



The Holy Trinity Church of England Secondary School



2022 -23

Health and Well Being – Curriculum Guide

WHOLE SCHOOL CURRICULUM INTENT STATEMENT

Curriculum Intent:

- As a Church of England School we are committed to the belief that every child is a child of God – uniquely blessed with individual gifts and talents. The intention of our curriculum is to provide opportunities for all students to flourish, drawing out their individual potential and developing them as fully integrated human beings. Our curriculum reflects our Christian ethos and is designed to be challenging, fulfilling, enjoyable and successful for all, regardless of academic or social barriers.
- The curriculum is designed with the intention of being rich and balanced, giving a breadth of opportunity at Key Stage 3 supporting the development of the skills needed to succeed at Key Stage 4 and Key Stage 5. Key Stage 4 has a core which includes RS GCSE for all, alongside both academic and vocational courses. Key Stage 5 provides appropriate pathways for the majority of students to progress to, and allows students to prepare for further study and the world of work. Alongside this, students are provided with a broad enrichment and work-related offer that stimulates their aspirations as global citizens - resilient in the face of difficulty, skillful when faced with new challenges, confident to step out into the unknown and assured of their individual self-worth and of the unique gifts that they each have to bring to the world.
- Whilst acknowledging the importance of academic success the curriculum will not bow down to the demands of governments for results, nor allow itself to become just an exam factory, rather serving the needs of our students.

We review our curriculum on a yearly basis and consider the following principles. We believe our curriculum should:

- Embody the school vision which is to be a centre of excellence for learning, inspired by Christian values, where every person in our school community fulfils their potential.
- Provide a broad and balanced range of subjects, including those that are creative and practical, at all Key Stages.
- Include opportunities in a range of both academic and vocational courses at Key Stages 4&5.
- Ensure Religious Studies sits alongside Maths, English and Science as a Core subject which every student will take up to GCSE level.
- Ensure that every student has the opportunity to develop their character through a variety of experiences within REACH, PE, and the Creative Arts.
- Be coherent and sequential so that new knowledge and skill builds on what has been taught, both within an individual subject and across the wider curriculum.
- Be informed by educational research e.g. Growth Mindset (Carol Dweck) and Feedback Loop (John Hattie).
- Acknowledge our contextual needs by giving a high priority to increasing students' mastery of functional literacy, vocabulary and numeracy to maximise students' opportunities for future learning and employment.
- Provide opportunities for learning outside of the classroom. At KS3 this is being embedded through the concept of a 'Passport'; a collection of co-curricular experiences that every student will have experienced.
- Make explicit links to future career pathways alongside a programme of advice and guidance based on the Gatsby benchmarks to prepare students for life and work.

Whole School Curriculum Principles:

- Our curriculum is structured in a logical and chronological manner.
- Leaders carefully plan to ensure that appropriate knowledge and skills build upon what has been taught previously and are carefully developed before application into more challenging and complex situations, appropriate to the different curricular end points. These skills are recognised as the 'big ideas' within each subject area.
- Knowledge is considered as a 'big idea' within all subject areas. We are developing our understanding of cognitive psychology to enable students to maximise their learning potential. This is best seen through the regular opportunities provided within subject areas to revisit knowledge acquired to enable improved retention and recall.
- Our curriculum runs within a two-week timetable made up of 50 periods a fortnight, with 5 x 1 hour lessons plus assembly and Tutor time every day.
- Each day begins at 8.45am with registrations, assemblies and a period of reflection and students are dismissed from this regular timetable at 3.10pm.
- There are a range of additional activities such as study studio and numerous co-curricular opportunities which take place after this time on a daily basis.

Whole School Learning Principles:

- Progress at Holy Trinity is informed by 'Accelerated Learning' which emphasises efficiency by engaging learners in order to speed up the process of learning. It enables students to commit knowledge to their long-term memory and develop and refine their skills and performance over time.
- This in turn supports the OFSTED definition of learning; "Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned".

Health and Well Being Intent Statement:

- Our PE and REACH curriculums have the clear purpose of building a greater understanding of “Self” combined with a deeper learning of subject specific content that will guide our students to see the benefits of living a healthy and active lifestyle in their future. Using the knowledge, skills and understanding delivered via a student-centred interpretation of the National Curriculum and beyond, students will flourish and exceed in their potential academically, physically, emotionally and creatively. Gaining confidence, knowing their self-worth and having inherent self-reliance will allow our students to overcome unknown challenges in the future. Our small step mirrored approach to learning about core values in PE and REACH will help prepare our students for life in a diverse, difficult and ever-changing community and work place. They will explore and evolve a firm set of personal values / strengths of character, built upon a Christian foundation, that allows them to understand themselves and others.
- All members of the Health and Well Being team teach Core PE, Examinable PE and REACH to a range of year groups. This integral link between the physical and mental aspects of learning allow us to explore a more holistic approach to academic success. All of our work is underpinned by the Strengths of Character - Values of Dignity, Community, Resilience and Hope. All skills and knowledge are taught progressively in PE and REACH to reflect these core values.
- From Year 7 to 11 in both PE and REACH students learning will be guided by our Strengths of Character and the intention to allow students the time and support to become respectful, empathetic, and tolerant members of the wider community. They will develop the learning, thinking and social skills needed to transition between key stages and life mile stones. They will see a clear and navigable pathway from year 7 to school leavers to hopefully lifelong learning. Students will see and measure their character traits, subject knowledge and application develop across the years but most importantly day to day in the behaviours that they show and experience around school.
- Our Health and Well Being Curriculum has been designed follow the same four core values that are magnified through playing sport and learning about ourselves in PSHE. We strongly believe that sport helps to reveal our character and REACH lets us explore how our revealed character allows us to access the modern world more successfully and happily. Sports and REACH topics are interleaved across the KS3 and KS4 curriculum so that students are able to gradually build upon their knowledge and understanding at an age appropriate and relevant time in their academic journey. Activity areas and topics are repeated throughout the years so that students can experience new skills, explore and embed as they grow physically and emotionally. In order to foster whole school understanding and empathy all year groups cover the same themes at the same time in the REACH programme. Focusing on themes such as “How we define ourselves in the World” across all year groups at the same point in the school year allow us the opportunity to communicate and challenge issues such as diversity and self-identity collectively as a school community.

- In PE the activity areas, subject specific language, use of feedback and development of observation and analysis skills are all taught in a sequential and developing learning journey to gain access to GCSE PE /Dance and Level 3 BTEC courses. Ultimately, the delivery of PE and REACH is to promote a healthy, balanced, active and self-aware lifestyle irrespective of the choice to pursue a Sports Studies course or career. Practical PE and Dance allows students to learn in a more visual, kinetic manner and is shown to improve brain function and memory as part of a broader academic curriculum. In REACH students are taught and are able to explore a variety of study skills starting with Learn to Learn in year 7/8 and progressing to detailed exam preparation and coping with exam stress in Year 11. Time is spent in each year group focusing on how we learn as an individual rather than specific what we learn in a subject specific sense.
- Using a thematic model in PE and REACH that interleaves spirals topics across each age group allows students to learn, progress at their own pace. This small step approach - with the revisiting of skills, language, knowledge and opportunities to apply their understanding under increasingly challenging circumstances helps students to gradually build confidence.
- The health and well-being of students are paramount to their success as part of our Church of England school. Students who are physically, mentally and socially healthy will achieve more highly and will leave school with more opportunities and with a greater sense of self. By cultivating their character in PE, Dance and REACH we hope that students will make more informed decisions, approach their work with a greater sense of pride and self-worth - and be more resilient when faced with uncertainty and challenges. This values-based model cements the whole school under pinning principles which hold Christian values at their core. Students will hone their transferable skills and learn how to be successful. Developing their idea of self will enable them to be more independent and better prepared for the world ahead. The depth and variety of our REACH curriculum helps students to stay safe and understand how to safely navigate the outside and online world.
- Throughout the Well-Being curriculum there are key moments where literacy and numeracy can be used in a more practical or real-world sense. Students are afforded opportunities to use both subject specific and emotionally intelligent language as they explore the Strengths of Character through a variety of themed topics and activities. In PE and Dance use of observation and analysis, objective feedback and data recording help students to visibly see their use of numbers develop and have practical application. In REACH students will have age appropriate experiences of banking, financial literacy and intelligence and saving in the future. Reading personal case studies in REACH help to give context to students learning – developing their literacy and understanding of others / empathy.

- How does your curriculum explicitly support students to be informed about the possible future pathways to further training and employment opportunities? One of the core strands of REACH is Hope and Aspiration. Focusing on these fundamental values allows us to deliver an age appropriate and detailed exploration of future academic, vocational and career pathways. At all age's students will have a unit of work that specifically answers their questions regarding the next step of development – transitions between years, option choices, external academic providers, work-based skills, CV writing and interview preparation etc. Students are given time to explore their strengths and weaknesses, soft skills, natural attributes and visions for future employment. Some of these future pathway discussions are also mirrored in set units of work in GCSE PE, Dance and BTEC course provision.
- What deliberate actions does the subject take support the school's ambition for all students to be successful regardless of their start point or socio-economic background? The Health and Well-Being curriculum lead by a Strengths of Character model allows students to broaden their perspective, promotes their sense of moral and social responsibility and inspires personal success regardless of circumstance or socio-economic background. These subjects give students the autonomy, tools and confidence to progress in school and the wider community. The health and well-being curriculum is broad, inclusive and accessible to all students regardless of gender, culture, religion or any other variation. REACH and PE / Dance actively seek to remove barriers and division by promoting teamwork, altruism, respect and understanding of others and our need to be part of something bigger than ourselves. Through the delivery of lessons, practical giving of equipment and resources and access to a wealth of extra-curricular opportunities health and well-being is inclusive and welcome to all.
- New 6th Form courses have been introduced to create a clear and achievable pathway for all to access level 2 and 3 learning in Sport. Students will be given even more opportunities to become independent, respected and knowledgeable leaders by taking a Sports Leaders qualification or engaging in the ever-expanding elite Basketball Academy. More regular students voice will help us to evolve a curriculum that responds to the needs of more students – a greater health and fitness foci or more competitive team opportunities. The REACH curriculum has been updated to reflect the Government changes to SRE and statutory requirements so that students can confidently and safely navigate their relationships with others and 6th Form REACH is now being provided for all.

Curriculum Aim:

Health and Well-Being Aim -

- The overall curriculum aim of the Health and Well-Being team is to deliver a broad curriculum that allows students to develop their sense of self by exploring their Strengths of Character in a physically active, emotionally safe and real-world way. We want to give them the personal skills, tools and values to be healthy, happy and motivated individuals
- We want to help students learn the importance of being physically, mentally and socially healthy. So that they can develop respectful relationships with both themselves and others – seeing the value of themselves as a unique and limitless individual.
- Essentially, we want learners to enjoy and see value in their learning, which in turn will help them to achieve their full potential and aspirations for the future.

Curriculum Principles:

Health and Well-Being Curriculum Principles

- The curriculum is designed to meet the requirements of the national curriculum for Physical Education and PSHE whilst being centred around a Values Based Learning core.
- In PE and Dance – links are made between Physical Skills, Decision Making and Applying, developing physical and mental capacity, evaluating and improving and the development of Health. Students will hone their motor skills, acquire necessary knowledge through physical activities and cultivate positive values for the development of a healthy lifestyle. They will communicate and work cohesively with others as part of teams and groups and will appreciate the importance of aesthetic movement and being creative.
- Through REACH they will explore becoming an individual within the community, Sexual Relationship Education, Mental Health, Life and Money Skills, and how we define ourselves in the world. Being safe online, in the community and in our relationships will also thread through our work.

Key Stage 3 PE and Dance -

Table of Progression between the Key Stages “What the Students will Achieve” – in black and then “What will be delivered through the Curriculum” – in red. This is adapted from the PE Association analysis of progression across the key stages.

	Purpose of Study <i>Aims (italics)</i>	KS3	KS4
Movement	<i>Develop competence to excel in a broad range of physical activities</i>	Build on and embed the physical development and skills learned in KS1 and 2	Tackle complex and demanding physical activities
Using skills, techniques		<p>Become more competent, confident and expert in their techniques and apply them across different sports and physical activities</p> <p>Develop their technique and improve their performance in other competitive sports e.g. Athletics, Basketball etc.</p>	<p>Develop their technique and improve their performance in other competitive sports e.g. Athletics, Basketball etc.</p>

			physical activities e.g. dance
Dance		Perform dances using advanced dance techniques in a range of dance styles and forms	Develop their technique and improve their performance in other physical activities e.g. dance
Cooperation (social)	Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect	...be encouraged to work in a team, building on trust and developing skills... (either individually) or as a group	...encourage pupils to work in a team, building on trust and developing skills... (either individual) or as a group
Competition	A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport... <i>Engage in competitive sports and activities</i>	Overcome opponents in direct competition through team and individual games Take part in competitive sports and activities outside school through community links or sports clubs	
Games		...through team and individual games	... in team and individual games
Tactics Attack/defend		Use a range of tactics and strategies to overcome opponents in direct competition (through team and individual games)	Use and develop a variety of tactics and strategies to overcome opponents in team and individual games
Challengesucceed and excel (in competitive sport) and other physically		Tackle complex and demanding physical activities

	demanding activities	Take part in OAs which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group	Take part in further OAs in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
Analysis and evaluation		Analyse their performances compared with previous ones and demonstrate improvement to achieve their personal best	Evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
Preparation for life and participation	It should provide opportunities for pupils to become physically confident in a way, which supports their health and fitness	Develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life Take part in competitive sports and activities outside school through community links or sports clubs	Get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs

Health and fitness	<i>Are physically active for sustained periods of time</i> <i>Lead healthy, active lives</i>	Understand and apply the long-term health benefits of physical activity	Get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle
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Curriculum Overview for Year 12 and 13 BTEC Courses:

Sport

This course is a BTEC Level 1 / 2 First Extended Certificate in Sport

MINIMUM SUBJECT ENTRY REQUIREMENTS: GCSE Grade 3 in Physical Education would be an advantage but not compulsory **plus** a Grade 3 in Biology / Science and English / RS would also be beneficial.



In this course you can expect to cover a wide breadth of study to enable you to develop your knowledge and understanding of a variety of different topic areas. The units listed below will be completed in a series of assignments, using scenarios which relate to specific careers and theoretical exam settings. Each assignment can be completed via written work, presentations, video and practical activities. It provides not only the opportunity to develop theoretical understanding but also practical performance and coaching.

