

## YEARS 7, 8 & 9 PERFORMANCE STUDIES (PE)

### PERSONAL DEVELOPMENT THROUGH PE SCHEME OF LEARNING OVERVIEW

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:	
<p>In physical education and sport, many situations arise whereby participants will be required to provide first aid and/or life saving support. This can range from basic first aid to life saving resuscitation. It is unclear whether students are taught this at primary school level, therefore it is vital for students to learn these essential life skills at high school. Health and fitness of the nation is vital to support our NHS and therefore in addition to physical skills and the knowledge to maintain fitness developed through PE lessons at Acle, the PE department would like to develop students' knowledge of healthy living. This includes understanding of food groups and their roles, the energy balance to maintain optimal weight and the physical, social and emotional benefits of maintaining a physically active lifestyle.</p>	<p>In each year, students will spend two to three PE lessons on their personal development and will develop the key skills below:</p> <p><b>Year 7 (two lessons)</b></p> <ul style="list-style-type: none"> <li>- Heart Start Training</li> <li>- Use of a defibrillator</li> </ul> <p><b>Year 8 (two lessons)</b></p> <ul style="list-style-type: none"> <li>- Emergency procedures</li> <li>- Basic first aid</li> </ul> <p><b>Year 9 (three lessons)</b></p> <ul style="list-style-type: none"> <li>- Healthy diets and components of diet</li> <li>- Maintaining a healthy weight considering the energy balance</li> <li>- Physical, social and emotional benefits of exercise</li> </ul>	<p><b>Year 7</b></p> <ul style="list-style-type: none"> <li>- <i>Compressions – skills used to force the heart to beat manually</i></li> <li>- <i>Defibrillator – device used to restart the heart after cardiac arrest</i></li> </ul> <p><b>Year 8</b></p> <ul style="list-style-type: none"> <li>- <i>Emergency procedures and names of first aid equipment (see SOL)</i></li> </ul> <p><b>Year 9</b></p> <ul style="list-style-type: none"> <li>- <i>Carbohydrate – main source of energy for the body</i></li> <li>- <i>Fat – Triglycerides used for energy storage and insulation</i></li> <li>- <i>Protein – used for growth and repair</i></li> <li>- <i>Vitamins – non-calorific</i></li> <li>- <i>Minerals – elements used for bodily functions</i></li> <li>- <i>Energy balance – the difference between energy consumed and expended</i></li> </ul>	
Challenge and Support:	Worldwide learning/ links to 21 <sup>st</sup> century:	Cultural capital/ Industry/ Enrichment:	
<p>Students will be team taught by two members of staff in years 7 and 8 which will provide opportunity for intervention in each lesson. Students will be provided</p>	<p>The ability to perform life saving actions and basic first aid is vital in the 21<sup>st</sup> century. More understanding has been developed through cardiovascular research and the numbers of people learning these skills is</p>	<p>In most work settings, first aid is a required skill which employers favour. In addition, in a general life</p>	

<p>with ample time to practice each key skill in year 7 and 8 on their peers and also Little Annie models. In year 9, students will learn theoretical content for the components of diet before extending their learning in a practical setting. Students who master skills quicker than others will be used to assist others which provide challenge and support to others.</p>	<p>being increased through government and council initiatives. The skills developed could be used in all settings across the world. In terms of the diet and well being content taught in year 9, following the current Covid19 pandemic, the importance of protecting the NHS has been increased. Therefore, having the knowledge of maintaining a healthy weight and eating a balanced diet will reduce illness and the strain on NHS capacity.</p>	<p>setting it is vital to have these skills in case of an emergency.</p>
<p><b>Historical, Social, Moral, Spiritual, Cultural context:</b></p>	<p><b>Cross curricular links/ literacy/numeracy:</b></p>	<p><b>Common misconceptions:</b></p>
<p>These schemes or learning are designed to develop these key areas. Students will have the skills to cope in a social situation where an emergency may occur. They will have a better understanding of how to maintain a more active lifestyle in which they manage weight successfully and therefore are more confident in appearance. They will understand why physical activity leads to more social and emotional health and therefore it is hoped they will make active choices in their future lives instead of leading a sedentary lifestyle.</p>	<p>Many links with biology at keys stage three in relation to dietary components.</p> <p>Students will have to use numeracy skills when counting the ratio between breaths and compressions within heart start training and also when considering calorie intake and expenditure during the learning of a balanced diets.</p>	<ul style="list-style-type: none"> <li>- The number of compressions per breath is a misconception. We will follow St John’s Ambulance and Heart Start guidance on this</li> <li>- Misconceptions on safety may also exist in relation to first aid. Teachers will reassure students that what is being taught is safe to perform on others.</li> <li>- There is a misconception that exercise is boring, however teachers will explain all different types of exercise lead to the physical, social and emotional benefits on well-being.</li> <li>- Teachers will be careful when explaining the energy balance due to the concerns of under eating.</li> </ul>
<p><b>Assessment timeline:</b></p>		
<p>Assessment is formative for the small number of lessons in each year. In years 7 and 8, students will learn the heart start and first aid skills in small groups with teachers checking each student can perform the skills correctly through observation. Students will be taught the knowledge and understanding in year 9 for diet components, maintaining a healthy body weight and the physical, social and emotional benefits of exercise through small group work. They will then apply their knowledge to a practical lesson in which they learn how much exercise is required to use the calories or a chocolate bar.</p>		
<p><b>Home learning</b></p>		
<p>No home learning will take place for these short schemes of learning due to their short nature.</p>		

## Feedback

Year 7 and 8 when learning heart start and first aid skills – students will receive peer feedback on skills learned and also teacher verbal feedback.  
Year 9 – teacher verbal feedback and checking of understanding through question and answer.

## Length of unit (duration indicated in lessons)

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Unit:																													