

| Year group: Seven                 |   | Subject: PE  |  |  |
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| Term 1 - Focus                    | Outcomes  | The link to curriculum aims.<br>Why teach this and why now?  | Linked to:   | Promoting SMSC   |
| PE Expectations/<br>Evasion Games | Pupils understand and follow the rules & routines relating to <ul style="list-style-type: none"> <li>• Working in the hall/outside.</li> <li>• Changing into kit.</li> <li>• Behaviour in the changing rooms.</li> <li>• Listening skills (in PE environment).</li> <li>• Basic PE specific terminology.</li> </ul> | Year 7 is a transition year, with pupils who attended Culverhill in KS2 mixing with children who have joined the school from a wide range of different schools/ education settings and who therefore have very varied experiences of PE during their Primary Education. Therefore, it is essential that a strong emphasis on "PE at Culverhill" is the first priority for this year. This helps to ensure that all pupils understand the specific rules and routines relating to PE and is essential to keep everyone safe, enabling pupils to feel secure in the PE learning environment and therefore able to access the curriculum. This links closely with and supports the PSHE and Citizenship curriculum. | <ul style="list-style-type: none"> <li>- Communication and interaction</li> <li>- Self-care and independence</li> <li>- Social, emotional mental health</li> <li>- Cognition and learning</li> <li>- Physical and Sensory</li> </ul> | Social- Community visits to develop skill set. Understanding the value of the learning within the community setting (British Values). Relating learning to real life settings. Work related learning. Social development between peers<br><br>Moral- Offer reasoned views on your thoughts. Following school rules.<br><br>Spiritual- enjoy learning about oneself, others and the surrounding world<br><br>Cultural- Understand, accept, respect and celebrate your own learning as well as your peers. |
|                                   |   | The Fundamental Movement Skills of balance, agility and co-ordination are key when playing evasion games, therefore this provides the opportunity to demonstrate these skills, in a fun activity, providing staff with the opportunity to baseline assess ability.   |  |  |

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|  | <p>Understanding of the principles of evasion, changes of</p> <ul style="list-style-type: none"> <li>• Pace</li> <li>• Body position</li> <li>• Direction</li> </ul> <p>Developing basic teamwork skills.</p> <p>Developing the resilience to cope with losing.</p> <p>Developing self-confidence in the PE environment.</p> | <p>(Especially as no game specific skills or prior knowledge is necessary).</p> <p>The "fun" and high activity elements of lessons are key to addressing some of the negative pre-conceptions and low levels of aspiration that some pupils express when joining the school, due to previous experiences. Thus helping to build confidence in the PE learning environment.</p> <p>Due to the nature of many of the activities pupils will experience both winning and losing, which many of them will have missed out on or not coped well with in their KS2 education. Therefore, providing pupils with situations when they have to cope with losing - and supporting them in this - is a key element of this unit of work. This links closely with and supports the Emotion strand of the PSHE and Citizenship curriculum.</p> <p>Activities will involve pupils working with lots of different pupils, enabling them to get to know each other in a fun, yet structured, environment. This will provide opportunities to develop basic teamwork skills and support their transition into Year 7/Culverhill.</p> |  |  |
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| Term 2 - Focus   | Outcomes   | The link to curriculum aims.<br>Why teach this and why now?   | Linked to:   |   |
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| Inclusion Games. | <p>Introduction to the concept of Inclusive Sports - Boccia, New Age Kurling and Polybat</p> <p>Understanding the basic concepts of</p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Weighting.</li> </ul> <p>Understanding the Basic Rules &amp; Scoring Systems.</p> <p>Experience basic Game Play &amp; participation in a mini-tournament.</p> | <p>Throughout their school career, and life, pupils will need to develop an understanding that rules may vary in differing situations/environments. Teaching basic safety rules specific to Inclusion Games at this point will not only introduce these specific rules but also reinforce the basic rules and routines relating to PE, so that in time they become embedded. This links closely with and supports the PSHE and Citizenship curriculum.</p> <p>A large number of Year 7 children will who have joined the school from "main-stream" schools/education settings and as such have limited experience of working with others/individuals with disabilities. The introduction of Inclusive Sports at this stage in the year increases their awareness of the differing needs and challenges of their peers and in society in general. Developing respect, understanding and empathy for others links closely with and supports the Emotion and Behaviour strands of the PSHE and Citizenship curriculum.</p> | <ul style="list-style-type: none"> <li>- Communication and interaction</li> <li>- Self-care and independence</li> <li>- Social, emotional mental health</li> <li>- Cognition and learning</li> <li>- Physical and Sensory</li> </ul> | <p>Social- Community visits to develop skill set. Understanding the value of the learning within the community setting (British Values). Relating learning to real life settings. Work related learning. Social development between peers</p> <p>Moral- Offer reasoned views on your thoughts. Following school rules.</p> <p>Spiritual- enjoy learning about oneself, others and the surrounding world</p> <p>Cultural- Understand, accept, respect and celebrate your own learning as well as your peers.</p> |

