



## Curriculum Map 2022-23 – P.E. – All Activities subject to NGB Covid-19 Guidance



Our Curriculum is adapted to meet the needs of each group, allowing maximum participation and progression for all students.

TERM	CONTENT AND SKILLS						
	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	YEAR 13
AUTUMN	<p><b>Content:</b> Rugby Netball Basketball HRF</p> <p><b>Skills:</b> Introducing rules of games and developing technique to improve performance.</p> <p>Develop understanding of how the body works during exercise.</p> <p>Understand and apply the long-term health benefits of physical activity.</p> <p>Students will be encouraged to take part in competitive sports and activities outside school through community links or sports clubs.</p>	<p><b>Content:</b> HRF Rugby Netball Basketball</p> <p><b>Skills:</b> Use a range of tactics and strategies to overcome opponents in competitive situations.</p> <p>Develop understanding of how fitness testing can help us plan for exercise in the future. Analyse how the results of testing can be used to individualise training programmes.</p> <p>Students will be encouraged to take part in competitive sports and activities outside school through community links or sports clubs.</p>	<p><b>Content:</b> Core Rugby, Football Netball, Health Related Fitness.</p> <p><b>Skills:</b> How different methods of training can help improve fitness levels and performance in competitive situations.</p> <p>Students will be encouraged to take part in competitive sports and activities outside school through community links or sports clubs.</p>	<p><b>Content:</b> Core Range of activities in which overcoming opponents is the focus, including football, netball, rugby, hockey, basketball and badminton.</p> <p><b>Skills:</b> Use and develop a range of tactics and strategies to overcome opponents in team and individual activities</p> <p>Students will be encouraged to continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</p>	<p><b>Content:</b> Core Range of activities in which overcoming opponents is the focus, including football, netball, rugby, hockey, basketball and badminton.</p> <p><b>Skills:</b> Use and develop a range of tactics and strategies to overcome opponents in team and individual activities</p> <p>Students will be encouraged to continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</p>	<p><b>Content:</b> Applied anatomy and physiology</p> <p>Sport and society</p> <p>Evaluation and Analysis of Performance for Improvement (EAPI)</p> <p><b>Skills:</b> Identifying and analysing strengths and weaknesses of Skills</p>	<p><b>Content:</b> Biomechanics</p> <p>Contemporary issues in physical activity and sport</p> <p>Evaluation and Analysis of Performance for Improvement (EAPI)</p> <p><b>Skills:</b> Identifying and analysing strengths and weaknesses of Skills, Tactics and components of fitness. Identify a major weakness and develop an action plan to help improve this (weeks 1-6)</p>

