

## Curriculum maps with Christian and school ethos links

### Subject: BTEC Sport and Exercise Science KS5

<p><b>BTEC Sport and Exercise Science KS5</b></p>	<p><b>Year 12; Students complete an induction programme to introduce them to the assignment briefs, policies and procedures and set expectations.</b></p> <p>Students study;            Functional Anatomy- external examination in June            Applied Sport and Exercise Psychology – external examination in June            Applied Research Methods – internal assessment Term1, 2 &amp; ½ term 3.            Research Project – internal assessment Term 3 and 4</p> <p>In each internal unit students are taught the content which should be applied to the assignments and then ‘set’ their assignment with a hand in date. Students must work independently to achieve the criteria and may enlist informal feedback from their teachers. Students are learning about the body and how it works, how it responds to exercise and how movements are created. The mind and how we learn sports skills, how sports people cope with the demands of the sport and theories who support this. Research methods explores the importance of research in sporting environments, the impact of quality research, the approaches to research and then how it is applied. This unit then directly links to students completing their own research project whereby they have to apply the methods studied.</p> <p>These units require students to hone their presentation skills, stick to deadlines, work effectively within a small group, communicate well with each other and staff, be organised with class notes and assignments.</p> <p><b>Year 13</b></p> <p>Students study;            Physiology – external examination in January            Coaching for performance and fitness – internal assessment            Field and Lab based fitness testing – internal assessment            Sociocultural issues in sport and exercise- internal assessment</p> <p>Students have a solid foundation through studying functional anatomy and now study the body in detail. They sit this examination in January. The coaching unit develops leadership within a sporting environment, an understanding of the qualities and skills needed to be a successful coach as well as best practice for safety and safeguarding themselves and students. Students finish the unit by leading a session to pupils in the lower school. They must then evaluate their lesson and suggest ways to improve. Field and lab based testing examines the preparation required prior to taking tests. Students explore the need for testing and take their own whilst sticking to protocols. Sociocultural issues unit enables students to understand the social theories, to investigate the historical and cultural changes in sport and exercise development in the UK and investigate the commercialisation of sport and exercise.</p> <p style="text-align: center;">All units once again encourage students to be independent thinkers, use wider research, effective communicators, team leaders and use a range of assessment methods.</p> <p>Students are tested on their ability to describe, identify, discuss, explain, assess, analyse and assess. This is achieved by the external examination tests, internal assessments-presentations, written reports and practical demonstrations.</p> <p>Core values 1,2,3,4,5,6,7</p>
<p><b>Links with Values and Christian ethos</b></p>	<p><b>1. Courage:</b></p> <p>Becoming confident in a new practical environment and trying new skills and activities that challenge and evoke thinking skills. Performing in front of peers and possibly competing against other schools and teams.</p> <p>BTEC; students show courage in trying new topic areas and completing challenging tasks-dissections for anatomy and taking physical fitness tests</p>

**2. Forgiveness:**

Working in teams and accepting mistakes of team members. Forgiving oneself for mistakes and moving forward.

**3. Honesty:**

Reporting accidents, being confident to ask for help, keeping score and playing to the rules. Evaluating their own and other students work honestly and with integrity.

BTEC; handing in work that is your own and understanding plagiarism and the consequences that follow

**4. Kindness:**

Working with peers, helping them when they struggle. Helping with equipment and ensuring that everything is put away properly

GCSE PE/BTEC; working with partners and small groups to explore theories and practices and in doing so being kind and considerate to other pupils thoughts and views

**5. Respect:**

Learning how to behave appropriately in different practical spaces, respecting others ideas and the equipment that we are using. Respecting officials and their decisions.

Btec; respecting others, yourself and staff during lessons and when sticking to deadlines and adhering to expectations set

**6. Empathy:**

Understanding that pupils have different areas of strength and weakness in different sports and activities. Showing empathy though movement in Dance; understanding a story/theme of movement

BTEC; having empathy for those who may not have met the grading criteria for an assignment or unit.

**7. Resilience:**

Completing practical tasks even though they might seem hard in terms of skill or push your fitness levels. Performing in front of others-mistakes may be made but you have to keep going!!

BTEC; keep on going! Using the second submission to make your grades better, listen to feedback and apply. Improve topic tests and external examination grades if they are not what you were hoping for