



BMCC PE Department Curriculum Mapping: KS4 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
10	EXPLORING LEADERSHIP SKILLS

TERM	CONCEPT	THEME	SPORT/ACTIVITY (B/G/M)		
1 <i>AUTUMN</i>	EFFECTIVE TEAMS	<ul style="list-style-type: none"> Roles Communication Shared goal Conflict Resolution 	<ul style="list-style-type: none"> Handball Football Basketball Tchoukball 	<ul style="list-style-type: none"> Netball Basketball Football Hockey 	<ul style="list-style-type: none"> Basketball Handball Hockey HRF
2 <i>SPRING</i>	SELF-REFLECTION	<ul style="list-style-type: none"> Self-reflection Self-care Self-efficacy Self-help 	<ul style="list-style-type: none"> Hockey/T.Rugby Tag Rugby/Hockey TT/Tchoukball Handball/OAA/HRF 	<ul style="list-style-type: none"> Tchoukball/TT TT/Tchoukball T.Rugby/Handball Volleyball/T.Rugby 	<ul style="list-style-type: none"> Table Tennis Tchoukball Volleyball Tag Rugby
3 <i>SUMMER</i>	BEHAVIOURS AND ATTITUDES	<ul style="list-style-type: none"> Honesty Commitment Enthusiasm Positivity 	<ul style="list-style-type: none"> Cricket Athletics/Rounders Softball/S.Tennis Rounders/Softball 	<ul style="list-style-type: none"> Athletics/Rounders Cricket Rounders/Athletics Short Tennis 	<ul style="list-style-type: none"> Badminton Rounders Short Tennis Cricket

“Inspiring hearts and minds with Christ at the centre of all we say and do”

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

THEME	INTRODUCTION	TEACHABLE MOMENTS	PLENARY/REFLECTIONS
ROLES	<p>Effective teamwork maximises the individual strengths of team members to bring out their best with every member of the team understanding the role they need to fulfil.</p> <p>Effective teamwork relies on the group having team players who prioritise the team's best interests before their own. A team player is someone who actively contributes to their group to benefit the team. Team players actively listen to teammates, respect ideas and aim to improve the team for everyone involved.</p>	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> • Highlight where a student fulfills their role within a team effectively in the lesson. • Ask a student/group how they • could improve their ability to fulfil their role within a team in the lesson. • Praise a student for fulfilling their role well in the lesson and highlight how this helps in PE and outside of sport. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> • Whole class feedback highlighting what 'roles' mean and what it may look like in PE. • Address common misconceptions in what 'roles' are and how it may help students progress and develop inside and outside of PE. 	<ul style="list-style-type: none"> • What were the roles within your team today? • How would you fulfil that role in the future? • What role within a team best suits your strengths? Why?
COMMUNICATION	<p>It's important that teams are able to communicate in order for them to be effective and to work well together. Verbal communication is the use of words to share information.</p> <p>Non-verbal is communication without words. It includes apparent behaviours such as facial expressions, eyes, touching, and tone of voice for example.</p> <p>Body language is the conscious and unconscious movements and postures by which attitudes and feelings are communicated.</p>	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> • Highlight where a student demonstrates good communication skills in the lesson. • Ask a student/group how they could improve their communication skills in the lesson. • Praise a student for demonstrating good communication skills in the lesson and highlight how this helps in PE and outside of sport. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> • Whole class feedback highlighting what communication means and what it may look like in PE. • Address common misconceptions in what communication is and how it may help students progress in PE and as people. 	<ul style="list-style-type: none"> • Who communicated effectively today? How? • Why is communication so important in PE/sport? • Why is communication so important to employers? • How can PE support you to improve your communication skills?
SHARED GOAL	<p>Every team needs a shared vision or goal. What do you want to achieve and how can you make that happen? When you know what success looks like you can work together to achieve it. In PE this might include considering formations, tactics, complex moves or timings.</p>	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> • Highlight where a student demonstrates the ability to work towards a shared goal effectively in the lesson. • Ask a student/group how they could improve their ability to work towards a shared goal in the lesson. 	<ul style="list-style-type: none"> • Did you achieve your shared goal today? • How did you go about working together to meet this aim? • What are you most proud of from this lesson? What

