heart rate zones and RPE (perceived exertion).
Spring 1	Choice activity pathways	- Offer 2–3 pathways (e.g. games, racket sports, dance/fitness) to increase engagement and independence.- Focus on more in-depth skill development and tactical understanding in chosen pathway.
Spring 2	Analysis & Coaching Skills	- Use of simple observation checklists/peer-assessment in any activity area.- Pupils identify strengths/areas for improvement in own and peers’ performance.- Introduction to giving constructive feedback.
Summer 1	Athletics & Performance Goal-Setting	- Focus on technique refinement and personal best challenges.- Reflective comparisons: current vs past performances.
Summer 2	“Leadership in PE” & KS4 Preparation	- Rotating leadership roles in warm-ups, skill drills and officiating.- Overview of what GCSE PE involves (theory + practical).- Reflection: “My strengths in PE and areas to develop at KS4.”

Year 9 knowledge strand:

Long-term benefits of exercise (heart health, mental health, weight management, bone strength).

Awareness of risk factors (sedentary lifestyle, poor diet).

Intro to simple physiology relevant to GCSE PE (heart, lungs, oxygen transport, basic muscle function).

4. KS4 Core PE (for all pupils)

Even for students not taking GCSE PE, all pupils continue core PE to:

Maintain regular physical activity.

Manage stress and support wellbeing (especially in exam years).

Develop habits for lifelong participation in sport/fitness.

Core PE aims at KS4

Emphasis on choice and enjoyment: e.g. options within each term (games vs fitness vs racket sports vs dance/aerobics).

Encourage pupils to find at least one or two activities they are likely to continue beyond school (gym work, walking/running, classes, clubs, recreational sport).

Include regular discussions/reflection on:

Balancing study and physical health.

Sleep, nutrition and stress management.

Safe, respectful participation (Islamic ethos and modesty retained).

Example Year 10 & 11 Core PE pattern

Term	Focus	Implementation detail
Autumn	Games / Fitness Mix	Pupils choose pathways (e.g. 1) invasion games, 2) racket sports, 3) fitness/dance). Emphasis on participation, teamwork and leadership.
Spring	Fitness for Life	Mix of circuit training, HIIT (adapted), yoga/stretching, walking/jogging, dance/aerobics. Focus on mental health, exam stress relief, and sustainable exercise habits.
Summer	Choice & Recreation	More relaxed but still structured sessions; recreational games; athletics; walking groups; small internal tournaments or “sport for all” events.

Assessment in core PE is based on participation, effort, leadership and progress, not exam outcomes.

5. GCSE PE (optional KS4 subject)

Time allocation

3 periods per week (theory and practical combined).

Overall structure

Theory (written exam) – typically 60%

Applied anatomy & physiology.

Movement analysis.

Physical training.

Health, fitness & wellbeing.

Sports psychology & socio-cultural influences.

Practical performance – typically 30%

Assessment in 3 activities (e.g. team sport, individual sport, plus one other).

Performance in realistic competitive situations.

NEA / Coursework – typically 10%

Analysis and evaluation of performance (AEP) or similar.

Year 10 GCSE PE overview

Term	Focus Area	Key Content & Outcomes
Autumn 1	Applied Anatomy & Physiology (1)	- Skeleton and muscles; movement at joints; antagonistic pairs.- Structure and function of cardiovascular and respiratory systems.- Practical links: warm-ups, cool-downs, exercises targeting specific muscles.
Autumn 2	Physical Training (1) & Practical Baseline	- Components of fitness; fitness tests; principles of training (SPORT/FITT).- Training methods (circuit, interval, continuous, fartlek, weight, plyometric).- Identify 3 likely practical activities and baseline assess pupils.
Spring 1	Movement Analysis & Biomechanics (Intro)	- Basic levers, planes and axes of movement.- Application to key skills in chosen sports.
Spring 2	Health, Fitness & Wellbeing (1)	- Physical, mental and social health.- Lifestyle choices: diet, activity levels, sleep, stress, substance misuse (all age-appropriate and within Islamic ethos).
Summer 1	Sports Psychology (Intro) & Practical Skills Development	- Motivation, arousal, goal setting, basic skill classification.- Develop skills and tactics in practical activities; begin collecting evidence for NEA.
Summer 2	Socio-cultural Influences	- Participation factors: gender, ethnicity, socio-economic, religion, culture, family, peers.- Role models and media in sport; issues of discrimination and inclusion.

