

Topics	Purpose of study AIMS	How you can support learning at home, eg. Books, websites, family learning through visits.
<p>Module 5</p> <p>School Influences</p>	<ul style="list-style-type: none"> National Curriculum Requirements The Healthy Schools Programme and PSHE. <p>The main roles of the following organisations that provide increased opportunities for participation in physical activity:</p> <ul style="list-style-type: none"> Sport England (government agency that provides funding and facilities, measures participation and identifies priority groups) National Governing Bodies (provide and support coaching, officiating, talent development and competition at different levels) Youth Sport Trust (manages national school sport competitions, leadership and volunteering programmes to engage young people in PE and school sport) The Dame Kelly Holmes Legacy Trust (utilises elite sport role models to inspire participation and mentor young people) <p>Healthy eating</p> <ul style="list-style-type: none"> Balanced diet for the balance of good health Whole School Food Policy Standards and requirements for school lunch Physical Activity Physical Activity Policy Structured two hours physical activity The range of extra-curricular activities. <p>Extra-curricular opportunities and provision</p> <ul style="list-style-type: none"> Attitudes of staff (both positive and negative) and experience of staff influencing the range and type of provision made The extent and quality of facilities available – challenges where facilities are limited and the range of opportunities for well-resourced schools Outside visits to other sporting providers, specialist facilities and specific activity providers (such as ice rinks, ten pin bowling alleys or dry ski slopes) 	<p>Websites</p> <p>http://www.brianmac.co.uk/index.htm</p> <p>http://www.bbc.co.uk/sport</p> <p>http://www.skysports.com/</p> <p>http://www.bbc.co.uk/bitesize/</p> <p>http://www.aqa.org.uk/subjects/physical-education</p> <p>Read local and national daily papers.</p> <p>Discuss, with peers and family, what you learnt and improved in the lesson.</p>



- Links to local sports clubs/providers for a range of activities and different types of provision such as health clubs, golf clubs etc.
- Providing a range of extra-curricular activities/representative teams, clubs and societies which can extend beyond the traditional sporting models to include other leisure and recreational opportunities.

Emotional health and wellbeing

- Vulnerable individuals and groups
- Bullying policies
- Behaviour and rewards policies
- Confidential pastoral support systems.

Cultural and Social factors

Leisure Time

- Opportunities available – reasons for increased leisure time, e.g. greater unemployment, shorter working week, technological advances including more labour-saving devices. Growth in the leisure industry (public and private sector) to provide for this greater need.
- Providers and users – local authority provision specifically targeting particular ‘user groups’ and making concessions and allowances for them.

Fairness and personal and social responsibility

- Concepts of etiquette and fairness – examples of where this is expected to take place within different sports

- The link with rules – adherence to the rules and spirit of the game, including responding positively to the officials in charge (teachers/coaches, etc.) to ensure safety.

Social groupings

- Peers – positive and negative effects of peer pressure on participation
- Family – positive and negative effects of family pressure on participation
- Gender – positive and negative effects of gender on participation in sport including wider sporting opportunities and involvement in management and officials’ roles
- Ethnicity – awareness and appreciation of their own and other cultures in relation to physical activities.



Module 6

Opportunities and pathways available for becoming or remaining involved in physical activities

Roles – provision, choice and pathway opportunities

- The different roles that schools may encourage candidates to adopt, eg performer, leader/coach, organiser or official.
- Being involved in increasingly complex and challenging tasks and activity and following career and volunteering pathways; pursuing roles in sport through volunteering.

Accredited courses and qualifications

- Examination-based courses, accreditation, sports performance awards, proficiency testing and awards.

Cross-curricular possibilities

- Cross-curricular work, e.g. health awareness, social education issues.

Vocational opportunities

- Sports performer – differences between professional and amateur, open sport and the ways in which ‘loopholes’ are found for amateur performers
- Careers such as PE teacher, coach, trainer, physiotherapist, sports management.

International and other factors

The media

- The Press
- Television
- The Internet
- Radio
- How the media helps to give an understanding of performance and participation.
- Different types of output eg informative, educational (e.g. coaching series or documentaries), instructive and entertainment
- Director’s/writer’s influence on what might be seen or said.

Sponsorship

- Range and scope and the effects of sponsorship
- Advantages and disadvantages to the sponsor, the performer and the sport/activity
- Ease of obtaining sponsorship at various levels and at different profile levels of sport. Examples of acceptable and unacceptable types of sponsorship.

Competitions

- Types of competitions used in all levels of sport, including knock-out, ladders and combination events which involve qualifying criteria.
- Different levels including examples of specific competitions and competition formats.

Websites

<http://www.brianmac.co.uk/index.htm>

<http://www.bbc.co.uk/sport>

<http://www.skysports.com/>

<http://www.bbc.co.uk/bitesize/>

<http://www.aqa.org.uk/subjects/physical-education>

Read local and national daily papers.

Discuss, with peers and family, what you learnt and improved in the lesson.



International sport and events

- Advantages and disadvantages of hosting major international sporting competitions or events such as the Olympic Games and other high profile events.

The link with role models

- The importance of role models in setting participation trends or shaping attitudes and the effects of this on growth/declining popularity.

Health, safety and the well-being of others

- Play safe, and health and safety legislation and guidance
- Correct technique when performing a skill
- Use of appropriate footwear and clothing to prevent injury
- Carrying, lifting and lowering – guidance on correct techniques.

Rules relating to sport and equipment

- The link to safety – students should understand the roles that rules play in making sure that taking part is as safe as possible.

Science and ICT

- For planning improvement and involvement in physical activity
- Performance analysis software and hardware
- ICT to record and analyse performance; to track involvement and improvement; linking with other curriculum areas
- Interactive tools and devices – including games consoles
- Technological innovations eg the video official, ‘Cyclops’ at Wimbledon, ‘Hawkeye’ at cricket matches.

