



### **BMCC PE Department Curriculum Mapping: KS3 CORE PE**

**Rationale:** The academic year will focus upon *one big idea*, throughout which, specific concepts (and relevant themes) will be explored – with the sport or activity as the vehicle for this. To allow for deeper consideration, there will be only one overarching concept per term. Activity rotations within each term will then introduce each distinct theme (discussed at the starts of lessons and recalled at key points). Teachers will also follow a Medium-term Sequence of learning to ensure that at the same time as celebrating these Personal Development priorities, students will progressively develop skills within a wide range of sporting opportunities too. **With Christ at the centre of all we say and do, BMCC PE students will enjoy fitness and competition whilst developing holistically at the same time. The depths of our approach will hopefully grow life-long relationships with sport and physical activity.**

Year	Big Idea
8	EXPLORING PERSONAL DEVELOPMENT

TERM	CONCEPT	THEME	SPORT/ACTIVITY (B/G/M)		
1 <i>AUTUMN</i>	<b>COMMUNICATION</b>	<ul style="list-style-type: none"> <li>• Verbal communication</li> <li>• Active listening</li> <li>• Conflict resolution</li> <li>• Providing and receiving feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Handball</li> <li>• Football</li> <li>• Basketball</li> <li>• Tchoukball</li> </ul>	<ul style="list-style-type: none"> <li>• Netball</li> <li>• Gymnastics/BB</li> <li>• Football</li> <li>• Hockey</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Handball</li> <li>• Hockey</li> <li>• HRF</li> </ul>
2 <i>SPRING</i>	<b>RESILIENCE</b>	<ul style="list-style-type: none"> <li>• Resilience</li> <li>• Embracing failure</li> <li>• Marginal gains</li> <li>• Be proactive</li> </ul>	<ul style="list-style-type: none"> <li>• Hockey/T.Rugby</li> <li>• Tag Rugby/Hockey</li> <li>• TT/Tchoukball</li> <li>• Handball/OAA/HRF</li> </ul>	<ul style="list-style-type: none"> <li>• Tchoukball/TT</li> <li>• TT/Tchoukball</li> <li>• T.Rugby/Handball</li> <li>• Volleyball/T.Rugby</li> </ul>	<ul style="list-style-type: none"> <li>• Table Tennis</li> <li>• Tchoukball</li> <li>• Volleyball</li> <li>• Tag Rugby</li> </ul>
3 <i>SUMMER</i>	<b>INTRA-PERSONAL SKILLS</b>	<ul style="list-style-type: none"> <li>• Empathy</li> <li>• Adaptability</li> <li>• Coping with pressure</li> <li>• Work ethic</li> </ul>	<ul style="list-style-type: none"> <li>• Cricket</li> <li>• Athletics/Rounders</li> <li>• Softball/S.Tennis</li> <li>• Rounders/Softball</li> </ul>	<ul style="list-style-type: none"> <li>• Athletics/Rounders</li> <li>• Cricket</li> <li>• Rounders/Athletics</li> <li>• Short Tennis</li> </ul>	<ul style="list-style-type: none"> <li>• Badminton</li> <li>• Rounders</li> <li>• Short Tennis</li> <li>• Cricket</li> </ul>

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**Support for Staff on the importance of each theme and ideas/suggestions about how to approach in lessons ...**

