



## Physical Education Department Long-term sequencing Year 8 Concept PE

The concept curriculum (CC) is an approach to curriculum design that incorporates “big ideas” that span multiple subject areas or disciplines. A conceptual approach offers an alternative to the traditional sport and skills-based approach to PE curriculum design and delivery. The sport and physical activity therefore become the vehicle through which the concept is delivered or developed. By shifting the focus of the curriculum and the success criteria of each lesson, we are doing so much more than getting students active, we are delivering meaningful learning that truly harnesses the learning potential of physical activity and sport, whilst improving the experiences within PE for every child. By undertaking the concept curriculum, all students have the opportunity to engage in relevant and meaningful learning that can then build a stronger connection with our subject. Thus, better nurturing physical literacy and increasing the chances of lifelong participation. In year 8, students will experience the true power of sport and physical activity when it comes to their personal development. Schemes of work including ‘Communication’, ‘Resilience’, ‘Emotional Intelligence’ and ‘Intra-personal skills’ help students to understand their own personal qualities and explore ways to develop these further.

<b>HALF TERM 1: STUDENTS MUST KNOW:</b>	<b>HALF TERM 2: STUDENTS MUST KNOW:</b>	<b>HALF TERM 3: STUDENTS MUST KNOW:</b>
<p>Exploring Personal Development. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> <li>• <b>Boys – Communication through Teambuilding</b> – Verbal communication, non-verbal communication, active listening, conflict resolution, asking questions, providing and receiving feedback</li> <li>• <b>Girls – Resilience through Net and Wall</b> – Resilience, embracing failure, marginal gains, persistence, be-proactive, growth mindset</li> <li>• <b>Mixed – Emotional Intelligence through Trampoline</b> – Emotional intelligence, recognise emotions, understand emotions, label emotions, express emotions, regulate emotions</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Students will be assessed through the Head, Heart, Hands assessment criteria.</p>	<p>Exploring Personal Development. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> <li>• <b>Boys – Communication through Teambuilding</b> – Verbal communication, non-verbal communication, active listening, conflict resolution, asking questions, providing and receiving feedback</li> <li>• <b>Girls – Resilience through Net and Wall</b> – Resilience, embracing failure, marginal gains, persistence, be-proactive, growth mindset</li> <li>• <b>Mixed – Emotional Intelligence through Trampoline</b> – Emotional intelligence, recognise emotions, understand emotions, label emotions, express emotions, regulate emotions</li> </ul> <p>Exploring Personal Development. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> <li>• <b>Boys – Emotional Intelligence through Trampoline</b> – Emotional intelligence, recognise emotions, understand emotions, label emotions, express emotions, regulate emotions</li> <li>• <b>Girls – Communication through Teambuilding</b> – Verbal communication, non-verbal communication, active listening, conflict resolution, asking questions, providing and receiving feedback</li> <li>• <b>Mixed – Resilience through Net and Wall</b> – Resilience, embracing failure, marginal gains, persistence, be-proactive, growth mindset</li> </ul>	<p>Exploring Personal Development. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> <li>• <b>Boys – Emotional Intelligence through Trampoline</b> – Emotional intelligence, recognise emotions, understand emotions, label emotions, express emotions, regulate emotions</li> <li>• <b>Girls – Communication through Teambuilding</b> – Verbal communication, non-verbal communication, active listening, conflict resolution, asking questions, providing and receiving feedback</li> <li>• <b>Mixed – Resilience through Net and Wall</b> – Resilience, embracing failure, marginal gains, persistence, be-proactive, growth mindset</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Students will be assessed through the Head, Heart, Hands assessment criteria.</p>

# Stuart Bathurst Catholic High School

	<p><b>HOW THIS WILL BE ASSESSED:</b> Students will be assessed through the Head, Heart, Hands assessment criteria.</p>	
<p><b>HALF TERM 4: STUDENTS MUST KNOW:</b></p> <p>Exploring Personal Development. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> <li>• <b>Boys – Resilience through Net and Wall</b> – Resilience, embracing failure, marginal gains, persistence, be-proactive, growth mindset</li> <li>• <b>Girls – Emotional Intelligence through Trampolining</b> – Emotional intelligence, recognise emotions, understand emotions, label emotions, express emotions, regulate emotions</li> <li>• <b>Mixed – Communication through Teambuilding</b> – Verbal communication, non-verbal communication, active listening, conflict resolution, asking questions, providing and receiving feedback</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Students will be assessed through the Head, Heart, Hands assessment criteria.</p>	<p><b>HALF TERM 5: STUDENTS MUST KNOW:</b></p> <p>Exploring Personal Development. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> <li>• <b>Boys – Resilience through Net and Wall</b> – Resilience, embracing failure, marginal gains, persistence, be-proactive, growth mindset</li> <li>• <b>Girls – Emotional Intelligence through Trampolining</b> – Emotional intelligence, recognise emotions, understand emotions, label emotions, express emotions, regulate emotions</li> <li>• <b>Mixed – Communication through Teambuilding</b> – Verbal communication, non-verbal communication, active listening, conflict resolution, asking questions, providing and receiving feedback</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Students will be assessed through the Head, Heart, Hands assessment criteria.</p>	<p><b>HALF TERM 6: STUDENTS MUST KNOW:</b></p> <p>Exploring Personal Development. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> <li>• <b>Boys – Intra-Personal Skills through Striking and Fielding</b> – Behaviour, empathy, patience, adaptability, coping with pressure, work ethic</li> <li>• <b>Girls – Intra-Personal Skills through Striking and Fielding</b> – Behaviour, empathy, patience, adaptability, coping with pressure, work ethic</li> <li>• <b>Mixed – Intra-Personal Skills through Striking and Fielding</b> – Behaviour, empathy, patience, adaptability, coping with pressure, work ethic</li> </ul> <p><b>HOW THIS WILL BE ASSESSED:</b> Students will be assessed through the Head, Heart, Hands assessment criteria.</p>
<p><b>Home learning set will consist of a combination of:</b> Embedding this knowledge can be supported at home by attending as many extra-curricular sporting activities and teams as possible and participating in sports teams and clubs outside of school. Students should aim to undertake 60 minutes of physical activity each day, to support a healthy, active lifestyle. According to Government advice, on 3 days a week, these activities should involve exercises for strong muscles and bones such as push-ups and running and jumping.</p>		