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| **Year** | **Autumn 1** | | | | **Autumn 2** | | | **Spring 1** | | | | **Spring 2** | | | | **Summer 1** | | | | **Summer 2** | | |
| **7** | **BOYS**  Gym  Induction/12 min run  Badminton | **GIRLS**  Gym  Induction/12 min run  Netball | | **MIXED**  Gym  Induction/12 min run  Basketball | **BOYS**  Football | **GIRLS**  Football | **MIXED**  Basketball | **BOYS**  Basketball | **GIRLS**  Volleyball | **MIXED**  Fitness  Trampling | | **BOYS**  Fitness  Trampling | **GIRLS**  Fitness  Trampling | **MIXED**  Badminton | | **BOYS**  Athletics  Softball | **GIRLS**  Athletics  Rounders | **MIXED**  Athletics  Softball  Rounders | | **BOYS**  Year 10 teaching | **GIRLS**  Year 10 teaching | **MIXED**  Year 10 teaching |
| **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. | | | | | | | | | | | | | | | | | |
| Icon  Description automatically generated  **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**  Football | **MIXED**  Basketball | **BOYS**  Basketball | **GIRLS**  Volleyball | **MIXED**  Fitness  Trampling | | **BOYS**  Fitness  Trampling | **GIRLS**  Fitness  Trampling | **MIXED**  Badminton | | **BOYS**  Athletics  Softball | **GIRLS**  Athletics  Rounders | **MIXED**  Athletics  Softball  Rounders | | **BOYS**  Year 10 teaching | **GIRLS**  Year 10 teaching | **MIXED**  Year 10 teaching |
| **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. | | | | | | | | | | | | | | | | | | | | | |
| Icon  Description automatically generated  **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**  Football | **MIXED**  Basketball | **BOYS**  Basketball | **GIRLS**  Volleyball | **MIXED**  Fitness  Trampolining | **BOYS**  Fitness  Trampolining | | **GIRLS**  Fitness  Trampolining | **MIXED**  Badminton | **BOYS**  Athletics  Softball | | **GIRLS**  Athletics  Rounders | **MIXED**  Athletics  Softball  Rounders | **BOYS**  Year 10 teaching | | **GIRLS**  Year 10 teaching | **MIXED**  Year 10 teaching |
| **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. | | | | | | | | | | | | | | | | | | | | | |
| Icon  Description automatically generated  **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**  Football  Fitness | **GIRLS**  Football  Basketball | | **MIXED**  Softball  Badminton | **BOYS**  Football | **GIRLS**  Badminton | **MIXED**  Basketball | **BOYS**  Basketball  Football | **GIRLS**  Fitness  Netball | **MIXED**  Trampolining  Basketball | **BOYS**  Badminton | | **GIRLS**  Trampolining | **MIXED**  Fitness | **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. | | | | | | | | | | | | | | | | | | | | | |
| Icon  Description automatically generated  **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 | | | | | | | | | | | | | | | | | | | | | |
| **11** | **BOYS**  Football  Fitness | **GIRLS**  Rounders  Basketball | | **MIXED**  Softball  Fitness | **BOYS**  Football | **GIRLS**  Badminton | **MIXED**  Basketball | **BOYS**  Basketball | **GIRLS**  Fitness | **MIXED**  Trampolining | **BOYS**  Badminton | | **GIRLS**  Trampolining | **MIXED**  Fitness | **BOYS**  Revision  Football | | **GIRLS**  Revision  Rounders | **MIXED**  Revision  Softball | **Exams** | | | |
| **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. | | | | | | | | | | | | | | | | | |
| Icon  Description automatically generated  **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 | | | | | | | | | | | | | | | | | | | | | |

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| **E-Safety** | **Use of secure websites**  **No use of personal details**  **Internet used as research tool**  **Use of computers in line with school policy** |

**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.

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| **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 encourages to take part in competitive situations to support there understanding of achievement in sports and teams. |