

**Key Stage 4: Year 10 – BTEC Sport**

|   |   |          |   |   |          |   |  |          |  |  |          |   |   |                                |   |  |  |  |
|---|---|----------|---|---|----------|---|--|----------|--|--|----------|---|---|--------------------------------|---|--|--|--|
| <b>Term 1</b>   | <b>Overall Curriculum Goals</b>   |          |   |   |          |   |  |          |  |  |          |   |   |                                |   |  |  |  |
|   | <ul style="list-style-type: none"> <li>• <b>Completion of Component 1 Module – Controlled Assessment – Preparing Participants to take part in Sport and Physical Activity</b></li> <li>• <b>Progression with Component 2 (Learning Outcomes A and B – Taking part and improving other participants sporting performance)</b></li> <li>• <b>Start of Component 3 exam content (Components of Fitness, Training Methods, Fitness Tests)</b></li> <li>• <b>Developing of independent working practice and productive access of support material</b></li> </ul>   |          |   |   |          |   |  |          |  |  |          |   |   |                                |   |  |  |  |
|   | WC 01/09  | WC 08/09 | WC 15/09  | WC 22/09  | WC 29/09 | WC 06/10  | WC 13/10   | WC 20/10 | WC 03/11   | WC 10/11   | WC 17/11 | WC 24/11  | WC 01/12  | WC 08/12                       | WC 15/12  |  |  |  |
|   | <b>Learning Outcome A</b><br>1. Types of Sport and PA ( <i>Sports / Team sports/ Individual</i> )<br>2. Benefits of taking part in Sport/PA ( <i>Physical / Mental / Social benefits</i> )<br>3. Benefits of taking part in PA / Outdoor Activities ( <i>Physical / Social / Mental benefits</i> )<br>4. Provision of sport and physical activity ( <i>Public / Private / Voluntary / Funding</i> )<br>5. <b>Component 3 exam content</b>   |          |   | 6. Characteristics of the sectors ( <i>Funding source / Aims / Quality / Accessibility</i> )<br>7. <b>Assessment (PSA)</b><br>8. <b>A1 Close the Gap</b><br>9. Types of Participants ( <i>Age</i> )<br>10. <b>Component 3 exam content</b>  |          |   | 11. Types of Participants ( <i>Disability/Long Term Health Conditions</i> )<br>12. Types of need ( <i>Physical / Social / Mental Health</i> )<br>13. <b>Assessment (PSA)</b><br>14. <b>A2 Close the Gap</b><br>15. <b>Component 3 exam content</b>   |          |  | 16. Barriers to participation in sport/PA (All)<br>17. Methods to address barriers (All)<br>18. <b>Assessment</b><br>19. <b>A3 and A4 Close the Gap</b><br>20. <b>Component 3 exam content</b>   |          |   | <b>Learning Outcome B</b><br>21. Types of clothing and Footwear required for Sport and PA<br>22. Types of sport specific equipment and protective equipment required for Sport and PA<br>23. Types of assistive technology and facility development<br>24. Types of officiating equipment and performance analysis<br>25. <b>Component 3 exam content</b> |                                |   | 25. <b>Assessment</b><br>26. <b>B1 Close the Gap 3 / task 2</b><br>27. Types of officiating equipment and performance analysis<br>28. Limitations of Technology<br>29. <b>Component 3 exam content</b> |  | 30. <b>Assessment</b><br>31. <b>B2 and B3 Close the Gap</b><br>32. <b>PSA LA-A</b><br>33. <b>PSA LA-A</b><br>34. <b>Component 3 exam content</b> |
| <b>Key Vocabulary/Concepts/ideas</b>  |   |          |   |   |          |   |  |          |  |  |          |   |   |                                |   |  |  |  |
| Key vocabulary language; Sport, Physical Activity, Outdoor Activity, Barriers, Benefits, Provision, Private, Voluntary, Public, Types of Participation, Physical, Social, Mental, Technology, Clothing, Footwear, Sport Specific Equipment, Protective Assistive Technology, Facility development, Officiating, Performance analysis<br>Shared concepts and ideas; Recognition of the Types of Physical Activity and the importance of sports participation and factors affecting its usage in different social groups. |   |          |   |   |          |   |  |          |  |  |          |   |   |                                |   |  |  |  |
| <b>Term 2</b>   | WC 05/01  | WC 12/01 | WC 19/01  | WC 26/01  | WC 02/02 | WC 09/02  | WC 23/02   | WC 02/03 | WC 09/03   | WC 16/03   | 23/03    | 30/03   |   |                                |   |  |  |  |
