



Through our PE Curriculum, we inspire our students to meet and surpass the expectations of the national curriculum by delivering the key knowledge of **Competition**, via individual and team activities, **Creation**, via Dance, **Co-operation**, via Outdoor & Adventurous Activities and **Personal Best**, via Athletics and Gymnastic activities. The pillars of **Motor Competence, Rules, Strategies & Tactics & Healthy Participation** are central throughout each of our physical education concepts. This enables our students to develop their physical, mental & social well-being by engaging in life-long participation in Physical Activity & Sport. Our students can demonstrate this via their varied choice of activity participation & practical career pathways.

Year 7 Curriculum - Exploring Physical Literacy						
Learning Focus	Competition (Invasion Games)	Creation (Dance)	Personal Best (Gymnastics)	Co-Operation (OAA)	Personal Best (Athletics)	Competition (Striking Games)
Key Concepts & Processes	Outwitting an Opponent, Developing Physical & Mental Capacity, Development & Replication of Skills, Decision Making & Problem Solving, Personal Development & Evaluating and Improving					
Learning Hours	8-10 Hours	8-10 Hours	8-10 Hours	8-10 Hours	8-10 Hours	8-10 Hours
What pupils will know, understand and be able to do.	Through the implementation, students will be able to understand, use and recall the following core knowledge relating to invasion competition: <ul style="list-style-type: none"> Principles of attack and defence Finding and using space Different marking, covering, delaying strategies Application of modified game rules Passing/Receiving Shooting Dribbling Ball control Defending/Marking/Tackling 	Through the implementation, students will be able to understand, use and recall the following knowledge relating to dance: <ul style="list-style-type: none"> Movements and application to music. Use of space, formations, levels, unison, and canon. How to compose of performance as part of a group. Importance of timing to create an effect. 	Through the implementation, students will be able to understand, use and recall the following knowledge relating to gymnastics: <ul style="list-style-type: none"> Explored ways of travel, balance, and rotation Use of space, formations, levels as part of sequences. How to develop a performance linking gymnastic actions. Importance of apparatus safety 	Through the implementation, students will be able to understand, use and recall the following knowledge relating to outdoor adventurous activities: <ul style="list-style-type: none"> Process of how to solve problems using a set of resources. How to work effectively with others. 	Through the implementation, students will be able to understand, use and recall the following knowledge relating to athletics: <ul style="list-style-type: none"> Skill replication in a range of competitive contexts Basic biomechanics to aid core skill execution Simple tactics to improve performances Application of event rules Health and safety guidelines when using equipment. 	Through the implementation, students will be able to understand, use and recall the following knowledge relating to Cricket & Rounders: <ul style="list-style-type: none"> Application of techniques in a range of contexts Sport specific terminology Simple strategies to outwit opposition Application of a set of modified game rules

				To use feedback to improve performance.		
Declarative Knowledge	Motor Competence - Know what safe and successful movement looks like in specific activities/sports Rules, Strategies & Tactics - Know what the rules, regulations, strategies, and tactics are for participation in specific activities/sports Healthy Participation - Know what health & fitness mean in context, including the factors affecting performance					
Procedural Knowledge	Motor Competence - Know how to perform safe and effective movement Rules, Strategies & Tactics - Know how to perform the rules, strategies, and tactics in an activity/sport Healthy Participation - Know how to participate in a range of activities/sports confidently and competently					
Conditional Knowledge	Motor Competence - Know when and why certain movements are effective, why competence is important and when skills can be transferred Rules, Strategies & Tactics - Know when and why we apply rules, strategies and tactics in activities/sports and consider how concepts might support effective participation Healthy Participation - Know when and why we participate in physical activity, why motivation and confidence impact engagement and when the concepts might apply/transfer beyond PE					
Subject Vocabulary	Attack – Defend Goal/Basket/net side marking Control – Cushion/Wedge - Instep Communication - Time - Person on Pass – 1-2 pass - Turn out/in - offside Rebound - Lay-up - Dribble Serve – Volley – Backhand – Forehand Stance – Footwork – Body position Chest/bounce/Overhead pass Corner – Throw-in – Goal kick Base Line – Side Line	Agility Appreciation Artistic intention Constituent features Dynamics Emphasis Genre Holistic Kinaesthetic awareness Music visualisation Narrative Practitioner Projection Safe practice Style A word used in dance which has a variety of meanings, including movement style choreographic style The Theme and variation	Co-operate Audience Elements Twist Refine Aesthetically Criteria Extension Tension Inverted Judge Dynamics Combination Canon Counter-tension Counter-balance Criteria Performance Imaginative Parallel Creativity Flight Timing Technique, Control Balance Evaluate Improve Shapes – tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge, partner balances – angle, lunge, feet, high thighs, straddle lift, trunk	Rules Maps Partner and Teamwork Competition Direction Skills Symbols Move/Travel Safely Instructions Route Trust Team Building Problem Solving Strategy Communication (verbal and non-verbal)	PB – Personal Best World Record Power Speed Cardio-vascular Endurance Muscular Endurance Oxygen Debt Pace Fosbury Flop Sliding/Claw Grip Hop-Step-Jump	Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Hitting Stance Offside Pitch Forehand Backhand Sprint Team Distance Measure Height Target Pacing Technique, Control Balance Evaluate
Subject Texts Used	AfPE website has useful texts for PE and activity specific resources: https://www.afpe.org.uk/physical-education/recommended-readings/ KS3 PE National Curriculum					