Exam Board Information:

Pearson BTEC Level 1 / 2 Firsts (600/6820/6) 360 guided learning hours – 2x further GCSE's or 1x AS Level

The course is made up of 3 core mandatory units and 1 further optional unit. The units in this one-year course are: -

Unit	Unit Title	Type
Year 12		
7	Anatomy and Physiology	Online Exam last for 1 hour and has 50 marks
1	Fitness for Sport and Exercise	Online Exam last for 1 hour and 15 mins and has 60 marks
3	The Mind for Sports and Exercise	Internally Assessed portfolio of work
4	The Sports Performer in Action	Internally Assessed portfolio of work
5	Training for Personal Fitness	Internally Assessed portfolio of work
6	Leading Sports Activities	Internally Assessed portfolio of work
9	Lifestyle and Well Being	Internally Assessed portfolio of work
10	Injury and the Sports Performer	Internally Assessed portfolio of work
11	Running a Sports Event	Internally Assessed portfolio of work
12	The Sport and Active Leisure Industry	Internally Assessed portfolio of work
2	Practical Sports Performance	Internally Assessed portfolio of work
13	Profiling Sports Performance	Internally Assessed portfolio of work

UNIVERSITY COURSES	APPRENTICESHIPS	WORLD OF WORK
Sports Science Sports Studies Sports Psychology Sports Nutrition Sports Management Sports Coaching PE Teacher	Premier Sport - Coaching Premier Fitness – Fitness Instructor Apprentice Leisure Assistant Outdoor Education Apprentice	Leisure Industry – Entry Level Jobs Coaching – Opportunities for coaching roles in various sports. Swimming Teacher

For further information or to ask questions, please contact Miss N Raynor
(Leader of Learning Health and Well Being) - nraynor@holytrinitycrawley.org.uk

Sport

This course is a BTEC Level 3 Extended Certificate in Sport

MINIMUM SUBJECT ENTRY REQUIREMENTS (in addition to the general 6th form minimum entry requirements of 5 x grade 4 at GCSE/equivalent or above including maths and English): GCSE Grade 4 in Physical Education would be an advantage plus a Grade 4 in Biology / Science and English / RS would also be beneficial. Transition from BTEC Level 2 with Merit+.



In this course you can expect to cover a wide breadth of study to enable you to develop your knowledge and understanding of a variety of different topic areas. The units listed below will be completed in a series of assignments, using scenarios which relate to specific careers and theoretical exam settings. Each assignment can be completed via written work, presentations, video and practical activities. It provides not only the opportunity to develop theoretical understanding but also practical performance and coaching.

Exam Board Information:

Pearson BTEC Level 3 Nationals (601/0458/3 360) guided learning hours – 1x A Level

The course is made up of 3 core mandatory units and 1 further optional unit. The units in this **two-year** course are: -

	Unit Name	Method of Assessment	Information
Year 12	Anatomy and Physiology	Exam based unit	1.5 Hours - worth 90 marks - set and marked by the exam board.
	Practical Sports Performance	Internally school assessed unit	Coursework Task
Year 13	Fitness, Training and Programming for Health, Sport and Well Being.	Second examined synoptic	Case study to research then a 2 hour supervised assessment worth 60 marks.
	Professional Development in the Sports Industry	Internally school assessed unit	Coursework Task

PATHWAYS:

UNIVERSITY COURSES	APPRENTICESHIPS	WORLD OF WORK
Sports Science Sports Studies Sports Psychology Sports Nutrition Sports Management Sports Coaching PE Teacher	Premier Sport - Coaching Premier Fitness – Fitness Instructor Apprentice Leisure Assistant Outdoor Education Apprentice	Leisure Industry – Entry Level Jobs Coaching – Opportunities for coaching roles in various sports. Swimming Teacher

For further information or to ask questions, please contact Mrs Dean
(Subject Leader BTEC Sport) - CDEAN@holytrinitycrawley.org.uk

BTEC Level 3 Sport

This course is a BTEC Level 3 Extended Diploma Course (a full time BTEC equivalent to 3x A Levels)

MINIMUM SUBJECT ENTRY REQUIREMENTS (in addition to the general 6th form minimum entry requirements of 5 x grade 4 at GCSE/equivalent or above including maths and English): GCSE Grade 5 in Physical Education would be an advantage **plus** a Grade 5 in Biology / Science and English / RS would also be beneficial. Transition from BTEC Level 2 with Merit+ / Distinction.



This qualification provides students the opportunity to develop their independent learning skills through exploring a wide range of Sports related topics, concepts and scientific theories. Students will develop their written report writing, verbal presentation skills and analysis of scientific data as they create a portfolio of work. Four units are externally assessed two as 1.5 Hour exams and the two as a seen case studies. The course is tailored for students who want to progress to higher education and ultimately employment in the Sport sector.

Exam Board Information:

Edexcel – BTEC Sport Level 3 National Extended Diploma in Sport (603/ 0459 /5)

The programme is split into 14 units of work. 10 of which are continually assessed and signed off over the two years and 4 of which are now externally assessed as formal exams or controlled assessments marked by Pearson. The course is structured to assess both the compulsory and school selected units as follows:

Unit	Unit Title	Type
Year 12		
1	Anatomy and Physiology	Written Exam set and marked by Pearson. 1.5 hours long and 90 marks.
2	Fitness Training and Programming	A task set and marked by Pearson and completed under supervised conditions. In part A, learners will be provided with a case study two weeks before a supervised assessment period in order to carry out research. In part B, the supervised assessment period is two hours in a period timetabled by Pearson. Written submission. 60 marks.
3	Professional Development in the Sports Industry	Internally Assessed portfolio of work
4	Sports Leadership	Internally Assessed portfolio of work
5	Application of Fitness Testing	Internally Assessed portfolio of work
7	Practical Sports Performance	Internally Assessed portfolio of work
8	Coaching for Performance	Internally Assessed portfolio of work
22	Investigating Business in Sport and the Active Leisure Industry	Case Study external exam 3 hours with 3 hours of pre-preparation for 64 marks
Year 13		
6	Sports Psychology	Internally Assessed portfolio of work
9	Research Methods in Sport	Case Study
17	Sports Injury Management	Internally Assessed portfolio of work
19	Development and Provision of Sport and Physical Activity	Case Study external exam 2 hours and 30 mins with 4 hours of pre-preparation for 60 marks
25	Rules, Regulations and Officiating in Sport	Internally Assessed portfolio of work
6	Sports Psychology	Internally Assessed portfolio of work

PATHWAYS:

UNIVERSITY COURSES	APPRENTICESHIPS	WORLD OF WORK
Sports Science Sports Studies Sports Psychology Sports Nutrition Sports Management Sports Coaching PE Teacher	Premier Sport - Coaching Premier Fitness – Fitness Instructor Apprentice Leisure Assistant Outdoor Education Apprentice	Leisure Industry – Entry Level Jobs Coaching – Opportunities for coaching roles in various sports. Swimming Teacher

For further information or to ask questions, please contact Mrs Dean (Subject Leader BTEC Sport)
CDEAN@holyltrinitycrawley.org.uk

Key Stage 3 REACH Objectives

Through REACH lessons pupils can reflect on and evaluate their achievements and strengths in all areas of their lives and recognise their own worth. They demonstrate respect for differences between people. They can recognise some strong emotions and identify ways of managing these emotions positively (*for example talking with a friend or teacher about their feelings on divorce or friendship issues*). Pupils will also develop their discussion skills through debates and working through scenarios in groups.

Dignity & Respect	Pupils can recognise difference and diversity (<i>for example in culture, lifestyles, sexuality or relationships</i>), and can demonstrate understanding and empathy towards others who live their lives in different ways. They can assertively challenge prejudice and discrimination (<i>for example that related to gender, race, disability, etc.</i>). They can recognise and discuss the importance of relationships to marriage, parenthood and family life. They can discuss ways that relationships change over time, and how to negotiate within relationships (<i>for example agreeing a curfew time with a parent or carer</i>).
Community	Pupils will learn how to learn and how to be a positive member of our school community. Pupils will learn about different communities and how the use of language and greater knowledge / understanding is important to build respectful links within the community.
Resilience & Wisdom	Pupils can explain how to stay physically and mentally healthy. They can make informed choices to maintain their health and well-being, and can explain reasons for these choices. They can assess the element of risk attached to making choices about healthy lifestyles, travel, personal safety and personal finances. They can state the basic facts and laws about alcohol, tobacco and legal and illegal drugs. They can demonstrate effective ways of resisting negative pressure, including from their peers (<i>for example knowing where to get help, knowing that there is an option to delay, showing resilience</i>).
Hope & Aspirations	They can plan realistic targets for Key Stage 4, and start relating career plans to qualifications and skills (<i>for example in their choice of course options</i>). They can demonstrate competency in managing their personal finances.

Key Stage 4 REACH Objectives

Dignity & Respect	Pupils can describe the short- and long-term consequences of personal health choices, and can make decisions based on this knowledge. They can identify some of the causes, symptoms and treatments of mental and emotional health disorders such as stress and depression, including the link between eating disorders and self-image, and can identify strategies for preventing and addressing these. They can assess the risks and benefits associated with lifestyle choices such as sexual activity or using alcohol, tobacco and illegal drugs, and can make safer choices based on this assessment. They can state where to find professional health advice and are confident in seeking it (<i>for example from their GP or other support services noted in their planners</i>).
Community	Pupils can compare the diversity of ethnic and cultural groups. They can take the initiative in challenging and giving support in connection with offensive behaviour (<i>for example by seeking help from the appropriate authorities</i>).
Resilience & Wisdom	In REACH lessons pupils can discuss relationships, feelings and emotions, and can analyse ways of managing these in connection with family events (<i>for example the arrival of a new baby or parental separation</i>). They can explain the importance of different relationships and associated responsibilities, including those of marriage, parenthood and family life.
Hope & Aspirations	Through REACH lessons pupils can assess their personal qualities, skills and achievements and use them to set future goals (<i>for example in public performance, in challenging physical activities</i>). They can present themselves confidently and use praise and criticism effectively. They can identify the range of post-16 options available to them and can use careers advice and support networks to plan and negotiate their career pathways, setting realistic targets.

REACH will prepare our students for exams and their next steps as they leave Key Stage 4.

Key Stage 5:

DIGNITY & RESPECT *(Diversity and Equality)		COMMUNITY & Living Well-Together	RESILIANCE & WISDOM	HOPE & ASPIRATION
First Autumn Term		Once a Week in Year 12 / 13 Classes		
Week	Lesson No W/B	<u>Year 12 and 13 Classes</u>		
A	2 Mon 5 th Sept			
B	3 Mon 12 th Sept			
A	4 Mon 19 th Sept	Successful Study Habits, Skills Audit and where to start with revision practices -		
B	5 Mon 26 th Sept	Successful Study Habits, Skills Audit and where to start with revision practices -		
A	6 Mon 3 rd Oct	Successful Study Habits, a greater focus on REVISION practices -		
B	7 Mon 10 th Oct	Planning your Revision Time -		
A *	8 Mon 17 th Oct	Study Health and Well Being -		
HALF TERM				

Curriculum Overview for Year 7 and 8 PE:

Year 7 & 8 – PHYSICAL EDUCATION		
Key topics	Course Content	Assessment
<p>Autumn 1 & 2:</p> <p>Mixed Ability Gender Specific groups which are subject to change throughout the programme of study.</p> <p>The PE curriculum is fundamentally built upon the HTS Strengths of Character model where students are encouraged to explore their self-identity and worth through practical performance and understanding of health.</p> <p><u>Autumn Term Practical Activities to include –</u></p> <p>Basketball Table Tennis Volleyball Netball (Football) Indoor Athletics Dance Gymnastics and Problem Solving / O&A</p>	<p><u>Core Lessons for Year 7 & 8 Students –</u></p> <p>Students will begin to explore their HTS Strengths of Character focusing on their personal development in terms of personality, physical and mental health, social interaction, teamwork and evaluation of success / failure. Students will begin to work through a range of activities that will help to develop and challenge their self-identity, skill and decision making. They will also start to develop their understanding of the importance of fitness, health and the psychological benefits of engaging in life long physical activity.</p> <p><u>Dignity and Respect –</u> Students will develop their interpersonal skills. They will be able to encourage each other and show kindness under challenge. They will start to understand how to build upon their own and each other's weaknesses in a positive manner.</p> <p><u>Community and Teamwork</u> – They will learn how to respond positively to feedback in order to make greater progress. They will be able to motivate and support each other during</p>	<p><u>Practical Assessment of Activities –</u></p> <p>All students are assessed using the HTS Strengths of Character framework. During each new activity and re-visit of previous learning students will be able to see a clear link between a learning outcome based upon one or more of the Strengths of Character and the practical learning that will take place in the lesson.</p> <p>Students practical performances, understanding of health, fitness and the social benefits of PE will be communicated based upon -</p> <p><i>Dignity & Respect Community & Teamwork Resilience & Wisdom Hope & Aspiration.</i></p> <p>Students will see where they are in terms of the Strengths of Character and will understand how they can make improvements in their next activity.</p> <p>Students are also encouraged to take part and further their learning in Extra Curricular clubs.</p>

competitive games and will appreciate the importance of teamwork and loyalty.

Resilience and Wisdom –

They will learn how to keep going despite failure or losses. They will learn how to be independent and show resilience whilst working as part of a team. They will learn how to set and work towards their personal goals without comparing themselves to others.

Hope and Aspiration – They

will ask questions to help to develop their own performances. They will be able to work both independently and within a team. They will want to explore new activities and ideas and will see the benefit of working hard in order to achieve their best.

Independent Learning -

In PE at Key Stage 3 students are encouraged to develop their self-confidence and independence through a range of creative, leadership and active coaching opportunities. In both PE and Dance students will regularly be given the opportunity to creatively adapt their knowledge and skills to create new pieces of work, competitive play or responses to game like situations. At the core of learning, practicing and accurately implementing new skills students will have to take on a leadership role, offer peer feedback or coach another performer.

