



Cornerstone Academy

PE and Sport Curriculum

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1. Intent of the Physical Education and Sport curriculum

Vision

Our vision is that United Learning's values will be brought to life through high quality physical education, sport and health-promoting physical activity so that every young person is:

- Confident – to participate, perform and lead;
- Ambitious – to excel: to be the best they can be in and through PE and sport;
- Creative – in their decision-making and in finding solutions to increasingly complex challenges;
- Respectful – of themselves, all of their peers and all adults involved in their sporting life, whether they be teachers, coaches, officials, medical staff etc;
- Enthusiastic – about engaging in physical activity¹ and sport in school, out of school and beyond school life;
- Determined – to persist in overcoming obstacles, to lead healthy lifestyles and to achieve their best.

Our motto at Cornerstone PE is

- **100% Participation**
- **100% Effort**
- **100% Organisation**

Purpose of study

Our curriculum does not simply reflect and cover the National Curriculum but exceeds these expectations even further. In the United Learning PE and Health curriculum, pupils will also develop their character, their leadership skills and be given opportunities to show their creative flair. The PE and Health curriculum will support and improve pupils' physical and mental well-being as it prepares pupils for a life of health-enhancing physical activity through our core values. This curriculum also helps to develop empathy in young people for their peers with disabilities.

Aims

The **National Curriculum** for physical education aims to ensure that all pupils:

- *Develop confidence to excel in a broad range of physical activities*
- *Are physically active for sustained periods of time*
- *Engage in competitive sports and activities*
- *Lead healthy, active lives*

In addition, the **United Learning PE and Health curriculum** aims to ensure that pupils in all of our schools:

- Succeed in acquiring the skills, knowledge and understanding sufficiently to achieve or exceed age-related expectations;

¹ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/469703/What_works_in_schools_and_colleges_to_increas_physical_activity.pdf



- Engage in the learning of transferable leadership skills;
- Develop their decision-making and problem-solving capacities;
- Know how to use physical activity to enhance their physical and mental well-being so that being active forms part of their life-long identity;
- Develop the confidence to perform under pressure;
- Increase their self-confidence and their ability to trust in others;
- Develop their empathy for others, for example their peers with disabilities or of different genders, ethnicity etc;
- Understand (and be given the chance to explore) issues relating to body image and body confidence at appropriate stages of their PE experience.

2. Implementation of the Physical Education and Sport curriculum

KS3 PE teaching takes 100 minute lesson per week for three years across years 7, 8 and 9. It is taught by specialist and teachers. KS4 Sports Studies is a GCSE option and students have 3 x 50 minute lessons per week.

The Physical Education curriculum at Cornerstone is implemented according to the teaching and learning policy of the school. Rosenshine and Teach like a champion techniques are the basis of the schools teaching and learning practice. Staff will follow dedicated schemes of work to ensure that all students follow the Cornerstone academy Physical education curriculum.

All lessons at each key stage should use quizzing to promote recall, retention, application and mastery of content. Modelling should be used frequently by staff and students to guide student practice and improve the quality of student response.

Assessment in KS3 uses KPI assessments. These assessments are teacher assessed throughout the year, certain KPI's can be applied to a range of sports and can be assessed multiple times across the year thus allowing for improvement, development and mastery. The KPI assessments are used to inform planning and intervention by the class teacher to address gaps in knowledge and to ensure students master the KPI's leaving them well prepared for the next stage of their education.

The Cornerstone Academy education assessment outcomes (KPIs) can be found at Annex 1.



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Y7 topics	Y8 topics	Y9 topics
Football Rugby Basketball Netball Handball Tennis Gymnastics Rounders Athletics OAA Health Related Fitness	Handball Netball Basketball Football Rugby Tennis Rounders Athletics Health Related Fitness Gymnastics OAA	Football Rugby Netball Handball Basketball Volleyball Badminton Health Related Fitness Tennis Table tennis Rounders Athletics American football Leadership
Y10 Topics	Y11 topics	
- Performance and leadership in sports activities – Practical assessment through 2 sports - Performance and leadership in sports activities – Practical assessment of leadership session	- Sport in the media – Coursework - Contemporary issues in sport (exam)	

3. Impact of the Physical Education Curriculum

By the end of Key Stage 3 students will become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They will understand what makes a performance effective and how to apply these principles to their own and others' work. They will develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the long-term health benefits of physical activity. Students will use increasingly challenging and competitive situations to demonstrate a high level of practical skills, tactical understanding and decision-making; create and choreograph routines in aesthetic activities; devise tactics and set plays in modified games and apply a detailed knowledge of rules and regulations. Also through the leadership elements of the curriculum students will learn and practice the organisational skills required to lead small group warm-ups and cool downs; learn and practice



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the skills required to organise small practices for peers or younger pupils independently or in small groups; learn how to undertake officiating roles in lessons with authority and learn, practice and demonstrate the communication skills and leadership competencies.