	<p>101 Youth Football Coaching Sessions by Tony Charles The Netball Practice Bible: Essential Drills, Session Plans and Coaching Advice by Anna Sheryn, Chris Sheryn Basketball Skills & Drills by Jerry V. Krause, Craig Nelson How to teach Dance - A beginners' guide by Mr. Rolfe Klement The Tennis Drill Book by Tina Hoskins TEAM HANDBALL: TEACHING AND LEARNING STEP-BY STEP: by Luisa Estriga How to Play Badminton by Clive Warren Training and Conditioning Young Athletes by Tudor O. Bompa, Sorin Sarandan Rounders: The Skills of the Game by Alison Leslie, Liz Cummins Gymnastics: Skills- Techniques- Training - Crowood Sports Guides</p>
<p>Cultural Enrichment Opportunities</p>	<p>Attend the KS3 Sports clubs/practices/fixtures. This will include opportunities in Competition, Challenge, Co-operation & Personal Best. Look at the list of local sports teams and activity providers that is displayed in PE to help and encourage pupils to take part in competitive sports and activities outside school.</p> <p>Examples of Sports Programmes to watch at home:</p> <p>Netflix - https://www.netflix.com/gb/browse/genre/180</p> <ul style="list-style-type: none"> • Full Swing. • Tour de France: Unchained. • & Mayhem: An Unauthorized Story of American Gladiators. • Formula 1: Drive to Survive. • The Last Dance. • Cheer. • Last Chance U. <p>BBC - https://www.bbc.co.uk/iplayer/group/sport-featured ITV - https://www.itv.com/watch/categories/sport Amazon Prime - https://www.amazon.co.uk/gp/video/storefront/ref=atv_hm_hom_c_9z8D2_hm_sports?contentType=home&contentId=Sports Disney + https://reelgood.com/uk/tv/list/sports/on-disney_plus</p> <p>Examples of Sports Books to read at home: https://www.waterstones.com/category/childrens-teenage/hobbies-interests/sports-and-outdoor-recreation</p> <p>Examples:</p> <ul style="list-style-type: none"> • You Are a Champion: Unlock Your Potential, Find Your Voice and Be the BEST You Can Be Marcus Rashford, Carl Anka, Katie Warriner • Lioness: My Journey to Glory Beth Mead, Ian Wright • Women in Sport: Fifty Fearless Athletes Who Played to Win Rachel Igotofsky <p>Theory of Physical Education: BBC Bitesize The PE Classroom</p>
<p>Learning Behaviours</p>	<p>Understand the importance of sportsmanship and particular British Values linked to sport (tolerance and respect for others) Demonstrate possible character-building opportunities through invasion-based activities and discuss the components of fitness required for performance. Signpost enrichment opportunities within the school timetable and in the wider community.</p> <p>General PE Learning Behaviours</p> <ul style="list-style-type: none"> • Active Listening <p>Encouraging pupils to actively listen to the teacher's instruction and peers' answers and ideas.</p>

