

<b>Physical Education Year 9</b>	<b>Curriculum Intent:</b> In Year 9 the <i>aim</i> of our curriculum is to develop an awareness of the importance of leadership skills and provide opportunities for students to learn how to be leaders and improve their leadership capabilities. To develop these key skills, students are taught a range of skills and tactics in different sporting activities which are used as a vehicle to demonstrate and develop understanding of the skill related concepts. The concepts we focus on are Effective Teams, Power of Positivity, Attitudes and Behaviours of Leaders and Sporting Values. Each learning episode has a block of 8 lessons which is designed to develop the knowledge and understanding of each individual sport with a further focus on our skill related concepts. Through this, students are able to build confidence as they grow throughout the academic year, as they build a repertoire of conceptual skills and competence in each sport that will be imperative to leading a happy and healthy.							
	<b>Year 9 Focus: Learning to be Leaders</b>							
<b>Problem solving</b>	<b>Spreading positivity</b>	<b>Commitment</b>	<b>Courage</b>	<b>Attitude and behaviour</b>	<b>Respect</b>	<b>Rising to the challenge</b>	<b>Winning and losing</b>	<b>Effective communication</b>
Basketball Netball Football Badminton Hockey	HRF Football Basketball Netball	Rugby HRF Hockey Football	Hockey Rugby HRF Football	HRF Rugby Handball Trampolineing Table Tennis	Handball Trampolineing Dance Badminton	Table tennis Handball Hockey Badminton Football Dance	Athletics	Softball Tennis Rounders Cricket
<b>Knowledge 'Head'</b>	This element of our curriculum is designed to focus on the cognitive domain and declarative knowledge. Our aim is to develop young people's knowledge of what safe and successful movement looks like, the rules, conventions, regulations, strategies and tactics for participation in different activities and what health and fitness mean in context. Students cover a range of sports and activities across the national curriculum to develop movement competency which in turn will encourage lifelong participation in sport and physical activity. The inclusion of a supportive extracurricular programme alongside this provides opportunities for students to further this beyond the classroom.							
<b>Understanding 'Hands'</b>	This element of our curriculum focusses on the physical domain and procedural knowledge. Our aim is that young people will develop fundamental movement and activity specific skills, such as understanding how to perform safe and effective movements, how to perform the rules, conventions, strategies and tactics in a sport and know how to participate in an activity. From this it is our hope that students have the confidence to join and/or attend our extracurricular provision where they can utilise these skills beyond the classroom.							
<b>Conceptual Skills 'Heart'</b>	<b>Problem Solving</b>	<b>Effective Teamwork</b>	<b>Goal Setting</b>	<b>Positive Mindset</b>	<b>Attitude &amp; Behaviour</b>	<b>Confidence</b>	<b>Respect</b>	<b>Fair Play</b>
	<b>Accountability</b>	<b>Communication</b>	<b>Spread Positivity</b>	<b>Fixed Mindset</b>	<b>Commitment</b>	<b>Enthusiasm</b>	<b>Equality</b>	<b>Courage</b>
	Our lessons are not purely focused on the performance of skills within an activity, but knowing why they are performed, when they are performed and what holistic characteristics can be applied and developed through the activity and beyond the PE classroom. We encourage students to make connections and understand the relationships between their PE lesson and the skill related concepts for each lesson. The additional and meaningful learning that can be delivered through PE is an important focus for students to grow and develop an understanding around skills and concepts that can be used across all elements of their life.							
<b>Assessment</b>	Students are assessed twice across the year in each of the following key areas; Head, Heart and Hands. Under each key area an assessment criteria has been established which is simple and progressive from Year 7 to Year 9. Each has a formulated meeting criteria that we expect students to be able to meet by the end of the year. This purposefully utilises student friendly terminology to enable us to use this with students when providing feedback, which will allow students to understand their points of strength and areas for improvement. In each key area we assess the following: <b>Head:</b> Knowledge – Understanding – Feedback – Responsibility – Analysis – Problem Solving <b>Heart:</b> Teamwork – Communication – Respect – Leadership – Resilience – Confidence. <b>Hands:</b> Fitness Levels – Physical Ability – Technique – Tactics – Competitiveness							