By the end of Key Stage 4 students will demonstrate a deeper understanding of sport and the world around sport. Students will explore a range of topical and contemporary issues in sport, relating to participation levels and barriers, the promotion of values and ethical behaviour through sport and the role of high-profile sporting events and national governing bodies. Students will also develop their skills, techniques and use of tactics/strategies/compositional ideas in both an individual and a team sporting activity, as well as their understanding of the rules to allow them to act in a number of officiating roles within an activity. They will also consider the use of different practice methods in order to improve their performance. The unit builds upon the core themes of the National Curriculum for Physical Education in Key Stages 3 and 4 and offers learners the opportunity to refine and showcase skills developed as part of that programme of study. Within the leadership unit it will allow students to develop some of the knowledge, understanding and practical skills required to be an effective sport leader and plan, deliver and review safe and effective sporting activity sessions themselves. They will be encouraged to consider and evaluate their delivery and by doing so develop their ability to communicate with an audience verbally and through practical demonstration, and adapt to developing situations and the different needs and abilities of those they are leading. The final unit will develop their knowledge and understanding of the relationship between sport and the media as well as their ability to evaluate and interpret the different ways in which sports items may be represented by the media. The skills developed would be relevant in a range of careers and roles within the sports industry, such as sports reporting/broadcasting, sports analysis or research and Public Relations or media work within a sports organisation.



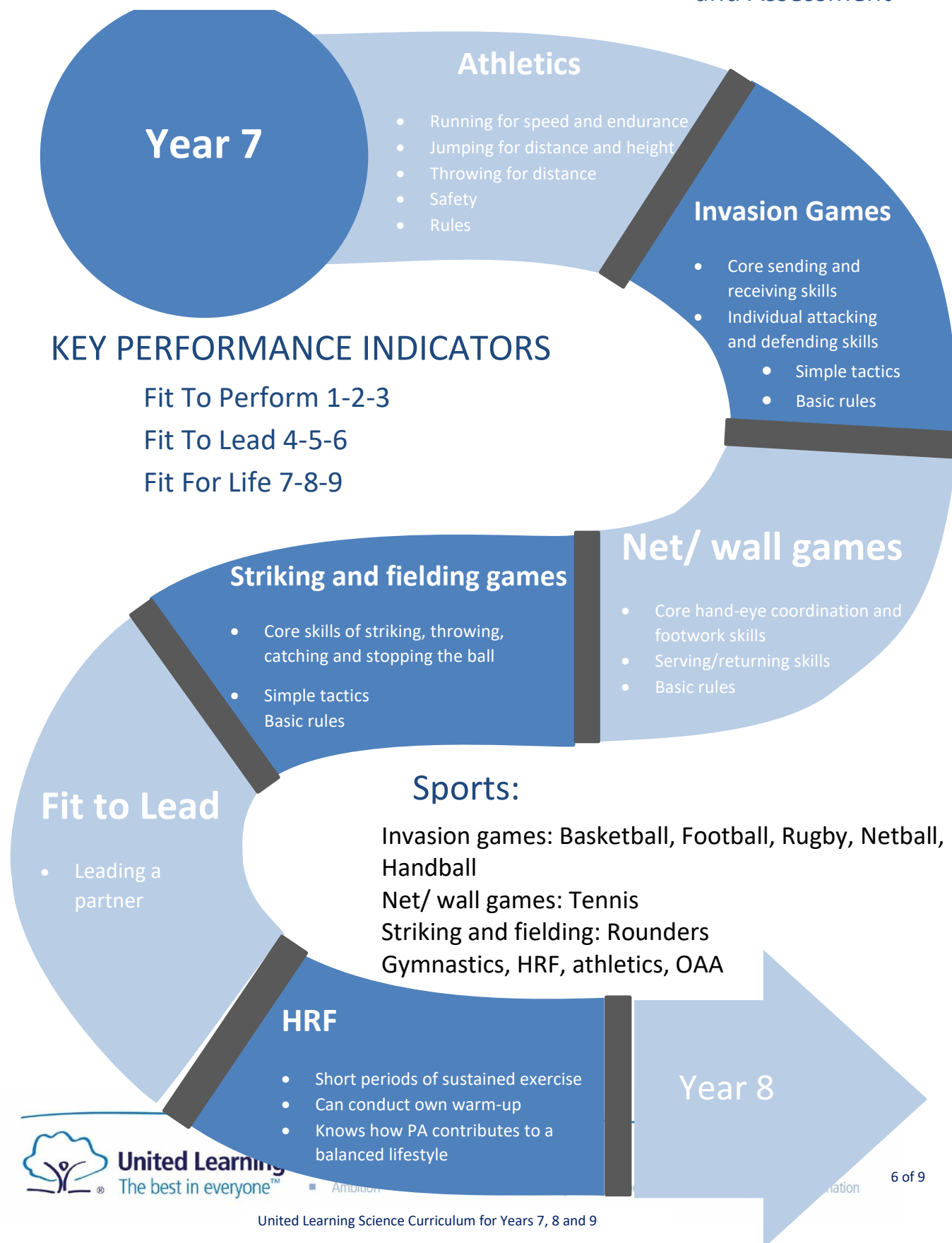
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PHYSICAL EDUCATION