	<ul style="list-style-type: none"> • Active Watching Encourage pupils to actively watch the teacher and pupil demonstrations, ICT input and peer performances. • Effort and Engagement Always apply their best effort and engagement to all the activities done. • Supportive behaviours Support and encourage each other in the lessons so that pupils perform in a positive learning environment. <p>Year 7 Learning Behaviours Respect for the rights and feelings of others</p> <p>Controlling temper / impulses Including others in tasks Resolving conflicts peacefully</p> <p>Self-motivation</p> <p>Participating in all activities Putting forth effort Persisting in difficult tasks</p>
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Year 8 Curriculum - Personal Development						
Learning Focus	Competition (Invasion Games)	Creation (Dance)	Personal Best (Gymnastics)	Co-Operation (OAA)	Personal Best (Athletics)	Competition (Striking Games)
Key Concepts & Processes	Outwitting an opponent, Developing Physical & Mental Capacity, Development & Replication of Skills, Problem Solving, Challenges & Making Decisions, Making Informed Choices About Healthy, Active Lifestyles, Evaluating and Improving					
Learning Hours	8-10 Hours	8-10 Hours	8-10 Hours	8-10 Hours	8-10 Hours	8-10 Hours
What pupils will know, understand and be able to do.	Through the implementation, students will be able to understand, use and recall the following core and some advanced knowledge relating to invasion competition Principles of attack and defence Finding, using, and denying space Making decisions quickly and efficiently Application of game rules	Through the implementation, students will be able to understand, use and recall the following knowledge relating to dance: Interpret music with appropriate movements. Use of space, formations, levels, unison, and canon.	Through the implementation, students will be able to understand, use and recall the following knowledge relating to gymnastics: Explored flight-based movements using apparatus. Develop understand of how to replicate weight bearing	Through the implementation, students will be able to understand, use and recall the following knowledge relating to outdoor adventurous activities: Developing solutions as part of a team. Understanding of terminology.	Through the implementation, students will be able to understand, use and recall the following knowledge relating to athletics: Skill replication in a range of competitive events Application of a set of rules when competing Understanding of own strengths and limitations	Through the implementation, students will be able to understand, use and recall the following knowledge relating to Cricket & Rounders Application of techniques in a competitive context Sport specific terminology relating to a performer and official

	Understanding how to work as a team effectively Passing/Receiving Shooting Dribbling Ball control Defending/Marking Tackling	Develop the ability to compose a sequence. Evaluative skills of own or others' performance.	movements on the hands How to set out apparatus safely	Application of map skills in a range of contexts. To accurately reflect and feedback to each other on how to improve outcomes.	Knowledge of personal running, jumping & throwing capacity	Strategies to outwit opposition Application of a set of modified game rules
Declarative Knowledge	Motor Competence - Know what safe and successful movement looks like in specific activities/sports Rules, Strategies & Tactics - Know what the rules, regulations, strategies, and tactics are for participation in specific activities/sports Healthy Participation - Know what health & fitness mean in context, including the factors affecting performance					
Procedural Knowledge	Motor Competence - Know how to perform safe and effective movement Rules, Strategies & Tactics - Know how to perform the rules, strategies, and tactics in an activity/sport Healthy Participation - Know how to participate in a range of activities/sports confidently and competently					
Conditional Knowledge	Motor Competence - Know when and why certain movements are effective, why competence is important and when skills can be transferred Rules, Strategies & Tactics - Know when and why we apply rules, strategies and tactics in activities/sports and consider how concepts might support effective participation Healthy Participation - Know when and why we participate in physical activity, why motivation and confidence impact engagement and when the concepts might apply/transfer beyond PE					
Subject Vocabulary	Attack – Defend Goal/Basket/net side marking Control – Cushion/Wedge - Instep Communication - Time – Cruyff turn, Maradona turn Pass – 1-2 pass - Turn out/in - offside Rebound - Lay-up - Dribble Serve – Volley – Backhand – Forehand Stance – Footwork – Body position Chest/bounce/Overhead pass Corner – Throw-in – Goal kick Base Line – Side Line	Agility Appreciation Artistic intention Constituent features Dynamics Emphasis Genre Holistic Kinaesthetic awareness Music visualisation Narrative Practitioner Projection Safe practice Style A word used in dance which has a variety of meanings, including movement style choreographic style The Theme and variation	Co-operate Audience Elements Twist Refine Aesthetically Criteria Extension Tension Inverted Judge Dynamics Combination Canon Counter-tension Counter-balance Criteria Performance Imaginative Parallel Creativity Flight Timing Technique, Control Balance Evaluate Improve Shapes – tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge, partner balances –	Rules Maps Partner and Teamwork Competition Direction Skills Symbols Move/Travel Safely Instructions Route Trust Team Building Problem Solving Strategy Communication (verbal and non-verbal) Aiming off, Catching feature	PB – Personal Best World Record Power Speed Cardio-vascular Endurance Muscular Endurance Balance Flexibility Oxygen Debt Pace Fosbury Flop Sliding/Claw Grip Hop-Step-Jump	Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Hitting Stance Offside Pitch Forehand Backhand Sprint Team Distance Measure Height Target Pacing Technique, Control Balance Evaluate Cover drive, Sweep shot, Forward Defensive