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|  |  | <p>As Boccia, New Age Kurling and Polybat will be new activities for most pupils at this point in Year 7 they are unlikely to have negative pre-conceptions and expectations of failure, due to previous experiences. Thus helping to build confidence in the PE learning environment.</p> <p>Due to the nature of the activities pupils will experience both winning and losing, which many of them will not have experienced or not coped well with in their KS2 PE education. Therefore, providing pupils with situations when they have to cope with losing and regulating their emotions - and supporting them in this - is a key element of this unit of work. This links closely with and supports the Emotion strand of the PSHE and Citizenship curriculum.</p> <p>Furthermore teaching these activities at this point in Year 7 provides the opportunity to prepare pupils to participate in Intra &amp; Inter school competitions/festivals, such as the Panathlon and Bristol Bears Inclusive Festivals.</p> |  |  |
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|                                    |   | Pupils will be working indoors throughout this unit of work which helps to develop an understanding of the link between the seasons/weather and the types of sports we play. This provides a basic introduction to concept of "seasonal activities" and therefore links to sport in the wider world.   |  |  |
| Year group: Seven      Subject: PE |   |  |  |  |
| Term 3 - Focus                     | Outcomes  | The link to curriculum aims.<br>Why teach this and why now?  | Linked to:   | Promoting SMSC   |
| Gymnastics -<br>Flight.            | <p>Understanding of the rules and safety considerations specific to Gymnastics.</p> <p>Developing body awareness &amp; understanding of movement using different body parts.</p> <p>Developing confidence and resilience, when attempting new and challenging skills, especially when using apparatus.</p> <p>Assessing and taking managed risks.</p> | <p>Throughout their school career, and life, pupils will need to develop the understanding that rules may vary in differing situations/environments.</p> <p>Teaching basic safety rules specific to gymnastics at this point will not only introduce the rules specific to this activity but will also reinforce the basic rules and routines relating to PE, so that in time they become embedded. This links closely with and supports the Safety strand of the PSHE and Citizenship curriculum.</p> <p>Many of our pupils will have missed out on opportunities to attempt challenging skills in PE, resulting in many of them becoming either reckless or risk averse.</p> | <ul style="list-style-type: none"> <li>- Communication and interaction</li> <li>- Self-care and independence</li> <li>- Social, emotional mental health</li> <li>- Cognition and learning</li> <li>- Physical and Sensory</li> </ul> | <p>Social- Community visits to develop skill set. Understanding the value of the learning within the community setting (British Values). Relating learning to real life settings. Work related learning. Social development between peers</p> <p>Moral- Offer reasoned views on your thoughts. Following school rules.</p> <p>Spiritual-enjoy learning about oneself, others</p> |

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|  |  | <p>Therefore it is essential to offer pupils the opportunity to develop the skills that they may have missed out on in their early years and help them to develop confidence and resilience when faced with an activity they find challenging. This closely links with and supports the Emotion strand of the PSHE and Citizenship curriculum.</p> <p>The focus of flight provides the opportunity for more able pupils to be challenged to develop their co-ordination and gymnastic skills through the use of new equipment, such as a spring board, for vaulting.</p> <p>During this unit work pupils will experience turning - quarter and half-turns, turning clockwise and anticlockwise - whilst in the air. This will support, through physical activity, the Shape, Position and Direction unit of the Year Seven Maths curriculum. Thus helping to develop understanding of these concepts and enabling them to become embedded.</p> <p>For all pupils learning the importance of using equipment, working at height and landing correctly for safety further</p> | <p>and the surrounding world</p> <p>Cultural- Understand, accept, respect and celebrate your own learning as well as your peers.</p> <p>Social- Community visits to develop skill set. Understanding the value of the learning within the community setting (British Values). Relating learning to real life settings. Work related learning. Social development between peers</p> <p>Moral- Offer reasoned views on your thoughts. Following school rules.</p> <p>Spiritual- enjoy learning about oneself, others and the surrounding world</p> |
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|  |   | supports this strand of the PSHE and Citizenship curriculum.   |  | Cultural- Understand, accept, respect and celebrate your own learning as well as your peers. |
| Term 4 & 5 (Rotation) - Focus                                    | <b>Outcomes</b>   | The link to curriculum aims.<br>Why teach this and why now?  | Linked to:   |  |
| Football (To be delivered by BCFC Foundation Inclusion Coaches). | <p>Understanding of the rules of the game and safety considerations specific to Football.</p> <p>Developing the ability to move around whilst retaining control of the ball.</p> <p>Developing the ability to make and receive passes, and to shoot.</p> <p>Experience working with an "outside" / specialist coach.</p> <p>Awareness of community football clubs and the opportunity to join an inclusive sports club outside of the school environment.</p> | <p>Working with community coaches will help to reinforce the concept that rules may vary in differing situations/ environments, so that over time this will become embedded. This links closely with and supports the PSHE and Citizenship curriculum.</p> <p>The basic principles of movement into space, passing and receiving underpin many commonly played team games, and therefore an understanding of these principles will enable pupils to understand and access, at entry level, a range of popular sports.</p> <p>Teaching football specific skills will provide pupils with the basic understanding of the game, the fundamental skills and the necessary confidence, that they will need in order to join an inclusive football club. This links closely with and supports the Healthy Lifestyles targets in the PSHE</p> | <ul style="list-style-type: none"> <li>- Communication and interaction</li> <li>- Self-care and independence</li> <li>- Social, emotional mental health</li> <li>- Cognition and learning</li> <li>- Physical and Sensory</li> </ul> |  |

