

Physical Education

Team Byrchall - Sport for Life

- Promoting and celebrating success
- Encouraging all to lead a healthy, active lifestyle
- Giving any ability the chance to participate and engage
- Motivating all members of the school community
- Helping talented performers further develop
- Developing fair play and sportsmanship in students

‘Team Byrchall – Sport for Life’ encourages lifelong participation in sporting activity. The Team Byrchall ethos helps students to build confidence and security in PE, which in turn impacts on the high volume of students who are involved in extra-curricular activities both in and out of school.

PHYSICAL

- To promote an appreciation of physical movement through observation and analysis.
- To develop the student’s ability to plan and compose movement sequences in a wide variety of activities.
- To develop the capacity to create and express ideas through the media of planning, performing and evaluating movement.
- To utilise modern technology to analyse physical performance and movement.
- To encourage the appreciation of and the ability to monitor physical fitness.
- To encourage students to remember, adapt and apply knowledge, skills and concepts in a variety of movement related activities.
- To promote the development of movement coordination, confidence and the acquisition of a range of motor skills.

PERSONAL

- To allow for students to work cooperatively and develop interpersonal and communication skills.
- To encourage responsible attitudes towards safety and develop a working knowledge of safe practice in all activities.
- To educate students with regard to health, hygiene and fitness. To give students the opportunity to discover and to use appropriately the facilities available locally.

- To develop a healthy attitude towards competition.
- To provide through all activities the highest form of enjoyment.

GCSE PE

Unit	Duration (lessons)	Learning Objectives/Outcomes
Commercialisation of Sport	4	<ul style="list-style-type: none"> • Agencies involved in provision of sport. Campaigns to improve participation. • Activity trends in sport. • Factors affecting participation. • Factors affecting participation and strategies to improve participation. • Commercialisation and the golden triangle.
Risk Assessment	4	<ul style="list-style-type: none"> • Students to become aware of safety issues that affect sports coaching and delivery • Suggest methods and practises to reduce risk within sport • Link risks with particular sport and suggest ways of limiting • Link risk assessment to training – in particular warm-up / cool down.
Ethics in sport Drugs in Sport Violence in Sport		<ul style="list-style-type: none"> • Examination of reasons athletes use drugs / effects of drug taking • Use of anabolic steroids / stimulants / beta blockers • Reasons for violence in sport • Difference between violence, deviance, sportsmanship
Coursework	14 hrs (controlled conditions)	<ul style="list-style-type: none"> • Learners will assess the physical fitness/strengths/weaknesses of the performer being analysed using tests for the different components of fitness. (2–3 hours) • For a chosen physical activity learner will (3–4 hours): a) analyse the importance of the different components of fitness for the activity b) give an overview of the key skills in the activity

		<p>c) assess the strengths/weaknesses of the performer being analysed in the activity.</p> <ul style="list-style-type: none"> For a specific skill or technique in the chosen activity learners will (1–2 hours): <ul style="list-style-type: none"> a) analyse a movement involved – joint, type of movement, muscle group(s), muscle function/role b) classify the skill on the difficulty and environmental continua. Produce an action plan (not to be implemented) to improve an aspect of the performance of the performer being analysed in the chosen activity (4–5 hours).
Revision	12	<ul style="list-style-type: none"> Revise and recap all elements of theory course.

Cambridge National in Sports Science 11C

Unit	Duration (lessons - GLH)	Learning Objectives/Outcomes
RO45 Nutrition in Sport	30	<p>Characteristics of a balanced diet to meet the nutritional requirements of an individual.</p> <p>The importance of nutrition before, during and after exercise, i.e.</p> <p>The reasons for the varying dietary requirements of different activity types.</p> <p>The use of dietary supplements in sport</p> <p>The definition of malnutrition (e.g. a condition which results from an unbalanced diet in which some nutrients are lacking, missing, taken in excess or taken in the wrong proportion)</p> <p>The effects of overeating on sports performance and participation.</p> <p>The effects of under eating on sports performance and participation.</p> <p>The effects of dehydration on sports performance and participation.</p> <p>How to design a diet plan?</p> <p>How to evaluate the effectiveness of the diet plan?</p>

Unit	Duration (lessons - GLH)	Learning Objectives/Outcomes
RO41 – Applying the Principles of Training	30	<ul style="list-style-type: none">• The principles of training in a sporting context, inc F.I.T.T.A and main elements of specificity / progression / overload / moderation / reversibility / variance.• Aerobic v Anaerobic exercise and energy for exercise.• Components of fitness and sporting examples of when they are used.• How to test for each component of fitness.• Training methods to improve each component of fitness.• Maximal v Submaximal exercise and training.• Validity and reliability of testing.• Comparing scores to normative data for analysis.• Protocols for fitness testing.• Designing a training programme - including setting appropriate targets for improvement.• Evaluating a training programme to improve planning.