			angle, lunge, feet, high thighs, straddle lift, trunk			
Subject Texts Used	<p>AfPE website has useful texts for PE and activity specific resources: https://www.afpe.org.uk/physical-education/recommended-readings/KS3 PE National Curriculum 101 Youth Football Coaching Sessions by Tony Charles The Netball Practice Bible: Essential Drills, Session Plans and Coaching Advice by Anna Sheryn, Chris Sheryn Basketball Skills & Drills by Jerry V. Krause, Craig Nelson How to teach Dance - A beginners' guide by Mr. Rolfe Klement The Tennis Drill Book by Tina Hoskins TEAM HANDBALL: TEACHING AND LEARNING STEP-BY STEP: by Luisa Estriga How to Play Badminton by Clive Warren Training and Conditioning Young Athletes by Tudor O. Bompa, Sorin Sarandan Rounders: The Skills of the Game by Alison Leslie, Liz Cummins Gymnastics: Skills- Techniques- Training - Crowood Sports Guides</p>					
Cultural Enrichment Opportunities	<p>Attend the KS3 Sports clubs/practices/fixtures. This will include opportunities in Competition, Challenge, Co-operation & Personal Best. Look at the list of local sports teams and activity providers that is displayed in PE to help and encourage pupils to take part in competitive sports and activities outside school.</p> <p>Examples of Sports Programmes to watch at home: Netflix - https://www.netflix.com/gb/browse/genre/180</p> <ul style="list-style-type: none"> • Full Swing. • Tour de France: Unchained. • & Mayhem: An Unauthorized Story of American Gladiators. • Formula 1: Drive to Survive. • The Last Dance. • Cheer. • Last Chance U. <p>BBC - https://www.bbc.co.uk/iplayer/group/sport-featured ITV - https://www.itv.com/watch/categories/sport Amazon Prime - https://www.amazon.co.uk/gp/video/storefront/ref=atv_hm_hom_c_9z78D2_hm_sports?contentType=home&contentId=Sports Disney + https://reelgood.com/uk/tv/list/sports/on-disney_plus</p> <p>Examples of Sports Books to read at home: https://www.waterstones.com/category/childrens-teenage/hobbies-interests/sports-and-outdoor-recreation</p> <p>Examples:</p> <ul style="list-style-type: none"> • You Are a Champion: Unlock Your Potential, Find Your Voice and Be the BEST You Can Be Marcus Rashford, Carl Anka, Katie Warriner • Lioness: My Journey to Glory Beth Mead, Ian Wright • Women in Sport: Fifty Fearless Athletes Who Played to Win Rachel Ignotofsky <p>Theory of Physical Education: BBC Bitesize</p>					