	<p>Personal Development Strands: <b>See document below for further detail</b></p> <p>Physical Health and Fitness</p> <p>Mental Wellbeing</p> <p>Health and Prevention</p> <p>Changing Adolescent Bodies</p>	<p>Personal Development Strands: <b>See document below for further detail</b></p> <p>Physical Health and Fitness</p> <p>Mental Wellbeing</p> <p>Health and Prevention</p> <p>Changing Adolescent Bodies</p>	<p>Personal Development Strands: <b>See document below for further detail</b></p> <p>Physical Health and Fitness</p> <p>Mental Wellbeing</p> <p>Health and Prevention</p> <p>Changing Adolescent Bodies</p> <p><b>GCSE Content:</b>  2.1.a Physical activity  2.1.a Participation Rates  1.1.a Location of major bones  1.1.a Functions/synovial joint</p> <p><b>Skills:</b>  Students will develop their knowledge and understanding of current participation trends using a range of valid and respected sources.</p> <p>Students will be able to name and locate the major bones, joints and muscles of the body and be able to apply</p>	<p>Personal Development Strands: <b>See document below for further detail</b></p> <p>Physical Health and Fitness</p> <p>Mental Wellbeing</p> <p>Health and Prevention</p> <p>Changing Adolescent Bodies</p> <p><b>GCSE Content:</b>  2.3 Health, fitness and well-being  2.3 Diet and nutrition  1.1.d Cardiovascular system  1.1.d Respiratory system  1.1.d Aerobic and anaerobic exercise</p> <p><b>Skills:</b>  Learners will develop their knowledge and understanding of the benefits of participating in physical activities and sport to health, fitness and well-being as well as having a clear definition of health and fitness. Learners will know about the physical, emotional and social</p>	<p>Personal Development Strands: <b>See document below for further detail</b></p> <p>Physical Health and Fitness</p> <p>Mental Wellbeing</p> <p>Health and Prevention</p> <p>Changing Adolescent Bodies</p> <p><b>GCSE Content:</b>  AEP task (Comp Rm)</p>		
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			<p>examples of how the skeletal and muscular systems allows the functions such as posture and protection.</p>	<p>benefits as well as the consequences of a sedentary lifestyle.</p> <p>Learners will develop their knowledge and understanding of the structure and function of the cardiovascular system, using this to formulate key aspects of training regimes for athletes and recognising the impact the heart has on exercise.</p>			
<p>SPRING</p>	<p><b>Content:</b> Handball  Football  Hockey  Dance</p> <p><b>Skills:</b></p> <p>Use a range of tactics and strategies to overcome opponents in direct competition through team games.</p> <p>Students will be encouraged to take part in competitive sports and activities outside school through community links or sports clubs.</p>	<p><b>Content:</b> Gymnastics  Handball  Football  Hockey  Dance</p> <p><b>Skills:</b></p> <p>Develop teamwork within competitive situations in order to outwit opponents.</p> <p>GCSE Trial (Theory and Practical), allowing students to gain an understanding of the GCSE course requirements.</p> <p>Students will be encouraged to take part in competitive sports and activities outside school</p>	<p><b>Content:</b> Core Handball, Hockey, Cross Country, Volleyball</p> <p>Develop a range of tactics and strategies to overcome opponents in competitive situations.</p> <p><b>Skills:</b> Students will be encouraged to take part in competitive sports and activities outside school through community links or sports clubs.</p>	<p><b>Content:</b> Core Health Related Fitness activities in which a healthy active lifestyle is promoted. These will include circuit training, aerobics, dance, HIIT training and skipping. Students will also compete in activities in which overcoming opponents is key, including handball and dodgeball, while still improving on personal fitness.</p> <p><b>Skills:</b> Key focus this term is on performance, promoting a healthy lifestyle and developing personal fitness.</p> <p>Students will be encouraged to</p>	<p><b>Content:</b> Core Health Related Fitness activities in which a healthy active lifestyle is promoted. These will include circuit training, aerobics, dance, HIIT training and skipping. Students will also compete in activities in which overcoming opponents is key, including handball and dodgeball, while still improving on personal fitness.</p> <p><b>Skills:</b> Key focus this term is on performance, promoting a healthy lifestyle and developing personal fitness.</p> <p>Students will be encouraged to</p>	<p><b>Content:</b> Sports psychology  Sport and society</p> <p>Evaluation and Analysis of Performance for Improvement (EAPI)</p> <p><b>Skills:</b> Identifying and analysing strengths and weaknesses of Skills and Tactics</p>	<p><b>Content:</b> Contemporary issues in physical activity and sport</p> <p>Evaluation and Analysis of Performance for Improvement (EAPI)</p> <p><b>Skills:</b> Identifying and analysing strengths and weaknesses of Skills, Tactics and components of fitness. Identify a major weakness and develop an action plan to help improve this (weeks 7-12)</p>

