

KS3 & KS4 Curriculum Map

PE Department



Completed by: EAC
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Corfe Hills School

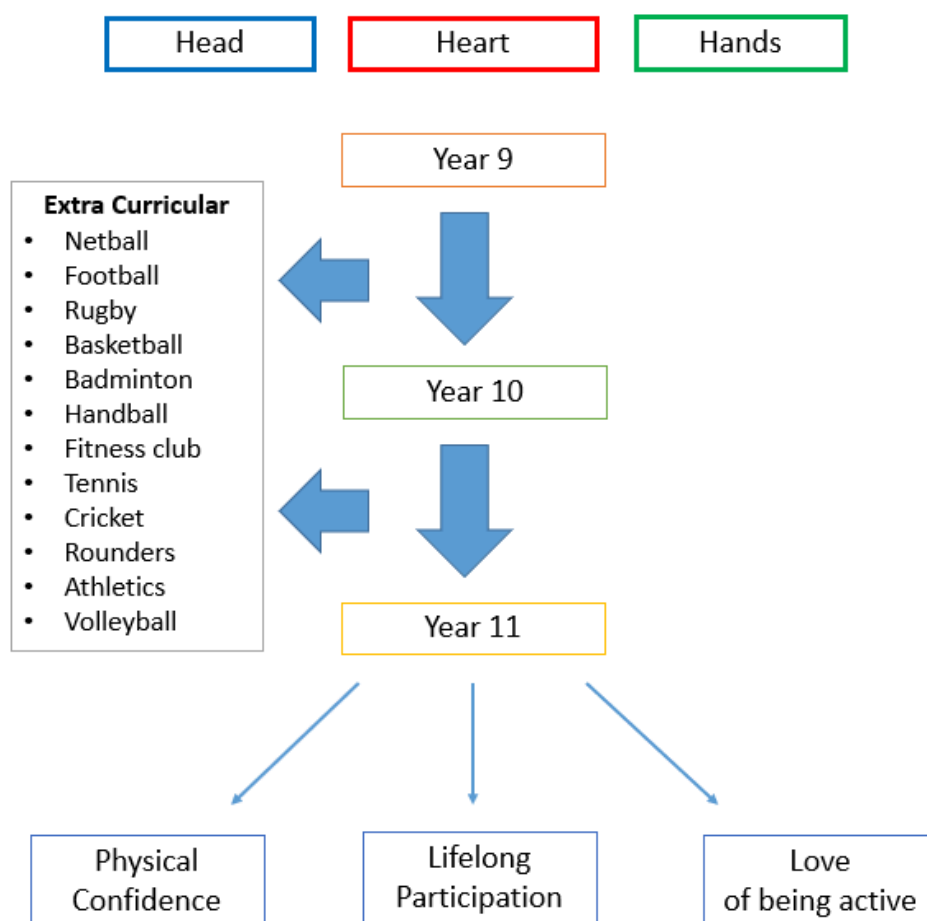
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Statement of intent: Core PE

For learners to build the knowledge, resilience, and skills to enjoy sport/physical activity for life.

The Core PE curriculum in Years 9, 10, and 11 aims to develop physically literate, confident, and motivated students who understand the value of physical activity for life. We strive to achieve this with a core curriculum that is:

- A diverse and inclusive programme.
- Promoting not only physical skill development, but also knowledge and behaviours which will underpin lifelong participation in sport and physical activity.
- Using our holistic framework of being active, via our head (knowledge and understanding), heart (effort), hands (technique) approach.



Year 9 Girls Curriculum	Year 9 Boys Curriculum	Year 10 Girls Curriculum	Year 10 Boys Curriculum	Year 11 Girls Curriculum	Year 11 Boys Curriculum
Netball	Badminton	Netball	Badminton	Netball	Badminton
Football	Basketball (o)	Rugby	Basketball (o)	HRF	Football
Trampolining	Rugby	Trampolining	Rugby	Trampolining	HRF
Badminton	HRF	Badminton	HRF	Badminton	Handball
Dance	Handball	HRF	Handball	Dance	Volleyball
Cricket	Gymnastics	Basketball	Football	Volleyball	Basketball
Volleyball	Cricket	Volleyball	Rounders		
Athletics/ Pickleball	Athletics/ Pickleball	Rounders	Pickleball		
Tennis/ HRF	Tennis/ HRF	Pickleball	Volleyball		

Example of curriculum offer

Core PE Rationale and Structure

In PE, each academic year is divided into 4-week blocks of varying activities, with 9 blocks across the academic year. Across these 9 blocks, our students are assessed across the 9 different assessment criteria, with one specific focus from the head, heart and hands strands for each 4-week block.