<p>Spring 1 & 2:</p> <p>Mixed Ability Gender Specific groups which are subject to change throughout the programme of study.</p> <p>The PE curriculum is fundamentally built upon the HTS Strengths of Character model where students are encouraged to explore their self-identity and worth through practical performance and understanding of health.</p> <p><u>Autumn Term Practical Activities to include –</u></p> <p>Basketball Table Tennis Volleyball Netball (Football) Indoor Athletics Dance Gymnastics and Problem Solving / O&A</p>	<p><u>Core Lessons for Year 7 & 8 Students –</u></p> <p>Students will continue to explore their HTS Strengths of Character focusing on their personal development in terms of personality, physical and mental health, social interaction, teamwork and evaluation of success / failure. Students will continue to work through a range of activities that will help to develop and challenge their self-identity, skill and decision making. They will also continue to build upon their understanding of the importance of fitness, health and the psychological benefits of engaging in life long physical activity.</p> <p><u>Dignity and Respect –</u> Students will develop their interpersonal skills. They will be able to encourage each other and show kindness under challenge. They will start to understand how to build upon their own and each other's weaknesses in a positive manner.</p> <p><u>Community and Teamwork</u> – They will learn how to respond positively to feedback in order to make greater progress. They will be able to motivate and support each other during competitive games and will appreciate the importance of teamwork and loyalty.</p>	<p><u>Practical Assessment of Activities –</u></p> <p>All students are assessed using the HTS Strengths of Character framework. During each new activity and re-visit of previous learning students will be able to see a clear link between a learning outcome based upon one or more of the Strengths of Character and the practical learning that will take place in the lesson.</p> <p>Students practical performances, understanding of health, fitness and the social benefits of PE will be communicated based upon -</p> <p><i>Dignity & Respect Community & Teamwork Resilience & Wisdom Hope & Aspiration.</i></p> <p>Students will see where they are in terms of the Strengths of Character and will understand how they can make improvements in their next activity.</p> <p>Students are also encouraged to take part and further their learning in Extra Curricular clubs.</p>
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	<p><u>Resilience and Wisdom</u> – They will learn how to keep going despite failure or losses. They will learn how to be independent and show resilience whilst working as part of a team. They will learn how to set and work towards their personal goals without comparing themselves to others.</p> <p><u>Hope and Aspiration</u> – They will ask questions to help to develop their own performances. They will be able to work both independently and within a team. They will want to explore new activities and ideas and will see the benefit of working hard in order to achieve their best.</p>	
<p>Summer 1 & 2:</p> <p>Mixed Ability Gender Specific groups which are subject to change throughout the programme of study.</p> <p>The PE curriculum is fundamentally built upon the HTS Strengths of Character model where students are encouraged to explore their self-identity and worth through practical performance and understanding of health.</p> <p><u>Summer Term Practical Activities to include –</u></p> <p>Athletics – 100m, 200m, Hurdles and Relay. Middle distance and pacing of running. Shot, Discus, Javelin and High Jump.</p> <p>Striking and Fielding – Cricket, Rounders, Stoolball and Softball.</p>	<p><u>Core Lessons for Year 7 & 8 Students</u> –</p> <p>Students will move onto a range of Summer activities that will offer a different physical and mental challenge from the Autumn and Spring term sports. By exploring a range of athletic events students will be challenged to explore their understanding of physical and mental resilience, grit and determination.</p> <p><u>Dignity and Respect</u> –</p> <p>Students will develop their interpersonal skills. They will be able to encourage each other and show kindness under challenge. They will start to understand how to build upon their own and each other's weaknesses in a positive manner. They will</p>	<p><u>Practical Assessment of Activities</u> –</p> <p>All students are assessed using the HTS Strengths of Character framework. During each new activity and re-visit of previous learning students will be able to see a clear link between a learning outcome based upon one or more of the Strengths of Character and the practical learning that will take place in the lesson.</p> <p>Students practical performances, understanding of health, fitness and the social benefits of PE will be communicated based upon -</p> <p><i>Dignity & Respect Community & Teamwork</i></p>

begin to appreciate both their own and each other's physical strengths and weaknesses.

Community and

Teamwork – They will learn how to respond positively to feedback in order to make greater progress. They will be able to motivate and support each other during competition and will appreciate the importance of self-reliance and support from others even in individual athletic events.

Resilience and Wisdom –

They will learn how to keep going despite failure or losses. They will learn how to be independent and show resilience whilst working on their own or as part of a team. They will learn how to set and work towards their personal goals without comparing themselves to others. They will learn to push through barriers or fears in terms of their own performances.

Hope and Aspiration – They will ask questions to help to develop their own performances. They will be able to work both independently and within a team. They will want to explore new activities and ideas and will see the benefit of working hard in order to achieve their best. They will set SMART goals to work towards in athletic training.

***Resilience & Wisdom
Hope & Aspiration.***

Students will see where they are in terms of the Strengths of Character and will understand how they can make improvements in their next activity.

Students are also encouraged to take part and further their learning in Extra Curricular clubs.

Suggestions for independent study and home support:

Training and Coaching resources for a range of Sporting Activities –

<http://www.bbc.co.uk/education/subjects/znyb4wx>

<http://www.teachpe.com/GCSE/Royalnavyactionpacks>

<http://www.youtube.com>

Sports related reading material suggested on the PE Reading Board or on Show My Homework.

KEY SKILLS

Literacy:

Introduction to GCSE related theoretical content – Aerobic, Anaerobic, Skill, Technique, Analysis of Performance, key language of Anatomy and Physiology through warm up etc.

Numeracy:

Percentages of Accuracy and consistency, Timing, and Estimation.

Other:

Problem Solving, Independent information sorting and decision making.

Curriculum Overview for Year 9 PE:

Year 9 – Core Physical Activity		
Key topics	Course Content	Assessment
<p>Autumn 1 and 2:</p> <p>In year 9 students choose to be grouped into a Pre-GCSE PE, Pre-GCSE Dance or single gender / mixed competition groups.</p> <p>The PE curriculum continues to be fundamentally built upon the HTS Strengths of Character model where students are encouraged to explore their self-identity and worth through practical performance and understanding of health. At this time students are encouraged to focus on how their Strengths of Character will help them to make progress towards their GCSE aspirations.</p> <p><u>Autumn Term Practical Activities to include –</u></p> <p>Basketball Football Table Tennis Volleyball</p>	<p><u>Core Lessons for Year 9 Students</u></p> <p>=</p> <p>Students will continue to explore their HTS Strengths of Character focusing on their personal development in terms of personality, physical and mental health, social interaction, teamwork and evaluation of success / failure.</p> <p>Students will continue to work through a range of activities that will help to develop and challenge their self-identity, skill and decision making. They will also continue to build upon their understanding of the importance of fitness, health and the psychological benefits of engaging in life long physical activity. The Pre-GCSE groups will start to explore and understand the level of practical performance and theoretical knowledge that will underpin their GCSE course and development.</p> <p><u>Dignity and Respect</u> – Students will continue to develop their interpersonal skills. They will be able to encourage each other and show kindness under challenge and stress. They will understand how to build upon their own and each other's weaknesses in a positive manner whilst making progress towards their personal targets.</p> <p><u>Community and Teamwork</u> – They will respond positively to</p>	<p><u>Practical Assessment of Activities –</u></p> <p>All students are assessed using the HTS Strengths of Character framework. During each new activity and re-visit of previous learning students will be able to see a clear link between a learning outcome based upon one or more of the Strengths of Character and the practical learning that will take place in the lesson.</p> <p>Students practical performances, understanding of health, fitness and the social benefits of PE will be communicated based upon -</p> <p><i>Dignity & Respect Community & Teamwork Resilience & Wisdom Hope & Aspiration.</i></p> <p>Students will see where they are in terms of the Strengths of Character and will understand how they can make improvements in their next activity.</p> <p>They will also be given a GCSE grade indicator which will show them how their practical performances and</p>

<p>Benchball Dodgeball Racquet Sports Dance</p>	<p>feedback in order to make greater progress. They will be able to motivate and support each other during competitive games and will appreciate the importance of teamwork and loyalty. They will be able to learn from each other both practically and theoretically.</p> <p><u>Resilience and Wisdom</u> – They will keep going despite disappointment, failure or losses. They will learn how to be independent and show resilience whilst working as part of a team. They will learn how to set and work towards their personal goals without comparing themselves to others.</p> <p><u>Hope and Aspiration</u> – They will ask questions to help to develop their own performances and understanding. They will be able to work both independently and within a team. They will want to explore new activities and ideas and will see the benefit of working hard in order to achieve their best.</p>	<p>theoretical understanding matches against the actual GCSE criteria and mark schemes.</p> <p>Students are also encouraged to take part and further their learning in Extra Curricular clubs. They will also have access to Sports Leadership opportunities.</p>
<p>Spring 1 & 2:</p> <p>In year 9 students chose to be grouped into a Pre-GCSE PE, Pre-GCSE Dance or single gender / mixed competition groups.</p> <p>The PE curriculum continues to be fundamentally built upon the HTS Strengths of Character model</p>	<p><u>Core Lessons for Year 9 Students</u></p> <p>=</p> <p>Students will continue to explore their HTS Strengths of Character focusing on their personal development in terms of personality, physical and mental health, social interaction, teamwork and evaluation of success / failure. Students will continue to work through a range of activities that will help to develop and challenge their self-identity, skill and decision making. They will also continue to build upon</p>	<p><u>Practical Assessment of Activities</u> –</p> <p>All students are assessed using the HTS Strengths of Character framework. During each new activity and re-visit of previous learning students will be able to see a clear link between a learning outcome based upon one or more of the Strengths of Character and the practical learning that will take place in the lesson.</p>

<p>where students are encouraged to explore their self-identity and worth through practical performance and understanding of health. At this time students are encouraged to focus on how their Strengths of Character will help them to make progress towards their GCSE aspirations.</p> <p><u>Autumn Term Practical Activities to include –</u></p> <p>Basketball Football Table Tennis Volleyball Benchball Dodgeball Racquet Sports Dance</p>	<p>their understanding of the importance of fitness, health and the psychological benefits of engaging in life long physical activity. The Pre-GCSE groups will start to explore and understand the level of practical performance and theoretical knowledge that will underpin their GCSE course and development.</p> <p><u>Dignity and Respect</u> – Students will continue to develop their interpersonal skills. They will be able to encourage each other and show kindness under challenge and stress. They will understand how to build upon their own and each other's weaknesses in a positive manner whilst making progress towards their personal targets.</p> <p><u>Community and Teamwork</u> – They will respond positively to feedback in order to make greater progress. They will be able to motivate and support each other during competitive games and will appreciate the importance of teamwork and loyalty. They will be able to learn from each other both practically and theoretically.</p> <p><u>Resilience and Wisdom</u> – They will keep going despite disappointment, failure or losses. They will learn how to be independent and show resilience whilst working as part of a team. They will learn how to set and work towards their personal goals without comparing themselves to others.</p> <p><u>Hope and Aspiration</u> – They will ask questions to help to develop</p>	<p>Students practical performances, understanding of health, fitness and the social benefits of PE will be communicated based upon -</p> <p><i>Dignity & Respect Community & Teamwork Resilience & Wisdom Hope & Aspiration.</i></p> <p>Students will see where they are in terms of the Strengths of Character and will understand how they can make improvements in their next activity.</p> <p>They will also be given a GCSE grade indicator which will show them how their practical performances and theoretical understanding matches against the actual GCSE criteria and mark schemes.</p> <p>Students are also encouraged to take part and further their learning in Extra Curricular clubs. They will also have access to Sports Leadership opportunities.</p>
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	<p>their own performances and understanding. They will be able to work both independently and within a team. They will want to explore new activities and ideas and will see the benefit of working hard in order to achieve their best.</p>	
<p>Summer 1 & 2:</p> <p>In year 9 students chose to be grouped into a Pre-GCSE PE, Pre-GCSE Dance or single gender / mixed competition groups.</p> <p>The PE curriculum continues to be fundamentally built upon the HTS Strengths of Character model where students are encouraged to explore their self-identity and worth through practical performance and understanding of health. At this time students are encouraged to focus on how their Strengths of Character will help them to make progress towards their GCSE aspirations.</p> <p><u>Summer Term Practical Activities to include –</u></p> <p>Athletics – 100m, 200m, Hurdles and Relay. Middle</p>	<p><u>Core Lessons for Year 9 Students</u></p> <p>=</p> <p>The Pre-GCSE groups will start their full GCSE studies after the May half term. In preparation for this during the Summer term greater focus will be given to the use of GCSE specific language, course structure and expectations. All students will continue to explore their HTS Strengths of Character focusing on their personal development in terms of personality, physical and mental health, social interaction, teamwork and evaluation of success / failure. Students will continue to work through a range of Summer activities that will offer a different physical and mental challenge from the Autumn and Spring term sports. By exploring a range of athletic events students will be challenged to explore their understanding of physical and mental resilience, grit and determination.</p> <p><u>Dignity and Respect</u> – Students will continue to develop their interpersonal skills. They will be able to encourage each other and show kindness under challenge and stress. They will understand how to build upon their own and each other's weaknesses in a positive</p>	<p><u>Practical Assessment of Activities –</u></p> <p>All students are assessed using the HTS Strengths of Character framework. During each new activity and re-visit of previous learning students will be able to see a clear link between a learning outcome based upon one or more of the Strengths of Character and the practical learning that will take place in the lesson.</p> <p>Students practical performances, understanding of health, fitness and the social benefits of PE will be communicated based upon -</p> <p><i>Dignity & Respect Community & Teamwork Resilience & Wisdom Hope & Aspiration.</i></p> <p>Students will see where they are in terms of the Strengths of Character and will understand how they can make improvements in their next activity.</p> <p>They will also be given a GCSE grade indicator which will show them</p>

<p>distance and pacing of running. Shot, Discus, Javelin and High Jump.</p> <p>Striking and Fielding – Cricket, Rounders, Stoolball and Softball.</p>	<p>manner whilst making progress towards their personal targets.</p> <p><u>Community and Teamwork</u> – They will respond positively to feedback in order to make greater progress. They will be able to motivate and support each other during competitive games and will appreciate the importance of teamwork and loyalty. They will be able to learn from each other both practically and theoretically.</p> <p><u>Resilience and Wisdom</u> – They will keep going despite disappointment, failure or losses. They will learn how to be independent and show resilience whilst working as part of a team. They will learn how to set and work towards their personal goals without comparing themselves to others.</p> <p><u>Hope and Aspiration</u> – They will ask questions to help to develop their own performances and understanding. They will be able to work both independently and within a team. They will want to explore new activities and ideas and will see the benefit of working hard in order to achieve their best.</p>	<p>how their practical performances and theoretical understanding matches against the actual GCSE criteria and mark schemes.</p> <p>Students are also encouraged to take part and further their learning in Extra Curricular clubs. They will also have access to Sports Leadership opportunities.</p>
<p><u>Suggestions for independent study and home support:</u></p> <p>Training and Coaching resources for a range of Sporting Activities – http://www.bbc.co.uk/education/subjects/znyb4wx http://www.teachpe.com/GCSE/Royalnavyactionpacks http://www.youtube.com</p> <p>GCSE Specific Resources for PE and Dance available on the AQA website – http://www.aqa.org.uk</p> <p>Sports related reading material suggested on the PE Reading Board or on Show My Homework.</p>		

KEY SKILLS

Literacy:

**Introduction to
GCSE related
theoretical
content** –

Aerobic, Anaerobic,
Skill, Technique,
Analysis of
Performance, key
language of
Anatomy and
Physiology through
warm up etc.