|                     |  | curriculum. (Pupils/parents will be directed towards inclusive community football clubs, which the school has established links with.) Regular participation in organised sport/physical activity outside of school is a key step on the pathway to a healthy lifestyle after leaving compulsory education, and therefore to be promoted at every possible opportunity. |  |  |
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| Year group: Seven   |  | Subject: PE   |  |  |
| Term 5 - Focus      | Outcomes   | The link to curriculum aims.<br>Why teach this and why now?   | Linked to:   | Promoting SMSC   |
| Athletic Activities | <p>Understanding of the rules and safety considerations specific to Athletic Activities.</p> <p>Developing the basic skills of the three Athletic areas</p> <ul style="list-style-type: none"> <li>• Running</li> <li>• Jumping</li> <li>• Throwing</li> </ul> | Continuing to focus on the basic safety rules (specifically those specific to Athletic Activities) will help to reinforce the basic rules and routines relating to PE, and the concept that rules may vary in differing situations/ environments, so that in time they become embedded. This links closely with and supports the PSHE and Citizenship curriculum.       | <ul style="list-style-type: none"> <li>- Communication and interaction</li> <li>- Self-care and independence</li> <li>- Social, emotional mental health</li> <li>- Cognition and learning</li> <li>- Physical and Sensory</li> </ul> | Social- Community visits to develop skill set. Understanding the value of the learning within the community setting (British Values). Relating learning to real life settings. Work related learning. Social development between peers |

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|  | <p>Introduction to specific Athletic disciplines.<br/>Preparation for participation in an intra (or inter) school festival/competition.</p> | <p>Teaching Athletic Activities at this point helps to develop understanding of the concept of "seasonal activities" and therefore links to sport in the wider world.</p> <p>Teaching basic athletic skills at this time will provide pupils with a basic understanding of the sport, the fundamental skills and the necessary confidence, that they will need in order to join an inclusive community Athletics club. This links closely with and supports the Healthy Lifestyles targets in the PSHE curriculum. (Pupils/parents will be directed towards a local inclusive community Athletics club, which the school has established links with.)<br/>Regular participation in organised sport/physical activity outside of school is a key step on the pathway to a healthy lifestyle after leaving compulsory education, and therefore to be promoted at every possible opportunity.</p> <p>Furthermore this provides the opportunity to prepare pupils to participate in Intra &amp; Inter school festivals (early in term 6) such as the whole school Sports Day &amp; the Festival of Youth Sport.</p> | <p>Moral-<br/>Offer reasoned views on your thoughts.<br/>Following school rules.</p> <p>Spiritual-<br/>enjoy learning about oneself, others and the surrounding world</p> <p>Cultural- Understand, accept, respect and celebrate your own learning as well as your peers</p> |
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|                             |   | Raising pupil awareness of the upcoming Paris 2024 Olympics and Paralympics gives the opportunity to develop pupils' Cultural Capital.  |  |
| Term 6 - Focus              | <b>Outcomes</b>   | The link to curriculum aims.<br>Why teach this and why now?   | Linked to:   |
| Striking and Fielding Games | <p>Understanding of the rules and safety considerations specific to Striking and Fielding games.</p> <p>Developing the basic skills of Striking and Fielding games.</p> <ul style="list-style-type: none"> <li>• Batting/Striking</li> <li>• Catching</li> <li>• Throwing</li> </ul> <p>Preparation for participation in an intra (or inter) school festival/competition.</p> | <p>Focusing on the basic safety rules specific to Striking &amp; Fielding Games at this point will continue to reinforce the basic rules and routines relating to PE, and the concept that rules may vary in differing situations/ environments, so that in time they become embedded. This links closely with and supports the PSHE and Citizenship curriculum.</p> <p>Many of the skills taught throughout the year (Fundamental movement skills such as Balance, Agility &amp; Coordination, Throwing/Aiming) underpin batting, bowling and fielding. Therefore it is essential that pupils have learned these basics in order to successfully participate in striking &amp; fielding games. Furthermore, applying these skills in a game situation gives the opportunity to reinforce this learning.</p> <p>Teaching Striking &amp; Fielding Games at this point helps to develop</p> | <ul style="list-style-type: none"> <li>- Communication and interaction</li> <li>- Self-care and independence</li> <li>- Social, emotional mental health</li> <li>- Cognition and learning</li> <li>- Physical and Sensory</li> </ul> |

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|  |  | understanding of the concept of "seasonal activities" and therefore links to sport in the wider world. |  |  |
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