

Sport and health combines physiology, psychology and sociology in sport, physical activity and the health and social care sectors. This is taught through practical and theory lessons. (KS3 2 hours practical. KS4 core 1 hour practical. KS4 Sports Science 2 hour's theory, 1 hour practical. KS4 health and social 3 hours theory)

Competent knowledge in sport and health can be demonstrated by:

Statement 1: To educate students in a wide variety of sporting topics.

Knowledge can be demonstrated by: Students performing skills using the correct technique in a variety of sporting areas, allowing the development of a tactical understanding and successful self and peer analysis in terms of strengths and areas to improve in relation to correct technique methods and tactical application. Students will also develop an understanding through regular performance about the rules and regulations in relation to each sport or physical activity and employ these successfully ensuring safe and respectful throughout participation.

Statement 2: To encourage students to engage in life long participation in at least one sport or physical activity.

Knowledge can be demonstrated by: Students attending and successfully applying skills, techniques and tactics learnt within lessons in an extra-curricular setting this can be as part of an academy team or as part of an Immingham community club.

Statement 3: To support students in living a healthy and active lifestyle developing a positive physical and mental wellbeing.

Knowledge can be demonstrated by: Students successfully taking part in sport lessons throughout the KS3 & KS4 core curriculum. Physically students should then use the knowledge of sport and physical activity in relation to rules, regulations, skills, techniques and tactics developed to fulfil suggested physical activity guidelines and intensities par taking in the recommended weekly amount of exercise (2.5hours per week) Mentally through theory lessons developing and understanding about how the body and mind works, developing coping strategies and action plans in how to conduct themselves to be the best version of themselves.

Statement 4: To encourage students to be the best version of themselves developing personal skills such as; communication, team work, problem solving, compassion, honesty, patience and self-control.

Knowledge can be demonstrated by: Students performing in all sports and physical activity demonstrating positive sporting etiquette in line with the rules and regulations of individual sports.

Statement 5: To encourage students to engage in a healthy lifestyle; physically, intellectually, socially and emotionally building positive relationships.

Knowledge can be demonstrated by: Students having successful and positive relationships with all of their peers as well as teaching members of staff. Students will then use the positive relationships to work in collaboration and help each other in all aspects of their physical, intellectual, social and emotional development.

KS3 core Sport

Year 7

Football, Netball, Hockey, Basketball, Cross Country, Rugby, Badminton, Dance, Fitness, Handball, Table tennis, Cheerleading, Athletics, Rounders, Cricket.

Year 8

Football, Netball, Hockey, Basketball, Cross Country, Rugby, Badminton, Dance, Fitness, Handball, Table tennis, Cheerleading, Athletics, Rounders, Cricket and Softball.

Year 9

Football, Netball, Hockey, Basketball, Cross Country, Rugby, Volleyball, Dance, Fitness, Handball, Table tennis, Cheerleading, Athletics, Rounders, Cricket and Softball.

These sports are delivered in line with traditional sporting seasons, the national sporting seasons and also the county sporting seasons. This gives all students the opportunity to participate in sports in a competitive county setting against other schools and academies in the local area.

The curriculum is taught in the same progressive sequence from year 7 into year 8 and then into year 9 as students build on previous knowledge each year. Per year students will average 6 lessons per sport but this will slightly vary due to the length of terms.

Year 7 aims – Students to gain:

- A basic understanding of the rules and regulations involved in each sport.
- An understanding of basic skills and the techniques to perform these skills.
- An ability to be able to perform a variety of skills in isolation, conditioned practices and also competitive games.
- An understanding of personal skills necessary to successfully perform in sport.

Year 8 aims – Students to build:

- On previous knowledge of basic rules and being to understand the roles of officials and basic formations.
- On basics skills and techniques and gain an understanding of more complex skills and techniques to perform these skills.
- On their ability to perform more complex skills in isolation, conditioned practices and also competitive games.
- On their ability to consistently show personal skills necessary to successfully perform in sport.

Year 9 aims – Students to develop expertise:

- Building on previous knowledge of rules, roles of officials and formations and using this knowledge to inform tactical decisions when performing.
- In basic and complex skills and techniques consistently perform skills demonstrating high quality and successful techniques.
- In the performance of basic and complex skills in pressurised situations and also competitive games.

- In their ability to show personal skills necessary to successfully perform in sport, and encouraging others to do this at all times.

KS4 core Sport

Year 10

Endball, Hockey, Football, Gym, Rugby, Badminton, Yoga, Basketball, Volleyball, Circuits, Ultimate Frisbee, Athletics, Rounders.

Year 11

Endball, Hockey, Football, Gym, Rugby, Badminton, Yoga, Basketball, Volleyball, Circuits, Ultimate Frisbee.

Students have the knowledge and understanding of sports to be able to play independently and to a good standard. This works on a rotational system where 3/4 sports will be offered per term and students will opt into the sport or physical activity of their choice.