|   | <b>Learning Outcome C</b><br>36. Knowledge and understanding of Warmups ( <i>Practical</i> )<br>37. Planning a warmup – Types of Activities in the Pulse Raiser<br>38. Cardio-respiratory response to the pulse raiser activity<br>39. Physiological musculoskeletal response to exercise<br>40. <b>Component 3 exam content</b>  |          |   | 41. Mobilisation exercises – <i>Joint Mobilisation (Practical)</i><br>42. Response of the Cardiorespiratory and musculoskeletal systems to the mobiliser activities ( <i>HR, RR, Synovial Joints</i> )<br>43. Types of activities in the stretch ( <i>Location of main muscles</i> )<br>44. Types of activities in the stretch ( <i>Static / Dynamic Stretching</i> ) ( <i>Practical</i> )<br>45. <b>Component 3 exam content</b> |          |   | 45. Response of the cardiorespiratory and musculoskeletal systems to the preparatory stretch<br>46. <b>Assessment</b><br>47. <b>C1 Close the Gap</b><br>48. Adapting warmups for categories of participants ( <i>Practical</i> ) ( <i>Intensity / Impact / Timings / Type of stretch used</i> )<br>49. <b>Component 3 exam content</b> |          |  | 50. Adaptation of the warmup to make it specific to Physical Activity ( <i>Equipment / Activity / Stretching</i> )<br>51. Delivering warmups to participants ( <i>Practical</i> ) ( <i>8 Students</i> )<br>52. Delivering warmups to participants ( <i>Practical</i> ) ( <i>8 Students</i> )<br>53. Delivering warmups to participants ( <i>Practical</i> ) ( <i>8 Students</i> )<br>54. <b>Component 3 exam content</b> |          |   | 55. <b>Assessment</b><br>56. <b>C2 Close the Gap</b><br>57. <b>Component 3 exam content</b><br>58. <b>Controlled Assessment</b><br>59. <b>Controlled Assessment</b>   |                                | <b>Controlled Assessment Component 1</b><br><br>66. Physical Components of Fitness ( <i>Aerobic Endurance / Muscular Endurance</i> )<br>67. Physical Components of Fitness ( <i>Muscular Strength / Speed</i> )<br>68. Physical Components of Fitness ( <i>Flexibility / Body Composition</i> )<br>69. Skill Related Components of Fitness ( <i>Power / Agility</i> )<br>70. Skill Related Components of Fitness ( <i>Reaction Time / Balance / Co-ordination</i> ) |  |  |  |
|   | <b>Key Vocabulary/Concepts/ideas</b>  |          |   |   |          |   |  |          |  |  |          |   |   |                                |   |  |  |  |
|   | Key vocabulary language; Technology, Clothing, Footwear, Sport Specific Equipment, Protective Assistive Technology, Facility development, Officiating, Performance analysis, Warm Ups, Cardiorespiratory, Musculoskeletal, Physiological, Mobilisation, Stretch, Skill, Practice, Whole, Part, Adaptation, Delivery<br>Shared concepts and ideas; Recognition of the Types of Physical Activity and the importance of sports participation and factors affecting its usage in different social groups. Understanding of the importance of preparing the body for physical activity and the body's physiological response. |          |   |   |          |   |  |          |  |  |          |   |   |                                |   |  |  |  |
| <b>Term 3</b>   | WC 20/04  | WC 27/04 | WC 04/05  | WC 11/05  | WC 18/05 | WC 01/06  | WC 08/06   | WC 15/06 | WC 22/06   | WC 29/06   | 06/07    | 13/07   |   |                                |   |  |  |  |
|   | <b>Controlled Assessment Component 1</b>  |          | <b>Component 3 Learning Outcome B</b><br>60. Fitness tests: <i>aerobic endurance</i><br>61. Fitness tests: <i>muscular endurance</i><br>62. Fitness tests: <i>flexibility</i><br>63. Fitness tests: <i>speed</i><br>64. Fitness tests: <i>muscular strength</i> |   |          | 65. Fitness tests: <i>body composition</i><br>66. Fitness tests: <i>agility</i><br>67. Fitness tests: <i>balance</i><br>68. Fitness tests: <i>coordination/reaction time</i><br>69. Fitness tests: <i>power</i> |  |          | <b>Component 3 Learning Outcome C</b><br>70. <b>Assessment LA-B</b><br>71. Fitness Training Methods: <i>aerobic endurance</i><br>72. Fitness Training Methods: <i>muscular endurance</i><br>73. Fitness Training Methods: <i>flexibility</i><br>74. Fitness Training Methods: <i>muscular strength</i> |  |          | 75. Fitness Training Methods: <i>speed</i><br>76. Fitness tests: <i>agility</i><br>77. Fitness tests: <i>power</i><br>78. Fitness tests: <i>reaction time</i><br>79. <b>Assessment LA-C</b> |   | <b>Component 2- Task 1 PSA</b> |   | <b>Component 2- Task 1 PSA</b>   |  |  |
