



Physical Education Department Long-term sequencing Year 10 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 10, students will explore leadership skills understanding how leadership skills can be developed through PE and Sport. Exploring concepts such as ‘Fulfilling Potential’, ‘Effective Teams’, ‘Self-reflection’ and ‘Attitudes and Behaviours’, students will realise the sheer value of PE and how it can be instrumental in developing leadership skills.

<p>HALF TERM 1: STUDENTS MUST KNOW:</p> <p>Exploring Leadership Skills. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Fulfilling Potential through Leadership – Employability, managing time, commitment to development, drive and initiative, analysing and investigating, teamwork and communication • Girls – Effective Teams through Invasion – Roles, communication, problem solving, embracing collaboration, shared goal, conflict resolution • Mixed – Self-Reflection through HRF – Self-reflection, self-improvement, self-care, self-efficacy, self-appraisal, self-help <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>	<p>HALF TERM 2: STUDENTS MUST KNOW:</p> <p>Exploring Leadership Skills. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Fulfilling Potential through Leadership – Employability, managing time, commitment to development, drive and initiative, analysing and investigating, teamwork and communication • Girls – Effective Teams through Invasion – Roles, communication, problem solving, embracing collaboration, shared goal, conflict resolution • Mixed – Self-Reflection through HRF – Self-reflection, self-improvement, self-care, self-efficacy, self-appraisal, self-help <p>Exploring Leadership Skills. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Self-Reflection through HRF – Self-reflection, self-improvement, self-care, self-efficacy, self-appraisal, self-help • Girls – Fulfilling Potential through Leadership – Employability, managing time, commitment to development, drive and initiative, analysing and investigating, teamwork and communication • Mixed – Effective Teams through Invasion – Roles, communication, problem solving, embracing collaboration, shared goal, conflict resolution <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>	<p>HALF TERM 3: STUDENTS MUST KNOW:</p> <p>Exploring Leadership Skills. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Self-Reflection through HRF – Self-reflection, self-improvement, self-care, self-efficacy, self-appraisal, self-help • Girls – Fulfilling Potential through Leadership – Employability, managing time, commitment to development, drive and initiative, analysing and investigating, teamwork and communication • Mixed – Effective Teams through Invasion – Roles, communication, problem solving, embracing collaboration, shared goal, conflict resolution <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>
---	---	---

Stuart Bathurst Catholic High School

<p>HALF TERM 4: STUDENTS MUST KNOW:</p> <p>Exploring Leadership Skills. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Effective Teams through Invasion – Roles, communication, problem solving, embracing collaboration, shared goal, conflict resolution • Girls – Self-Reflection through HRF – Self-reflection, self-improvement, self-care, self-efficacy, self-appraisal, self-help • Mixed – Fulfilling Potential through Leadership – Employability, managing time, commitment to development, drive and initiative, analysing and investigating, teamwork and communication <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>	<p>HALF TERM 5: STUDENTS MUST KNOW:</p> <p>Exploring Leadership Skills. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Effective Teams through Invasion – Roles, communication, problem solving, embracing collaboration, shared goal, conflict resolution • Girls – Self-Reflection through HRF – Self-reflection, self-improvement, self-care, self-efficacy, self-appraisal, self-help • Mixed – Fulfilling Potential through Leadership – Employability, managing time, commitment to development, drive and initiative, analysing and investigating, teamwork and communication <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>	<p>HALF TERM 6: STUDENTS MUST KNOW:</p> <p>Exploring Leadership Skills. Students will develop this through the difference concepts including:</p> <ul style="list-style-type: none"> • Boys – Attitudes and Behaviours through Striking and Fielding – attitudes and behaviour, honesty, confidence, commitment, enthusiasm, positivity • Girls Attitudes and Behaviours through Striking and Fielding – attitudes and behaviour, honesty, confidence, commitment, enthusiasm, positivity • Mixed Attitudes and Behaviours through Striking and Fielding – attitudes and behaviour, honesty, confidence, commitment, enthusiasm, positivity <p>HOW THIS WILL BE ASSESSED: Students will be assessed through the Head, Heart, Hands assessment criteria.</p>
<p>Home learning set will consist of a combination of: 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>		