

Curriculum opportunities

The curriculum grid shows some of the opportunities where JP2F4S resources can be incorporated across subjects in KS2-KS4. The materials can be used when considering pupils' spiritual, moral, social and cultural (SMSC) development, providing a range of opportunities for them to develop their self-esteem and confidence through sport.

Additionally the resources can support thinking around school ethos and how development of the whole person is integral to our Catholic faith.

If you have any comments or suggestions about these materials and how you are using them please email info@jp2f4s.org

	KS2	KS3	KS4
Citizenship	<p>Developing confidence and responsibility and making the most of their abilities</p> <p>1.a. to talk and write about their opinions, and explain their views, on issues that affect themselves and society. b. to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals</p> <p>c. to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</p> <p>Preparing to play an active role as citizens</p> <p>2. e. to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences</p> <p>f. to resolve differences by looking at alternatives, making decisions and explaining choices</p> <p>Developing a healthy, safer lifestyle</p> <p>3. Pupils should be taught:</p> <p>a. what makes a healthy lifestyle, including the benefits of exercise and healthy eating, what affects mental health, and how to make informed choices</p>	<p>1.3 Identities and diversity: living together in the UK</p> <p>d. Exploring community cohesion and the different forces that bring about change in communities over time.</p> <p>2.2 Advocacy and representation</p> <p>Pupils should be able to:</p> <p>a. express and explain their own opinions to others through discussions, formal debates and voting</p> <p>b. communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate</p>	<p>1.3 Identities and diversity: living together in the UK</p> <p>d. Exploring community cohesion and the different forces that bring about change in communities over time.</p> <p>2.2 Advocacy and representation</p> <p>Pupils should be able to:</p> <p>a. express and explain their own opinions to others through discussions, formal debates and voting</p> <p>b. communicate an argument, taking account of different viewpoints and drawing on what they have learnt through research, action and debate</p>

<p>English</p>	<p>En1 Speaking and listening: Group discussion and interaction 3. To talk effectively as members of a group, pupils should be taught to: a. make contributions relevant to the topic and take turns in discussion</p>	<p>2.1 Speaking and listening Pupils should be able to: a. present information and points of view clearly and appropriately in different contexts, adapting talk for a range of purposes and audiences, including the more formal e. listen and respond constructively to others, taking different views into account and modifying their own views in the light of what others say 3.1 Speaking and listening The range of speaking and listening activities should include: a. prepared, formal presentations and debates b. informal group or pair discussions</p>	<p>1.1 Competence a. expressing complex ideas and information clearly, precisely and accurately in spoken and written communication. 2.1 Speaking and listening Students should be able to: a. speak fluently, adapting talk to a wide range of familiar and unfamiliar contexts and purposes, including those requiring confident and fluent use of standard English b. present information clearly and persuasively to others, selecting the most appropriate way to structure and organise their speech for clarity and effect c. select from strategies to adapt speaking and listening flexibly in different circumstances</p>
<p>History</p>	<p>A European history study 12. A study of the way of life, beliefs and achievements of the people living in Ancient Greece and the influence of their civilisation on the world today.</p>		
<p>PE</p>	<p>PE Knowledge and understanding of fitness and health 4. Pupils should be taught: a. how exercise affects the body in the short term c. why physical activity is good for their health and well-being</p>	<p>1.1 Competence c. Responding with body and mind to the demands of an activity. 1.4 Healthy, active lifestyles a. Understanding that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle. b. Recognising that regular physical activity that is fit for purpose, safe and enjoyable has the greatest impact on physical, mental and social wellbeing. 2.3 Developing physical and mental capacity Pupils should be able to: a. develop their physical strength, stamina, speed and flexibility to cope with the demands of different activities b. develop their mental determination to succeed. 2.5 Making informed choices about healthy, active lifestyles Pupils should be able to:</p>	<p>1.1 Competence c. Responding with body and mind to the demands of an activity. 1.4 Healthy, active lifestyles a. Understanding that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle. b. Recognising that regular physical activity that is fit for purpose, safe and enjoyable has the greatest impact on physical, mental and social wellbeing. 2.3 Developing physical and mental capacity Students should be able to: a. analyse how mental and physical capacity affects performance b. maintain and develop their physical strength, stamina, speed and flexibility to cope with the demands of different activities and active lifestyles c. prepare mentally for successful involvement in physical activity, performance and engagement in</p>