|   | <b>Key Vocabulary/Concepts/ideas</b>  |          |   |   |          |   |  |          |  |  |          |   |   |                                |   |  |  |  |
|   |   |          |   |   |          |   |  |          |  |  |          |   |   |                                |   |  |  |  |

Key vocabulary language; Physical, Aerobic Endurance, Muscular Endurance, Strength, Speed, Flexibility, Body Composition, Skill, Agility, Balance, Co-ordination, Reaction Time, Power, Rules, Regulations, Scoring Systems, Scenarios, Officials, Performers, Skill, Technique  
Shared concepts and ideas; Component 2 explores concepts of performance in varied sports through areas such as rules, regulations, and analysis of performance. It builds on the concepts of the body's preparation and recovery from activity highlighted in Component 1.  
Tier 2 Key language of assessment: List, Describe, Remember, Understand, Apply Analyse, Evaluate, Create, Define and Explain

### CIAG

BTEC areas of Knowledge and Understanding and to promote PE Pathways through the wider sports industry (See Departmental Documentation)  
Development of Sports Leadership skills through Component 1 and 2 participation.  
Wider engagement with Sports Academy providers at Level 3 and beyond

### British Values

The rule of law; Sporting rules always followed by students within varied sporting contexts and competitive situations.  
Democracy: Students given the opportunity to lead within sessions and all students are given the equal opportunities to participate in sports regardless of gender or ethnicity.  
Mutual respect of all; Students are encouraged to respect the rules of fair play within all sports and demonstrate good etiquette towards teammates and opponents.

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|---|---|---|---|--|--|--|---|---|--|--|---|---|----------|----------|
| <b>Term 1</b>   | <b>Overall Curriculum Goals</b>   |   |   |  |  |  |   |   |  |  |   |   |          |          |
|   | <ul style="list-style-type: none"> <li>• Completion of Component 2 Module – Coursework</li> <li>• Completion of Component 3 - Exam</li> <li>• Developing of independent working practice and productive access of support materials</li> </ul>  |   |   |  |  |  |   |   |  |  |   |   |          |          |
|   | WC 01/09  | WC 08/09  | WC 15/09  | WC 22/09   | WC 29/09   | WC 06/10   | WC 13/10  | WC 20/10  | WC 03/11   | WC 10/11   | WC 17/11  | WC 24/11  | WC 01/12 | WC 08/12 |
| <b>Component 2 LA-B</b><br>73. Techniques, strategies, and Fitness required for different sports (Practical) (Skills / Strategies / Isolated Practice / Competitive situation)<br>74. Techniques, strategies, and Fitness required for different sports (Skills / Strategies / Isolated Practice / Competitive situation)<br>75. Officials in Sport – Roles within varied sporting contexts (Netball / Football)<br>76. Officials in Sport – Responsibilities within varied sporting contexts (Netball / Football)<br><b>77. Component 3 Content</b>  |   | 77. Officials in Sport – (Practical) (Netball / Football / Volleyball)<br><b>78. Assessment</b><br><b>79. B1 / B2 Close the Gap</b><br>80. Rules and Regulations in sport (Number of players / Length of Time / Scoring System)<br><b>80. Component 3 Content</b> |   | 81. Rules and Regulations in sport (Playing Area / Equipment / Starting and Restarting Play)<br>82. Rules and Regulations in sport (non-adherence to the rules / Application of rules by officials)<br>83. Computer room – Task 3 Rules and Regulations Appearance, Fitness<br>84. Computer room – Task 3 Rules and Regulations Equipment, Communication<br><b>85. Component 3 Content</b> |  | 86. Computer room – Task 3 Rules and Regulations Control, Health & Safety<br>87. Computer room – Task 3 Rules and Regulations Length of Game<br>88. Computer room – Task 3 Rules and Regulations Playing Area/Equipment<br>89. Computer room – Task 3 Rules and Regulations Starting/Restarting Play<br><b>90. Component 3 Content</b> |   | 91. Planning Drills to improve specific techniques in varied sports (Practical) (Stationary)<br>92. Planning