Numeracy:

Percentages of Accuracy and
consistency, Timing, and
Estimation.

Other:

Problem Solving,
Independent
information sorting
and decision
making.

Curriculum Overview for Year 10 and 11 Core PE:

Year 10 and 11 – Core Physical Education		
Key topics	Course content	Assessment
<p>Autumn 1 and 2:</p> <p>All students must continue to engage in practical PE during year 10 and 11 irrespective of their GCSE choices. Students who are following a GCSE pathway will complete their practical assessment during these core lessons.</p> <p>The PE curriculum continues to be fundamentally built upon the HTS Strengths of Character model where students are encouraged to explore their self-identity and worth through practical performance and understanding of health. At this time students are encouraged to focus on how their Strengths of Character will help them to make progress towards their GCSE aspirations.</p>	<p><u>Core Lessons for Year 10 & 11 Students –</u></p> <p>Students will continue to develop their HTS Strengths of Character focusing on their personal development in terms of personality, physical and mental health, social interaction, teamwork and evaluation of success / failure. Students will continue to work through a range of activities that will help to develop and challenge their self-identity, skill and decision-making. They will also continue to build upon their understanding of the importance of fitness, health and the psychological benefits of engaging in life long physical activity. The GCSE groups will focus on the quality of practical performance needed to secure the 1-9 grades.</p> <p><u>Dignity and Respect</u> – Students will continue to develop their interpersonal skills. They will be able to encourage each other and show kindness under challenge and stress. They will understand how to build upon their own and each other's weaknesses in a positive manner whilst making progress towards their personal targets. They will become role models for the younger students and each other.</p> <p><u>Community and Teamwork</u> – They will respond positively to feedback in order to make greater progress. They will be able to motivate and support each other during competitive games and will appreciate the importance of teamwork and loyalty. They will be</p>	<p><u>Practical Assessment of Activities –</u></p> <p>All students are assessed using the HTS Strengths of Character framework. During each new activity and re-visit of previous learning students will be able to see a clear link between a learning outcome based upon one or more of the Strengths of Character and the practical learning that will take place in the lesson.</p> <p>Students practical performances, understanding of health, fitness and the social benefits of PE will be communicated based upon -</p> <p><i>Dignity & Respect Community & Teamwork Resilience & Wisdom Hope & Aspiration.</i></p> <p>Students will see where they are in terms of the Strengths of Character and will understand how</p>

<p><u>Autumn Term</u> <u>Practical Activities</u> <u>to include –</u></p> <p>Basketball Flag Football Table Tennis Benchball Dodgeball Handball Racquet Sports</p>	<p>able to learn from each other both practically and theoretically.</p> <p><u>Resilience and Wisdom</u> – They will keep going despite disappointment, failure or losses. They will learn how to be independent and show resilience whilst working as part of a team. They will learn how to set and work towards their personal goals without comparing themselves to others. Their greater understanding of PE will allow them to see the benefits in terms of stress reduction and mental wellbeing during the exam periods.</p> <p><u>Hope and Aspiration</u> – They will ask questions to help to develop their own performances and understanding. They will be able to work both independently and within a team. They will want to explore new activities and ideas and will see the benefit of working hard in order to achieve their best. They will see and appreciate the benefit of taking physical exercise during the stressful exam period and beyond.</p>	<p>they can make improvements in their next activity.</p> <p>GCSE students will be given regular feedback on the practical performance grades, which make up 40% of their overall grade.</p> <p>Students are also encouraged to take part and further their learning in Extra Curricular clubs. They will also have access to Sports Leadership opportunities.</p>
<p>Spring 1 & 2:</p> <p>All students must continue to engage in practical PE during year 10 and 11 irrespective of their GCSE choices. Students who are following a GCSE pathway will complete their practical assessment during these core lessons.</p>	<p><u>Core Lessons for Year 10 & 11 Students –</u></p> <p>Students will continue to develop their HTS Strengths of Character focusing on their personal development in terms of personality, physical and mental health, social interaction, teamwork and evaluation of success / failure. Students will continue to work through a range of activities that will help to develop and challenge their self-identity, skill and decision-making. They will also continue to build upon their understanding of the importance of fitness, health and the psychological benefits of engaging in life long physical activity. The GCSE groups will focus on the quality of practical</p>	<p><u>Practical Assessment of Activities –</u></p> <p>All students are assessed using the HTS Strengths of Character framework. During each new activity and re-visit of previous learning students will be able to see a clear link between a learning outcome based upon one or more of the Strengths of Character and the practical learning</p>

<p>The PE curriculum continues to be fundamentally built upon the HTS Strengths of Character model where students are encouraged to explore their self-identity and worth through practical performance and understanding of health. At this time students are encouraged to focus on how their Strengths of Character will help them to make progress towards their GCSE aspirations.</p>	<p>performance needed to secure the 1-9 grades.</p>	<p>that will take place in the lesson.</p>
<p><u>Autumn Term</u> <u>Practical Activities to include –</u></p>	<p><u>Dignity and Respect</u> – Students will continue to develop their interpersonal skills. They will be able to encourage each other and show kindness under challenge and stress. They will understand how to build upon their own and each other’s weaknesses in a positive manner whilst making progress towards their personal targets. They will become role models for the younger students and each other.</p>	<p>Students practical performances, understanding of health, fitness and the social benefits of PE will be communicated based upon - <i>Dignity & Respect Community & Teamwork Resilience & Wisdom Hope & Aspiration.</i></p>
<p>Basketball Football Table Tennis Volleyball Benchball Dodgeball Racquet Sports Dance</p>	<p><u>Community and Teamwork</u> – They will respond positively to feedback in order to make greater progress. They will be able to motivate and support each other during competitive games and will appreciate the importance of teamwork and loyalty. They will be able to learn from each other both practically and theoretically.</p>	<p>Students will see where they are in terms of the Strengths of Character and will understand how they can make improvements in their next activity.</p>
	<p><u>Resilience and Wisdom</u> – They will keep going despite disappointment, failure or losses. They will learn how to be independent and show resilience whilst working as part of a team. They will learn how to set and work towards their personal goals without comparing themselves to others. Their greater understanding of PE will allow them to see the benefits in terms of stress reduction and mental wellbeing during the exam periods.</p>	<p>GCSE students will be given regular feedback on the practical performance grades, which make up 40% of their overall grade.</p>
	<p><u>Hope and Aspiration</u> – They will ask questions to help to develop their own performances and understanding. They will be able to work both independently and within a team. They will want to explore new activities and ideas and will see the benefit of working hard in order to achieve their best. They will see and appreciate the benefit of taking</p>	<p>Students are also encouraged to take part and further their learning in Extra Curricular clubs. They will also have access to Sports Leadership opportunities.</p>

	physical exercise during the stressful exam period and beyond.	
<p>Summer 1 & 2:</p> <p>In year 9 students chose to be grouped into a Pre-GCSE PE, Pre-GCSE Dance or single gender / mixed competition groups.</p> <p>The PE curriculum continues to be fundamentally built upon the HTS Strengths of Character model where students are encouraged to explore their self-identity and worth through practical performance and understanding of health. At this time students are encouraged to focus on how their Strengths of Character will help them to make progress towards their GCSE aspirations.</p> <p><u>Summer Term Practical Activities to include –</u></p> <p>Alternative Activities – Ultimate Frisbee</p> <p>Striking and Fielding – Cricket, Rounders, Stoolball and Softball.</p>	<p><u>Core Lessons for Year 10 & 11 Students –</u></p> <p>Students will continue to develop their HTS Strengths of Character focusing on their personal development in terms of personality, physical and mental health, social interaction, teamwork and evaluation of success / failure. Students will continue to work through a range of activities that will help to develop and challenge their self-identity, skill and decision-making. They will also continue to build upon their understanding of the importance of fitness, health and the psychological benefits of engaging in life long physical activity. The GCSE groups will focus on the quality of practical performance needed to secure the 1-9 grades.</p> <p><u>Dignity and Respect</u> – Students will continue to develop their interpersonal skills. They will be able to encourage each other and show kindness under challenge and stress. They will understand how to build upon their own and each other's weaknesses in a positive manner whilst making progress towards their personal targets. They will become role models for the younger students and each other.</p> <p><u>Community and Teamwork</u> – They will respond positively to feedback in order to make greater progress. They will be able to motivate and support each other during competitive games and will appreciate the importance of teamwork and loyalty. They will be able to learn from each other both practically and theoretically.</p>	<p><u>Practical Assessment of Activities –</u></p> <p>All students are assessed using the HTS Strengths of Character framework. During each new activity and re-visit of previous learning students will be able to see a clear link between a learning outcome based upon one or more of the Strengths of Character and the practical learning that will take place in the lesson.</p> <p>Students practical performances, understanding of health, fitness and the social benefits of PE will be communicated based upon -</p> <p><i>Dignity & Respect Community & Teamwork Resilience & Wisdom Hope & Aspiration.</i></p> <p>Students will see where they are in terms of the Strengths of Character and will understand how they can make improvements in their next activity.</p>

	<p><u>Resilience and Wisdom</u> – They will keep going despite disappointment, failure or losses. They will learn how to be independent and show resilience whilst working as part of a team. They will learn how to set and work towards their personal goals without comparing themselves to others. Their greater understanding of PE will allow them to see the benefits in terms of stress reduction and mental wellbeing during the exam periods.</p> <p><u>Hope and Aspiration</u> – They will ask questions to help to develop their own performances and understanding. They will be able to work both independently and within a team. They will want to explore new activities and ideas and will see the benefit of working hard in order to achieve their best. They will see and appreciate the benefit of taking physical exercise during the stressful exam period and beyond.</p>	<p>GCSE students will be given regular feedback on the practical performance grades, which make up 40% of their overall grade.</p> <p>Students are also encouraged to take part and further their learning in Extra Curricular clubs. They will also have access to Sports Leadership opportunities.</p>
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Suggestions for independent study and home support:

Training and Coaching resources for a range of Sporting Activities –

<http://www.bbc.co.uk/education/subjects/znyb4wx>

<http://www.teachpe.com/GCSE/Royalnavyactionpacks>

<http://www.youtube.com>

GCSE Specific Resources for PE and Dance available on the AQA website –

<http://www.aqa.org.uk>

Sports related reading material suggested on the PE Reading Board or on Show My Homework.

KEY SKILLS

Literacy:	Numeracy:	Other:
<p><u>Introduction to GCSE related theoretical content</u> – Aerobic, Anaerobic, Skill, Technique,</p>	<p>Percentages of Accuracy and consistency, Timing, and Estimation.</p>	<p>Problem Solving, Independent information sorting and</p>

Analysis of Performance, key language of Anatomy and Physiology through warm up etc.		decision making.
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Curriculum Overview for Year 10 and 11 GCSE PE:

Year 10 and 11 – GCSE Physical Education			
Exam Board & course title/code	Unit	Date of Exam	% of Total Exam
AQA 8582	3.1 The Human Body and Movement in Physical Activity and Sport.	Summer – Year 11	30% (Paper 1 – 78 marks)
	3.2 Socio-cultural influences and well-being in physical activity and sport.	Summer – Year 11	30% (Paper 2 – 78 marks)
	Practical Performance in Physical Activity and Sport.	Continuous Assessment Year 10 and 11	40% (100 marks including Observation and Analysis)
	Observation and Analysis of Practical Performance	Summer – Year 10 and Autumn Year 11	25 marks added to the Practical Performance Assessment
Key topics	Course content	Assessment	
Autumn 1: Physical Training	<u>The Relationship between Health and Fitness.</u> <ul style="list-style-type: none"> The components of Fitness How to evaluate the need for components of fitness in specific physical activities and sport. Reasons for carrying out fitness tests. The protocol and procedures that should be followed during testing. 	Preparation: Worksheets Independent Study Mind Maps Exam questions Internet Research Assignments Key words and definitions Doodle quizzes Other assessments: End of unit written	

	<ul style="list-style-type: none"> ▪ The limitations of carrying out fitness tests. ▪ How qualitative and quantitative data can be gained and used effectively during testing. ▪ The principles of training and overload. How these can be used as a foundation for successful training programmes. ▪ Varying training types and the advantages and disadvantages of each. ▪ How training can be Periodised into specific seasons. ▪ The reasons for warming up and cooling down. 	assessment (45 mins) graded 1-9 followed by DIRT lessons and student feedback.
<p>Autumn 2: Socio-Cultural Influences</p> <p>Commercialisation of Physical Activity</p>	<p><u>Socio-Cultural Influences</u></p> <ul style="list-style-type: none"> ▪ Engagement patterns and the factors affecting them. ▪ Factor affecting Participation in different social groups. ▪ Barriers to Participation ▪ Commercialisation, sponsorship and the media. ▪ Positive and negative impacts of sponsorship and the media. ▪ Positive and negative impacts of technology. 	<p>Preparation: Worksheets Independent Study Mind Maps Exam questions Internet Research Assignments Key words and definitions Doddle quizzes</p> <p>Other assessments: End of unit written assessment (45 mins) graded 1-9 followed by DIRT lessons and student feedback.</p>
<p>Spring 1 and 2: Ethical Issues</p> <p>Sports Psychology</p>	<p><u>Ethical Issues</u></p> <ul style="list-style-type: none"> ▪ Conduct of performers and introduction to drugs. ▪ Sporting examples of drug taking. ▪ Advantages/disadvantages to the performer/the sport of taking PED's. ▪ Spectator behaviour and hooliganism, including strategies to combat hooliganism. <p><u>Sports Psychology</u></p>	<p>Preparation: Worksheets Independent Study Mind Maps Exam questions Internet Research Assignments Key words and definitions Doddle quizzes</p> <p>Other assessments: End of unit written</p>