Based on this, it is important that we structure the three years of core PE to give students a balance in what they do, to try a variety of sports and remove the clashes/repetition that some students would have over three years. Any sports which are repeated over the 3 years of core PE are done so with progression across KS3 and KS4.

All groups are expected to focus on the elements of head, heart and hands in every block. These will always be the 3 strands that make up the focus of the lesson.

Year 9 Warmups & Activity Levels	The foundations of year 9 are that they must by the first half term holiday in October be proficient in running their own warm up. These will take place in a 10x10 square when outside, on a netball square if on the courts or on a badminton court if we are inside. The structure is expected to be a three-part warm up. A – Pulse raiser game for 2-4 minutes, for example tag. B – Dynamic stretches, four different ones across the width of a 10x10 box or across the badminton court when inside. C – A skill related task which is chosen by the students but remains in the original working area (e.g. 10x10 box). The other aspects are that year 9's will be graded across the three criteria (Head, Heart, Hands). Teaching of the particular sport/ activity will take place, covering either core, advanced or tactical aspects of sports depending on the ability or nature of the group, referring to the SOW for that activity.
Year 10 Coaching	Year 10 are expected to continue with the same structure for a warm up as year 9. The expected difference is: Students will be able to advance their warm ups, working with their teacher to take on the role of coach for the final part of their warm up, building key confidence and communication skills. The other aspects are that year 10's will be graded across the three criteria (Head, Heart, Hands). Teaching of the particular sport/ activity will take place, covering either core, advanced or tactical aspects of sports depending on the ability or nature of the group, referring to the SOW for that activity.
Year 11 Officiating	Year 11's are expected to follow the pattern from year 9 and 10. • Warm up independently • Lead the first drill following the warm up. Year 11's will then be developed in the officiating aspect of the sports. When they are in their games/conditioned games in the second half of the lessons, there will be an emphasis of developing the skills so they are taking control of the games and fairly officiating. The other aspects are that year 11's will be graded across the three criteria (Head, Heart, Hands). Teaching of the particular sport/ activity will take place, covering either core, advanced or tactical aspects of sports depending on the ability or nature of the group, referring to the SOW for that activity..

The PE Curriculum has three areas of assessment; Head, Heart and Hands. Each area of assessment has three strands. Within each activity, each student will be assessed across all three areas of assessment, with one strand from each. As the students rotate activities throughout the year, the focus from each assessment area will also rotate.

What are the three areas of assessment and what is expected?

Head	Heart	Hands
Each of the areas will be assessed based on the teacher's interpretation of how the student is meeting the following criteria and cross-referenced with the assessment grid.		
● Knowledge of the game rules and regulations. ● Understanding and application of tactics and strategies. ● The ability to solve problems.	● A display of a positive attitude, resilience and effort. ● Respect for peers, opponents and officials. ● Effective teamwork, communication and cooperation. ● Demonstration of leadership, and encouragement towards others.	● Proficiency in sport-specific skills and techniques. ● Improvement in personal fitness levels (E.g. stamina, strength and flexibility). ● Perform a range of skills in a competitive environment.

Feedback & Assessment of Core PE

Feedback in lessons will be related to the assessment areas and the activity. Students will receive feedback relating to the objectives from the relevant SOW of the activity.

Assessment in lessons will be related to the three assessment areas. The data from the ongoing assessment will then be collated for progress checks to give an overview of a student's progression. Students can then refer to the assessment bands to understand what is required to reach the next stage in each area of assessment.

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Grade Descriptors

	Year 9	Year 10	Year 11
HEAD  (KNOWING) <i>Knowledge and understanding</i> <i>Problem Solving</i> <i>Tactics</i>	Level 5: Comprehensive understanding of rules and complex tactics. Shows strong problem-solving skills in various sports scenarios. Level 4: Strong understanding of rules and tactics in a variety of sports. Can independently solve basic problems during play. Level 3: Demonstrates a good understanding of rules and simple tactics. Beginning to apply problem-solving in familiar sports. Level 2: Understands fundamental rules and can follow basic tactics with guidance. Limited problem-solving ability. Level 1: Basic understanding of simple rules in familiar sports. Struggles with recognizing tactics and problem-solving.	Level 5: Exhibits deep knowledge of advanced tactics and rules. Easily solves complex problems and adapts strategies during play. Level 4: Demonstrates strong understanding of complex tactics. Applies problem-solving skills effectively in various sports contexts. Level 3: Shows good understanding of rules and tactics across multiple sports. Can solve basic problems independently. Level 2: Understands and applies rules and simple tactics. Beginning to develop problem-solving skills with guidance. Level 1: Basic understanding of rules and tactics but struggles with applying them in more complex situations. Limited problem-solving.	Level 5: Expert understanding of rules, tactics, and problem-solving. Can adapt and develop strategies in various sports with ease. Level 4: Strong analytical skills and a deep understanding of advanced tactics. Can independently solve complex problems during play. Level 3: Good grasp of complex tactics and rules. Demonstrates problem-solving skills across multiple sports. Level 2: Sound understanding of fundamental tactics and rules. Can apply them in familiar sports but requires support for complex situations. Level 1: Understands basic rules and tactics but struggles to apply them in real-time situations. Limited problem-solving ability.

