

Meden School Curriculum Planning							
Subject	A Level	Year Group	12	Sequence No.	2-4	Topic	Ethics and deviance in sport

Retrieval	Core Knowledge	Student Thinking
What do teachers need to retrieve from students before they start teaching new content ?	What specific ambitious knowledge do teachers need to teach students in this sequence of learning?	What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'
<p>Students own knowledge and understanding of sport</p> <p>- students prior sporting experience, through playing or spectating or teaching, may have developed some level of knowledge in aspects of topics covered in this unit.</p> <p>KS4 Curriculum</p> <p>- students will have in depth knowledge of gamesmanship in sport, whilst also having some understanding of deviance in sport.</p> <p>- Students will also have knowledge of what a performance enhancing drug is, examples of them and what benefits these drugs have on sport.</p> <p>- Students would have understanding of WADA, and the consequences that could be used to discourage the use of PED's</p> <p>- Students will be able to give reasons why athletes still take PED's despite the consequences and will be able to</p>	<p>Drugs and doping in sport</p> <p>Student will be able to compare and contrast legal supplements versus illegal drugs and doping, giving examples of these supplements/drugs; alongside their benefits of use. Along with this students will be able to look at real life examples of drug cheats but then think holistically about the following things:</p> <ul style="list-style-type: none"> • reasons why elite performers use illegal drugs/doping • consequences/implications to: <ul style="list-style-type: none"> - society - sport - performers • strategies to stop the use of illegal drugs and doping <p>Violence in sport</p> <p>Students will be able to look at real life examples of violent acts on a sporting field or on sporting terraces but then think holistically about the following things:</p> <ul style="list-style-type: none"> • causes in relation to player violence and spectator violence • implications to: <ul style="list-style-type: none"> - society - sport - performers 	<p>Each week, a key theme will run through all PE lessons linked to real life examples. These will be linked to the particular learning outcome the students are on at the time and will be consistent across the department. The aim will be for students to develop their thinking, recognise the inequalities within sport (linked to the topic) and do something about them. In the 'teaching' lessons, students will be provided with a starter to challenge stereotypes in sport and then an activity linked to heading being covered where they can 'do something about them.'</p> <ol style="list-style-type: none"> 1. Physical Activity Government Guidelines and Recommendations - students should have 60 minutes of moderate to high intensity exercise every day. Do they get this? How? 2. Barriers to Participation for Children and Teenagers 3. Solutions to the Barriers 4. Current Issues in Sport/Sport in the News - Linked to the impact of PE on Mental, Physical or Social Health 5. Physical Benefits of Sport and PE on the Body 6. Social Benefits of Sport and PE on the Body 7. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free

<p>come up with some relevant solutions to stop deviance/drug use in sport.</p> <ul style="list-style-type: none"> - Students will be able to give examples of famous “drug cheats” from modern times - Alongside this, students would have previously evaluated the impact of how the media can have negative effects on sport, putting into question some of the ethical challenges athletes have <p>KS3 Curriculum</p> <ul style="list-style-type: none"> - Regularly performed the key sports discussed in this topic; Football, Rugby and Cricket. They will have an understanding of the rules of all of these sports in the modern day, and how these rules can be manipulated. - Boys and Girls all do the same sports on the curriculum to challenge stereotypes and raise awareness of opportunities for them to get involved e.g. Mansfield Rugby Club for Girls <p>Extra Curricular/Clubs</p> <ul style="list-style-type: none"> - Students will have their own knowledge of the sports they regularly participate within and will be able to relate to these within their work - All students will be given a breadth of extra curricular opportunities to allow them to 	<ul style="list-style-type: none"> • strategies to prevent violence in relation to players and spectators <p>Gambling in sport</p> <p>Students will need to know key definitions such as:</p> <ul style="list-style-type: none"> • match fixing/bribery • illegal sports betting. <p>Students will be able to look at real life examples of drug cheats but then think holistically about the following things:</p> <ul style="list-style-type: none"> - Causes of match fixing - Implications of match fixing to both the sport itself and the performer involved - Solutions to prevent match fixing 	<p>activities that they can get involved in. Designed to improve physical, social and mental health within PE</p> <ol style="list-style-type: none"> 8. Popularity of Sport in the UK – what are the current trends for the most popular sport in the UK. Why are they the most popular sports? 9. Emerging/Growing Sports in the UK – which sports are new to the UK? How can we make them more popular? 10. National Governing Bodies – What is their role within a sport? What are the key NGB’s for each sport? 11. Major Sporting Events – What are they? When and where do they occur? 12. Olympic Creed and Olympic Values 13. Current Issues in Sport/Sport in the News – Linked to new sports, growing sports or a major sporting event occurring 14. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE 15. Sporting Values – Excellence – Linked to Role Models and demonstrating excellence within a sport 16. Sporting Values - Tolerance and Respect 17. Sporting Values – Fair play 18. Sporting Values – Teamwork and Inclusion 19. Sporting Values - Citizenship 20. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE
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<p>perform further in the key sports discussed in this topic</p> <ul style="list-style-type: none"> - Students will have viewed sports and the news and will have some understanding of these ethical issues and may be able to give their own examples - Ideally, students will compete in sport outside of school 		<ol style="list-style-type: none"> 21. Performance Enhancing Drugs – What are they and why are they taken? 22. Gamesmanship and Deviance 23. Sportsmanship and Success of Teams 24. Current Issues in Sport/ Sport in the News – linked to examples of athletes demonstrating sportsmanship, gamesmanship or taking performance enhancing drugs 25. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE 26. Money in Sport – Wage disparity between certain sports and genders. Amateur vs professional sport 27. Technology in Sport – How has it advanced? Advantages and Disadvantages 28. Gender in Sport – challenging stereotypes in sports as the player, official or manager 29. Paralympics and Disabled Sport – examples of sports and accessibility 30. Race and Equality in Sport – examples of campaigns within sports – Kick it out campaign and RESPECT 31. LGBTQ - Pride Sport – their role in challenging LGBTQ phobia in sport 32. ME in PE – Couch to 5km and Meden Park Run Challenge – Students are introduced to two free activities that they can get involved in. Designed to improve physical, social and mental health within PE 33. Diet and Nutrition 34. Skeletal and Muscular System 35. Cardiovascular System 36. Respiratory System 37. Assessing Risk in Sport
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