		<p>a. identify the types of activity they are best suited to</p> <p>b. identify the types of role they would like to take on</p> <p>c. make choices about their involvement in healthy physical activity.</p>	<p>healthy, active lifestyles.</p> <p>2.5 Making informed choices about healthy, active lifestyles</p> <p>Students should be able to:</p> <p>a. identify the types of physical activity available to them and the roles they would like to take on</p> <p>b. link physical activity with diet, work and rest for personal health and wellbeing</p> <p>c. make informed decisions about getting involved in a lifetime of healthy physical activities that suit their needs.</p>
PSHEE	For KS2 PSHE see Citizenship (above)	<p>1.1 Personal identities</p> <p>a. Understanding that identity is affected by a range of factors, including a positive sense of self.</p> <p>b. Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem.</p> <p>1.2 Healthy lifestyles</p> <p>a. Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices</p> <p>b. Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened</p> <p>2.1 Critical reflection</p> <p>Pupils should be able to:</p> <p>a. reflect critically on their own and others' values</p> <p>b. reflect on personal strengths, achievements and areas for development</p> <p>c. recognise how others see them and give and receive feedback</p> <p>d. identify and use strategies for setting and meeting personal targets in order to increase motivation</p>	<p>1.1 Personal identities</p> <p>a. Understanding that identity is affected by a range of factors, including a positive sense of self.</p> <p>b. Recognising that the way in which personal qualities, attitudes, skills and achievements are evaluated affects confidence and self-esteem.</p> <p>1.2 Healthy lifestyles</p> <p>a. Recognising that healthy lifestyles, and the wellbeing of self and others, depend on information and making responsible choices.</p> <p>b. Understanding that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened</p> <p>2.1 Critical reflection</p> <p>Students should be able to:</p> <p>a. reflect critically on their own and others' values and change their behaviour accordingly</p> <p>b. reflect on their own and others' strengths and achievements, give and receive constructive praise and criticism, and learn from success and failure</p> <p>c. identify and use strategies for setting and meeting personal targets and challenges in order to increase motivation, reflect on their effectiveness and implement and monitor strategies for achieving goals</p>



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<p>RE</p>	<p>2e reflect on sources of inspiration in their own and others' lives. 3j inspirational people: figures from whom believers find inspiration. 3o discussing religious and philosophical questions, giving reasons for their own beliefs and those of others 3p considering a range of human experiences and feelings Come and See Year 4 Community, Self discipline, God & people (Focus on Pope John Paul II) Year 5 Ourselves, Freedom & Responsibility Year 6 Expectations, Common Good (Link to Charitable giving/fundraising through sporting events) The Way, the truth, the life Being a Christian, Jesus the teacher, Inspirational People, Called to Serve</p>	<p>2c express insights into the significance and value of religion and other world views on human relationships personally, locally and globally 3 f authority: different sources of authority and how they inform believers' lives 3 h expressions of spirituality: how and why human self-understanding and experiences are expressed in a variety of forms 3 j rights and responsibilities: what religions and beliefs say about human rights and responsibilities, social justice and citizenship 3 r exploring the connections between religious education and other subject areas</p>	<p>1a investigate, study and interpret significant religious, philosophical and ethical issues, including the study of religious and spiritual experience, in light of their own sense of identity, experience and commitments 1 d draw upon, interpret and evaluate the rich and varied forms of creative expression in religious life 2 b develop their own values and attitudes in order to recognize their rights and responsibilities in light of their learning about religion 2 d develop skills that are useful in a wide range of careers and in adult life generally, especially skills of critical enquiry, creative problem-solving, and communication in a variety of media.</p>
<p>Science</p>	<p>SC2 Health 2h. about the importance of exercise for good health</p>		