Learning Behaviours	<p>To develop a resilience to challenges and setbacks. To understand the importance of sportsmanship and respect for others. Highlight other possible character-building opportunities through invasion-based activities and discuss the need to stay healthy and active throughout life. Participate in enrichment opportunities within the school timetable and in the wider community.</p> <p>General PE Learning Behaviours</p> <ul style="list-style-type: none"> • Active Listening Encouraging pupils to actively listen to the teacher's instruction and peers' answers and ideas. • Active Watching Encourage pupils to actively watch the teacher and pupil demonstrations, ICT input and peer performances. • Effort and Engagement Always apply their best effort and engagement to all the activities done. • Supportive behaviours Support and encourage each other in the lessons so that pupils perform in a positive learning environment. <p>Year 8 Learning Behaviours</p> <p>Self-direction</p> <ol style="list-style-type: none"> 1. Working independently 2. Setting and working towards goals 3. Making good choices 4. Helping others
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Year 9 Curriculum - Character Development						
Learning Focus	Competition (Invasion Games)	Creation (Dance)	Personal Best (Gymnastics)	Co-Operation (OAA)	Personal Best (Athletics)	Competition (Striking Games)
Key Concepts & Processes	Outwitting an opponent, Developing Physical & Mental Capacity, Development & Replication of Skills, Problem Solving, Challenges & Making Decisions, Making Informed Choices About Healthy, Active Lifestyles, Evaluating and Improving					
Learning Hours	8-10 Hours	8-10 Hours	8-10 Hours	8-10 Hours	8-10 Hours	8-10 Hours
What pupils will know, understand and be able to do.	Through the implementation, students will be able to understand, use and recall the following knowledge relating to invasion games: Principles of attack and defence Using deception to create space and opportunities for others	Through the implementation, students will be able to understand, use and recall the following knowledge relating to dance: Chorography of small sequences as part of a group.	Through the implementation, students will be able to understand, use and recall the following knowledge relating to trampolining: Develop understanding of how to replicate core skills using coordination,	Through the implementation, students will be able to understand, use and recall the following knowledge relating to outdoor adventurous activities:	Through the implementation, students will be able to understand, use and recall the following knowledge relating to athletics: Skill replication in a range of competitive events	Through the implementation, students will be able to understand, use and recall the following knowledge relating to rounders:

	Decision making for skill execution Working effectively as a team while applying a set of game rules Passing/Receiving Shooting Dribbling Ball control Defending/Marking Tackling	Use of space, formations, levels, unison, and canon. Evaluative skills of own or others' performance.	timing, and body control. Understanding how core movements can be linked. Use of sport specific terminology	How to tackle problem-solving activities as part of a group. To follow instructions and take on distinct roles. To review performance and change the outcome in subsequent trials.	Application of a set of rules when competing Understanding of own strengths and limitations Knowledge of personal running, jumping & throwing capacity	Application of techniques in a range of competitive context Sport specific terminology Strategies to outwit opposition Application of game rules as a performer and official
Declarative Knowledge	Motor Competence - Know what safe and successful movement looks like in specific activities/sports Rules, Strategies & Tactics - Know what the rules, regulations, strategies, and tactics are for participation in specific activities/sports Healthy Participation - Know what health & fitness mean in context, including the factors affecting performance					
Procedural Knowledge	Motor Competence - Know how to perform safe and effective movement Rules, Strategies & Tactics - Know how to perform the rules, strategies, and tactics in an activity/sport Healthy Participation - Know how to participate in a range of activities/sports confidently and competently					
Conditional Knowledge	Motor Competence - Know when and why certain movements are effective, why competence is important and when skills can be transferred Rules, Strategies & Tactics - Know when and why we apply rules, strategies and tactics in activities/sports and consider how concepts might support effective participation Healthy Participation - Know when and why we participate in physical activity, why motivation and confidence impact engagement and when the concepts might apply/transfer beyond PE					
Subject Vocabulary	Cruyff turn, Maradona turn Pass – 1-2 pass - Turn out/in - offside Rebound - Lay-up - Dribble Serve – Volley – Backhand – Forehand Stance – Footwork – Body position Chest/bounce/Overhead pass Corner – Throw-in – Goal kick Base Line – Side Line- Doubles play – Gegen press – overload – Pick and screen away – Motion press – Pick & roll	Agility Appreciation Artistic intention Constituent features Confidence Dynamics Emphasis Genre Holistic Kinaesthetic awareness Music visualisation Projection Safe practice Stage Presence Style A word used in dance which has a variety of meanings,	Co-operate Audience Elements Twist Refine Aesthetically Criteria Extension Tension Inverted Judge Dynamics Combination Canon Counter-tension Counter-balance Criteria Performance Imaginative Parallel Creativity Flight Timing Technique, Control Balance Evaluate Improve Shapes – tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge, partner	Rules Maps Partner and Teamwork Competition Direction Skills Symbols Move/Travel Safely Instructions Route Trust Team Building Problem Solving Strategy Communication (verbal and non-verbal) Aiming off, Catching feature	PB – Personal Best World Record Power Speed Cardio-vascular Endurance Muscular Endurance Balance Flexibility Agility Co-ordination Muscular Strength Reaction Time Oxygen Debt Pace Fosbury Flop Sliding/Claw Grip	Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Hitting Stance Offside Pitch Forehand Backhand Sprint Team Distance Measure Height Target Pacing Technique, Control Balance Evaluate Cover drive, sweep shot, Forward Defensive, Scoop,