		through community links or sports clubs.		continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.	continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.		
	Personal Development Strands: <b>See document below for further detail</b>	Personal Development Strands: <b>See document below for further detail</b>	Personal Development Strands: <b>See document below for further detail</b>	Personal Development Strands: <b>See document below for further detail</b>	Personal Development Strands: <b>See document below for further detail</b>		
	Physical Health and Fitness	Physical Health and Fitness	Physical Health and Fitness	Physical Health and Fitness	Physical Health and Fitness		
	Mental Wellbeing	Mental Wellbeing	Mental Wellbeing	Mental Wellbeing	Mental Wellbeing		
	Healthy Eating	Healthy Eating	Healthy Eating	Healthy Eating	Healthy Eating		
	Health and Prevention	Health and Prevention	Health and Prevention	Health and Prevention	Health and Prevention		
	Changing Adolescent Bodies	Changing Adolescent Bodies	Changing Adolescent Bodies	Changing Adolescent Bodies	Changing Adolescent Bodies		
			<p>GCSE <b>Content:</b></p> <p>2.1.b Commercialisation</p> <p>2.1.c Ethics in sport</p> <p>2.1.c Drugs in sport</p> <p>2.1.c Violence in sport</p>	<p>GCSE <b>Content:</b></p> <p>2.2 Characteristics of skilful movement</p> <p>2.2 Classification of skill</p> <p>2.2 Goal setting</p> <p>2.2 Mental preparation</p> <p>2.2 Types of guidance</p> <p>2.2 Characteristics of skilful movement</p> <p><b>Skills:</b></p> <p>Students will examine and analyse the impact the psychology of an</p>	<p>GCSE <b>Content:</b></p> <p>1.1.d Aerobic and anaerobic exercise</p> <p>1.1.e Short-term effects of exercise</p> <p>1.1.e Short-term effects of exercise</p> <p>1.1.e Long-term effects of exercise</p> <p><b>Skills:</b></p> <p>Students will develop their knowledge and understanding of the short and long-term effects of exercise on muscles and bones, the heart</p>		

			<p>1.1.b The roles of muscle in movement</p> <p><b>Skills:</b></p> <p>They will investigate commercialisation of physical activity and sport including sponsorship, along with the influences of the media.</p> <p>Finally they will investigate ethics in sport including definitions of the key terms of sportsmanship, gamesmanship and deviance. The effects of drugs in sport and the reasons why sports performers use drugs will be examined along with reasons for player violence with practical examples in physical activities and sports.</p>	<p>athlete can have on performance.</p> <p>They will also investigate how the classification of skills impacts on the way the skill is learnt and developed.</p>	<p>and the respiratory system. They will be able to apply understanding of these effects to examples from a range of physical activities and sports.</p> <p>Learners will be able to collect and use data in this section related to both short-term and long-term effects of exercise</p>		
SUMMER	<p><b>Content:</b></p> <p>Cricket</p> <p>Athletics</p> <p>Rounders</p> <p>Softball</p> <p>Tennis</p> <p>Analysis of performance – compare your performances with previous ones to</p>	<p><b>Content:</b></p> <p>Cricket</p> <p>Athletics</p> <p>Rounders</p> <p>Softball</p> <p>Tennis</p> <p>Analysis of performance – compare performances of yourself and peers with previous ones</p>	<p><b>Content:</b></p> <p>Core</p> <p>Range of activities in which students are encouraged to build upon previous performances and to achieve personal bests. The activities will include: athletics, rounders, softball, cricket and tennis.</p>	<p><b>Content:</b></p> <p>Core</p> <p>Range of activities in which students are encouraged to build upon previous performances and to achieve personal bests. The activities will include: athletics, rounders, softball, cricket and tennis.</p>	<p><b>Content:</b></p> <p>GCSE</p> <p>Exam Preparation</p>	<p><b>Content:</b></p> <p>Exercise physiology</p> <p>Sport and society</p> <p>Evaluation and Analysis of Performance for Improvement (EAPI)</p> <p><b>Skills:</b></p> <p>Identifying and analysing strengths and weaknesses of Skills, Tactics and components of fitness</p>	