Drills to improve specific techniques in varied sports (Practical) (Travel)<br>93. Planning Drills to improve specific techniques in varied sports (Practical) (Passive and active opposition)<br>94. Planning Drills to improve specific techniques in varied sports (Stationary drills, travel drills, passive, active)<br>95. Conditioned Practice (Practical) (Using rule changes to focus a skill – e.g., Touches restrictions) |  | 96. Demonstration of technique to improve understanding (Practical)<br>97. Development of Feedback and highlighting of Teaching Points (Practical)<br><b>98. Video recording of small-sided practice for focus in 2025/26 (Practical)</b><br><b>99. Assessment</b><br><b>100. C3 Close the Gap</b> |   | <b>Component 2 Assessment Completion</b><br>104. B1: Importance of fitness testing and requirements for administration of each fitness test 1<br>105: Importance of fitness testing and requirements for administration of each fitness test 2<br>106: B2: Fitness test methods: aerobic endurance 1&2, muscular endurance, flexibility, speed, muscular strength, body composition, agility, balance, coordination, reaction time, power,<br>107: B2 Fitness test methods: aerobic endurance 1&2, muscular endurance, flexibility, speed, muscular strength, body composition, agility, balance, coordination, reaction time, power, |          |          |
| <b>Key Vocabulary/Concepts/ideas</b>  |   |   |   |  |  |  |   |   |  |  |   |   |          |          |
| Key vocabulary language; Technique, Strategies, Skills, Basic, Complex, Open, Closed, Adapting, Isolated practice, Competitive, Referee, Umpire, Scorers, Timekeeper, Appearance, Equipment, Fitness, Communication, National Governing Bodies, Rules, Regulations, Timing, Positioning, Demonstrations, Pre-planning, Length of play, Scoring system, Protective equipment, Non-adherence, Conditioned, Teaching points, Space<br><b>Tier 2 Key language of assessment: List, Describe, Remember, Understand, Apply Analyse, Evaluate, Create, Define and Explain</b>  |   |   |   |  |  |  |   |   |  |  |   |   |          |          |
| <b>Term 2</b>   | W/C 05/01   | W/C 12/01   | W/C 19/01   | W/C 26/01  | W/C 02/02  | W/C 09/02  | W/C 23/02   | W/C 02/03   | W/C 09/03  | W/C 16/03  | W/C 23/03   | W/C 30/03   |          |          |
|   | <b>Component 3 Content delivery LA-A</b><br>101. Additional principles of training<br>102. Lesson 2- Exercise intensity<br>103. Lesson 3- Recap COF (definitions, extended answers 6 marks)<br>104. Fitness testing reasons, pre-test procedures<br>105. Reliability + Validity +Practicality |   | 106. Physical Fitness Testing (Aerobic endurance/muscular endurance) Part A, B, C<br>107. Physical Fitness Testing (Flexibility, speed, muscular strength Part C, D<br>108. Physical Fitness Testing Body Composition, Skill Related Fitness Testing Agility Part A<br>109. Skill Related Fitness Testing, Balance, Coordination, Power, Reaction time Part B.C<br>110. Start of Training Methods (Physical) Aerobic Endurance Part A |  | 111. Training Methods (Physical) Flexibility, Muscular Endurance Part B<br>112. Training Methods (Physical) Muscular Endurance/Strength, Speed Part C<br>113. Training Methods (Skill) Agility, Balance, Coordination Part A<br>114. Training Methods (Skill) Power, Reaction Time Part B<br><b>115. Classroom Assessment LA-C</b> |  | 116. The effects of long-term fitness training on the body: aerobic endurance training 1<br>117. The effects of long-term fitness training on the body: aerobic endurance training 2<br>118. The effects of long-term fitness training on the body: flexibility training<br><br>119. The effects of long-term fitness training on the body: muscular endurance training<br><br>120. The effects of long-term fitness training on the body: muscular strength and power training |   | 121. The effects of fitness training on the body: speed training<br><br>122. Personal information to aid training fitness programme design<br><br>123: D1: Fitness programme design 1<br><br>124. Training Methods grid/extended response (4-mark, 6-mark questions)<br>125. Training Methods Exam Wizard booklet (recall sheet) |  | 127. Fitness Testing (Physical) Exam wizard booklet (recall sheet)<br>128. Fitness Testing (Skill related) exam wizard booklet (recall sheet)<br>129. Pre-test procedures- reliability, validity, practicality (recall sheet)<br>130. COF exam wizard booklet (recall sheet)<br>131. Open response Mix of questions through exam wizard booklet |   |          |          |
