

Year Group	Rationale	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	<p>Throughout the PE curriculum we are looking to develop different life skills that can be transferred to and from physical education. We are doing this to allow pupils to build more positive relationships and see the relevance of PE and exercise which they can hopefully carry into their future lives.</p> <p>In year 7 will be looking at how to positively build relationships and work with peers in their own and other classes. This will improve their confidence, allowing them to develop other skills throughout their school life.</p> <p>At the beginning of the year we will be building integral skills that are needed to build their social and emotional skills so</p>	<p>Life skills (2): 1. Cooperation; I can work well with others 2. Integrity; I will always try to do the right thing</p> <p>Physical value: Fitness</p> <p>Environment:</p> <p>Sports suggestions: Team games – with different roles for pupils</p>	<p>Life skills (2): 1. Honesty; I tell the truth and own up to my mistakes 2. Reflection; I can say what I thought, saw, heard or felt</p> <p>Physical value: Competence</p> <p>Environment:</p> <p>Sports suggestions: Net games</p>	<p>Life skills (2): 1. Trust; I can share my ideas and feelings 2. Problem-solving; I find ways to solve a problem</p> <p>Physical value: Fitness</p> <p>Environment:</p> <p>Sports suggestions: Team building exercises.</p>	<p>Life skills (2): 1. Courage; I am willing to have a go, even if it feels scary, difficult or is new 2. Empathy; I understand how others feel.</p> <p>Physical value: Competence</p> <p>Environment:</p> <p>Sports suggestions: Inclusive sports</p>	<p>Life skills (2): 1. Resourcefulness; I have experienced using different equipment. 2. Resilience; I keep trying even when things get tough</p> <p>Physical value: Fitness</p> <p>Environment:</p> <p>Sports suggestions: Outdoor ed</p>	<p>Life skills (2): 1. Encouragement; I help to encourage others 2. Evaluation; I know what I am good at and could be better at.</p> <p>Physical value: Competence</p> <p>Environment:</p> <p>Sports suggestions: Athletics/summer games</p>

	that pupils can build friendships and relationships with peers to aid their learning.						
Year 8	<p>Throughout the PE curriculum we are looking to develop different life skills that can be transferred to and from physical education. We are doing this to allow pupils to build more positive relationships and see the relevance of PE and exercise which they can hopefully carry into their future lives.</p> <p>In year 8 we will continue to develop skills that were explored in the previous year whilst adding in more personal life skills. These skills will allow pupils to see their own capabilities and allow them to persevere more with tasks they may struggle with.</p> <p>To introduce more independence with our learners we have chosen to</p>	<p>Life skills (2): 1.Courage; I can manage my fears and try new experiences</p> <p>2.Communication; Pupils pay attention, the listen to understand. Speak, demonstrate or write with enthusiasm.</p> <p>Physical value:</p> <p>Environment:</p> <p>Sports suggestions:</p> <p>Net games</p>	<p>Life skills (2): 1.Cooperation; Pupils organize themselves. They are willing to help with both prestigious and mundane tasks.</p> <p>2.Self Motivation; Set personal goals and work without constant direction</p> <p>Physical value:</p> <p>Environment:</p> <p>Sports suggestions:</p> <p>Inclusive sports</p>	<p>Life skills (2): 1. Self belief; Focus on their own abilities</p> <p>2.Gratitude; I can show appreciation for what I have</p> <p>Physical value:</p> <p>Environment:</p> <p>Sports suggestions:</p> <p>Fitness/personal and mental wellbeing</p>	<p>Life skills (2): 1.Encouragement; I can support and motivate others</p> <p>2.Reflection; I can think about my own and others performances</p> <p>Physical value:</p> <p>Environment:</p> <p>Sports suggestions:</p> <p>Dance/gymnastics</p>	<p>Life skills (2): 1.Problem solving; I can try different approaches and solutions to a situation</p> <p>2.Self-discipline; I can think about the consequences of my actions</p> <p>Physical value:</p> <p>Environment:</p> <p>Sports suggestions:</p> <p>Outdoor Ed</p>	<p>Life skills (2): 1.Decision making; I can make a choice and explain why</p> <p>2.Evaluation; I know what I am good at and could be better at.</p> <p>Physical value:</p> <p>Environment:</p> <p>Sports suggestions:</p> <p>Striking and Fielding</p>