	<p>achieve personal bests.</p> <p><b>Skills:</b> Appraise the performances of others, recognising strengths and discussing them with them.</p> <p>Students will be encouraged to take part in competitive sports and activities outside school through community links or sports clubs.</p> <p>Personal Development Strands: <b>See document below for further detail</b></p> <p>Physical Health and Fitness</p> <p>Mental Wellbeing</p> <p>Healthy Eating</p> <p>Health and Prevention</p> <p>Changing Adolescent Bodies</p>	<p>to achieve personal bests</p> <p><b>Skills:</b> Appraise the performances of others, recognising strengths and weaknesses and discussing them with them.</p> <p>Students will be encouraged to take part in competitive sports and activities outside school through community links or sports clubs.</p> <p>Personal Development Strands: <b>See document below for further detail</b></p> <p>Physical Health and Fitness</p> <p>Mental Wellbeing</p> <p>Healthy Eating</p> <p>Health and Prevention</p> <p>Changing Adolescent Bodies</p>	<p><b>Skills:</b> Students will also be encouraged to evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</p> <p>Students will be encouraged to take part in competitive sports and activities outside school through community links or sports clubs.</p> <p>Personal Development Strands: <b>See document below for further detail</b></p> <p>Physical Health and Fitness</p> <p>Mental Wellbeing</p> <p>Healthy Eating</p> <p>Health and Prevention</p> <p>Changing Adolescent Bodies</p>	<p><b>Skills:</b> Students will also be encouraged to evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best</p> <p>Students will be encouraged to continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</p> <p>Personal Development Strands: <b>See document below for further detail</b></p> <p>Physical Health and Fitness</p> <p>Mental Wellbeing</p> <p>Healthy Eating</p> <p>Health and Prevention</p> <p>Changing Adolescent Bodies</p>			
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			<p><b>GCSE</b>  <b>Content:</b>  1.2.a Comp of fitness  1.2.a Comp of fitness (Comp Rm)  1.2.b Training principles  1.2.b Optimising training  1.2.b Optimising training  1.2.b Warm up &amp; Cool down  1.2.c Prevention of injury  <b>Skills:</b>  Students will develop their knowledge and understanding of the components of fitness, applying these to practical scenarios and investigating how they are used by a variety of athletes.</p>	<p><b>GCSE</b>  <b>Content:</b>  1.1.c Lever systems &amp; Planes and axes  1.1.b Movement Analysis  <b>Skills:</b>  Students will use practical examples to develop their knowledge of the three classes of lever and will be able to use physical activities and sport to show where these levers might operate to produce movement. Learners will become aware of the mechanical advantage provided by levers in movement</p>			
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<b>ASSESSMENT CALENDAR 2022-23</b>							
<b>TERM</b>	<b>YEAR 7</b>	<b>YEAR 8</b>	<b>YEAR 9</b>	<b>YEAR 10</b>	<b>YEAR 11</b>	<b>YEAR 12</b>	<b>YEAR 13</b>
<b>AUTUMN</b>	<p><b>Assessment 1: HRF – How The Body Works</b></p> <p>Students will be assessed in all practical activities, creating a summative assessment grade throughout the term.</p>	<p><b>Assessment 1: HRF – Components of Fitness</b></p> <p>Students will be assessed in all practical activities, creating a summative assessment grade throughout the term.</p>	<p><b>GCSE Assessment weighting: 60% Theory 40% Practical</b> Students will be assessed in all practical activities, creating a summative assessment grade throughout the term.</p> <p><b>Topic tests:</b> Half term 1: Physical activity and Participation Half Term 2: The Skeletal System</p>	<p><b>GCSE Assessment weighting: 60% Theory 40% Practical</b> Students will be assessed in all practical activities, creating a summative assessment grade throughout the term.</p> <p><b>Topic tests:</b> Half term 1: Health and Wellbeing Half Term 2: Cardiovascular and respiratory system</p>	<p><b>GCSE Assessment weighting: 60% Theory 40% Practical</b> Students will be assessed in practical activities which they have chosen to use for their final exam, creating a summative assessment grade throughout the term.</p>	<p><b>Evaluation and Analysis of Performance for Improvement (EAPI)</b></p> <p>Students will complete a short answer (1-3 marks, middle length (4-8 marks) and work towards a 20 mark answer on a fortnightly basis, this will be based on progress through topic and topic length.</p> <p>End of term test.</p>	<p><b>Evaluation and Analysis of Performance for Improvement (EAPI)</b></p> <p>Students will complete a short answer (1-3 marks, middle length (4-8 marks) and a 20 mark answer on a fortnightly basis, this will be based on progress through topic and topic length.</p> <p>End of term test.</p>
<b>SPRING</b>	<p><b>Assessment 2: Rules and Gameplay</b></p> <p>Students will be assessed in all practical activities, creating a summative assessment grade throughout the term.</p>	<p><b>Assessment 2: Rules and Gameplay</b></p> <p>Students will be assessed in all practical activities, creating a summative assessment grade throughout the term.</p>	<p><b>GCSE Assessment weighting: 60% Theory 40% Practical</b> Students will be assessed in all practical activities, creating a summative assessment grade throughout the term.</p> <p><b>Topic tests:</b> Half term 1: Commercialisation and Half Term 2: Ethics in sport The Muscular System</p>	<p><b>GCSE Assessment weighting: 60% Theory 40% Practical</b> Students will be assessed in all practical activities, creating a summative assessment grade throughout the term.</p> <p><b>Topic tests:</b> Half term 1: Sports Psychology 1 Half Term 2: Sports Psychology 2</p>	<p><b>GCSE Assessment weighting: 60% Theory 40% Practical</b> Students will be assessed in practical activities which they have chosen to use for their final exam, creating a summative assessment grade throughout the term.</p> <p><b>Topic tests:</b> Half term 1: Short Term Exercise Half Term 2: Long Term Exercise</p>	<p><b>Evaluation and Analysis of Performance for Improvement (EAPI)</b></p> <p>Students will complete a short answer (1-3 marks, middle length (4-8 marks) and work towards a 20 mark answer on a fortnightly basis, this will be based on progress through topic and topic length.</p> <p>End of term test.</p>	<p><b>Evaluation and Analysis of Performance for Improvement (EAPI)</b></p> <p>Students will complete a short answer (1-3 marks, middle length (4-8 marks) and a 20 mark answer on a fortnightly basis, this will be based on progress through topic and topic length.</p> <p>End of term test.</p>