|   | <b>Key Vocabulary/Concepts/ideas</b>  |   |   |  |  |  |   |   |  |  |   |   |          |          |
| Key vocabulary language; Long-term effects of exercise- Cardiac hypertrophy, adaptations, alveoli, capillarisation, gaseous exchange, muscle length, ligaments, tendons, muscle hypertrophy, bone density, tolerance, lactic acid<br>PAR-Q, medical history, physical activity, lifestyle, attitude, motivation, intrinsic, extrinsic<br>SMARTER- Specific, measurable, achievable, realistic, time related, exciting, recorded<br>Fitness Tests- multi stage fitness test (MSFT), Harvard step, yo-yo, 12 minute cooper run, one minute press-up, one minute sit-up, timed plank, sit and reach, calf muscle, shoulder flexibility, 30 metre sprint, 30 metre flying sprint, grip dynamometer, one rep maximum, body mass index (BMI), waist to hip, bioelectrical impedance analysis, Illinois agility, t-test, stork stand, y-balance, alternate hand wall-toss, stick-flip, ruler drop, vertical jump, standing long/broad jump, margaria-kalamen test<br>Training Methods- fartlek, interval, continuous, circuit, static active, static passive, proprioceptive neuromuscular facilitation, free weights, fixed resistance, acceleration sprints, resistance drills, SAQ, plyometrics,<br>Components of Fitness, Principles of training – FITT and Additional, Fitness Testing, Planning, Analysis, Evaluation, Strengths, Areas for improvement.<br>Physical, Aerobic Endurance, Muscular Endurance, Strength, Speed, Flexibility, Body Composition, Skill, Agility, Balance, Co-ordination, Reaction Time, Power, Frequency, Intensity, Time, Type, Specificity, Progressive Overload, Individual Need, Reversibility, Variation, Adaptation, Rest and Recovery |   |   |   |  |  |  |   |   |  |  |   |   |          |          |

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|  | Shared concepts and ideas; Component 3 assesses the Impact of training on the Components of Fitness and the physical performance of the body. Recognising the impact of Key Principles to ensure that Components of Fitness can be developed effectively when training      |          |   |          |               |  |  |  |  |  |
| Term 3   | WC 20/04  | WC 27/04 | WC 04/05  | WC 11/05 |               |  |  |  |  |  |
|  | 132. FITT/Additional POT exam wizard booklet<br>133. SMARTER/Motivation/Goal setting exam wizard booklet<br>134. Exercise intensity/borg scale<br>135. Short open response questions exam wizard booklet<br>136. Provision/warm-up/cool down/technology exam wizard booklet |          | Component 3 window<br>137. Pupil individual quizzing through task cards small group recall<br>138: D3: Motivational techniques for fitness programming 1<br>139: D3: Motivational techniques for fitness programming 2<br>140: D3: Investigate fitness programming to improve fitness and sports<br><br>Exam Prep |          | End of course |  |  |  |  |  |
|  | <b>Key Vocabulary/Concepts/ideas</b>  |          |   |          |               |  |  |  |  |  |
| Key vocabulary language; <i>Musculoskeletal system</i> ; Deltoid, Biceps, Triceps, Pectoralis major, Latissimus dorsi, External obliques, Gluteus maximus, Quadriceps, Hamstrings, Gastrocnemius, Tibialis anterior, Cranium, Clavicle, Scapula, Ribs, Sternum, Humerus, Radius, Ulna, Pelvis, Femur, Patella, Tibia, Fibula. <i>Structure and function of the synovial joints</i> ; hip, shoulder, knee, elbow. <i>Structures of the Cardiovascular system</i> : Atria, Ventricles, Aorta, Vena Cava, Pulmonary artery, Pulmonary vein. <i>Structures of the Respiratory system</i> : Lungs, Bronchi, Bronchioles, Alveoli, Diaphragm. Components of Fitness, Principles of training – FITT and Additional, Fitness Testing, Planning, Analysis, Evaluation, Strengths, Areas for improvement. Physical, Aerobic Endurance, Muscular Endurance, Strength, Speed, Flexibility, Body Composition, Skill, Agility, Balance, Co-ordination, Reaction Time, Power, Frequency, Intensity, Time, Type, Specificity, Progressive Overload, Individual Need, Reversibility, Variation, Adaptation, Rest and Recovery<br>Shared concepts and ideas; Component 3 assesses the Impact of training on the Components of Fitness and the physical performance of the body. Recognising the impact of Key Principles to ensure that Components of Fitness can be developed effectively when training<br>Tier 2 Key language of assessment: List, Describe, Remember, Understand, Apply Analyse, Evaluate, Create, Define and Explain |   |          |   |          |               |  |  |  |  |  |
