

| Year group: Eight   |  | Subject: P.E.   |  |  |
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| Term 1 - Focus      | Outcomes   | The link to curriculum aims.<br>Why teach this and why now?   | Linked to:   | Promoting SMSC   |
| Evasion / Tag Rugby | <p>Pupils understand and follow the rules &amp; routines relating to</p> <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> | <p>Following the extended break over the summer it is vital to revisit the expectations, rules and routines that are specific to the P.E. learning environment. 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.</p> <p>This links closely with and supports 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> |
|                     | <p>Understanding of the rules of the game and safety considerations specific to Tag Rugby.</p>   | <p>At this point in Year Eight it is essential to repeat and further develop the Fundamental Movement Skills of balance, agility and co-ordination through evasion games, in order for these skills to become embedded and for the children to develop the ability to apply them, and understand their importance, in a game situation.</p> <p>Unfortunately many of our pupils don't participate in organised sport/physical activities outside school and therefore will have had a very sedentary holiday period. Therefore the "fun" and high</p> |  |  |

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|  | <p>Developing the fundamental skills of Tag Rugby</p> <ul style="list-style-type: none"> <li>• Carrying</li> <li>• Grounding</li> <li>• Passing</li> <li>• Receiving</li> <li>• Tagging</li> <li>• Evading</li> </ul> <p>Experience working within a small team in a variety of Tag Rugby related games.</p> <p>Awareness of inclusive Rugby clubs and the opportunity to join an inclusive sports club outside of the school environment.</p> | <p>activity elements of lessons are key to helping children "settle back in" to the P.E. environment and to re-establish the confidence built in Year Seven.</p> <p>Challenging pupils with games in which they have to cope with losing and regulate their emotions - and supporting them in this - continues to be a key element of this unit of work. In order to develop the concept of being a "Good Sport" requires pupils regularly being faced with situations in which they can practice this skill, in order that over time it becomes embedded. This links closely with and supports the Emotion strand of the PSHE and Citizenship curriculum.</p> <p>Teaching Tag Rugby at this point in Key Stage 3 enables the basic principles of movement into space, passing and receiving, introduced in football lessons in Year Seven, to be re-visited and further developed. These skills are at the core of many commonly played team games, and therefore will be developed throughout the P.E. curriculum. Developing an understanding of these principles will enable pupils to understand and access a range of popular sports.</p> |  |  |
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|  |  | <p>Teaching Tag Rugby 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 Rugby club. This links closely with and supports the Healthy Lifestyles targets in the PSHE curriculum. (Pupils/parents will be directed towards inclusive community Rugby 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.</p> <p>Teaching Tag Rugby at this point in the year helps to develop understanding of the concept of "seasonal activities" and therefore links to sport in the wider world. Raising pupil awareness of the 2023 Rugby World Cup will provide the opportunity to develop pupils' Cultural Capital.</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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| Boccia         | <p>Develop the fundamental skills of</p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Weighting</li> <li>• Positioning</li> </ul> <p>within the game of Boccia.</p> <p>Understanding the Basic Rules &amp; Scoring Systems.</p> <p>Experience Game Play &amp; participation in a mini-tournament.</p> <p>Awareness of community Boccia clubs and the opportunity to join the school extra-curricular Boccia club or an inclusive Boccia outside of the school environment.</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 rules specific to Boccia 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>Revisiting and developing the concept of Inclusive Sports at this stage in the year is designed to help develop pupils' 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> <p>Continuing to challenge pupils with games and activities in which they have to cope with losing and regulate their emotions - and supporting them in this - continues to be a key element throughout this unit of work. In order to develop the</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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|  |  | <p>concept of being a "Good Sport" requires pupils regularly being faced with a range of different situations in which they can practice this skill, in order that over time it becomes embedded. This links closely with and supports the Emotion strand of the PSHE and Citizenship curriculum.</p> <p>Teaching Boccia 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 Boccia club. This links closely with and supports the Healthy Lifestyles targets in the PSHE curriculum. (Pupils/parents will be directed towards the extra-curricular Boccia Club at school and inclusive community Boccia clubs, with which the school has established links.) 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 teaching these activities at this point in Year Eight provides the opportunity to prepare pupils to</p> |  |  |
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|  |  | <p>participate in Intra &amp; Inter school competitions/festivals, such as the Bristol Bears Inclusive Target Games Festival.</p> <p>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.</p> |  |  |
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| Term 3 - Focus               | Outcomes   | The link to curriculum aims.<br>Why teach this and why now?   | Linked to:   | Promoting SMSC  |
| Gymnastics -<br>Sports Acro. | Understanding of the rules and safety considerations specific to Gymnastics/Sports Acro. | Re-visiting the basic safety rules specific to gymnastics at this point will not only reinforce the importance of 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. Due to the nature of Sports Acro. this also provides the opportunity to develop pupils' knowledge of the social rules relating to touch and the importance of respecting personal space which links closely with, and supports, the Safety | <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-</p> |