THEME	INTRODUCTION	TEACHABLE MOMENTS	PLENARY/REFLECTIONS
<b>VERBAL COMMUNICATION</b>	Verbal communication is the use of sounds and words to express yourself. In PE we might use verbal communication to request a pass, share ideas, provide feedback or praise the efforts of others.	<p><b>Possible Targeted learning:</b></p> <ul style="list-style-type: none"> <li>• Highlight where a student demonstrates good verbal communication.</li> <li>• Ask a student/group how they could improve their verbal communication and how this may help.</li> <li>• Praise a student for showing good range of 'verbal communication' and how this can benefit performances.</li> </ul> <p><b>Possible Discussion points:</b></p> <ul style="list-style-type: none"> <li>• Whole class feedback highlighting what 'verbal communication is' and how this can help in PE, sport and everyday life.</li> <li>• Address common misconceptions in what 'verbal communication' is and its importance in PE, Sport and everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>• How did you verbally communicate in today's lesson?</li> <li>• What does effective verbal communication look like in PE?</li> <li>• How can verbal communication support your progress in PE?</li> </ul>
<b>ACTIVE LISTENING</b>	Active listening is a pattern of listening that keeps you engaged with your conversation partner in a positive way. In PE we can demonstrate active listening by giving the person talking eye contact, facing them quietly and asking questions to clarify instructions.	<p><b>Possible Targeted learning:</b></p> <ul style="list-style-type: none"> <li>• Highlight where a student demonstrates good active listening skills.</li> <li>• Ask a student/group how they could improve their active listening skills and how this may help in the future.</li> <li>• Praise a student for showing good active listening skills and explore how this may be helpful.</li> </ul> <p><b>Possible Discussion points:</b></p> <ul style="list-style-type: none"> <li>• Whole class feedback highlighting what 'active listening' is and how this can help in PE, sport and everyday life.</li> <li>• Address common misconceptions in what 'active listening' is and its importance in PE, Sport and everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>• What does active listening look like in PE?</li> <li>• How did you demonstrate it today? How did it support your learning in the lesson?</li> <li>• How might you use this concept of active listening to support you in another subject?</li> </ul>
	We might not always agree with the opinions or ideas of others. Conflict resolution is a way for two or more people to find a peaceful solution to a disagreement among them.	<p><b>Possible Targeted learning:</b></p> <ul style="list-style-type: none"> <li>• Highlight where a student demonstrates good conflict resolution skills.</li> </ul>	<ul style="list-style-type: none"> <li>• What is conflict resolution?</li> <li>• What does it look like in PE?</li> </ul>

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<p><b>CONFLICT RESOLUTION</b></p>	<p>Communication, actively listening, reviewing options and then finding a mutual solution can support you in PE to resolve conflict.</p>	<ul style="list-style-type: none"> <li>• Ask a student/group how they could improve their conflict resolution skills and how this may help in the future.</li> <li>• Praise a student for showing good conflict resolution skills and explore how this may be helpful.</li> </ul> <p><b>Possible Discussion points:</b></p> <ul style="list-style-type: none"> <li>• Whole class feedback highlighting what 'conflict resolution' is and how this can help in PE, sport and everyday life.</li> <li>• Address common misconceptions in what 'conflict resolution' is and its importance in PE, Sport and everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>• How will you look to resolve conflict in the future?</li> </ul>
<p><b>PROVIDING &amp; RECEIVING FEEDBACK</b></p>	<p>A vital part of effective communication in PE is our ability to provide constructive feedback and listen and act on the feedback given by others. Feedback should be both positive and developmental with the main aim to improve performance.</p>	<p><b>Possible Targeted learning:</b></p> <ul style="list-style-type: none"> <li>• Highlight where a student is able to provide and receive feedback effectively.</li> <li>• Ask a student/group how they could improve their ability to provide and receive feedback.</li> <li>• Praise a student for having the ability to provide and receive feedback effectively.</li> </ul> <p><b>Possible Discussion points:</b></p> <ul style="list-style-type: none"> <li>• Whole class feedback highlighting why being able to provide and receive feedback is important and how this can help in PE, sport and everyday life.</li> <li>• Address common misconceptions in what 'providing and receiving feedback' effectively means and how this may look.</li> </ul>	<ul style="list-style-type: none"> <li>• What feedback have you given today? How did it improve performance?</li> <li>• What feedback have you received? How did you use it?</li> <li>• How should you give/receive feedback?</li> </ul>
<p><b>RESILIENCE</b></p>	<p>In PE and in life, some things can be challenging to learn and master. Resilience is our ability to keep going without giving up, look for improvements and display mental toughness in the face of challenges or obstacles.</p>	<p><b>Possible Targeted learning:</b></p> <ul style="list-style-type: none"> <li>• Highlight where a student demonstrates resilience within the lesson.</li> <li>• Ask a student/group how they could improve their resilience skills and how this may help in the future.</li> <li>• Praise a student for showing good resilience and explore how this may be helpful.</li> </ul> <p><b>Possible Discussion points:</b></p> <ul style="list-style-type: none"> <li>• Whole class feedback highlighting what 'resilience' is and how this can help in PE, sport and everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>• What does resilience look like in PE?</li> <li>• Why is it so important for someone in PE to be resilient?</li> <li>• How have you demonstrated resilience today? How did this support learning?</li> </ul>