	Year 9	Year 10	Year 11
HEART  (FEELING) <i>Effort</i> <i>Leadership</i> <i>Teamwork</i>	Level 5: Exemplifies outstanding effort, attitude, and leadership. Consistently resilient, respectful, and a positive influence on peers. Level 4: Consistently displays high effort, enthusiasm, and resilience. Takes initiative in teamwork and shows leadership potential. Level 3: Regularly participates with a positive attitude, showing good effort and basic resilience. Works well in teams and shows respect for others. Level 2: Participates with some effort and a basic positive attitude. Demonstrates cooperation but needs guidance in teamwork and respect. Level 1: Shows limited effort and engagement. Needs frequent encouragement to participate. Struggles with teamwork and attitude.	Level 5: Exemplary in attitude, effort, and leadership. Consistently shows outstanding resilience and fosters a positive, respectful environment for peers. Level 4: Consistently participates with enthusiasm and high effort. Demonstrates strong resilience, leadership, and respect in all activities. Level 3: Regularly displays a positive attitude and commitment. Shows resilience, teamwork, and leadership in familiar contexts. Level 2: Shows improving effort and a positive attitude. Demonstrates basic resilience and teamwork but needs occasional guidance. Level 1: Inconsistent effort and engagement. Needs frequent encouragement to participate. Basic teamwork, with limited initiative.	Level 5: Exemplifies outstanding effort, attitude, and leadership. Consistently demonstrates resilience and fosters a positive, respectful environment for peers. Level 4: Displays high levels of effort, resilience, and teamwork in all activities. Takes initiative and leads by example, showing respect consistently. Level 3: Consistently participates with a positive attitude. Shows resilience, teamwork, and leadership across a range of activities. Level 2: Demonstrates improving effort and participation. Resilience and teamwork skills are developing, with occasional leadership roles. Level 1: Inconsistent effort and engagement. Shows limited resilience and teamwork skills. Often needs motivation to stay involved.

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	Year 9	Year 10	Year 11
HANDS  (DOING) <i>Fitness levels</i> <i>Competitive</i> <i>Technique</i>	Level 5: Excels in physical skills and techniques. Consistently active and competitive, showing superior fitness and participation in all activities. Level 4: Shows strong physical abilities and techniques. Fully engages in activities and displays competitive spirit. Level 3: Demonstrates competent physical skills and techniques across familiar sports. Actively participates with emerging competitiveness. Level 2: Developing physical skills with improving consistency. Participates more actively but shows limited competitiveness. Level 1: Basic physical skills and techniques are evident but inconsistent. Limited active participation in competitive situations.	Level 5: Excels in all physical aspects, showing refined techniques and superior fitness levels. Consistently engaged and highly competitive. Level 4: Displays advanced physical abilities and techniques. Fully engaged in all activities, with a strong competitive edge. Level 3: Shows strong physical skills and techniques across a variety of sports. Actively participates and demonstrates competitiveness. Level 2: Demonstrates developing physical skills and techniques. Participates more consistently but shows limited competitive spirit. Level 1: Physical skills and techniques are basic and inconsistent. Limited engagement in competitive situations.	Level 5: Excels in all physical aspects, demonstrating refined techniques, superior fitness, and consistent competitiveness across all sports. Level 4: Advanced physical abilities and techniques. Fully engaged in all activities, with a strong competitive spirit and high fitness levels. Level 3: Strong physical skills and techniques across various sports. Competitively active, showing good fitness and engagement. Level 2: Developing physical skills with improving consistency. Participates more actively but lacks consistent competitiveness. Level 1: Basic physical skills and techniques, but consistency and engagement in competitive scenarios are lacking.