



Intent for the Year10 PE Curriculum 2021-2022

‘Building techniques to manage your mental health and strategies to cope with pressure situations.’

Students in Year 10 will continue to develop competence in a broad offer of physical activities from a range of invasion games, net wall games, athletic and fitness-based activities, striking and fielding, aesthetic activities, outdoor and adventurous activities. All PE lessons will aim to keep students active for sustained period of time and include challenges to develop students intellectual understanding of the body as well as the moral character traits required to engage with others and be successful in achieving goals and personal targets. PE in Y10 will focus on all of the character traits that are evident in being successful in a given physical activity. By becoming more **REFLECTIVE** this year students will relate how these skills transfer to other aspects of their life. KS4 PE will encourage a pathway to becoming a rounded individual capable of having a positive impact on society by improving students' ability to face challenge, work with others and to develop the required skills to be socially mobile.

Implementation:

Students are to complete 3/4 week blocks in PE. With 2 lessons a week these blocks should be approximately 6 lessons long. PE lessons should provide a vehicle to develop character, inter personal relationships and social skills alongside some technical and tactical aspects of the activity needed to be successful.

Curriculum adaptations as a result of the pandemic:

By reducing the activity blocks to 6 lessons this will allow students to access a boarder range of sporting activities as this may have been missed as a result of COVID restrictions during KS3. Terminal teacher assessments at the end of each block will be introduced to enable us to identify gaps more frequently in order to make adaptations to the curriculum as and where necessary.

Enquiry/Topic/Unit: <i>Students are offered a pathway that includes some of the activities from all of the strands.</i>	Key Outcomes:	Character Education: <i>What to do to manage mental health and develop coping strategies for pressure situations.</i>	Assessment:	Vocabulary :	Home-Learning
<p>Invasion Games (see Basketball Football, Hockey, Alternative Games and Netball intent for greater detail)</p> <p>Activities are presented as an optional pathway each term. This allows students an element of choice with their activities but also with the groups they work in. As the option is a pathway this ensures there is some balance and breadth to the curriculum. These activities are offered during term 1 and 2 to allow path way to level 2 competition.</p>	<p>Students develop a variety of tactics and strategies to overcome opponents in team and individual games. Emphasis is placed on students attempting a variety and finding activities that they enjoy and will inspire them to maintain or increase their involvement in extracurricular sport. Students understand the wider health implications to regular involvement in Physical Activity. Their understanding developed in KS3 for the physical benefits should be consolidated and built on with a wider understanding of the psychological and social gains to involvement in regular physical activity.</p>	<p>Invasion games should encourage students to develop their...</p> <p>REFLECTION when appreciating the positive aspects of how playing games can allow time to switch mind set and provide a break.</p> <p>CONFIDENCE when making decisions in games.</p> <p>HONESTY when working with and against others to ensure rules and etiquette are followed.</p>	<p>Ongoing formative assessment to be made by staff and this will be feedback to students during the lesson or via plenaries. Terminal summative assessment to be made and recorded by staff on the final lesson of a block of work. All assessment is based on Attitude To Learning</p>	<p>See relevant activity specific intent.</p>	<p>Extracurricular club offer to students during lunch time updated on school website each term to allow pathway into competitive inter school competitions and recreational activities.</p>



<p>Net wall games (see Table Tennis and Badminton intent for greater detail)</p> <p>Activities are presented as an optional pathway each term. This allows students an element of choice with their activities but also with the groups they work in. As the option is a pathway this ensures there is some balance and breadth to the curriculum.</p> <p>To be offered within the pathway in term 1 and 2 to maximise use of available indoor space.</p>	<p>Students develop a variety of tactics and strategies to overcome opponents in team and individual games. Emphasis is placed on students attempting a variety and finding activities that they enjoy and will inspire them to maintain or increase their involvement in extracurricular sport. Students understand the wider health implications to regular involvement in Physical Activity. Their understanding developed in KS3 for the physical benefits should be consolidated and built on with a wider understanding of the psychological and social gains to involvement in regular physical activity.</p>	<p>Net Wall games should encourage students to develop their...</p> <p>REFLECTION when using calming strategies to manage anxiety levels between points.</p> <p>CREATIVITY by developing innovation and problem solving to overcome challenge.</p> <p>RESPONSIBILITY when organising competitions and tournaments.</p>	<p>Ongoing formative assessment to be made by staff and this will be feedback to students during the lesson or via plenaries. Terminal summative assessment to be made and recorded by staff on the final lesson of a block of work. All assessment is based on Attitude To Learning</p>	<p>See relevant activity specific intent.</p>	<p>Extracurricular club offer to students during lunch time updated on school website each term to allow pathway into competitive inter school competitions and recreational activities.</p>
<p>Aesthetic activities (see dance and Trampolining intent for greater detail)</p> <p>Activities are presented as an optional pathway each term. This allows students an element of choice with their activities but also with the groups they work in. As the option is a pathway this ensures there is some balance and breadth to the curriculum.</p> <p>To be offered within the pathway in term 1 and 2 to maximise use of available indoor space.</p>	<p>Students develop technique and improve their performance Emphasis is placed on students working collaboratively with others to ensure everyone feels confident and safe when performing. Students understand the wider health implications to regular involvement in Physical Activity. Their understanding developed in KS3 for the physical benefits should be consolidated and built on with a wider understanding of the psychological and social gains to involvement in regular physical activity.</p>	<p>Aesthetic activities should encourage students to develop their...</p> <p>COMPASSION by modifying their personal behaviour to be a supportive peer leader.</p> <p>RESILIENCE when rehearsing to ensure performances are refined and ready to perform in front of an audience.</p>	<p>Ongoing formative assessment to be made by staff and this will be feedback to students during the lesson or via plenaries. Terminal summative assessment to be made and recorded by staff on the final lesson of a block of work. All assessment is based on Attitude To Learning</p>	<p>See relevant activity specific intent.</p>	<p>Extracurricular club offer to students during lunch time updated on school website each term to allow pathway into competitive inter school competitions and recreational activities.</p>



