






Core PE Curriculum Map 2023/2024

Year	Autumn 1			Autumn 2			Spring 1			Spring 2			Summer 1			Summer 2		
7	BOYS Badminton	GIRLS Netball	MIXED Basketball	BOYS Football	GIRLS Basketball Football	MIXED Invasion games Basketball	BOYS Basketball Trampolining Fitness	GIRLS Volleyball Fitness Trampolining	MIXED Fitness Trampolining Badminton	BOYS Trampolining Fitness Football	GIRLS Fitness Trampolining Football	MIXED Badminton Basketball	BOYS Athletics Softball	GIRLS Athletics Rounders	MIXED Athletics Softball Rounders	BOYS Softball	GIRLS Rounders	MIXED Rounders Softball
Assessment Method	Baseline Assessment			Each sport is assessed based on the specific key skills required for that sport, with a focus on motor control and individual skill development and application of skills, knowledge, strategies and tactics in competitive/performance situations.														
 Opportunities	CEIAG - Roles of sports teams, officials, training staff SMSC - Character education, sportsmanship, cultural capital Enrichment - Extra-curricular activities British Values - Respect and tolerance, spiritual education, democracy																	
8	BOYS Badminton	GIRLS Netball	MIXED Basketball	BOYS Football	GIRLS Basketball Football	MIXED Invasion games Basketball	BOYS Basketball Trampolining Fitness	GIRLS Volleyball Fitness Trampolining	MIXED Fitness Trampolining Badminton	BOYS Trampolining Fitness Football	GIRLS Fitness Trampolining Football	MIXED Badminton Basketball	BOYS Athletics Softball	GIRLS Athletics Rounders	MIXED Athletics Softball Rounders	BOYS Softball	GIRLS Rounders	MIXED Rounders Softball
Assessment Method	Each sport is assessed based on the specific key skills required for that sport, with a focus on motor control and individual skill development and application of skills, knowledge, strategies and tactics in competitive/performance situations.																	
 Opportunities	CEIAG - Roles of sports teams, officials, training staff SMSC - Character education, sportsmanship, cultural capital Enrichment - Extra-curricular activities British Values - Respect and tolerance, spiritual education, democracy																	
9	BOYS Badminton	GIRLS Netball	MIXED Basketball	BOYS Football	GIRLS Basketball Football	MIXED Invasion games Basketball	BOYS Basketball Trampolining Fitness	GIRLS Volleyball Fitness Trampolining	MIXED Fitness Trampolining Badminton	BOYS Trampolining Fitness Football	GIRLS Fitness Trampolining Football	MIXED Badminton Basketball	BOYS Athletics Softball	GIRLS Athletics Rounders	MIXED Athletics Softball Rounders	BOYS Softball	GIRLS Rounder	MIXED Rounders Softball
Assessment Method	Each sport is assessed based on the specific key skills required for that sport, with a focus on motor control and individual skill development and application of skills, knowledge, strategies and tactics in competitive/performance situations.																	
 Opportunities	CEIAG - Roles of sports teams, officials, training staff SMSC - Character education, sportsmanship, cultural capital Enrichment - Extra-curricular activities British Values - Respect and tolerance, spiritual education, democracy																	
10	BOYS Fitness	GIRLS Basketball	MIXED Badminton	BOYS Football	GIRLS Badminton Netball	MIXED Basketball	BOYS Basketball Badminton	GIRLS Fitness Trampolining	MIXED Trampolining Fitness	BOYS Football	GIRLS Netball	MIXED Basketball	BOYS Athletics	GIRLS Athletics	MIXED Athletics	BOYS Softball	GIRLS Rounders	MIXED Rounders Softball
Assessment Method	Each sport is assessed based on the specific key skills required for that sport, with a focus on motor control and individual skill development and application of skills, knowledge, strategies and tactics in competitive/performance situations.																	
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11	BOYS Fitness	GIRLS Basketball	MIXED Badminton	BOYS Football	GIRLS Badminton Netball	MIXED Basketball	BOYS Basketball Badminton	GIRLS Fitness Trampolining	MIXED Trampolining Fitness	BOYS Football	GIRLS Netball	MIXED Basketball	BOYS Softball	GIRLS Rounders	MIXED Rounders	Exam period		
Assessment Method	Each sport is assessed based on the specific key skills required for that sport, with a focus on motor control and individual skill development and application of skills, knowledge, strategies and tactics in competitive/performance situations.																	
 Opportunities	CEIAG – CEIAG - Roles of sports teams, officials, training staff SMSC - Character education, sportsmanship, cultural capital Enrichment - Extra-curricular activities British Values - Respect and tolerance, spiritual education, democracy																	

E-Safety	Use of secure websites No use of personal details Internet used as research tool Use of computers in line with school policy
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Where does 'Respect, Inspire and Achieve' feature in our curriculum?

Vision

To ensure that all young people, regardless of their background, achieve their best in a safe, secure, caring yet challenging learning environment where all of our students are inspired to respect others. To develop their talents and to raise their aspirations to leave school with the academic, social and practical skills to lead a successful, happy and responsible life.

RESPECT	Politeness, honour, and care shown towards someone or something that is considered important (OED) Consider: Respect for other people, beliefs, culture, behaviour, learning, the environment...
7 - 11	Students will learn a range of different sports, they will learn to respect one another's ability, give feedback upon performance and suggest ways to improve. They will work together in teams and individual sports and learn the skills of teamwork, communication and co-operation in order to respect one another.
INSPIRE	The desire, confidence, or enthusiasm to do something well (OED) Consider: Aspirations, future learning/ study, how to improve, target setting to achieve goals...
7 - 11	Students will learn about sportsmen/women within lessons. Staff will refer to this when delivering content. Students will watch staff and one another demonstrate/perform. Students/staff will evaluate performance and give feedback to support development performance. Use of students to demonstrate the perfect model to inspire others in the class. Students made aware of club opportunities within school, club links outside of school and school support to access the clubs for students of all age ranges.
ACHIEVE	To succeed in reaching a particular goal, status, or standard, especially by making an effort for a long time Consider: Achieve targets, improving work/ grades...
7 - 11	Students made aware of club opportunities within school, club links outside of school and school support to access the clubs for students of all age ranges. The progression grids are designed to support students achievement so that they are able to see the progress that they are making in each sport, and evaluate which sports are there strongest areas of performance. Students are encouraged to take part in competitive situations to support there understanding of achievement in sports and teams.