	<ul style="list-style-type: none"> ▪ Skill and ability, including classification of skill. ▪ Definitions and types of goals. ▪ The use and evaluation of setting performance and outcome goals, including the use of SMART targets to improve/optimize performance. ▪ Basic information processing. ▪ Examples of and evaluation of the types of feedback and guidance. ▪ Arousal and the Inverted U theory. ▪ Application of how optimal arousal has to vary in relation to the skill/stress management techniques. ▪ Aggression and personality. ▪ Intrinsic and extrinsic motivation, including evaluation of their merits. 	<p>assessment (45 mins) graded 1-9 followed by DIRT lessons and student feedback.</p>
<p>Summer 1: Health and Fitness</p>	<p><u>Health and Fitness</u></p> <ul style="list-style-type: none"> ▪ The meaning of health and fitness: physical, mental/emotional and social health- linking participation in physical activity to exercise, sport to health and well-being. ▪ The consequences of a sedentary lifestyle. ▪ Obesity and how it may affect performance in physical activity and sport. ▪ Somatotypes. ▪ Energy use. ▪ Reasons for having a balanced diet and the role of nutrients. ▪ The role of carbohydrates, fat, protein, vitamins and minerals. 	<p>Preparation: Worksheets Independent Study Mind Maps Exam questions Internet Research Assignments Key words and definitions Doddle quizzes</p> <p>Other assessments: End of unit written assessment (45 mins) graded 1-9 followed by DIRT lessons and student feedback.</p>

	<ul style="list-style-type: none"> Reasons for maintaining water balance (hydration) and further applications of the topic area. 	
Summer 2: Controlled assessment preparation key process C – Evaluating and improving	<p><u>Controlled assessment preparation</u> <u>key process C – Evaluating and improving</u></p> <ul style="list-style-type: none"> Make an analysis of their performance in one of their four chosen sports. Compare their technique to the perfect model. Identify strengths in their performance and areas for development. Prioritize areas for improvement. Plan how to and take action to improve their performance 	Preparation: Independent study and research of own sporting performance in preparation for controlled assessment writing of Key Process C. Video analysis of practical performance, coaching techniques and training to be used for action planning.
Year 11 Autumn 1 and 2: Applied Anatomy and Physiology	<p><u>Applied Anatomy and Physiology</u></p> <ul style="list-style-type: none"> Bones and the functions of the skeleton. Structure of the skeletal system/functions of the skeleton. Muscles of the body. Structure of a synovial joint. Types of freely moveable joints that allow different movements. How joints differ in design to allow certain types of movement. How the major muscles and muscle groups of the body work antagonistically on the 	Preparation: Independent Preparation for Exams - Students will have homework once a week and are expected to catch up on any homework missed due to absence. Independent Study will include a variety of tasks including answering, marking and writing examination questions, conducting independent

	<p>major joints of the skeleton to affect movement in physical activity at the major movable joints.</p> <ul style="list-style-type: none"> ▪ The pathway of air and gaseous exchange. ▪ Blood vessels. ▪ Structure of the heart and the cardiac cycle (pathway of blood). ▪ Cardiac output and stroke volume (including the effects of exercise). ▪ Mechanics of breathing and interpretation of a spirometer trace. ▪ Aerobic and anaerobic exercise. ▪ Recovery/EPOC. ▪ The short and long term effects of exercise. ▪ First, second and third class levers. ▪ Mechanical advantage. ▪ Analysis of basic movements in sporting examples. ▪ Analysis of basic movements in sporting examples. ▪ Planes and axes. 	<p>research into a topic and then creating articles, information pamphlets or revision cards, designing training programs, completing online quizzes and revision for end of unit tests</p> <p>Other assessments: End of topic test will be completed on a regular basis at least once every half term or more if necessary There will also be a PPE in December and another in March.</p>
<p>Year 11 Spring 1 and 2: Practical Performances</p>	<p><u>Practical Moderation of Practical Performance and Decision Making – March date tbc.</u></p> <p>Controlled assessment preparation key process A – Developing skills in physical activities. B – Being creative and making Decisions in all physical activities.</p> <p>Students will specialise and prepare themselves for their controlled assessments in</p>	<p>Preparation: Final training, coaching and practice for moderation by external examiner.</p> <p>Revision sessions at lunchtime and afterschool. Use of Show My Homework, variety of</p>
Theory Revision		

	<p>their chosen activities and roles. 75 marks for 3x chosen sports.</p> <p><u>Revision of Theory Content</u></p> <p><u>Year 10 to Year 11 –</u></p> <ul style="list-style-type: none"> ▪ Physical Training ▪ Socio-Cultural Influences ▪ Commercialisation in Sport ▪ Ethical Issues ▪ Sports Psychology ▪ Health and Fitness ▪ Applied Anatomy and Physiology ▪ Aerobic and Anaerobic Exercise ▪ Movement Analysis ▪ Use of Data 	revision techniques and practicing of exams style questions.
Year 11 Summer 1:	<p><u>Final Exam Preparation</u></p> <p>Preparation for the final Paper 1 and Paper 2 Exams (1hour 15 minutes 78 marks).</p> <p>Detailed group work focusing on A01, A02 and A03 structure and content.</p>	Revision sessions at lunchtime and afterschool. Use of Show My Homework, variety of revision techniques and practicing of exams style questions.
<p>Suggestions for independent study and home support:</p> <p>Student notes and folder of worksheets from year 10 and 11. Show My Homework, BBC Bitesize, SAM Learning, and YouTube Kirk Bizley, AQA Physical Education Second Edition, 2013 Kirk Bizley, my revision notes AQA GCSE PE, 2014 CGP Revision guides and work booklets (to be purchased via school website).</p>		
KEY SKILLS		
Literacy:	Numeracy:	Other:
AQA and School prepared glossary of key terms required for A01 content.	Unit on the use of data. Qualitative vs	Communication Presentation Team work Independent skills Research development

Language and connectives sheet for A02 and A03 structure.	Quantitative.	Time management
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REACH links to the Church of England Vision for Education

The Programme overview, and specific lesson plans and resources will indicate the Strengths of Character that student will be able to explore through covering each topic. Some topics may link to one or more of the Strengths of Character themes creating a more open learning journey where assessment is able to take place across multi pieces of work or discussion. All year groups will have an introduction to these character based learning themes in the first lessons of the new REACH programme.

Curriculum Overview for Year 7 REACH:

Year 7 – REACH	
Overall Aims of REACH in Year 7	<p><u>REACH and Learning to Learn Lessons for Year 7 Students –</u></p> <p>The aim of REACH is to provide active, stimulating and useful lessons that will enable students to make informed decisions about their own personal health and safety, develop positive relationships with others, take charge of their ambitions and allow them the opportunity to discuss debate and get involved with the issues that affect them and their community.</p> <p>HTS Strengths of Character encourage personal development in terms of self-identity and awareness, mental health, social interaction, collaboration and evaluation of success / failure. Students will participate in a range of classroom based workshop style activities that will help to explore and challenge their idea of self, empathy and decision making when living in a community. They will also gain important knowledge and understanding about Sexual Health and Relationships.</p> <p><u>Dignity and Respect</u> – Students will recognise difference and diversity (for example in culture, lifestyles, sexuality or relationships), and will demonstrate understanding and empathy towards others who live their lives in different ways. They will assertively challenge prejudice and discrimination (for example that related to gender, race, disability, etc.). They will recognise and discuss the importance of relationships to marriage, parenthood and family life. They will discuss ways that relationships change over time, and how to build successful relationships using positive language and acts of kindness.</p> <p><u>Community and Teamwork</u> – Students will learn how to learn and how to be a positive member of our school community. They will learn about different communities and how the use of language and greater knowledge / understanding is</p>

important to build respectful links within many communities. They will learn how to have a thoughtful and respectful voice so that they can share their talents and knowledge.

Resilience and Wisdom – Students will explain how to stay physically and mentally healthy. They will make informed choices to maintain their health and well-being, and can explain reasons for these choices. They will be able to assess the element of risk attached to making choices about healthy lifestyles, travel, personal safety and personal finances. They will state the basic facts and laws about alcohol, tobacco and legal and illegal drugs. They will demonstrate effective ways of resisting negative pressure, including from their peers (for example knowing where to get help, knowing that there is an option to delay, showing resilience).

Hope and Aspiration – They will plan and set realistic and achievable targets for themselves. They will begin to explore different career paths so that they have aspirational goals to work towards. They will start to understand how to plan and budget their money so that they begin to understand the value of finance.

Key topics	Course Content	Assessment
<p>Autumn 1 and 2:</p> <p>Mixed Ability and Mixed Gender Groups based upon Tutor or Specific Learning Groups.</p> <p>The REACH curriculum is fundamentally built upon the HTS Strengths of Character model where students are encouraged to explore their self-identity and worth through a broad range of “Life and Learning to Learn Topics”</p> <p><u>Autumn Term Focus –</u></p>	<p><u>Topics to explore in Autumn Term 1 –</u></p> <ul style="list-style-type: none"> • What makes us who we are? • Independent and organized learner • Why is Character Important? • Dignity • Community • Why is Community so important? • Wisdom • What is Resilience and how do we build it? • Hope • Respect and Self Awareness • Getting to Know Ourselves • Relationships with Friends and Family 	<p><u>Assessment of Learning in REACH –</u></p> <p>All students are assessed using the HTS Strengths of Character framework. During each new topic clear links between the weekly theme and one or more of the Strengths of Character will be made. Students will have the opportunity to reflect upon their learning and understanding that showcases the Strengths between topics, each term and</p>

<p>Understanding of the HTS Strengths of Character &</p> <p>Self-Awareness and Relationships</p>	<p><u>Topics to explore in Autumn Term 2 –</u></p> <ul style="list-style-type: none"> • Puberty & Sexual Organs • Gender Group Talks • Puberty & Sexual Organs • Sexual Intercourse • The Pressures of Sex • Sex and Social Media • Body Image • Bullying through Social Media 	<p>each year in their end of year assessment.</p> <p>In REACH the student's progress between topics, weeks, terms and years will be communicated based upon -</p> <p><i>Dignity & Respect Community & Living Well Together Resilience & Wisdom Hope & Aspiration.</i></p> <p>Students will see where they are in terms of the Strengths of Character and will understand how they can make improvements in their next topic theme.</p> <p>Students are also encouraged to take part and further their learning in other pastoral settings such as by getting involved in one of the way whole school initiatives such as mentoring, school council, applying to become a prefect etc.</p>
<p>Spring 1 & 2:</p> <p>Mixed Ability and Mixed Gender Groups based upon Tutor or Specific Learning Groups.</p>	<p><u>Topics to explore in Spring Term 1 –</u></p> <ul style="list-style-type: none"> • Introduction to Mental Health • What makes us feel happy, sad or depressed? • What is Mental Health? 	<p><u>Assessment of Learning in REACH -</u></p> <p>All students are assessed using the HTS Strengths of Character framework. During each new topic</p>

<p>The REACH curriculum is fundamentally built upon the HTS Strengths of Character model where students are encouraged to explore their self-identity and worth through a broad range of “Life and Learning to Learn Topics”</p>	<ul style="list-style-type: none"> • How does being different make us feel? • How do our relationships affect our mental health? • What role does Social Media play in Mental health? • LGBTQ+ Why do we need to talk? 	<p>clear links between the weekly theme and one or more of the Strengths of Character will be made. Students will have the opportunity to reflect upon their learning and understanding that showcases the Strengths between topics, each term and each year in their end of year assessment.</p>
<p><u>Spring Term Focus –</u></p>	<p><u>Topics to explore in Spring Term 2 -</u></p>	<p>In REACH the student’s progress between topics, weeks, terms and years will be communicated based upon -</p>
<p>What makes us sad? How do we get help?</p>	<ul style="list-style-type: none"> • What do we know about Drugs and Alcohol? • Drugs and Peer Pressure • What makes a Community? • Understanding and Preventing Radicalization • Kindness and Paying It Forward 	<p>Dignity & Respect Community & Living Well Together Resilience & Wisdom Hope & Aspiration.</p>
<p>Drugs & Alcohol.</p>		<p>Students will see where they are in terms of the Strengths of Character and will understand how they can make improvements in their next topic theme.</p>
<p>Peer pressure and Community inclusion</p>		<p>Students are also encouraged to take part and further their learning in other pastoral settings such as by getting involved in one of the way whole school initiatives such as mentoring, school council, applying to</p>

		become a prefect etc.
<p>Summer 1 & 2:</p> <p>Mixed Ability and Mixed Gender Groups based upon Tutor or Specific Learning Groups.</p> <p>The REACH curriculum is fundamentally built upon the HTS Strengths of Character model where students are encouraged to explore their self-identity and worth through a broad range of “Life and Learning to Learn Topics”</p> <p><u>Summer Term Focus –</u></p> <p>Red Cross First Aid</p> <p>The Environment and how we look after each other.</p>	<p>Topics to explore in Summer Term 1 –</p> <ul style="list-style-type: none"> • Red Cross - Basic First Aid Basics 1 • Red Cross Basic First Aid Choking • Red Cross Basic First Aid Burns & Scalds • Red Cross Basic First Aid Bleeding & shock <p>Topics to explore in Summer Term2 –</p> <ul style="list-style-type: none"> • Challenging risky behaviour • What is life like around the world for teenagers? • How can we make our environment better? • How does Fair Trade help educate young people? • The future of the world is in your hands • Personal Review for REACH – Letter to my future self. 	<p>Assessment of Learning in REACH -</p> <p>All students are assessed using the HTS Strengths of Character framework. During each new topic clear links between the weekly theme and one or more of the Strengths of Character will be made. Students will have the opportunity to reflect upon their learning and understanding that showcases the Strengths between topics, each term and each year in their end of year assessment.</p> <p>In REACH the student’s progress between topics, weeks, terms and years will be communicated based upon -</p> <p>Dignity & Respect Community & Living Well Together Resilience & Wisdom Hope & Aspiration.</p> <p>Students will see where they are in terms of the Strengths of Character and will understand how they can make improvements in their next topic theme.</p>

		Students are also encouraged to take part and further their learning in other pastoral settings such as by getting involved in one of the way whole school initiatives such as mentoring, school council, applying to become a prefect etc.
<p>Students will explore, understand and interpret many of the topics covered in REACH in their RS lessons as part of the work that will prepare them for GCSE RS. <u>Cross Curricular learning and links with Citizenship studied as part of RS will include -</u></p> <p>Basic understanding of British values, human rights and the importance of community cohesion.</p> <p>Challenging extremism and radicalisation.</p> <p>Relationships: Tackling homophobia, transphobia and sexism</p>		
<p>Suggestions for independent study and further support at home:</p> <p>www.nhs.uk</p> <p>www.childline.org.uk</p> <p>BBC – Advice / Life Hacks - https://www.bbc.co.uk/programmes/p0215sgv</p> <p>www.relate.co.uk</p> <p>www.mind.org.uk</p> <p>www.talktofrank.com</p> <p>Subject Leader REACH – Miss Raynor nraynor@holytrinitycrawley.org.uk</p>		
KEY SKILLS		
<p>Literacy:</p> <p>REACH specific language. The use of positive and reinforcing language to discuss thoughts and feelings. How to construct an argument whilst remaining respectful of others views.</p>	<p>Numeracy:</p> <p>Percentages of likelihood, agree or disagree and minorities.</p>	<p>Other:</p> <p>Problem Solving, Independent information sorting and decision making.</p>