<p><b>SUMMER</b></p>	<p><b>Assessment 3: Athletics – Performance Analysis of Another Performer</b></p> <p>Students will be assessed in all practical activities, creating a summative assessment grade throughout the term.</p>	<p><b>Assessment 3: Performance Analysis of Another Performer</b></p> <p>Students will be assessed in all practical activities, creating a summative assessment grade throughout the term.</p>	<p><b>GCSE Assessment weighting: 60% Theory 40% Practical</b>  Students will be assessed in all practical activities, creating a summative assessment grade throughout the term.  <b>Topic tests:</b>  Half term 1: Components of fitness  Half Term 2: Optimising Training  <b>Summative Yearly Test</b></p>	<p><b>GCSE Assessment weighting: 60% Theory 40% Practical</b>  Students will be assessed in all practical activities, creating a summative assessment grade throughout the term.  <b>Topic tests:</b>  Half term 1: Movement Analysis  Half Term 2: Mock Exams</p>		<p><b>Evaluation and Analysis of Performance for Improvement (EAPI)</b></p> <p>Students will complete a short answer (1-3 marks, middle length (4-8 marks) and work towards a 20 mark answer on a fortnightly basis, this will be based on progress through topic and topic length.</p> <p><b>Mock Exam</b></p>	
			<p><b>Progression of Assessment:</b></p> <p>Topic tests will be marked /25 for the topic that has been covered that term.</p> <p>Questions will have clear guidance as to how many points students need to make to gain maximum marks for each question.</p> <p>Scaffolding will be provided for 6 mark questions, reducing in detail as the year progresses.</p>	<p><b>Progression of Assessment:</b></p> <p>Topic tests will be marked /25 for the topic that has been covered that term.</p> <p>Scaffolding will be removed, with guidance on AO1,2 and 3 as a reminder to students in the paper.</p> <p>Tests will also have elements of previous topics to allow reminders of</p>	<p><b>Progression of Assessment:</b></p> <p>Topic tests will be marked /25 for the topic that has been covered that term.</p> <p>Time limits will be placed on tests, descending in time to represent need for 1 mark/ 1 minute in exam conditions.</p> <p>Tests will also have elements of previous topics to allow reminders of</p>		

			Tests will also have elements of previous topics to allow reminders of past content and links.	past content and links.	past content and links.		
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### Personal Development in PE at Sheringham High