	look at problem-solving and decision making towards the end of the year.						
Year 9	<p>Throughout the PE curriculum we are looking to develop different life skills that can be transferred to and from physical education. We are doing this to allow pupils to build more positive relationships and see the relevance of PE and exercise which they can hopefully carry into their future lives.</p> <p>Year 9 will be all about embedding previous life skills whilst developing knowledge and performance of sport and skills.</p> <p>We have chosen in year 9 to focus on more emotional and social skills for the first half of the year as pupils are maturing their approach towards themselves and other students needs to grow with them. Also as they</p>	<p>Life skills (2): 1.Communication; I can use a range of communication methods 2. Resilience; I can learn through an experience without fear of failure.</p> <p>Physical value:</p> <p>Environment:</p> <p>Sports suggestions:</p> <p>Outdoor ed</p>	<p>Life skills (2): 1.Honesty; I am open and truthful 1.Empathy; I can see things from other pupils' perspectives</p> <p>Physical value:</p> <p>Environment:</p> <p>Sports suggestions: Fitness/personal and mental wellbeing</p>	<p>Life skills (2): 1.Self discipline; I can manage my emotions to suit a situation 2.Respect; I can treat others as I wish to be treated</p> <p>Physical value:</p> <p>Environment:</p> <p>Sports suggestions: .Dance/gymnastics</p>	<p>Life skills (2): 1.Integrity; I will set high standards for myself and others. 2. Problem solving; Pupils try different solutions and take calculated risks. Challenge assumptions and extend their thinking.</p> <p>Physical value:</p> <p>Environment:</p> <p>Sports suggestions: Team games</p>	<p>Life skills (2): 1.Imagination; Experience the world in different ways and create new possibilities 2.Resourcefulness; Pupils adapt to different and changing circumstances.</p> <p>Physical value:</p> <p>Environment:</p> <p>Sports suggestions: Net games</p>	<p>Life skills (2): 1.Encouragement; I can support and motivate others 2.Reflection; I can think about my own and others performances</p> <p>Physical value:</p> <p>Environment:</p> <p>Sports suggestions: Striking and fielding</p>

	will be working more independently in groups it gives them chance to grow these skills with less staff input.						
	By the end of KS3..... Pupils will have learned positive communication skills to ensure they can work with peers in multiple situations. They will have a collection of skills that will allow them to persevere in lessons and show a positive outlook, this will be taught through reflection and evaluation of their performance with in lessons and through practice in different physical environments. They will have experienced multiple new sports and activities and will be given opportunities to take the skills learned outside of the school environment.						
Year 10	<p>Throughout the PE curriculum we are looking to develop different life skills that can be transferred to and from physical education. We are doing this to allow pupils to build more positive relationships and see the relevance of PE and exercise which they can hopefully carry into their future lives.</p> <p>As we move into KS4 pupils will still be looking at a range of life skills through physical education. However, we will be trying to use these skills to motivate and help peers through</p>	<p>Life skills (2): 1. Respect; Treat others as you would like to be treated 2. Encouragement; Pupils regularly support and motivate others</p> <p>Physical value:</p> <p>Environment:</p> <p>Sports suggestions: Inclusive sports</p>	<p>Life skills (2): 1. Resilience; Pupils seek out opportunities to learn through their experience 2. Self-motivation; Pupils have high aspirations based on their interests or ambitions</p> <p>Physical value:</p> <p>Environment:</p> <p>Sports suggestions:</p>	<p>Life skills (2): Communication; Pupils regularly use a range of communication 2. Reflection; Pupils take time to think about their own and others' performances</p> <p>Physical value:</p> <p>Environment:</p> <p>Sports suggestions: Gymnastics and dance</p>	<p>Life skills (2): 1. Integrity; Pupils consistently set high standards for themselves and others. 2. Evaluation; Pupils consistently use evidence to identify strengths and areas for development</p> <p>Physical value:</p> <p>Environment:</p> <p>Sports suggestions:</p>	<p>Life skills (2): 1. Self Discipline; Pupils consistently manage their emotions to suit the situation. 2. Concentration Consistently focus on the moment, task or desired outcome with their body and mind. Physical value:</p> <p>Environment:</p> <p>Sports suggestions: Net games</p>	<p>Life skills (2): 1. Decision making; Pupils reach a conclusion based on an evaluation and consistently take responsibility for their choices 2. Cooperation</p> <p>Physical value:</p> <p>Environment:</p> <p>Sports suggestions: Striking and fielding</p>