Curriculum Overview for Year 8 REACH:

Overall Aims of REACH in Year 8	<p><u>REACH and Learning to Learn Lessons for Year 8 Students –</u></p> <p>The aim of REACH is to provide active, stimulating and useful lessons that will enable students to make informed decisions about their own personal health and safety, develop positive relationships with others, take charge of their ambitions and allow them the opportunity to discuss debate and get involved with the issues that affect them and their community.</p> <p>HTS Strengths of Character encourage personal development in terms of self-identity and awareness, mental health, social interaction, collaboration and evaluation of success / failure. Students will participate in a range of classroom based workshop style activities that will help to explore and challenge their idea of self, empathy and decision making when living in a community. They will also gain important knowledge and understanding about Sexual Health and Relationships.</p> <p><u>Dignity and Respect</u> – Students will now be able to recognise difference and diversity (for example in culture, lifestyles, sexuality or relationships), and will demonstrate some understanding and empathy towards others who live their lives in different ways. They will assertively challenge prejudice and discrimination (for example that related to gender, race, disability, etc.). They will recognise and discuss the importance of self-worth in living a happy and fulfilled life. They will discuss ways that relationships change over time, and how to build successful relationships using positive language and acts of kindness.</p> <p><u>Community and Teamwork</u> – Students will learn how to learn, and how to be a positive member of our school community. They will learn about different communities and how the use of language and greater knowledge / understanding is important to build respectful links within many communities. They will learn how to have a thoughtful and respectful voice so that they can share their talents and knowledge. They will become increasingly involved in the wider school community.</p> <p><u>Resilience and Wisdom</u> – Students will explain how to stay physically and mentally healthy. They will make informed</p>
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choices to maintain their health and well-being, and can explain reasons for these choices. They will be able to assess the element of risk attached to making choices about healthy lifestyles, travel, personal safety and personal finances. They will state the basic facts and laws about alcohol, tobacco and legal and illegal drugs. They will demonstrate effective ways of resisting negative pressure, including from their peers. They will be able to support each other in knowing where to get help when needed.

Hope and Aspiration – They will plan and set realistic and achievable targets for themselves. They will begin to explore different career paths so that they have aspirational goals to work towards. They will start to understand how to plan and budget their money so that they begin to understand the value of finance. They will start to explore the education and career pathways that will be available to them as they move into the end of KS3.

Key topics	Course Content	Assessment
<p>Autumn 1 and 2:</p> <p>Mixed Ability and Mixed Gender Groups based upon Tutor or Specific Learning Groups.</p> <p>The REACH curriculum is fundamentally built upon the HTS Strengths of Character model where students are encouraged to explore their self-identity and worth through a broad range of topics relevant to successfully navigating their teenage years.</p> <p><u>Autumn Term Focus –</u></p> <p>Success and how we build resilience</p>	<p><u>Topics to explore in Autumn Term 1 –</u></p> <ul style="list-style-type: none"> Developing Character – Refocus on Strengths of Character in REACH What does Success look and feel like? What is Resilience and how do we build it? Name calling and Labelling- How does it affect us? <p><u>Topics to explore in Autumn Term 2 –</u></p> <ul style="list-style-type: none"> Body Talk, Sex and Social Media Hope & Aspirations - NHS Enterprise team challenge 	<p><u>Assessment of Learning in REACH –</u></p> <p>All students are assessed using the HTS Strengths of Character framework. During each new topic clear links between the weekly theme and one or more of the Strengths of Character will be made. Students will have the opportunity to reflect upon their learning and understanding that showcases the Strengths between topics, each term and each year in their end of year assessment.</p> <p>In REACH the student's progress between topics, weeks, terms and years will be communicated based upon -</p> <p><i>Dignity & Respect Community & Living Well Together Resilience & Wisdom</i></p>

Body Image and Bullying		<p><i>Hope & Aspiration.</i></p> <p>Students will see where they are in terms of the Strengths of Character and will understand how they can make improvements in their next topic theme.</p> <p>Students are also encouraged to take part and further their learning in other pastoral settings such as by getting involved in one of the way whole school initiatives such as mentoring, school council, applying to become a prefect etc.</p>
<p>Spring 1 & 2:</p> <p>Mixed Ability and Mixed Gender Groups based upon Tutor or Specific Learning Groups.</p> <p>The REACH curriculum is fundamentally built upon the HTS Strengths of Character model where students are encouraged to explore their self-identity and worth through a broad range of “Life and Learning to Learn Topics”</p> <p><u>Spring Term Focus –</u></p> <p>Teenagers and their mental health Difference in the community and our use of language</p>	<p><u>Topics to explore in Spring Term 1 –</u></p> <ul style="list-style-type: none"> • Teenagers and Mental Health • Where can we get help if I am struggling? <p><u>Topics to explore in Spring Term 2 -</u></p> <ul style="list-style-type: none"> • What do Teenagers spend their money on? • Understanding and Preventing Radicalization • How Language can divide our Communities. 	<p><u>Assessment of Learning in REACH -</u></p> <p>All students are assessed using the HTS Strengths of Character framework. During each new topic clear links between the weekly theme and one or more of the Strengths of Character will be made. Students will have the opportunity to reflect upon their learning and understanding that showcases the Strengths between topics, each term and each year in their end of year assessment.</p> <p>In REACH the student’s progress between topics, weeks, terms and years will be communicated based upon -</p> <p>Dignity & Respect Community & Living Well Together Resilience & Wisdom Hope & Aspiration.</p>

		<p>Students will see where they are in terms of the Strengths of Character and will understand how they can make improvements in their next topic theme.</p> <p>Students are also encouraged to take part and further their learning in other pastoral settings such as by getting involved in one of the way whole school initiatives such as mentoring, school council, applying to become a prefect etc.</p>
<p>Summer 1 & 2:</p> <p>Mixed Ability and Mixed Gender Groups based upon Tutor or Specific Learning Groups.</p> <p>The REACH curriculum is fundamentally built upon the HTS Strengths of Character model where students are encouraged to explore their self-identity and worth through a broad range of “Life and Learning to Learn Topics”</p> <p><u>Summer Term Focus –</u></p> <p>Human Rights and Freedoms LGBTQ+ and self-image</p>	<p>Topics to explore in Summer Term 1 –</p> <ul style="list-style-type: none"> • Are people born criminal? • Human Rights and Freedoms • You be the judge Does punishment prevent crime? • <p>Topics to explore in Summer Term2 –</p> <ul style="list-style-type: none"> • Anti-Bullying • LGBTQ+ Awareness • Eating Disorders • Controlling our Self Image • Personal Review for REACH 	<p>Assessment of Learning in REACH -</p> <p>All students are assessed using the HTS Strengths of Character framework. During each new topic clear links between the weekly theme and one or more of the Strengths of Character will be made. Students will have the opportunity to reflect upon their learning and understanding that showcases the Strengths between topics, each term and each year in their end of year assessment.</p> <p>In REACH the student’s progress between topics, weeks, terms and years will be communicated based upon -</p> <p>Dignity & Respect Community & Living Well Together Resilience & Wisdom Hope & Aspiration.</p> <p>Students will see where they are in terms of the Strengths of Character and will understand how they can make</p>

		<p>improvements in their next topic theme.</p> <p>Students are also encouraged to take part and further their learning in other pastoral settings such as by getting involved in one of the way whole school initiatives such as mentoring, school council, applying to become a prefect etc.</p>
<p>Students will explore, understand and interpret many of the topics covered in REACH in their RS lessons as part of the work that will prepare them for GCSE RS. <u>Cross Curricular learning and links with Citizenship studied as part of RS will include -</u></p> <p>Basic understanding of British values, human rights and the importance of community cohesion.</p> <p>Challenging extremism and radicalisation.</p> <p>Relationships: Tackling homophobia, transphobia and sexism</p>		
<p>Suggestions for independent study and further support at home:</p> <p>www.nhs.uk</p> <p>www.childline.org.uk</p> <p>BBC – Advice / Life Hacks - https://www.bbc.co.uk/programmes/p0215sqv</p> <p>www.relate.co.uk</p> <p>www.mind.org.uk</p> <p>www.talktofrank.com</p> <p>Head of PE and REACH – Miss Raynor nraynor@holytrinitycrawley.org.uk, REACH Teacher – Tutor – DOL – Mrs Clarke and Mrs White (Student Welfare)</p>		
KEY SKILLS		
<p>Literacy:</p> <p>REACH specific language. The use of positive and reinforcing language to discuss thoughts and feelings. How to construct an argument whilst remaining respectful of others views.</p>	<p>Numeracy:</p> <p>Percentages of likelihood, agree or disagree and minorities.</p>	<p>Other:</p> <p>Problem Solving, Independent information sorting and decision making.</p>

Year 9 – REACH

Overall Aims
of REACH in
Year 9

REACH and Learning to Learn Lessons for Year 9 Students –

The aim of REACH in year 9 is to provide active, stimulating and useful lessons that will enable students to make informed decisions about their own personal development, engagement in positive relationships with others, take charge of their ambitions and allow them the opportunity to engage with the issues that affect them and their community. Year 9 REACH will also offer time to help students reflect upon the difficult GCSE choices that they will make this year.

HTS Strengths of Character encourage personal development in terms of self-identity and awareness, mental health, social interaction, collaboration and evaluation of success / failure. Students will participate in a range of classroom based workshop style activities that will help to explore and challenge their idea of self, empathy and decision making when living in a community. They will also gain important knowledge and understanding about Sexual Health and Relationships.

Dignity and Respect – Students will recognise difference and diversity (for example in culture, lifestyles, sexuality or relationships), and will demonstrate understanding and empathy towards others who live their lives in different ways. They will assertively challenge prejudice and discrimination (for example that related to gender, race, disability, etc.). They will recognise and discuss the importance of self-worth in living a happy and fulfilled life. They will discuss ways that relationships change over time, and how to build successful relationships using positive language and acts of kindness.

Community and

Teamwork – Students will be positive members of our school community. They will continue to learn about different communities and how the use of language and greater knowledge / understanding is important to build respectful links within many communities. They will learn how to have a thoughtful and respectful voice so that they can share their talents and knowledge. They will become increasingly involved in the wider school community to build a personal portfolio of achievements and responsibilities.

Resilience and Wisdom – Students will explain how to stay physically and mentally healthy. They will make informed choices to maintain their health and well-being, and can explain reasons for these choices. They will be able to assess the element of risk attached to making independent choices about

their conduct and lifestyle. They will know facts and laws about alcohol, tobacco and legal and illegal drugs. They will demonstrate effective ways of resisting negative pressure, especially from their peers. They will be able to support each other in knowing where to get help when needed.

Hope and Aspiration – They will plan and set realistic and achievable targets for themselves. They will begin to explore different career paths so that they have aspirational goals to work towards. They will start to understand how to plan and budget their money so that they begin to understand the value of finance. They will start to explore the education and career pathways that will be available to them as they move into the end of KS3.

Key topics	Course Content	Assessment
<p>Autumn 1 and 2:</p> <p>Mixed Ability and Mixed Gender Groups based upon Tutor or Specific Learning Groups.</p> <p>The REACH curriculum is fundamentally built upon the HTS Strengths of Character model where students are encouraged to explore their self-identity and worth through a broad range of topics relevant to successfully navigating their teenage years.</p> <p><u>Autumn Term Focus –</u></p> <p>Developing character</p> <p>Hope & Aspirations preparing for Options Choices to be made in Spring Term.</p>	<p><u>Topics to explore in Autumn Term 1 –</u></p> <ul style="list-style-type: none"> Developing Character – Refocus on Strengths of Character in REACH Hope & Aspirations - Jobs! Careers! Jobs of the Future! Making informed choices LMI & how to use it <p><u>Topics to explore in Autumn Term 2 –</u></p> <ul style="list-style-type: none"> Challenging Stereotypes Exploring my career path 1 The Pressures of being you How do we be ourselves? 	<p><u>Assessment of Learning in REACH –</u></p> <p>All students are assessed using the HTS Strengths of Character framework. During each new topic clear links between the weekly theme and one or more of the Strengths of Character will be made. Students will have the opportunity to reflect upon their learning and understanding that showcases the Strengths between topics, each term and each year in their end of year assessment.</p> <p>In REACH the student's progress between topics, weeks, terms and years will be communicated based upon -</p> <p><i>Dignity & Respect</i></p>

		<p><i>Community & Living Well Together Resilience & Wisdom Hope & Aspiration.</i></p> <p>Students will see where they are in terms of the Strengths of Character and will understand how they can make improvements in their next topic theme.</p> <p>Students are also encouraged to take part and further their learning in other pastoral settings such as by getting involved in one of the way whole school initiatives such as mentoring, school council, applying to become a prefect etc.</p>
<p>Spring 1 & 2:</p> <p>Mixed Ability and Mixed Gender Groups based upon Tutor or Specific Learning Groups.</p> <p>The REACH curriculum is fundamentally built upon the HTS Strengths of Character model where students are encouraged to explore their self-identity and worth through a broad range of “Life and Learning to Learn Topics”</p> <p><u>Spring Term Focus –</u></p> <p>The pressures of being you.</p> <p>Sexual Relationships Education</p>	<p><u>Topics to explore in Spring Term 1 –</u></p> <ul style="list-style-type: none"> • Mental Health Awareness • Dealing with Stress • Depression and Anxiety <p><u>Topics to explore in Spring Term 2 -</u></p> <ul style="list-style-type: none"> • Sexual Health • Sex and the Media • Contraception • Consent 	<p><u>Assessment of Learning in REACH -</u></p> <p>All students are assessed using the HTS Strengths of Character framework. During each new topic clear links between the weekly theme and one or more of the Strengths of Character will be made. Students will have the opportunity to reflect upon their learning and understanding that showcases the Strengths between topics, each term and each year in their end of year assessment.</p> <p>In REACH the student’s progress between topics, weeks, terms and</p>