		<p>including movement style choreographic style The Theme and variation</p>	<p>balances – angle, lunge, feet, high thighs, straddle lift, trunk</p>		<p>Hop-Step-Jump</p>	<p>cut shot, backfoot drive, reverse swing, orthodox swing, off spin, leg spin</p>
<p>Subject Texts Used</p>	<p>AfPE website has useful texts for PE and activity specific resources: https://www.afpe.org.uk/physical-education/recommended-readings/ KS3 PE National Curriculum 101 Youth Football Coaching Sessions by Tony Charles The Netball Practice Bible: Essential Drills, Session Plans and Coaching Advice by Anna Sheryn, Chris Sheryn Basketball Skills & Drills by Jerry V. Krause, Craig Nelson How to teach Dance - A beginners' guide by Mr. Rolfe Klement The Tennis Drill Book by Tina Hoskins TEAM HANDBALL: TEACHING AND LEARNING STEP-BY STEP: by Luisa Estriga How to Play Badminton by Clive Warren Training and Conditioning Young Athletes by Tudor O. Bompá, Sorin Sarandan Rounders: The Skills of the Game by Alison Leslie, Liz Cummins Gymnastics: Skills- Techniques- Training - Crowood Sports Guides Level 1/Level 2 Cambridge National in Sport Studies (J829): Second Edition</p>					

Cultural
Enrichment
Opportunities

Attend the KS3 Sports clubs/practices/fixtures. This will include opportunities in Football, Basketball, Netball, Table tennis, Cross country, and Athletics.
Look at the list of local sports teams and activity providers that is displayed in PE to help and encourage pupils to take part in competitive sports and activities outside school.

Examples of Sports Programmes to watch at home:

Netflix - <https://www.netflix.com/gb/browse/genre/180>

- ✓ Muscles & Mayhem: An Unauthorized Story of American Gladiators.
- ✓ Formula 1: Drive to Survive.
- ✓ The Last Dance.
- ✓ Cheer.
- ✓ Last Chance U.

BBC - <https://www.bbc.co.uk/iplayer/group/sport-featured>

ITV - <https://www.itv.com/watch/categories/sport>

Amazon Prime - https://www.amazon.co.uk/gp/video/storefront/ref=atv_hm_hom_c_9zZ8D2_hm_sports?contentType=home&contentId=Sports

Disney + https://reelgood.com/uk/tv/list/sports/on-disney_plus

Examples of Sports Books to read at home:

<https://www.waterstones.com/category/childrens-teenage/hobbies-interests/sports-and-outdoor-recreation>

- You Are a Champion: Unlock Your Potential, Find Your Voice and Be the BEST You Can Be Marcus Rashford, Carl Anka, Katie Warriner
- Lioness: My Journey to Glory Beth Mead, Ian Wright
- Women in Sport: Fifty Fearless Athletes Who Played to Win Rachel Ignatofsky

Theory of Physical Education:

The PE Classroom

The Everleaner

Seneca Learning

<p>Learning Behaviours</p>	<p>To develop understanding of how to prepare for and recover from exercise safely. Experience new enrichment opportunities within the school timetable and the wider community.</p> <p>General PE Learning Behaviours</p> <ul style="list-style-type: none"> • Active Listening Encouraging pupils to actively listen to the teacher's instruction and peers' answers and ideas. • Active Watching Encourage pupils to actively watch the teacher and pupil demonstrations, ICT input and peer performances. • Effort and Engagement Always apply their best effort and engagement to all the activities done. • Supportive behaviours Support and encourage each other in the lessons so that pupils perform in a positive learning environment. <p>Year 9 Learning Behaviours</p> <ol style="list-style-type: none"> 1. Leading or teaching others 2. Considering welfare of others <p>Transfer of skills outside of PE</p> <ol style="list-style-type: none"> 3. Understanding the value and relevance of all these skills – Independence, Communication, Conduct, Honesty, Emotional control, Teamwork, Resilience, Perseverance & Accountability 4. Apply these skills beyond your PE lesson
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For Information:

Autumn Term – 15 Weeks (Week 1 – 15)

Spring Term – 11 Weeks (Week 16 – 26)

Summer Term – 13 Weeks (Week 27-39)

SUBJECT Curriculum Time – 4 hours per fortnight (2 Week Timetable)