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		<ul style="list-style-type: none"> Praise a student for working towards a shared goal effectively in the lesson and highlight how this helps in PE and outside of sport. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> Whole class feedback highlighting what 'shared goal' means and what it may look like in PE. Address common misconceptions in what 'shared goal' is and how it may help students to progress and develop inside and outside of PE. 	<p>would you look to improve on next time?</p>
<p>CONFLICT RESOLUTION</p>	<p>Conflict resolution can be defined as the informal or formal process that two or more parties use to find a peaceful solution to their dispute. When there is conflict, you can arrange the members to make resolution easier. A person who oversees two different groups might bring those groups together to address points of disagreement. Can you consider different ways of restarting a game or reviewing a decision?</p>	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> Highlight where a student demonstrates good conflict management skills in the lesson. Ask a student/group how they could improve their conflict management skills in the lesson. Praise a student for demonstrating good conflict management skills in the lesson and highlight how this helps in PE and outside of sport. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> Whole class feedback highlighting what conflict management means and what it may look like in PE. Address common misconceptions in what conflict management is and how it may help students to progress and develop inside and outside of PE. 	<ul style="list-style-type: none"> What does conflict resolution look like in PE? What does conflict resolution look like outside of PE? How might you look to resolve conflict in the future?
<p>SELF-REFLECTION</p>	<p>Self-Reflection – the activity of thinking about your own feelings, actions and behaviour, and the reasons that may lie behind them. In PE you might reflect on what you have learnt, your performance, how you have progressed and what you could do to improve further.</p>	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> Highlight where a student demonstrates 'self-reflection' in the lesson. Ask a student/group how they could improve their ability to 'self-reflect' in the lesson. Praise a student for demonstrating good self-reflection skills in the lesson and highlight how this helps in PE and outside of sport. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> Whole class feedback highlighting what 'self-reflection' means and what it may look like in PE. Address common misconceptions in what 'self-reflection' is and how it may help students to progress and develop inside and outside of PE. 	<ul style="list-style-type: none"> How do you feel you performed today? What might you look to improve next time? Why is self-reflection so important in PE? How can self-reflection support you in another subject?

<p>SELF-CARE</p>	<p>Having a high regard for your own well-being and happiness. It means taking care of your own needs and not sacrificing your well-being for the sake of others. Taking part in regular physical activity is a positive step towards self-care.</p>	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> Highlight where a student demonstrates 'self-care' in the lesson. Ask a student/group how they could improve their ability to 'self-care' in the lesson. Praise a student for demonstrating good self-care skills in the lesson and highlight how this helps in PE and outside of sport. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> Whole class feedback highlighting what 'self-care' means and what it may look like in PE Address common misconceptions in what 'self-care' is and how it may help students to progress and develop inside and outside of PE. 	<ul style="list-style-type: none"> What does self-care mean to you? How can PE support you in looking after yourself? What steps can you take outside of PE to look after yourself?
<p>SELF-EFFICACY</p>	<p>Self-efficacy refers to an individual's belief in his or her capacity to execute behaviours necessary to produce specific performance attainments. In PE, this could be the determination to win a match or improve competency in a particular activity.</p>	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> Highlight where a student demonstrates good 'self-efficacy' in the lesson. Ask a student/group how they could improve their 'self-efficacy' in the lesson. Praise a student for demonstrating good self-efficacy in the lesson and highlight how this helps in PE and outside of sport. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> Whole class feedback highlighting what 'self-efficacy' means and what it may look like in PE. Address common misconceptions in what 'self-efficacy' is and how it may help students to progress and develop inside and outside of PE. 	<ul style="list-style-type: none"> What beliefs do you hold about yourself in PE? Are these beliefs limiting? What does success in PE look like for you?
<p>SELF-HELP</p>	<p>Self-Help is the use of one's own efforts and resources to achieve things without relying on others. Can you use the learning resources provided, recording and analysing your own performance or intrinsic feedback to improve in PE?</p>	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> Highlight where a student demonstrates 'self-help' in the lesson. Ask a student/group how they could improve their ability to 'self-help' in the lesson. Praise a student for demonstrating good self-help skills in the lesson and highlight how this helps in PE and outside of sport. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> Whole class feedback highlighting what 'self-help' means and what it may look like in PE. 	<ul style="list-style-type: none"> Did you make progress in today's lesson? How? What resources did you need to make progress? How is self-help and initiative connected?