This is a course which sets students up well for progression into further and higher education as well as preparing them for careers which can be gained in the local area within sports sectors such as; Sports coaching and event organising with the school sports partnership, physiotherapy at Grimsby Hospital or PE teaching in Immingham or Grimsby.

The course is OCR Cambridge National Level 1/2 in Sports Science and is taught over two years. The sequencing of the teaching is as follows:

Year 10 term 1 – RO41

Year 10 term 2 – RO42

Year 10 term 3 – RO42

Year 11 term 1 – RO45

Year 11 term 2 – RO46

This course is taught in this sequence due to specification advice as it has a synoptic element meaning content delivered throughout the course builds on previous knowledge from other units.

RO41 links to RO42 developing a safe training programme with minimal risk to injury. RO42 links to RO45 developing a diet plan that caters for the needs and requirements of the body when taking part in a training programme.

RO41: Reducing the Risk of Sports Injuries

LO1: Focuses on understanding the different factors which influence the risk of injury. This includes; extrinsic factors (type of activity, coaching/supervision, environmental factors, equipment, safety hazards and risk assessment) and intrinsic factors (physical preparation, individual variables, psychological factors, posture and sports injuries related to posture).

LO2: Focuses on understanding how appropriate warm up and cool down routines can help to prevent injury. This includes; warming up (physical benefits, psychological benefits and the components of a warm up) cooling down (physical benefits and the components) and specific needs and characteristics that should be considered when planning a warm up or cool down.

LO3: Focuses on knowing how to respond to injuries within a sporting context. This includes: Acute and chronic injuries (soft tissue, sprains, strains, overuse, fractures, concussion, abrasions, contusions, blisters and cramp) injuries related to children (Sever's disease and Osgood-Schlatters disease) and how to treat and respond to injuries (SALTAPS, RICE, stretching, massage, taping, bandaging, splints and slings, heat treatments, cold treatments and emergency action plans).

LO4: Focuses on knowing how to respond to common medical conditions. This includes: asthma, diabetes and epilepsy.

Assessment method = 1 hour written exam

RO42: Applying Principles of Training

LO1: Focuses on knowing the principles of training in a sporting context. This includes; progression, specificity, reversibility, moderation and variance.

LO2: Focuses on knowing how training methods target different fitness components. This includes; aerobic and anaerobic exercise, components of fitness (strength, power, agility, balance, muscular endurance and cardiovascular endurance) and specific training methods for each component).

LO3: Focuses on being able to conduct fitness tests. This includes; tests that assess fitness and tests for each component of fitness.

LO4: Focuses on being able to develop fitness training programmes. This includes; gathering training and fitness test data, setting realistic goals and targets, length of the programme, organisation of activities, progression and evaluating the effectiveness of the training programme.

Assessment method = Written assignments

RO45: Sports Nutrition

LO1: Focuses on knowing about the nutrients needed for a healthy, balanced diet. This includes; the characteristics of a balanced diet, individual nutritional requirements, food groups, and sources of nutrients.

LO2: Focuses on understanding the importance of nutrition in sport. This includes; the impacts of nutrition before taking part in exercise, during exercise and also after exercise. Highlighting the reasons for: varying diet and supplements that can be used.

LO3: Focuses on knowing about the effects of a poor diet on sports performance and participation. This includes; deterioration in fitness, impacts of undereating and the impacts of dehydration on sports performance.

LO4: Focuses on being able to develop diet plans for performers. This includes; gathering details about the performer, clarifying the aims of the diet plan, setting realistic goals, considering the time of the year, the suitability of the diet plan. Once the diet plan has been followed its effectiveness will need to be evaluated considering the improvements that have been made.

Assessment method = Written assignments

RO46: Technology in Sport

LO1: Focuses on knowing how technology is used in sport. This includes; fitness testing, training aids, equipment, clothing, footwear and recovery aids. This also focuses on how technology aids game playing different sports and also in spectatorship.

LO2: Focuses on understanding the positive effects of sports technology. This includes; easier use of equipment, the reduction of injury risk, the increase in speed of recovery, the increase in accuracy of officiating and the increase in fan base.

LO3: Focuses on understanding the negative effects of sports technology. This includes; the over reliance on technology, rule changes, the prolonged duration of the game, the distraction of ethics, the cost and the negative impact on spectatorship.

LO4: Focuses on being able to evaluate the impact of technology in sport. This includes; the application of technology, the technological developments, the impact on tradition and the impact of technology on issues, consequences, adaptations and implications for the future.

Assessment method = Written assignments

Students are given the opportunity to take part in extra-curricular sport. This is recreational before school and at lunch times and competitive after school. Students also get regular opportunities to compete against other schools in the county area in throughout the academic year in season appropriate sports.

We are also developing:

- The Healthy Schools Programme
- The Sports Leadership Pathway
- The Youth Sport Trust – Bronze School Award
- An Annual Ski Trip

All sporting success is celebrated annually at the sports award evening. This is both success in competition but also success and progress in sport and health and social care lessons.

Extended learning (Website information)