Curriculum Progression
and Assessment



PHYSICAL EDUCATION

Curriculum Progression and Assessment

Year 8

Athletics

- Concept of PB
- Competition specific rules
- Running for speed and endurance
- Throwing for distance
- Jumping for height and distance

Invasion Games

- More complex skills and under pressure
- Attacking and defending principles and as a unit
 - More complex tactics
 - Positions

KEY PERFORMANCE INDICATORS

Fit To Perform 1-2-3

Fit To Lead 4-5-6

Fit For Life 7-8-9

Striking and Fielding games

- More advanced skills that can be used in defensive and offensive situations
- More complex tactics
- Positions

Net / Wall Games

- Coordination and footwork skills in combination
- Wider range of skills to maintain and win rallies, including use of backhand
- Attacking & defending tactics
- More advance rules

Fit to Lead

- Leading in small teams

Sports:

Invasion games: Basketball, Football, Rugby, Handball, Netball

Net/ wall games: Tennis

Striking and fielding: Rounders

Gymnastics, HRF, athletics, OAA

HRF

- Use components of fitness to improve wellbeing
- Knowledge of basic anatomy
- Knowledge of basic nutrition and hydration in PE

Year 9

Year 9

Athletics

- More advanced running, including over barriers
- Use of data to gauge performance against national norms
- Competition specific rules
- Safety

Invasion Games

- More advanced skills applied in game context
- Team attacking and defending skills
- Advanced decision making
- Full game rules, formations and positions

KEY PERFORMANCE INDICATORS

Fit To Perform 1-2-3

Fit To Lead 4-5-6

Fit For Life 7-8-9

Net / Wall Games

- Speed and agility to cover court
- More advanced skills to maintain and win rallies
- Different formations, positions, and tactics in full game settings
- Officiating

Striking and Fielding games

- Wider range of skills including variation in spin and timing of strike
- Advanced decision making skills
- Full game rules, positions & formations
- Officiating

Fit to Lead

- Leading and officiating roles in games

Sports:

Invasion games: Rugby, basketball, Football, Netball, Handball, American football, volleyball

Net/ wall games: Badminton, Table Tennis

Striking and fielding: Rounders

HRF, athletics and leadership

HRF

- Consistently meets the physical demands of activities
- Apply principles and methods of training to improve training
- Knowledge of PA to support social and mental wellbeing

KS4

ANNEX 2 – Cambridge Nationals Sports studies curriculum and assessment outcomes (LOs)

Curriculum topic and content			Key performance indicators
Year	Unit and Unit Code	Content/Knowledge	Learning outcomes
10	R185: Performance and leadership in sports activities	In this unit you will have an opportunity to develop your skills both as a performer in two different sporting activities, and as a leader, developing a range of transferable skills. You will work both independently and as part of a team, including communicating with team mates as well as being in front of an audience when you perform. You will perform under pressure, both as a participant and as a leader, and will use your initiative to solve problems and make decisions. Finally, you will deal with rapidly changing conditions and situations.	Topic area 1: Key components of performance Topic area 2: Applying practice methods to support improvement in a sporting activity Topic area 3: Organising and planning a sports activity session Topic area 4 : Leading a sports activity session Topic area 5: Reviewing your own performance in planning and leading a sports activity session.
11	R186: Sports and the media	In this unit you will understand the different sides of a range of media sources and apply real life examples to show the nature of the relationship between media and sport. You will also learn how rapid development in technology is enabling sport to be viewed, replayed and discussed whenever and wherever the spectator wants. You will then develop your ability to evaluate and interpret the different ways in which sport is represented by the media.	Topic area 1: The different sources of media that cover sport Topic area 2: Positive effects of the media in sport Topic area 3: Negative effects of the media in sport.
11	R184: Contemporary issues in sport	By completing this unit you will understand a range of topical and contemporary issues in sport, including learning about participation levels and barriers to completing sporting activities. You will also learn how participation is impacted by the promotion of values and ethical behaviour, about the role of high-profile sporting events, the role of national governing bodies and how technology is used in within sport.	Topic Area 1: Issues which affect participation in sport Topic Area 2: The role of sport in promoting values Topic Area 3: The implications of hosting a major sporting event for a city or country Topic Area 4: The role National Governing Bodies (NGBs) play in the development of their sport Topic Area 5: The use of technology in sport