<p>Health related Fitness. See Fitness intent for greater detail)</p> <p>Compulsory unit</p> <p>Every student is to follow a course in Health related fitness for one lesson a week lasting one term. This runs parallel to a course in Relationships Sex and Health Education delivered during students second lesson of the week. For this reason groups are divided by gender and not therefore optional. Students could follow this unit in term 1,2 or 3.</p>	<p>Students should develop the necessary knowledge and mental capacity to be able to fully engage in personally challenging situations.</p> <p>Students will attempt a range of activities that develop personal fitness and promotes an active, healthy lifestyle. Pupils will develop techniques to ensure they are working safely and minimise the risk of chronic or acute injuries.</p> <p>Students should be aware of personal bests as a means of goal setting and a motivational technique whilst working in a gym.</p>	<p>Athletic and fitness activities should encourage students to develop their...</p> <p>REFLECTION when appreciating how the bodies response to exercise can improve a sense of wellbeing.</p> <p>RESPONSIBILITY through developing their self management when using the gym.</p> <p>CURIOSITY when developing new ideas of how to improve personal fitness.</p>	<p>Ongoing formative assessment to be made by staff and this will be feedback to students during the lesson or via plenaries. Terminal summative assessment to be made and recorded by staff on the final lesson of a block of work. All assessment is based on Attitude To Learning</p>	<p>See relevant activity specific intent.</p>	<p>Extracurricular club offer to students during lunch time updated on school website each term to allow pathway into competitive inter school competitions and recreational activities.</p>
<p>Striking and Fielding (see rounders and softball intent for greater detail).</p> <p>Groupings are presented as an optional pathway this term with the activities being striking and fielding based. This allows students an element of choice with the groups they work in.</p>	<p>Students should develop the necessary knowledge and mental capacity to be able to fully engage in modified and full versions of games.</p> <p>The emphasis during this term is to encourage all students to work within a team, building on trust and developing skills to solve problems as a group. Students should reflect on their own and team performances and respect the opinions of others in their team whilst being compassionate towards others when discussing ways to improve.</p>	<p>Striking and Fielding activities should encourage students to develop their...</p> <p>REFLECTION when appreciating the social benefits of playing a game and the positive impact this can have on mental health.</p> <p>RESPECT by considering strengths and weaknesses of both teams between innings and managing changes.</p> <p>COMPASSION when motivating others to develop their understanding.</p>	<p>Ongoing formative assessment to be made by staff and this will be feedback to students during the lesson or via plenaries. Terminal summative assessment to be made and recorded by staff on the final lesson of a block of work. All assessment is based on Attitude To Learning</p>	<p>See relevant activity specific intent.</p>	<p>Extracurricular club offer to students during lunch time updated on school website each term to allow pathway into competitive inter school competitions and recreational activities.</p>

Impact:

Term 1: take part regularly in competitive sports and activities in lessons and outside school through community links or sports clubs. The use of the gym 3 times a week is a new offer for KS4 students.

Term 2: Students know the physical, social and psychological benefits to be gained from participating in regular physical activity.

Term 3: Students can manage aspects of their mental health and developed their understanding of stress and how Physical Activity can be used to help them cope with the pressure they will be under in Y11. With this understanding they should be ready to learn in Y11 how Physical Activity is a positive lifestyle choice that can increase their social mobility.



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