		<ul style="list-style-type: none"> <li>Address common misconceptions in what 'resilience' means and its importance in PE, Sport and everyday life.</li> </ul>	
<b>EMBRACING FAILURE</b>	<p>is that if it is possible to learn from failure then the sooner the failure occurs, the sooner the learning begins. <b>Fail fast</b> - We want to fail quickly so that we can begin the learning process as fast as possible. <b>Fail often</b> - When the failing and learning loop has been established, we can see that the more things we try, the more failures we will have and therefore the more chances we have to both learn and steer our project in the right direction.</p>	<p><b>Possible Targeted learning:</b></p> <ul style="list-style-type: none"> <li>Highlight where a student responds well to failure and is able to correct their mistakes.</li> <li>Ask a student/group how they could improve their response to 'failure' and how this may impact performance.</li> <li>Praise a student for reacting well to failure and highlight how this had a positive impact.</li> </ul> <p><b>Possible Discussion points:</b></p> <ul style="list-style-type: none"> <li>Whole class feedback highlighting what 'failure' means and how it can impact on performance and everyday life.</li> <li>Address common misconceptions in what 'failure' is and its importance to react to it in the way in PE, Sport and everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>How have you embraced failure in today's lesson?</li> <li>How did it support your learning?</li> <li>Where outside of PE, have you demonstrated embracing failure?</li> </ul>
<b>MARGINAL GAINS</b>	<p>When it comes to making progress towards an end goal, look for small wins. If you approach a problem that is huge, break it down into smaller chunks. What small decisions can you make that will support you in achieving your overall goal?</p>	<p><b>Possible Targeted learning:</b></p> <ul style="list-style-type: none"> <li>Highlight where a student demonstrates a good understanding of how marginal gains can have improve progress.</li> <li>Ask a student/group what they could do to improve their 'marginal gains' and how this may impact performance.</li> <li>Praise a student for showing good understanding of 'marginal gains' and how this can benefit performances.</li> </ul> <p><b>Possible Discussion points:</b></p> <ul style="list-style-type: none"> <li>Whole class feedback highlighting what 'marginal gains' means and its impact on performance and everyday life.</li> <li>Address common misconceptions in what 'marginal gains' is and its importance in PE, Sport and everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>What marginal gains have you made today?</li> <li>How can you use marginal gains to support learning in PE?</li> <li>How can you apply marginal gains to another subject?</li> </ul>
	<p>If you want to be able to not give up, then you can't sit around complaining about all of your failures, moping in</p>	<p><b>Possible Targeted learning:</b></p>	<ul style="list-style-type: none"> <li>What does 'being proactive' look like in PE?</li> </ul>

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<b>BE PROACTIVE</b>	lessons, or just making excuses for all of the reasons you failed. You have to be a person of action and to make a game plan for succeeding.	<ul style="list-style-type: none"> <li>Highlight where a student is proactive and shows initiative within the lesson.</li> <li>Ask a student/group how they could improve their 'proactive-ness' and how this may impact performance.</li> <li>Praise a student for being proactive and showing initiative and how this can benefit performances.</li> </ul> <p><b>Possible Discussion points:</b></p> <ul style="list-style-type: none"> <li>Whole class feedback highlighting what being proactive' means and its impact on performance and everyday life.</li> <li>Address common misconceptions in what 'being proactive' means and its importance in PE, Sport and everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>How have you shown this today?</li> <li>How can this be applied to other aspects of school?</li> </ul>
<b>EMPATHY</b>	Empathy can be defined as the ability to understand and share the feelings of another. Empathy is important in PE because it helps us understand how others are feeling so we can respond appropriately to the situation. When working in a group we should consider the feelings of others in order to share ideas and improve performance.	<p><b>Possible Targeted learning:</b></p> <ul style="list-style-type: none"> <li>Highlight where a student demonstrates empathy in the lesson.</li> <li>Ask a student/group how they could improve their empathy in the lesson.</li> <li>Praise a student for showing empathy in the lesson and highlight how this helps in PE and outside of sport.</li> </ul> <p><b>Possible Discussion points:</b></p> <ul style="list-style-type: none"> <li>Whole class feedback highlighting what empathy means and what it may look like in PE.</li> <li>Address common misconceptions in what empathy is and how it may help students to progress and develop inside and outside of PE.</li> </ul>	<ul style="list-style-type: none"> <li>What is empathy? Why is important for a coach or leader to understand it?</li> <li>How did you demonstrate it in today's lesson?</li> <li>How might you demonstrate it in school?</li> </ul>
<b>ADAPTABILITY</b>	If you want to work on developing the right mindset for not giving up, then you have to be able to not only accept change, but to thrive in it. Look at change as an opportunity to learn something new, to meet new people, and to improve in PE.	<p><b>Possible Targeted learning:</b></p> <ul style="list-style-type: none"> <li>Highlight where a student demonstrates adaptability in the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>What is adaptability in PE and sport?</li> <li>How can it support learning in PE?</li> </ul>