		<ul style="list-style-type: none"> Address common misconceptions in what 'self-help' is and how it may help students to progress and develop inside and outside of PE. 	
HONESTY	<p>Honesty: the quality of being honest and telling the truth. A successful leader is honest and will expect their team to be honest too. If people feel like their leader is honest with them, they are much more likely to be honest in return. In PE we can provide honest feedback or play to the rules.</p>	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> Highlight where a student demonstrates good honesty in the lesson. Ask a student/group how they could improve their honesty in the lesson. Praise a student for demonstrating honesty in the lesson and highlight how this helps in PE and outside of sport. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> Whole class feedback highlighting what honesty means and what it may look like in PE. Address common misconceptions in what honesty is and how it may help students to progress and develop inside and outside of PE. 	<ul style="list-style-type: none"> How have you demonstrated honesty today? Why is honesty an important part of PE? Why is honesty an important trait for a leader?
COMMITMENT	<p>Commitment to PE or a team is defined as the level of enthusiasm someone has towards his/her tasks assigned in PE. It is the feeling of responsibility that a person has towards the goals, mission, and vision of the team he/she is associated with.</p>	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> Highlight where a student demonstrates good commitment in the lesson. Ask a student/group how they could improve their commitment in the lesson. Praise a student for demonstrating commitment in the lesson and highlight how this helps in PE and outside of sport. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> Whole class feedback highlighting what commitment means and what it may look like in PE. Address common misconceptions in what commitment is and how this could help in and outside of PE. 	<ul style="list-style-type: none"> What does commitment look like in PE? How did you demonstrate commitment today? What does commitment look like as a leader?
ENTHUSIASM	<p>Enthusiasm is intense and eager enjoyment, interest, or approval. Enthusiasm in PE: On the pitch, enthusiasm is being the first to every ball, offering encouragement to your fellow players, or geeing up your team. It also stretches to your day-to-day behaviour; Show enthusiasm and expect others to follow. Be the most enthusiastic in training; be enthused to new ideas; be supportive of team bonding activities; strive to be the</p>	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> Highlight where a student demonstrates enthusiasm in the lesson. Ask a student/group how they could improve their enthusiasm in the lesson. Praise a student demonstrating enthusiasm in the lesson and highlight how this helps in PE and outside of sport. 	<ul style="list-style-type: none"> How did you show enthusiasm in today's lesson? How can enthusiasm support progress in PE? What does enthusiasm look like as a leader?

	<p>best out on the pitch every weekend. Enthusiasm is infectious.</p>	<p>Possible Discussion points:</p> <ul style="list-style-type: none"> • Whole class feedback highlighting what 'enthusiasm' means and what it may look like in PE. • Address common misconceptions in what 'enthusiasm' is and how it may help students develop in and out of PE. 	
<p>POSITIVITY</p>	<p>Positivity in PE: Serious athletes devote hours to conditioning, honing skills, perfecting techniques for their particular sport, and practice, practice, practice. ... If you're an athlete or simply enjoy PE, developing a positive mental attitude can help give you an edge. It enables you to pick yourself up when you lose, overcome barriers and remain resilient.</p>	<p>Possible Targeted learning:</p> <ul style="list-style-type: none"> • Highlight where a student demonstrates positivity in the lesson. • Ask a student/group how they could improve their positivity. • Praise a student for showing good levels of 'positivity' and how this can help them in PE and life. <p>Possible Discussion points:</p> <ul style="list-style-type: none"> • Whole class feedback highlighting what 'positivity' means and what it may look like in PE. • Address common misconceptions in what 'positivity' is and how it may help them make progress in PE and outside of PE. 	<ul style="list-style-type: none"> • How did you demonstrate positivity in today's lesson? • Did this impact your enjoyment of the lesson? • What does positivity look like as a leader?

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.