		<p>years will be communicated based upon -</p> <p>Dignity & Respect Community & Living Well Together Resilience & Wisdom Hope & Aspiration.</p> <p>Students will see where they are in terms of the Strengths of Character and will understand how they can make improvements in their next topic theme.</p> <p>Students are also encouraged to take part and further their learning in other pastoral settings such as by getting involved in one of the way whole school initiatives such as mentoring, school council, applying to become a prefect etc.</p>
<p>Summer 1 & 2:</p> <p>Mixed Ability and Mixed Gender Groups based upon Tutor or Specific Learning Groups.</p> <p>The REACH curriculum is fundamentally built upon the HTS Strengths of Character model where students are encouraged to explore their self-identity and worth through a broad range of “Life and Learning to Learn Topics”</p> <p><u>Summer Term Focus –</u></p>	<p>Topics to explore in Summer Term 1 –</p> <ul style="list-style-type: none"> Human and Legal Rights and Freedoms Child Exploitation <p>Topics to explore in Summer Term2 –</p> <ul style="list-style-type: none"> Starting GCSE’s Planning and Dealing with Stress Pride Month Drugs Awareness Transphobia and Biphobia How we define ourselves? 	<p>Assessment of Learning in REACH -</p> <p>All students are assessed using the HTS Strengths of Character framework. During each new topic clear links between the weekly theme and one or more of the Strengths of Character will be made. Students will have the opportunity to reflect upon their learning and understanding that showcases the Strengths between topics, each term and each year in</p>

<p>Human Rights</p> <p>How we identify - LGBTQ+</p>		<p>their end of year assessment.</p> <p>In REACH the student's progress between topics, weeks, terms and years will be communicated based upon -</p> <p>Dignity & Respect Community & Living Well Together Resilience & Wisdom Hope & Aspiration.</p> <p>Students will see where they are in terms of the Strengths of Character and will understand how they can make improvements in their next topic theme.</p> <p>Students are also encouraged to take part and further their learning in other pastoral settings such as by getting involved in one of the way whole school initiatives such as mentoring, school council, applying to become a prefect etc.</p>
<p>Students will explore, understand and interpret many of the topics covered in REACH in their RS lessons as part of the work that will prepare them for GCSE RS. <u>Cross Curricular learning and links with Citizenship studied as part of RS will include -</u></p> <p>Basic understanding of British values, human rights and the importance of community cohesion.</p> <p>Challenging extremism and radicalisation.</p> <p>Relationships: Tackling homophobia, transphobia and sexism</p>		
<p>Suggestions for independent study and further support at home:</p> <p>www.nhs.uk</p> <p>www.childline.org.uk</p> <p>BBC – Advice / Life Hacks - https://www.bbc.co.uk/programmes/p0215sqv</p>		

www.relate.co.uk
www.mind.org.uk
www.talktofrank.com

Head of PE and REACH – Miss Raynor nraynor@holytrinitycrawley.org.uk,

KEY SKILLS

Literacy:	Numeracy:	Other:
REACH specific language. The use of positive and reinforcing language to discuss thoughts and feelings. How to construct an argument whilst remaining respectful of others views.	Percentages of likelihood, agree or disagree and minorities.	Problem Solving, Independent information sorting and decision making.

Curriculum Overview for Year 10 and 11 REACH:

Year 10 and 11 – REACH	
Overall Aims of REACH in Year 10 & 11	<p><u>REACH and Learning to Learn Lessons for Year 10 and 11 Students –</u></p> <p>The aim of REACH in year 10 and 11 is to provide purposeful and forward thinking lessons that will enable students to make informed decisions about their own personal development, engagement in positive relationships with others, take charge of their ambitions and allow them the opportunity to engage with the issues that affect them and their community. Year 10 and 11 REACH will focus heavily on supporting students through the challenges of GCSE years and the stresses and worries that arise when thinking about the future.</p> <p>HTS Strengths of Character encourage personal development in terms of self-identity and awareness, mental health, social interaction, collaboration and evaluation of success / failure. Students will participate in a range of classroom based workshop style activities that will help to explore and challenge their idea of self, empathy and decision making when living in a community. They will also gain important knowledge and understanding about Sexual Health and Relationships.</p> <p><u>Dignity and Respect</u> – Students will recognise difference and diversity (for example in culture, lifestyles, sexuality or relationships), and will demonstrate understanding and empathy</p>

towards others who live their lives in different ways. They will assertively challenge prejudice and discrimination (for example that related to gender, race, disability, etc.). They will recognise and discuss the importance of self-worth in living a happy and fulfilled life. They will discuss ways that relationships change over time, and how to build successful relationships using positive language and acts of kindness.

Community and Teamwork – Students will be positive members of our school community who act a role models to the younger years. They will continue to learn about different communities and how the use of language and greater knowledge / understanding is important to build respectful links within many communities. They will learn how to have a thoughtful and respectful voice so that they can share their talents and knowledge. They will become increasingly involved in the wider school community to build a personal portfolio of achievements and responsibilities.

Resilience and Wisdom – Students will explain how to stay physically and mentally healthy during the exam years. They will make informed choices to maintain their health and well-being, and can explain reasons for these choices. They will be able to assess the element of risk attached to making independent choices about their conduct and lifestyle. They will make conscious and informed decisions about the use of alcohol and drugs. They will demonstrate effective ways of resisting negative pressure, especially from their peers. They will be able to support each other in knowing where to get help when needed.

Hope and Aspiration – They will plan and set realistic and achievable targets for themselves. They will explore different career paths so that they have aspirational goals to work towards on a post -16 pathway. They will understand how to plan and budget their money so that they might be able to live independently. They will explore the education and career pathways that will be available to them as they move into post-16 and University level study.

Key topics	Course Content	Assessment
<p>Autumn 1 and 2:</p> <p>Mixed Ability and Mixed Gender Groups based upon GCSE options choices.</p> <p>The REACH curriculum is fundamentally built upon the HTS Strengths</p>	<p><u>Topics to explore in Autumn Term 1 –</u></p> <p>Year 10 -</p> <ul style="list-style-type: none"> Developing Character – The Importance of Strengths of Character in REACH What does Success look and feel like? 	<p><u>Assessment of Learning in REACH –</u></p> <p>All students are assessed using the HTS Strengths of Character framework. During each new topic clear links between the weekly theme and one or more of the</p>

<p>of Character model where students are encouraged to explore their self-identity and worth through a broad range of topics relevant to successfully navigating their teenage years.</p> <p><u>Autumn Term Focus –</u></p> <p>Year 10 - Character and decision making.</p> <p>Pregnancy and the bigger picture about Sex.</p> <p>Year 11 – Hope & Aspirations Pathways and CV</p> <p>Hope & Aspirations CV and Interviews</p>	<ul style="list-style-type: none"> Sex and decision making <p>Year 11 –</p> <ul style="list-style-type: none"> Post 16 Action Planning Writing a CV What employers want – skills & attributes <p><u>Topics to explore in Autumn Term 2 –</u></p> <p>Year 10 -</p> <ul style="list-style-type: none"> Pregnancy Pregnancy Decisions Sex and the Bigger Picture -Parenting Sexual Health / STI's delivered by the School Nurse. Anti - Bullying Society and Sex <p>Year 11 –</p> <ul style="list-style-type: none"> Completing CV's, Cover letters and preparations for Interviews. Exam Preparation 	<p>Strengths of Character will be made. Students will have the opportunity to reflect upon their learning and understanding that showcases the Strengths between topics, each term and each year in their end of year assessment.</p> <p>In REACH the student's progress between topics, weeks, terms and years will be communicated based upon -</p> <p><i>Dignity & Respect Community & Living Well Together Resilience & Wisdom Hope & Aspiration.</i></p> <p>Students will see where they are in terms of the Strengths of Character and will understand how they can make improvements in their next topic theme.</p> <p>Students are also encouraged to take part and further their learning in other pastoral settings such as by getting involved in one of the way whole school initiatives such as mentoring, school council, applying to become a prefect etc.</p>
<p>Spring 1 & 2:</p> <p>Mixed Ability and Mixed Gender Groups based upon Tutor or Specific Learning Groups.</p> <p>The REACH curriculum is fundamentally built</p>	<p><u>Topics to explore in Spring Term 1 –</u></p> <p>Year 10 -</p> <ul style="list-style-type: none"> Mental Health Awareness Teenage Suicide LGBTQ+ / Diversity <p>Year 11 –</p>	<p><u>Assessment of Learning in REACH -</u></p> <p>All students are assessed using the HTS Strengths of Character framework. During each new topic clear links between the weekly theme and one or more of</p>

<p>upon the HTS Strengths of Character model where students are encouraged to explore their self-identity and worth through a broad range of topics relevant to successfully navigating their teenage years.</p> <p><u>Spring Term Focus –</u></p> <p>Year 10 – Mental health and teenage suicide</p> <p>Body image and Media ideals</p> <p>Year 11 – Citizenship and the law</p> <p>Breaking stereotypes and domestic violence</p>	<ul style="list-style-type: none"> • Citizenship - Being part of the community Police Powers • Being part of the community Magistrates talk • Revision Timetable Planning and Tools <p><u>Topics to explore in Spring Term 2 -</u></p> <p>Year 10 -</p> <ul style="list-style-type: none"> • LGBTQ+ / Diversity • Banish Body Talk • Media Ideals • Fake News <p>Year 11 –</p> <ul style="list-style-type: none"> • Domestic Violence • Planning for Exam Success 	<p>the Strengths of Character will be made. Students will have the opportunity to reflect upon their learning and understanding that showcases the Strengths between topics, each term and each year in their end of year assessment.</p> <p>In REACH the student's progress between topics, weeks, terms and years will be communicated based upon -</p> <p>Dignity & Respect Community & Living Well Together Resilience & Wisdom Hope & Aspiration.</p> <p>Students will see where they are in terms of the Strengths of Character and will understand how they can make improvements in their next topic theme.</p> <p>Students are also encouraged to take part and further their learning in other pastoral settings such as by getting involved in one of the way whole school initiatives such as mentoring, school council, applying to become a prefect etc.</p>
<p>Summer 1 & 2:</p> <p>Mixed Ability and Mixed Gender Groups based upon Tutor or Specific Learning Groups.</p> <p>The REACH curriculum is fundamentally built</p>	<p>Topics to explore in Summer Term 1 –</p> <p>Year 10 -</p> <ul style="list-style-type: none"> • Barclays Life Skills - Banking • Employability Skills • <p>Topics to explore in Summer Term 2 –</p>	<p>Assessment of Learning in REACH -</p> <p>All students are assessed using the HTS Strengths of Character framework. During each new topic clear links between the weekly theme and one or more of</p>

<p>upon the HTS Strengths of Character model where students are encouraged to explore their self-identity and worth through a broad range of topics relevant to successfully navigating their teenage years.</p> <p><u>Summer Term Focus –</u> Year 10 – Employability and Banking skills</p> <p>Hope & Aspirations – Careers fairs and pathways.</p> <p>Year 11 – Revision Strategies.</p>	<p>Year 10 –</p> <ul style="list-style-type: none"> • Hope and Aspirations – Exploring Post 16 Pathways. 	<p>the Strengths of Character will be made. Students will have the opportunity to reflect upon their learning and understanding that showcases the Strengths between topics, each term and each year in their end of year assessment.</p> <p>In REACH the student's progress between topics, weeks, terms and years will be communicated based upon -</p> <p>Dignity & Respect Community & Living Well Together Resilience & Wisdom Hope & Aspiration.</p> <p>Students will see where they are in terms of the Strengths of Character and will understand how they can make improvements in their next topic theme.</p> <p>Students are also encouraged to take part and further their learning in other pastoral settings such as by getting involved in one of the way whole school initiatives such as mentoring, school council, applying to become a prefect etc.</p>
<p>Students will explore, understand and interpret many of the topics covered in REACH in their RS lessons as part of the work that will prepare them for GCSE RS. <u>Cross Curricular learning and links with Citizenship studied as part of RS will include -</u></p> <p>Basic understanding of British values, human rights and the importance of community cohesion.</p> <p>Challenging extremism and radicalisation.</p> <p>Relationships: Tackling homophobia, transphobia and sexism</p>		
<p>Suggestions for independent study and further support at home:</p>		

www.nhs.uk

www.childline.org.uk

BBC – Advice / Life Hacks - <https://www.bbc.co.uk/programmes/p0215sqv>

www.relate.co.uk

www.mind.org.uk

www.talktofrank.com

www.bbc.com/bitesize

Head of PE and REACH – Miss Raynor nraynor@holytrinitycrawley.org.uk,

KEY SKILLS

Literacy:

REACH specific language. The use of positive and reinforcing language to discuss thoughts and feelings. How to construct an argument whilst remaining respectful of others views.

Numeracy:

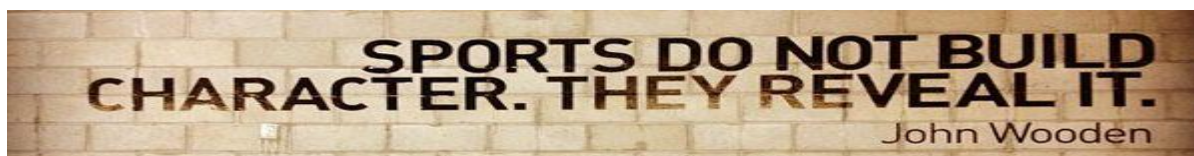
Percentages of likelihood, agree or disagree and minorities.

Other:

Problem Solving, Independent information sorting and decision making.