Year 11 GCSE PE overview

Term	Focus Area	Key Content & Outcomes
Autumn 1	Physical Training (2) & Recap	- Applying training principles to design personal training programmes.- Linking warm up/cool down and recovery.- Consolidation of Year 10 topics.
Autumn 2	Health, Fitness & Wellbeing (2) & Exam Practice	- Diet and nutrition in more depth; energy balance.- Risks of sedentary lifestyle.- Past-paper practice; exam skills.
Spring 1	NEA: Analysis & Evaluation of Performance (AEP)	- Pupils analyse own performance in chosen activity.- Identify strengths/weaknesses and create action plan; written NEA completion.
Spring 2	Full Revision & Exam Preparation	- Systematic revision of all theory topics.- Timed questions, full practice papers, exam technique.
Summer 1	Final Practical Assessment & Exams	- Final moderations / video evidence where necessary.- GCSE PE exams.

6. Assessment in PE

KS3

Formative assessment in every lesson:

Teacher observation, feedback, questioning.

Peer and self-assessment (e.g. using simple criteria/checklists).

Summative assessment at least once per term:

Practical performance level (effort, progress, skill).

Short knowledge checks on health/fitness concepts.

Leadership/attitude (cooperation, respect, resilience).

KS4 Core PE

Assessed on:

Engagement and participation.

Leadership and teamwork.

Personal improvement (fitness, skills, attitude).

GCSE PE

Theory: regular topic tests, mock exams, exam-style questions.

Practical: graded against exam-board criteria across 3 activities.

NEA: marked using official descriptors and moderated internally.

7. Inclusion, SEND & EAL in PE

Activities adapted to support all abilities and needs:

Alternative roles (coach, official, analyst) when pupils are injured or have limitations.

Modified rules, equipment and playing areas.

Differentiated tasks (e.g. skill variations, intensity levels).

For SEND:

Individual plans where necessary, in liaison with SENCo and parents.

Clear instructions, demonstrations, visual cues and repetition.

For EAL:

Heavy use of demonstration and modelling.

Key terminology taught through actions and visuals.

Pairing with supportive peers for explanation and encouragement.

8. SMSC, British values & Islamic ethos

PE strongly supports SMSC:

Spiritual: enjoyment of movement, appreciation of the body as a trust from Allah, reflection on health.

Moral: fair play, honesty, rules, dealing gracefully with winning and losing.

Social: teamwork, leadership, communication, supporting peers.

Cultural: learning games from different cultures; valuing everyone's ability and contribution.

British values:

Rule of law: sport rules, safety rules, school behaviour expectations.

Individual liberty: making responsible choices about participation and lifestyle, within safe boundaries.

Mutual respect & tolerance: working with all classmates respectfully, accepting different abilities and backgrounds.

Islamic ethos:

Modest and respectful dress and behaviour in PE.

Avoidance of mixed-gender or inappropriate contact, while still maintaining competitive, challenging activities.

Emphasis on health as an amanah (trust) and physical activity as part of a balanced, moderate life.

Encouraging self-discipline, perseverance and gratitude.

Curriculum quality assurance checklist

Use this checklist during annual curriculum review, departmental moderation and inspection preparation.

Area	Quality question	Evidence
Intent	Curriculum intent is clear, ambitious and linked to the school ethos.	
Sequencing	Knowledge, skills and vocabulary build logically over time.	
Assessment	Key assessments identify gaps and inform teaching, intervention and revision.	
Inclusion	SEND, EAL, foundation and high-attaining pupils are considered without lowering ambition.	
Implementation	Resources, routines and lesson expectations are understood by staff.	
Impact	Pupil work, assessment evidence and pupil voice show progress over time.	

Suggested review evidence: scheme updates, assessment analysis, samples of pupil work, intervention records, pupil voice, lesson visits, book looks and department meeting notes.