



Healthy Living Curriculum

Intent

Curriculum Vision

Learning how to live a healthy lifestyle is imperative to ensure students live life to the full. The national increase in obesity and the trend of falling levels of physical activity in young people after they leave school means that it is essential that students embrace a culture whereby physical activity and a healthy lifestyle are a vital part of life. Students learn about the benefits of a healthy, active lifestyle, not only for their physical health, but also for their mental and social health. In Healthy Living, students develop the knowledge and understanding to allow them to:

1. Develop a culture where participation is for all
2. Learn how to lead a healthy, active lifestyle
3. Explore careers in the sports and leisure sector

Key Stage 3 students participate in a wide variety of sports, supplemented with a comprehensive academic curriculum that enables students to excel in fundamental concepts and skills. Students develop a holistic view of healthy living, by understanding the importance of how to lead, implement and monitor a healthy, active lifestyle.

Key Stage 4 students build upon prior learning to understand more fully how the body works, the short and long-term impacts of a healthy and active lifestyle on the body, and the different ways they can improve and monitor this. Students who have a high interest or are pursuing a career in sport can opt to study Physical Education and Sport Studies at a greater depth.

Concepts and Skills

Concepts:

- Sportsmanship
- Strategic Thinking
- A Balanced Diet
- Effects of Exercise
- Evaluating and Improving Sporting Performance

Skills:

- Basic Skills (e.g. running, throwing, jumping, catching, kicking, striking)
- Complex Skills requiring High Levels of Coordination and Control (e.g. serving in tennis, performing a vault in gymnastics)
- Decision Making
- communication
- Analysing and Evaluating performance

Vocabulary

Learning key vocabulary is essential to ensure students are able to access the content and also develop their understanding. Vocabulary is learnt through knowledge organisers, key word focuses in lessons and by students being introduced to advanced vocabulary from Key Stage 3.

Some specific vocabulary are below.

Key Stage 3: health, sedentary, basal metabolic rate, obesity, diabetes, mobility, proprioceptive neuromuscular facilitation, resistance, repetitions, sets, inspiration, expiration, gaseous exchange, oxygenated, deoxygenated.

Key Stage 4: cartilaginous, articulating bones, antagonistic pairs, prime mover, origin, insertion, mechanical advantage, lever, axis, longitudinal, pulmonary, systemic, oxyhaemoglobin.

Homework

Curriculum-aligned homework helps our students achieve mastery in Healthy Living by consolidating and extending what they learn in lessons so that they know more and remember more. It also guides students to build strong independent study habits.

In Key Stage 3, students have Knowledge Organisers as part of their homework in Healthy Living. Knowledge Organisers are sequenced in line with the curriculum. Students use retrieval self-quizzing, via online platforms, to help embed knowledge in long-term memory so that they know more and remember more. Low-stakes Do Nows at the beginning of each lesson strengthen long-term memory by testing cumulative knowledge of previous learning. This is supplemented by our cumulative multiple choice Knowledge Organiser tests at regular points of the year.

At Key Stage 4 students are set a combination of revision, research and exam question tasks in order to support their learning and develop their understanding of exam technique.

This helps our students achieve mastery in Healthy Living. Students who need extra support to achieve mastery are supported by our 10:10 programme in Healthy Living all have access to our daily Homework Club.

Implementation

Overview Statement

The curriculum in Healthy Living is sequenced coherently so that concepts and skills are developed over time, for example developing performance, outwitting an opponent, and embedding a passion for life-long participation. This supports students of all abilities, especially SEN students. Planning is informed by Rosenshine's Principles of Instruction and Cognitive Theory. Cross curricular links are explicitly referenced and exploited in order to deepen understanding. Homework, daily retrieval-based 'Do Nows' and termly low stakes knowledge organisers quizzes strengthen memory as do mid-term and end-of- year assessments which are cumulative. Vocabulary is developed in Healthy Living through the Frayer Model and students are taught to read, write and speak like a sports scientist. Technology is employed through the use of interactive powerpoints, video analysis and the use of fitness testing equipment to strengthen learning. Learning character is developed each lesson through the use of the six Learning Applications (LApps), with a particular emphasis on resilience and creativity.

In Key Stage 3 practical lessons, students will develop a range of core and advanced skills, tactical awareness, an understanding of rules and regulations in a variety of activities, increase their fitness levels and take part in cooperative and competitive activities. In theory lessons they will develop and build on their knowledge of health, fitness and well-being, physical training and anatomy and physiology.

In Key Stage 4 practical lessons, students will take more ownership of their curriculum and activity levels by choosing options suited to their own preferences. In theory lessons students develop a rounded knowledge base that enables them to see the importance of physical activity and a healthy lifestyle, how to implement it and possible pathways into a sporting career.

In Key Stage 5, students are able to develop a higher level of understanding in a broader range of topics as well as developing their analytical and evaluative skills.

Impact

Key Stage Three

Through studying the Key Stage Three curriculum, students will be able to demonstrate a range of core and advanced skills in a variety of different sports, increase their tactical awareness and co-ordination and transfer these skills across the sports. Students will have developed their foundation knowledge on how the body works, why it is important to be healthy, and how to improve and maintain this. They will have developed a deep knowledge of teamwork, leadership, sportsmanship,



outwitting an opponent and making informed choices about healthy, active lifestyles, and be able to apply this knowledge in various sporting contexts as well as different types of athletes. Students develop all the LApps but especially resilience and creativity through competitive game play and apply knowledge in various contexts; for example showing tactical awareness across football, netball and basketball. Students begin to embed the disciplinary literacy required to be able to communicate like a sports scientist, and all opportunities to develop numeracy are fully exploited in context, such as measuring fitness tests and monitoring dietary intake. Cognitive Theory is interleaved throughout the curriculum so that students gain a knowledge of how they learn and manage their cognitive load. Students' levels of fitness will have increased, as they will be taking part in regular physical activity, supported by a comprehensive extra-curricular programme.

Key Stage Four

The Key Stage Four curriculum builds upon students' initial understanding, extending their knowledge in the areas of developing physical and mental capacity, developing skills, making and applying decisions, evaluating performance and life-long participation. Through developing their knowledge of practical sports performance, anatomy and physiology, components of fitness and principles of training, they are able to design a training programme for their own individual needs, identify the positive effects exercise has on the body and apply this knowledge to inform their own healthy lifestyle. Students who have opted to study PE and Sport in greater depth will also have the opportunity to learn about the wider topics in sport such as leadership, sports psychology and analysis of performance. This will encourage them to develop an interest in sport that might lead to a career or further education within sport. Students also develop an understanding of the entwined nature of their studies, though explicit cross-curricular links, especially with Food and Science. Their progress is recognised through their GCSE/BTEC entry, which acts as a benchmark of their

mastery and provides them with the national currency needed for access to further education and employment. Students use their knowledge of cognitive theory to recognise and use the most impactful methods of revision and retrieval practice.