Year Group	Brief Description of Topic and outcome	When
All Years	<p>Respectful Relationships:</p> <p>Students are taught throughout every lesson to show respect to others. This is demonstrated in a variety of ways but is always both required and evident. Examples include teamwork in team games such as volleyball, group work in dance and showing respect for individual performances in gymnastics. Stereotypes are also challenged through mixed group work in many lessons, requiring genders to participate in a range of sports, including those such as netball and rugby, which have been traditionally pigeonholed as gender specific.</p>	Throughout all years and all lessons.
7	<p>Physical Health and Fitness:</p> <p>Health Related Fitness in Year 7 focusses on the components of fitness and how these relate to both general health and sporting requirements. Students study a variety of physical activities to improve these components and are taught the links between the exercise and the component.</p> <p>Students also look at the cardiovascular, muscular, respiratory and skeletal systems, again linking exercise to the benefits of each.</p>	Autumn Term
7	<p>Mental Wellbeing:</p> <p>Students are encouraged to take an active role in all lessons and are taught the benefits of exercise on mental wellbeing through a range of lessons. This is emphasised most in team activities, such as football, rugby and netball, where the mental benefits of both exercise and teamwork emphasised.</p> <p>Students are encouraged to maintain their best standards of performance in lessons. This is addressed most clearly in athletics lessons during the Summer Term, where achieving personal bests is a key factor.</p>	Autumn and Spring Terms  Summer Term
7	<p>Healthy Eating:</p> <p>The need for healthy eating as a requirement for physical activity is emphasised at the start of each term and regularly throughout, especially during Health Related Fitness lessons. Nutritional requirements are linked to the components of fitness, with a focus on how different food groups are needed for different components.</p> <p>The importance of water is regularly emphasised, and students are encouraged to bring water bottles to lessons. Links to hydration are regularly made.</p>	Autumn Term and throughout

7	<p>Health and Prevention:</p> <p>Personal hygiene is discussed from the first lesson of P.E. Students are encouraged to wear suitable clothing and to ensure that they are aware of specific issues that can come from not regularly changing such clothes, athlete's foot is a key example which is emphasised. Deodorant is regularly discussed and students are encouraged to apply (roll on) deodorants before and after lessons.</p>	Throughout with regular reminders at the start of lessons.
7	<p>Changing Adolescent Bodies:</p> <p>Puberty is considered with students when participating in all activities, particularly contact sports. Changing shape of bodies is discussed and students are encouraged to consider these when planning positions etc. This is also key when analysing Health Related Fitness and Athletics, where students are encouraged to think about how puberty impacts on components of fitness, times/distances etc.</p>	Autumn and Summer Terms
8	<p>Physical Health and Fitness:</p> <p>Health Related Fitness in Year 8 focusses on measuring components of fitness and how having a knowledge of your own fitness can help to plan training. Students are encouraged to identify areas in which they have weaknesses and plan ways in which they can improve them, whilst maintaining their current strengths. Links to how physical improvements can lead to improved mental health are identified.</p>	
8	<p>Mental Wellbeing:</p> <p>Students are encouraged to take an active role in all lessons and are taught the benefits of exercise on mental wellbeing through a range of lessons. This is emphasised most in team activities, such as football, rugby and netball, where the mental benefits of both exercise and teamwork are emphasised.</p> <p>Students are encouraged to maintain their best standards of performance in lessons. This is addressed most clearly in athletics lessons during the Summer Term, where achieving personal bests is a key factor.</p>	Autumn and Spring Terms  Summer Term
8	<p>Healthy Eating:</p> <p>The need for a healthy eating as a requirement for physical activity is emphasised at the start of each term and regularly throughout, especially during Health-Related Fitness lessons. Concepts relating to individual athletes developing their own meal plans are introduced. Energy balance introduced.</p>	Autumn Term
8	<p>Health and Prevention:</p> <p>Personal hygiene is discussed from the first lesson of P.E. Students are encouraged to wear suitable clothing and to ensure that they are aware of specific issues that can come from not regularly changing such clothes, athlete's foot is a key example which is emphasised. Deodorant is regularly discussed and students are encouraged to apply (roll on) deodorants before and after lessons.</p> <p>Sleep and the links to performance are identified, as well as being linked to energy balance and the healthy eating topics.</p>	Throughout
8	<p>Changing Adolescent Bodies:</p> <p>Puberty is considered with students when participating in all activities, particularly contact sports. Particular focus is now given to the physical differences in gender and how these may affect sporting outcomes. National performance tables are introduced, these are used to identify differences in male/female performance and the expected gap between them.</p>	Throughout