Subject Assessment Reporting and Recording:

PE Evaluation of Strengths of Character



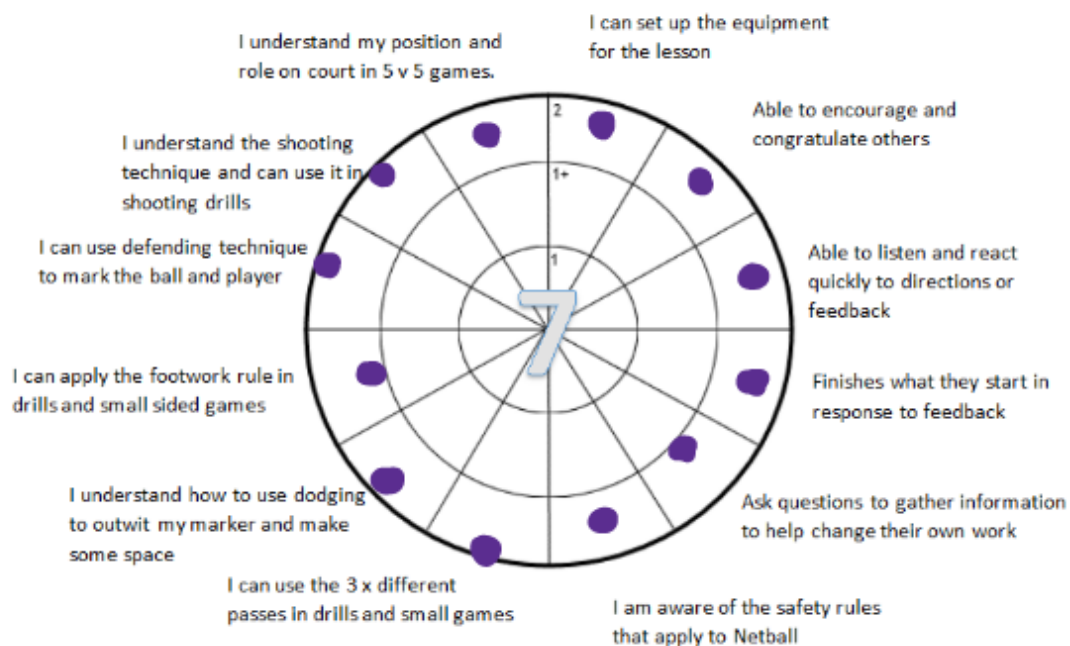
DIGNITY & RESPECT	
1	Good at listening to others and responding to what they say.
2	Able to encourage and congratulate even after a loss or poor performance.
3	Shows kindness and understanding under the pressure of competition.
4	Strong enough to help someone build on their weaknesses in training and competition.
5	Acts as a role model despite challenge, peer pressure and the pressure to win.

COMMUNITY & TEAMWORK	
1	Organised and independent at the start of lessons.
2	Able to listen to and react quickly to directions or feedback.
3	Works well and with loyalty in a small group or team.
4	Is able to share work, offer feedback and encouragement to teammates.
5	Is a role model, motivator and respected leader.

RESILIENCE & WISDOM	
1	Practises each lesson to show improvement.
2	Finishes what they start in response to feedback.
3	Keeps going even after experiencing challenge and failure.
4	Works hard to achieve their personal goals whilst supporting their team.
5	Leads by example working with great self-motivation, independence and determination.

HOPE & ASPIRATION	
1	Happy to explore new ideas, skills or activities.
2	Asks questions to gather information to help change their own work.
3	Finds solutions to different challenges or conflicts in training and competition.
4	Shows flexibility to adapt to challenges with positivity, confidence and sensitivity to others.
5	Is able to inspire and support others to help them achieve their best.

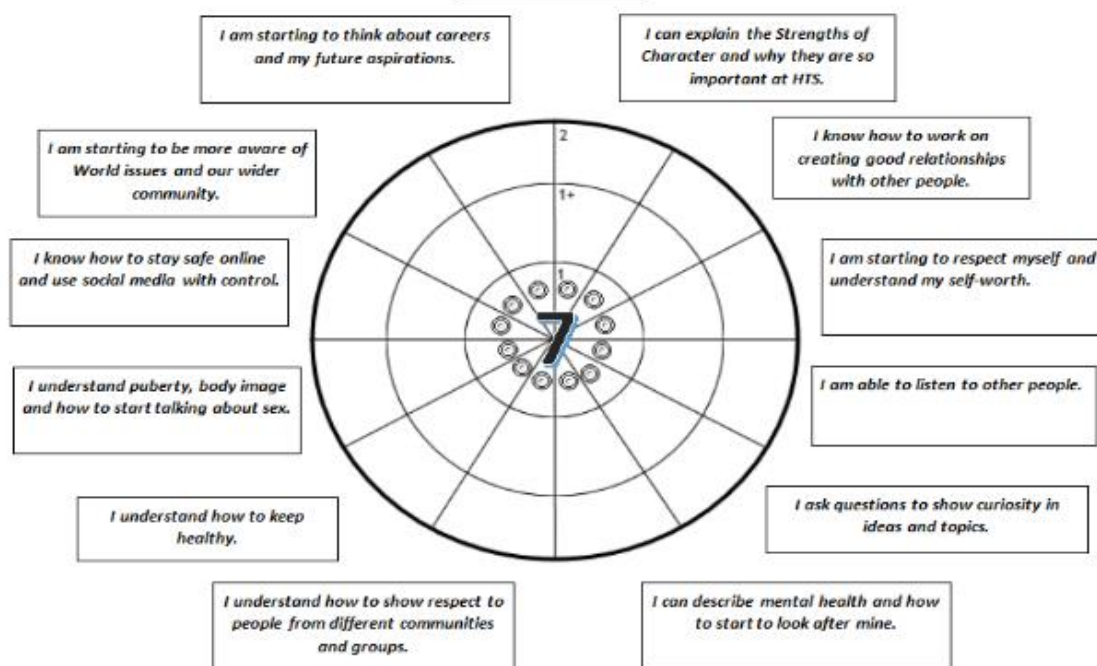
Year 7 Netball



	0	1	2	3	4	5
DIGNITY & RESPECT	Must continue to develop their understanding of respect and kindness in a team.	Good at listening to others and responding to what they say.	Able to encourage and congratulate others even after a loss or poor performance.	Shows kindness and understanding under the pressure of competition.	Strong enough to help someone build on their weaknesses in training and competition.	Acts as a role model despite challenge, peer pressure and the pressure to win.
COMMUNITY & TEAMWORK	Must continue to develop their sense of working in a team.	Organised and independent at the start of lessons.	Able to listen to and react quickly to directions or feedback.	Works well and with loyalty in a small group or team.	Is able to share work, offer feedback and encouragement to teammates.	Is a role model, motivator and respected leader.
RESILIENCE & WISDOM	Must continue to develop their resilience to overcome challenge.	Practises each lesson to show improvement.	Finishes what they start in response to feedback.	Keeps going even after experiencing challenge and failure.	Works hard to achieve their personal goals whilst supporting their team.	Leads by example working with great self-motivation, independence and determination.
HOPE & ASPIRATION	Must continue to think about how they can improve their performance.	Happy to explore new ideas, skills or activities.	Asks questions to gather information to help change their own work.	Finds solutions to different challenges or conflicts in training and competition.	Shows flexibility to adapt to challenges with positivity, confidence and sensitivity to others.	Is able to inspire and support others to help them achieve their best.

REACH

Year 7 REACH



Year 7 REACH

COMMUNITY & LIVING WELL TOGETHER	Must continue to develop their sense of being part of a community	Can work with a variety of other people.	Able to make friendships with a range of people outside of their immediate group.	Able to show care and consideration of other people's feelings, often giving people a second chance.	Able to show empathy and adaptability in a variety of socially challenging situations.	Thinks about and finds a solution to help build positive relationships within the school community.
How I have shown this in REACH...						
RESILIENCE & WISDOM	Must continue to develop their resilience.	Works hard each lesson to show improvement.	Keeps going even after experiencing disappointment or uncertainty.	Shows that they are able to make good decisions in challenging situations.	Able to show self-control and a good emotional understanding.	Able to show self-control and a good emotional understanding.
How I have shown this in REACH...						
HOPE & ASPIRATION	Must continue to think about their hopes and aspirations for the future.	Shows a willingness to explore new ideas or situations.	Has set themselves a target and actively works towards achieving this goal.	Shows independence in their learning and experiences which will help them achieve their career goals.	Independently seeks out other people to help them successfully achieve their personal goals.	Works with dedication and a single-minded focus to achieve their future aspirations.
How I have shown this in REACH...						

REACH Marking Policy

Assessment procedures must always act as a tool for learning. Feedback is considered as a consequence of performance (Hattie). Feedback is considered to be the most important part of the assessment process and should take part in the form of a constant dialogue between teacher and student.

	Life in All its Fullest			
	• Educating for Dignity and Respect	• Educating for Community and Living Well Together	• Educating for Wisdom, Knowledge and Skills	• Educating for Hope and Aspiration
	DIGNITY & RESPECT	COMMUNITY & Living Well- Together	RESILIENCE & WISDOM	HOPE & ASPIRATION
0	Must continue to develop their understanding of respect and kindness	Must continue to develop their sense of being part of a community	Must continue to develop their resilience.	Must continue to think about their hopes and aspirations for the future.
1	Good at listening to others.	Can work with a variety of other people.	Works hard each lesson to show improvement.	Shows a willingness to explore new ideas or situations.
2	Able to encourage, congratulate and care about others.	Able to make friendships with a range of people outside of their immediate group.	Kept going even after experiencing disappointment or uncertainty.	Has set themselves a target and actively works towards achieving this goal.
3	Shows kindness and understanding despite peer pressure or the stress of school life.	Able to show care and consideration of other people's feelings often giving people a second chance.	Shows that they are able to make good decisions in challenging situations.	Shows independence in their learning and experiences which will help them achieve their career goals.
4	Strong enough to help someone build on their weaknesses with care and compassion.	Able to show empathy and adaptability in a variety of socially challenging situations.	Able to show self-control and a good emotional understanding.	Independently seeks out the help of other people to help them successfully achieve their personal goals.
5	Acts as a role model despite challenge, peer pressure and the pressures of school life.	Thinks about and actions a solution to help build positive relationships within the school community.	Shows authenticity, honesty and integrity in the community.	Works with dedication and a single minded focus to achieve their future aspirations.

'Effective Feedback must answer three major questions asked by a teacher and/or student: Where am I going? (What are the goals?), How am I going? (What progress is being made towards the goal?), and Where to next? (What activities need to be undertaken to make better progress?). These questions correspond to notions of feed up, feedback, and feed forward.'

(Hattie and Timperley, *The Power of Feedback* 2007)

The aim of marking students work is to:

- Let students know what they need to do to **improve their REACH classwork**.
- **Monitor students' reflections** on the topic and the lesson to inform future planning.
- **Acknowledge achievement** and thoughts on the topic.
- **PIA teacher feedback, Green Pen work and links to the Strengths of Characters** should all be evident in the student's work.

REACH will achieve these aims by planning the following types of reflection into their lessons:

- Personal student reflection on what they have learnt this lesson and what they would like to know more about.
- Students completing their REACH review and reflection sheets and their REACH learning Ladders - with peer and teacher comments.

As a result of these reflections, teachers will adjust their lesson plans and share feedback

with REACH coordinator to review schemes of work.

Key Responsibilities

The Responsibilities of Students

- Students should take ACTION then sign and date that they have received written feedback.
- There should be a student response to the teacher comments in GREEN PEN i.e. something should be done: it could be to do a task set by the teacher; redo a piece of work; complete or improve the work they have already handed in; express where they could find further information; to do more research; to complete a new task; or to set a new target to ensure future goals are understood amongst other targets.
- Students should use DIRT time to complete their REACH reflection sheet and to provide evidence for the work that they have completed in response to the Strengths of Character themes.

The Responsibilities of Teachers

- Work will be **regularly marked** by the teacher in red pen.
 - For Year 7 books should be marked every 4 weeks.
 - For Year 8-11 books should be marked every Half Term.
- Ensure there is time in lessons for students to reflect on the topic.
- Use the reflections to **plan future lessons**.
- Teachers will use the PIA criteria when students have completed a project, poster, booklet, presentation, CV etc.
- The school marking codes should be used for Literacy Feedback within written work.
- If you are absent when you are due to teach REACH please plan appropriately for the cover teacher to supervise the lesson. If you feel that the content is too sensitive for an unknown member of staff to lead then please adapt the content and differentiate appropriately. If you have any issues with this then please contact me directly before 7.45am so that I can help you to plan effectively and provide resources if needed.

Appendix 1:

PIA

P – Positive

- What is really good about this work? Which skills have been demonstrated really well here? Link to the Strengths of Character where appropriate as topics might not be re-visited until the next academic year.

I – Improvement

- What mistakes have been made? Which areas have not been done correctly? What does the student need to focus upon or consider in order to make more progress within the Strengths of Character model.

A – Action

- What should be done to improve student's understanding? Which ways can a student review to make further progress with their learning in REACH?
- The students should undertake a follow up task, question, response etc. to should that they have considered their work and are making improvements where necessary.

Appendix 2:

WWW and EBI

What Went Well

- What is really good about this work? What skills have been demonstrated really well here? Please comment on effort, challenge and independent thinking.

Even Better If

- What should be done to improve student's understanding? Which ways can a student review to make further progress with their learning in REACH?

Typicality-

Learning Walks, Student Voice and Book Scrutiny

Throughout the year the coordinator of REACH will carry out learning walks, student voice and book scrutinies in line with the school Typicality Policy. Feedback cards will be given to teachers in acknowledgement of the learning walks and good practice observed.

Team Appraisal and CPL Focus:

Colleague	CPL Focus for 2022 - 23
NRA	
ABU	New to Leadership - Leadership Matters Program
CDN	
DPU	
JML	
PHU	
SBE	
MSM	
Basketball Academy	

Three Year Data Overview:

Breakdown of subject cohort

Three Year Data Overview:

Breakdown of subject cohort

Year group	Total students	% of PP students	% of SEND students	% of male students	% of female students	% of HA students
7	210	27 %	19 %	52 %	48 %	25 %
8	211	28 %	21 %	52 %	48 %	27 %
9	207	28 %	25 %	47 %	53 %	29 %
10	46	33 %	30 %	67 %	33 %	22 %
11						
PE	43	28%	23%	49%	51%	28%
Dance	11	45%	27%	9%	91%	27%
12						
Sport BTEC L2	11	27%	45%	100 %	0%	0%
Sport BTEC L3 Ext.Cert.	14	7%	7%	79%	21%	7%
Sport BTEC L3 Ext.Dip	4	0%	0%	75%	25%	0%
13						
Sport BTEC L3 Ext.Cert.	10	0%	20%	60%	40%	20%
Sport BTEC	5		20%			

L3 Ext.Dip		0%		100 %	0%	0%
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Past 4 years results

Year 11

PE	2018	2019	2020	2021
Cohort number	36	43	41	43
% above target	8.3%	27.9%	26.8%	32.6%
% on target	30.6%	18.6%	24.4%	39.5%
% below target	61.1%	53.5%	48.8%	27.9%
Dance	2018	2019	2020	2021
Cohort number	9	0	12	11
% above target	22.2%	-	33.3%	72.7%
% on target	22.2%	-	50%	9.2%
% below target	55.6%	-	16.7%	18.2%

Year 13

Sport BTEC SubDip/Ext. Cert	2018	2019	2020	2021
Cohort number	9	8	5	4
% above target	44.4%	50%	0%	0%
% on target	44.4%	25%	60%	50%
% below target	11.1%	25%	40%	50%
Dance	2018	2019	2020	2021

Cohort number	3	0	0	0
% above target	33.3%	-	-	-
% on target	66.7%	-	-	-
% below target	0%	-	-	-