

**Subject Knowledge Audit: Physical Education**

2025/2026

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# INTRODUCTION

## The subject knowledge audit

This audit will support you to become a subject expert in Physical Education,it will help you;

* monitor your progress of foundational concepts in your subject,
* encourage you to reflect on your strengths and areas for development,
* enable you to set informed targets to support your ongoing practice.

## The features of subject knowledge

The subject knowledge audit aims to capture your declarative (**know what**) and procedural knowledge (**know how**) in several areas including **curriculum**, **pedagogy** and **assessment**.

## Making accurate judgments

At first, you may find it difficult to make accurate judgements about your level of subject knowledge. As the course progresses through the developing, consolidating and enhancing phases you may also have higher expectations of what level of knowledge is required. This audit is designed to help you reflect and is used to formatively support your progress. It is **not** **assessed** and therefore you should reflect as honestly and openly as possible.

When identifying your level of subject knowledge and completing the audit you should consider:

* your previous teaching experience and participation in a range of activity areas (e.g., previous experience in schools, coaching roles, participation and recreation activities)
* your current teaching experience (e.g., work experience in schools, University placements)
* your recognised qualifications and professional certificates (e.g., NGB awards, undergraduate modules or professional development in the workplace)
* Subject specific workshops on the PGCE course
* Observations, team teaching and professional discussions during PGCE course
* Your independent research and assignments (e.g., books, websites, journals)
* Professional development and National Governing Body (NGB) courses

## Entries in your audit

There are six data entry points over the course of the year. You will complete the first data entry point at interview.

1. At interview
2. ITR (September)
3. PRP1 (November)
4. PRP2 (January)
5. PRP3 (April)
6. PRP4 (June)

#

## Levels of Subject Knowledge

The audit identifies four levels of subject knowledge. These range from Level 4 up to level 1 as the highest level. You will need to fill in this self-assessment before the course begins and at the end of each stage. Update the audit regularly.

|  |  |
| --- | --- |
| **Level** | **Description** |
| **4** | **Weak** – you have little or no knowledge of this area. You will need to research and revise this topic in advance of teaching at any level. |
| **3** | **An area requiring improvement** – you have some knowledge of this area, but it may not be informed by much wider research and is insecure. You only feel confident to teach the material to KS3 standard. |
| **2** | **Fair** – you have a fair knowledge of this area and would be confident explaining it to students, probably at GCSE level. You have done some specific reading/had professional discussions about this issue. |
| **1** | **Secure** – you have a secure/deep knowledge of this area and could explain, model and teach it confidently and effectively to students. |

# SUBJECT KNOWLEDGE AUDIT FOR PHYSICAL EDUCATION

## My Subject Knowledge Audit (Add additional activities as required)

|  |  |  |
| --- | --- | --- |
| **ACTIVITY** | **Notes** | **Confidence Level** |
| **Interview** | **PRP1****(Nov)** | **PRP2****(Jan)** | **PRP3****(April)** | **PRP4****(June)** |
| **CURRICULUM (Content Knowledge)** |
| ***Example:****Badminton* | * *September 2023 - Attended Badminton University Session*
* *November 2023 - Planned and delivered a KS3 Unit of work*
* *April 2024 - Attended a BISI Badminton Course for Teachers*
* *May 2024 - Attended GCSE moderation day*
 | *4* | *3* | *3* | *2* | *2* |
| **Invasion Games** |
| Basketball |  |  |  |  |  |  |
| Football  |  |  |  |  |  |  |
| Handball |  |  |  |  |  |  |
| Hockey |  |  |  |  |  |  |
| Lacrosse |  |  |  |  |  |  |
| Netball |  |  |  |  |  |  |
| Rugby |  |  |  |  |  |  |
| *Other* |  |  |  |  |  |  |
| **Net and Wall Games** |
| Badminton |  |  |  |  |  |  |
| Table Tennis |  |  |  |  |  |  |
| Tennis |  |  |  |  |  |  |
| Squash |  |  |  |  |  |  |
| Volleyball |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |
| **Striking and Fielding Game** |
| Cricket |  |  |  |  |  |  |
| Softball |  |  |  |  |  |  |
| Rounders |  |  |  |  |  |  |
| Golf |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |
| **Aesthetic Activities** |
| Dance |  |  |  |  |  |  |
| Cheerleading |  |  |  |  |  |  |
| Gymnastics |  |  |  |  |  |  |
| Trampolining |  |  |  |  |  |  |
| Free Running |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |
| **Outdoor Adventurous Activities** |
| Team building  |  |  |  |  |  |  |
| Orienteering  |  |  |  |  |  |  |
| Duke of Edinburgh  |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |
| **Athletic Activities** |
| Running for Speed |  |  |  |  |  |  |
| Running for Distance |  |  |  |  |  |  |
| Running over Obstacles  |  |  |  |  |  |  |
| Throwing Events |  |  |  |  |  |  |
| Jumping Events |  |  |  |  |  |  |
| Sportshall Athletics |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |
| **Aquatic Activities** |
| Swimming |  |  |  |  |  |  |
| Water Polo |  |  |  |  |  |  |
| Lifesaving  |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |
| **Alternative Activities** |
| Kinball |  |  |  |  |  |  |
| Spikeball |  |  |  |  |  |  |
| Tchoukball |  |  |  |  |  |  |
| Skateboarding |  |  |  |  |  |  |
| Horse Riding |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |
| **Health Related PE** |
| Circuits |  |  |  |  |  |  |
| Strength and Conditioning |  |  |  |  |  |  |
| Pilates |  |  |  |  |  |  |
| Spinning |  |  |  |  |  |  |
| Yoga |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |
| **Theoretical Components** |
| History of PE |  |  |  |  |  |  |
| Anatomy and Physiology |  |  |  |  |  |  |
| Psychology |  |  |  |  |  |  |
| Biomechanics |  |  |  |  |  |  |
| Skill Acquisition |  |  |  |  |  |  |
| Contemporary issue in PE |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |
| **PEDAGOGY (Pedagogical Knowledge)** |
| Moston and Ashworth’s spectrum of teaching styles |  |  |  |  |  |  |
| Models Based Practice |  |  |  |  |  |  |
| Meaningful PE |  |  |  |  |  |  |
| Social Justice in PE |  |  |  |  |  |  |
| Adaptive practice for specific groups  |  |  |  |  |  |  |
| Effective use of competition |  |  |  |  |  |  |
| **ASSESSMENT** |
| Core  |  |  |  |  |  |  |
| Examination |  |  |  |  |  |  |
| Other  |  |  |  |  |  |  |
| **OTHER** |
| PE policy (National Curriculum) |  |  |  |  |  |  |
| Physical literacy  |  |  |  |  |  |  |
| Cross curricular links (Literacy / Numeracy) |  |  |  |  |  |  |
| Safe practice in PE |  |  |  |  |  |  |
| Extra-curricular, enrichment and wider responsibilities |  |  |  |  |  |  |
| Healthy Active Lifestyles (Physical activity recommendations, diet, sleep, nutrition) |  |  |  |  |  |  |
| Motor Competence (Fundamental Movement Skills) |  |  |  |  |  |  |
| Sports Leaders |  |  |  |  |  |  |