9	<p>Physical Health and Fitness:</p> <p>Health Related Fitness in Year 9 focusses on students training towards improving a variety of components of fitness, beginning to identify activities which may be available to them outside of school more readily, e.g. skipping. Students are encouraged to identify areas in which they have weaknesses and plan ways in which they can improve them, whilst maintaining their current strengths. Links to how physical improvements can lead to improved mental health are identified.</p>	
9	<p>Mental Wellbeing:</p> <p>Students are encouraged to take an active role in all lessons and are taught the benefits of exercise on mental wellbeing through a range of lessons. This is emphasised most in team activities, such as football, rugby and netball, where the mental benefits of both exercise and teamwork emphasised.</p> <p>Students are encouraged to maintain their best standards of performance in lessons. This is addressed most clearly in athletics lessons during the Summer Term, where achieving personal bests is a key factor.</p> <p>Students work in a variety of groups, both single and mixed gender throughout the year, giving them an ability to make choices about who they work with dependant on friendship groups etc. which become more of a factor in participation during Year 9.</p>	<p>Autumn and Spring Terms</p> <p>Summer Term</p>
9	<p>Healthy Eating:</p> <p>The need for a healthy eating as a requirement for physical activity is emphasised at the start of each term and regularly throughout, especially during Health-Related Fitness lessons. Diet and hydration links are made regularly, building on the differences identified in sports in Year 8. Focus on “sports drinks” and how these impact on health and performance compared to water. Students are encouraged to take a more independent approach to meal planning and healthy eating, identifying food groups and items which fit in with the requirements of their individual diets.</p>	Autumn Term
9	<p>Health and Prevention:</p> <p>Personal hygiene is discussed from the first lesson of P.E. Students are encouraged to wear suitable clothing and to ensure that they are aware of specific issues that can come from not regularly changing such clothes, athletes foot is a key example which is emphasised. Deodorant is regularly discussed and students are encouraged to apply (roll on) deodorants before and after lessons. Students are encouraged to take a more independent approach to personal hygiene, taking more responsibility for themselves.</p> <p>Sleep and the links to performance are identified, as well as being linked to energy balance and the healthy eating topics.</p>	Throughout
9	<p>Changing Adolescent Bodies:</p> <p>Puberty is considered with students when participating in all activities, particularly contact sports. Students are made aware of how their body changes may impact on components of fitness e.g. co-ordination and balance and how these may, in fact, become weaker as the body changes, before improving again.</p> <p>Displays are available giving students links to appropriate websites and helplines, along with advice being offered to individual students from teachers and support staff.</p>	Throughout