	<p>leadership opportunities with in groups and pupils taking more responsibility for their own learning – preparing them to take these skills out into society.</p> <p>Pupils by year 10 have build strong relationships with each other – we have chosen to look at respect and encouragement at the beginning of the year to ensure our pupils remain positive towards each other and set a standard for themselves from the beginning of the year.</p>		<p>Fitness/ mental health and wellbeing</p>		<p>Team Games</p>		
<p>Year 11</p>	<p>Throughout the PE curriculum we are looking to develop different life skills that can be transferred to and from physical education. We are doing this to allow pupils to build more positive relationships and see the relevance of PE and exercise which they can hopefully carry into their future lives.</p>	<p>Life skills (2): 1. Gratitude; Regularly show an appreciation of the contribution of others and encourage others to do the same. 2. Curiosity; Consistently want to learn more and</p>	<p>Life skills (2): 1. Trust; Bring out the best in others, allowing them the opportunity to lead, share and collaborate 2. Self-belief; Pupils welcome the opportunity to develop over time. They seek</p>	<p>Life skills (2): 1. Fairness Aware of the needs of others and are inclusive, often seeking ways of including others' needs. 2. Reflection Students take time to think about their own and others' performances</p>	<p>Life skills (2): 1. Responsibility; Consistently plan for desired outcomes. Organise themselves and others without need for supervision. 2. Decision-making Students reach a conclusion based</p>	<p>Life skills (2): 1. Courage Consistently overcome their fears by tackling challenges and taking calculated risks. 2. Problem-solving Consistently try different solutions and take calculated risk.</p>	<p>Life skills (2): 1. Encouragement; Students support and motivate others in all they do. Positive role models. 2. Resilience Seek out opportunities to learn through their experience</p>

	<p>In year 11 whilst we are now preparing pupils for life beyond school we will be using life skills for our pupils to be setting examples to younger pupils. To prepare pupils for life beyond school our curriculum builds on their previous skills we have looked at through our PELSA qualifications focusing on themselves at the beginning of the year and them transferring these skills to their actions towards other pupils and social interactions.</p>	<p>explore new things – willing to move out of their 'comfort zone'.</p> <p>Physical value:</p> <p>Environment:</p> <p>Sports suggestions: Outdoor ed/team building</p>	<p>out feedback and take it on board.</p> <p>Physical value:</p> <p>Environment:</p> <p>Sports suggestions: Fitness</p>	<p>Physical value:</p> <p>Environment:</p> <p>Sports suggestions:</p> <p>Dance/gymnastics</p>	<p>on an evaluation and consistently take responsibility or their choices.</p> <p>Physical value:</p> <p>Environment:</p> <p>Sports suggestions: Team games</p>	<p>Physical value:</p> <p>Environment:</p> <p>Sports suggestions: Net games</p>	<p>without fear of failure.</p> <p>Physical value:</p> <p>Environment:</p> <p>Sports suggestions: Striking and Fielding</p>
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By the end of key stage 4, the learners will have worked on developing their Physical, Emotional, Social and Mental well-being through a range of different sports, movements, and environments. These experiences will provide challenge and give the learners an increased opportunity to endeavor to continue their pursuit of a healthy lifestyle. The core values that the PELSA qualification promotes, allow the learners to develop skills for life. They will concentrate on values of decision making and problem solving towards the end of the qualification as this will be beneficial to the learners as they enter the exam season. There will also be an emphasis of resilience maintained throughout the key stage so the learners can secure the knowledge of importance that resilience plays in life outside of school. Having these experiences will bring a confidence in the learners to seek new opportunities without the fear of failure.

Pupils have to complete 4 skills from each domain per stage (Social, Emotional and Cognitive)
Pupils must demonstrate development in the PE environment and one other eg. Physical activity, extra curricular, school sport(intra/inter) or community.

**Ambitious aspirations,
Challenging the impossible,
Encouraging independence for all!**

High Point Academy Curriculum Overview Physical Education



Pupils must also meet 2 of the following values; competence, fitness, health and wellbeing, motivation (both values must be met in 2 of the environments)

Social – gratitude, empathy, encouragement, fairness, trust, respect, communication, cooperation.

Emotional – self-belief, honesty, courage, resilience, self-discipline, self-motivation, responsibility, integrity.

Cognitive – curiosity, problem-solving, imagination, concentration, resourcefulness, reflection, evaluation, decision making.