HRF and Sport at Coombe Wood School

Subject Vision Statement

Fit for movement, fit for learning, fit for life.

We understand the significant role our **HRF & Dance** curriculum plays in giving every student the opportunity to build a strong relationship with physical activity. Students achieving in HRF at Coombe Wood School develop the confidence, competence, knowledge and understanding to stay healthy and fit. Students are intrinsically motivated to find a way of being active, and to engage in forms of movement which enrich their lives both in the present and in the future. Students increase their physical literacy***** to enable the autonomous application of movement regardless of their athletic aspirations or health goals throughout their lives. HRF students value a physically active life.

Students enhance their physical, mental, social, and emotional well-being, and develop physical literacy through class workouts, group exercises, a variety of activities, games & dance. KS3/4 core lessons are guided by themes of learning and key character traits, CWS students do not follow a technique or performance based curriculum. Students are encouraged to take ownership of their learning, to take risks, to become resilient with a 'be better mindset', and to build character through the promotion of the human values of Teamwork, Respect, Enjoyment, Discipline, and Sportsmanship.

Students will be assessed, but not directly through testing. This is done in 4 main ways:

- AFL in lessons
- Effort, conduct and organisation
- Participation at after school clubs to achieve WHO recommended 60 mins Physical Activity per day (30 minutes at school and 30 minutes at home).
- Student Voice surveys to assess changing attitudes towards exercise and well-being.

Students are provided with opportunities to interleave and transfer movement concepts from HRF to sport in **Games,** extra-curricular activities & various sporting events throughout the year, further enhancing cognitive development and enjoyment.

Our extra-curricular programme is accessible and open to all students to stay healthy and fit throughout the academic year. Opportunities to play and opportunities to perform are provided on a social and competitive basis. Pathways are signposted and promoted to support representation at house, school, regional and national level in sport.

Year 9 students are given the opportunity, through our games curriculum, to be part of a **pre-examination group** designed to help them better understand both our academic and vocational pathways at Key Stage 4. This enables them to make an informed decision on whether to pursue one of the routes.

Our academic (GCSE PE/ A level PE) and Vocational (Cambridge National in Sport studies/ BTEC Sport) pathways at KS4/5 develop students' theoretical understanding, practical performance and leadership in sport- equipping them with the knowledge, skills and confidence to succeed academically, thrive physically and pursue into further education, sport, health or fitness industries.

Coombe Wood School defines physical literacy as;
The motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life. (Whitehead, 2016)

Physical Literacy levels are a crucial indicator of participation in physical activity in later life and benefit the health and well being of our students. Five core principles underlie how we interpret and promote the development of physical literacy in HRF and Games to support student well being at Coombe Wood School.

Curriculum Map: Long Term Plan

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
7	Endurance	Strength	Agility Balance Coordination	Agility Balance Coordination	Power/ Speed	Power/ Speed
8	Endurance	Strength	Agility Balance Coordination	Agility Balance Coordination	Power/ Speed	Power/ Speed
9	Endurance	Strength	Agility Balance Coordination	Agility Balance Coordination	Power/ Speed	Power/ Speed
10	Resilience	Resilience	Wellbeing	Wellbeing	Long term benefits	Long term benefits
11	Resilience	Resilience	Wellbeing	Wellbeing	Long term benefits	

GCSE PE						
Curriculum Map: Long Term Plan						
	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
10	Paper 1 Anatomy & Physiology	Paper 1 Movement Analysis	Paper 1 Physical Training & interpreting Data	Paper 1 Physical Training & interpreting Data	Paper 1 Revision & NEA	Paper 1 Revision & NEA
11	Paper 2 Health & Fitness	Paper 2 Sports Psychology	Paper 2 Socio-Cultural Influences	Paper 1 & 2 Revision	Paper 1 & 2 Revision	

CNAT Sports						
Curriculum Map: Long Term Plan						
	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
10	R185 Performance & Leadership	R185 Performance & Leadership	R185 Performance & Leadership	R185 Performance & Leadership	R187 Outdoor Adventurous Activities	R187 Outdoor Adventurous Activities
11	R187 Outdoor Adventurous Activities	R187 Outdoor Adventurous Activities	R184 Exam unit	R184 Exam unit	R184 Exam Revision	

A Level PE						
Curriculum Map: Long Term Plan						
	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
12	Paper 1 Section A, B, C	Paper 1 Section A, B, C	Paper 1 Section A, B, C	Paper 1 Section A, B, C	Paper 1 Revision & NEA	Paper 1 Revision & NEA
13	Paper 2 Section A, B, C & NEA	Paper 2 Section A, B, C & NEA	Paper 2 Section A, B, C & NEA	Paper 2 Section A, B, C	Paper 2 Revision	

BTEC Sport Subject Vision Statement						
Curriculum Map: Long Term Plan						
	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
12	Unit 1 Unit 3	Unit 1 Unit 4	Unit 2 Unit 5 Unit 6	Unit 2 Unit 5/6	Unit 9 Unit 7	Unit 9 Unit 7
13	Unit 22 Unit 19/Unit 7	Unit 19 Unit 22	Unit 8 Unit 17	Unit 8 Unit 17	Unit 23	