10	<p>Physical Health and Fitness:</p> <p>Health Related Fitness in Year 10 focusses on students training towards improving a variety of components of fitness, continuing to identify activities which may be available to them outside of school more readily, e.g. skipping, dance, HIIT. Students are encouraged to become more independent in their planning and implementation of fitness training</p>	
10	<p>Mental Wellbeing:</p> <p>Students are encouraged to take an active role in all lessons and are taught the benefits of exercise on mental wellbeing through a range of lessons. This is emphasised most in team activities, such as football, rugby and netball, where the mental benefits of both exercise and teamwork emphasised.</p> <p>Once again students are encouraged to recognise where they can look for help, with support guides, websites and staff identified via displays and discussions.</p> <p>Students are encouraged to maintain their best standards of performance in lessons. This is addressed most clearly in athletics lessons during the Summer Term, where achieving personal bests is a key factor.</p> <p>Students work in a variety of groups, both single and mixed gender throughout the year, giving them an ability to make choices about who they work alongside, as well as well as the types of activity that they participate in.</p>	<p>Autumn and Spring Terms</p> <p>Summer Term</p>
10	<p>Healthy Eating:</p> <p>The need for a healthy eating as a requirement for physical activity is emphasised at the start of each term and regularly throughout, especially during Health-Related Fitness lessons. Diet and hydration links are made regularly, building on the differences identified in sports in previous years.</p> <p>Students are encouraged to take a more independent approach to meal planning and healthy eating, identifying food groups and items which fit in with the requirements of their individual diets.</p>	Autumn Term
10	<p>Health and Prevention:</p> <p>Personal hygiene is discussed from the first lesson of P.E. Students are encouraged to wear suitable clothing and to ensure that they are aware of specific issues that can come from not regularly changing such clothes, athletes' foot is a key example which is emphasised. Deodorant is regularly discussed and students are encouraged to apply (roll on) deodorants before and after lessons. Students are encouraged to take a more independent approach to personal hygiene, taking more responsibility for themselves.</p> <p>Sleep and the links to performance are identified, as well as being linked to energy balance and the healthy eating topics.</p>	Throughout
10	<p>Changing Adolescent Bodies:</p> <p>Puberty is considered with students when participating in all activities, particularly contact sports.</p> <p>Pupils are encouraged to recognise how their body is reacting and responding to changes and to make choices about their physical activity accordingly.</p>	Throughout

	Displays are available giving students links to appropriate websites and helplines, along with advice being offered to individual students from teachers and support staff.	
11	<p>Physical Health and Fitness:</p> <p>Health Related Fitness in Year 11 focusses on preparing students to remain engaged in physical activity once they leave school and lose compulsory P.E. activity. Students are encouraged to explore physical activity in a range of ways, through team activities, individual sports and independent fitness training. Tracking of activity is encouraged, through smart watches, phones etc. to monitor improvements over time and allow students to set targets and goals.</p> <p>Students are encouraged to become more independent in their planning and implementation of fitness training.</p>	
11	<p>Mental Wellbeing:</p> <p>Students are encouraged to take an active role in all lessons and are taught the benefits of exercise on mental wellbeing through a range of lessons. This is emphasised most in team activities, such as football, rugby and netball, where the mental benefits of both exercise and teamwork emphasised.</p> <p>Once again students are encouraged to recognise where they can look for help, with support guides, websites and staff identified via displays and discussions.</p> <p>Students are encouraged to maintain their best standards of performance in lessons. This is addressed most clearly in athletics lessons during the Summer Term, where achieving personal bests is a key factor.</p> <p>Students work in a variety of groups, both single and mixed gender throughout the year, giving them an ability to make choices about who they work alongside, as well as well as the types of activity that they participate in.</p>	<p>Autumn and Spring Terms</p> <p>Summer Term</p>
11	<p>Healthy Eating:</p> <p>The need for a healthy eating as a requirement for physical activity is emphasised at the start of each term and regularly throughout, especially during Health-Related Fitness lessons. Diet and hydration links are made regularly, building on the differences identified in sports in previous years.</p> <p>Students are encouraged to take a more independent approach to meal planning and healthy eating, identifying food groups and items which fit in with the requirements of their individual diets. Hydration is emphasised, encouraging students to identify the links between hydration and learning in other areas of school.</p>	Autumn Term
11	<p>Health and Prevention:</p> <p>Personal hygiene is discussed from the first lesson of P.E. Students are encouraged to wear suitable clothing and to ensure that they are aware of specific issues that can come from not regularly changing such clothes, athletes foot is a key example which is emphasised. Deodorant is regularly discussed and students are encouraged to apply (roll on) deodorants before and after lessons.</p> <p>Students are encouraged to take a more independent approach to personal hygiene, taking more responsibility for themselves.</p>	Throughout
11	Changing Adolescent Bodies:	Throughout

	<p>Puberty is considered with students when participating in all activities, particularly contact sports.</p> <p>Pupils are encouraged to recognise how their body is reacting and responding to changes and to make choices about their physical activity accordingly.</p> <p>Displays are available giving students links to appropriate websites and helplines, along with advice being offered to individual students from teachers and support staff.</p>	
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