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|  | <p>Developing body awareness &amp; understanding of movement using different body parts.</p> <p>Developing confidence and resilience, when attempting new and challenging skills.</p> <p>Communication, cooperation and empathy when working with a partner/in a small group.</p> <p>Assessing and taking managed risks when working with a partner/in a small group.</p> | <p>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 during their primary education, resulting in many of them becoming either reckless or risk averse. 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>Working so closely with a partner or in a small group will provide pupils with the opportunity to further develop their awareness of the differing needs and challenges of their peers, whilst tackling skills and situations that they themselves find challenging or "uncomfortable." Developing respect, understanding and empathy for others and being able to express their own feelings links closely with and supports the Emotion and Behaviour strands of the PSHE and Citizenship curriculum.</p> |  | <p>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>Due to emphasis on partner/small group work during this unit of study pupils are constantly being challenged to communicate with each other and work co-operatively in order to produce partner/group balances.</p> <p>During this unit, work on the concepts of Balance (base of support, centre of mass) which forms part of the Year Eight Science curriculum, and Lines of Symmetry &amp; Turns (<math>\frac{1}{4}</math> <math>\frac{1}{2}</math> <math>\frac{3}{4}</math> clockwise and anticlockwise) which form part of the Year Eight Maths curriculum, are taught through physical activity. This helps to develop understanding of these concepts on a practical basis and enables them to become embedded.</p> |  |  |
| Term 4 - Focus | <b>Outcomes</b>  | <p>The link to curriculum aims.</p> <p>Why teach this and why now?</p>  | Linked to:   |  |
| Ball Games     | <p>Understanding of the rules and safety considerations specific to Ball Games.</p> <p>Developing the ability to move around whilst retaining control of the ball, using different body parts/techniques.</p> <p>Developing the ability to make and receive passes, and to shoot</p> | <p>Re-visiting the basic safety rules specific to Ball Games at this point will not only reinforce the importance of 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.</p> <p>The Ball Games unit of work enables the basic principles of movement into space, passing and receiving, introduced in football lessons in Year Seven, and re-</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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|                                 | <p>using different body parts/techniques.</p> <p>Experience working within a small team in a variety of Ball Games.</p> | <p>visited in Tag Rugby to be further developed and to become embedded over time. These skills are at the core of many commonly played team games, and therefore developing a sound understanding of these principles will enable pupils to understand and access a range of popular sports.</p> <p>Throughout this unit of work pupils will be working in pairs and small teams, necessitating communication and cooperation with their peers. This builds on the work done in the Sports Acro unit of work, providing further opportunities to develop respect, understanding and empathy for others. This closely links with and supports the Emotion and Relationships strands of the PSHE and Citizenship curriculum.</p> <p>The emphasis on throwing and catching skills and games at this stage in the curriculum provides a solid platform of the basic skills needed to play popular team games such as Netball and Basketball. These skills will be revisited and developed in Basketball in Year Nine and KS4 lessons.</p> |            |                |
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| Term 5 - Focus                  | Outcomes  | The link to curriculum aims.  | Linked to: | Promoting SMSC |

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| Athletic Activities | <p>Develop understanding of the rules and safety considerations specific to Athletic Activities.</p> <p>Develop understanding of Athletics and awareness of the three distinct Athletic areas</p> <ul style="list-style-type: none"> <li>• Running</li> <li>• Jumping</li> <li>• Throwing</li> </ul> <p>Experience participation in a range of Athletic disciplines, across the three areas.</p> <p>Preparation for participation in an intra (or inter) school festival/competition.</p> | <p>Focusing on the safety rules specific to Athletic Activities will help to reinforce and embed the basic rules and routines relating to PE, and the concept that rules may vary in differing situations/ environments. This links closely with and supports the PSHE and Citizenship curriculum.</p> <p>Teaching Athletic Activities at this stage in the year will help to develop understanding of the concept of "seasonal activities" and therefore links to sport in the wider world.</p> <p>Revisiting and developing the basic athletic skills, introduced in Year Seven, 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.)</p> <p>Regular participation in organised sport/physical activity outside of school is a key step on the pathway to a healthy</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>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>Raising pupil awareness of the upcoming Paris 2024 Olympics and Paralympics gives the opportunity to develop pupils' Cultural Capital.</p> |  |  |
| Term 6 - Focus              | <b>Outcomes</b>  | <p>The link to curriculum aims.</p> <p>Why teach this and why now?</p>  | Linked to:   |  |
| Striking and Fielding Games | <p>Understanding of the rules and safety considerations specific to Striking and Fielding games.</p> <p>Developing the generic skills of all Striking and Fielding games, and those particular to Cricket</p> <ul style="list-style-type: none"> <li>• Batting/Striking</li> <li>• Catching</li> <li>• Throwing</li> </ul> | <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 discretely throughout Year Seven and within other</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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|  | <p>Experience participating in small-sided Kwik Cricket style games.</p> <p>Understanding of the basic roles in striking and fielding games.</p> <p>Preparation for participation in an intra (or inter) school festival/competition.</p> | <p>games in Year Eight (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, prior to this unit of work, 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>Working in small sided teams and beginning to consider specific roles within those teams, will provide pupils with opportunities to practice their communication and cooperation skills and to develop respect, understanding and empathy for others. Thus developing the work done in Sports Acro and Ball Games Units. Pupils will also be encouraged to recognise strengths in themselves and others, when considering different roles within their teams. This closely links with and supports the Emotion strand of the PSHE and Citizenship curriculum.</p> <p>Teaching Striking &amp; Fielding Games at this point helps to develop understanding of the concept of</p> |  |  |
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|  |  | <p>"seasonal activities" and therefore links to sport in the wider world.</p> <p>Teaching Cricket 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 Cricket club. This links closely with and supports the Healthy Lifestyles targets in the PSHE curriculum. (Pupils/parents will be directed towards inclusive community Cricket 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.</p> |  |  |
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