		<ul style="list-style-type: none"> <li>• Ask a student/group how they could improve their adaptability in the lesson and what impact this may have</li> <li>• Praise a student for showing adaptability in the lesson and highlight how this helps in PE and beyond.</li> </ul> <p><b>Possible Discussion points:</b></p> <ul style="list-style-type: none"> <li>• Whole class feedback highlighting what adaptability means and what it may look like in PE.</li> <li>• Address common misconceptions in what adaptability is and how it may help students to progress and develop inside and outside of PE.</li> </ul>	<ul style="list-style-type: none"> <li>• How can it support development outside of PE?</li> </ul>
<b>COPING WITH PRESSURE</b>	<p>Coping with pressure is the conscious effort to minimize something causing stress. In PE, sport and in life we will have to cope with stressful situations. In PE it might be a deadline to create a routine, in sport it might be the pressure to win or take a penalty.</p>	<p><b>Possible Targeted learning:</b></p> <ul style="list-style-type: none"> <li>• Highlight where a student demonstrates the ability to 'cope with pressure'.</li> <li>• Ask a student/group how they could improve their ability to 'cope with pressure' in the lesson and what impact this may have.</li> <li>• Praise a student for 'coping with pressure' well within the lesson and highlight how this helps in PE and outside of sport.</li> </ul> <p><b>Possible Discussion points:</b></p> <ul style="list-style-type: none"> <li>• Whole class feedback highlighting what 'coping with pressure' means and what it may look like in PE.</li> <li>• Address common misconceptions in what 'coping with pressure' means and how it may help students to progress and develop inside and outside of PE.</li> </ul>	<ul style="list-style-type: none"> <li>• How have you coped with pressure in our lesson today?</li> <li>• What did you find most stressful?</li> <li>• How did others in the class support you? How did you help them?</li> </ul>
<b>WORK ETHIC</b>	<p>Anything is possible in PE with hard work and a mindset of achieving anything. Students will have different ambitions and career aspirations; however, it is important to recognise that with hard work anything is possible. 'Hard work beats talent'.</p>	<p><b>Possible Targeted learning:</b></p> <ul style="list-style-type: none"> <li>• Highlight where a student demonstrates a good 'work ethic' in the lesson.</li> <li>• Ask a student/group how they could improve their 'work ethic' in the lesson and what impact this may have.</li> <li>• Praise a student for showing a good 'work ethic' in the lesson and highlight how this helps in PE and outside of sport.</li> </ul> <p><b>Possible Discussion points:</b></p>	<ul style="list-style-type: none"> <li>• How would you describe the effort you put into today's lesson?</li> <li>• Will that same effort level/work effort drive improvement?</li> <li>• How can this concept support you in other subjects?</li> <li>•</li> </ul>

		<ul style="list-style-type: none"><li>• Whole class feedback highlighting what 'work ethic' means and what it may look like in PE.</li><li>• Address common misconceptions in what 'work ethic' is and how a good 'work ethic' may help students to progress and develop inside and outside of PE.</li></ul>	
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**IMPORTANT:**

**'KNOW AND REMEMBER' CRITERIA FOR INDIVIDUAL LESSONS TO BE ESTABLISHED AT TEACHER'S DISCRETION (CONSIDERING NEEDS/CONTEXT OF EACH GROUP) USING THE APPROPRIATE BLEND OF SKILLS (AS MAPPED IN MTS), AND, THE ABOVE CONCEPTUAL IDEAS. LESSONS MUST BE FULLY INCLUSIVE, SUPPORTIVE AND CHALLENGING FOR ALL AT ALL TIMES. THANK YOU FOR EVERYTHING YOU DO TO DELIVER HIGH QUALITY PE CONSISTENTLY ACROSS OUR DEPARTMENT FOR ALL AGE GROUPS. AFO.**