| <b>CIAG</b>  |   |          |   |          |               |  |  |  |  |  |
| BTEC areas of Knowledge and Understanding and to promote PE Pathways through the wider sports industry (See Departmental Documentation)<br>Development of Sports Leadership skills through Unit 6 participation.<br>Wider engagement with Sports Academy providers at Level 3 and beyond   |   |          |   |          |               |  |  |  |  |  |
| <b>British Values</b>  |   |          |   |          |               |  |  |  |  |  |
| The rule of law; Sporting rules always followed by students within varied sporting contexts and competitive situations.<br>Democracy; Students given the opportunity to lead within sessions and all students are given the equal opportunities to participate in sports regardless of gender or ethnicity.<br>Mutual respect of all; Students are encouraged to respect the rules of fair play within all sports and demonstrate good etiquette towards teammates and opponents.  |   |          |   |          |               |  |  |  |  |  |

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| <b>Term 1</b>  | <b>Overall Curriculum Goals - developing and supporting BTEC PE:</b>   |          |          |          |          |          |          |  |          |          |          |          |         |          |
|  | <ul style="list-style-type: none"> <li>• Completion of Practical Performance in Sport (Unit 2) Module – Coursework</li> <li>• Use of Recreational session to support wider learning</li> </ul> |          |          |          |          |          |          |  |          |          |          |          |         |          |
|  | WC 01/09   | WC 08/09 | WC 15/09 | WC 22/09 | WC 29/10 | WC 06/10 | WC 13/10 | WC 01/11   | WC 08/11 | WC 15/11 | WC 22/11 | WC 29/11 | WC 6/12 | WC 13/12 |
|  | <u>Sporting Options</u><br>Football<br>Netball<br>Volleyball<br>Fitness  |          |          |          |          |          |          | <u>Sporting Options</u><br>Football<br>Netball<br>Fitness                  |          |          |          |          |         |          |
| <b>Term 2</b>  | WC 04/01   | WC 10/01 | WC 17/01 | WC 24/01 | WC 31/01 | WC 07/02 | WC 14/02 | WC 28/02   | WC 07/03 | WC 14/03 | 21/03    | 28/03    |         |          |
|  | <u>Sporting Options</u><br>Volleyball<br>Football<br>Fitness<br>Basketball   |          |          |          |          |          |          | <u>Sporting Options</u><br>Volleyball<br>Football<br>Fitness<br>Basketball |          |          |          |          |         |          |
| <b>Term 3</b>  | WC 04/04   | WC 25/04 | WC 02/05 | WC 09/05 | WC 16/05 | WC 23/05 | WC 06/06 | WC 13/06   | WC 20/06 | WC 27/06 | 04/07    | 11/07    |         |          |
|  | <u>Sporting Options</u><br>Athletics<br>Rounders<br>Softball   |          |          |          |          |          |          | <u>Sporting Options</u><br>Tennis<br>Athletics<br>Rounders<br>Softball     |          |          |          |          |         |          |
| <b>British Values</b>  |  |          |          |          |          |          |          |  |          |          |          |          |         |          |
| <p>The rule of law; Sporting rules always followed by students within varied sporting contexts and competitive situations.<br/> Democracy; Students given the opportunity to lead within sessions and all students are given the equal opportunities to participate in sports regardless of gender or ethnicity.<br/> Mutual respect of all; Students are encouraged to respect the rules of fair play within all sports and demonstrate good etiquette towards teammates and opponents.</p> |  |          |          |          |          |          |          |  |          |          |          |          |         |          |