

Compass School Southwark

Physical Education Department

Our Vision:

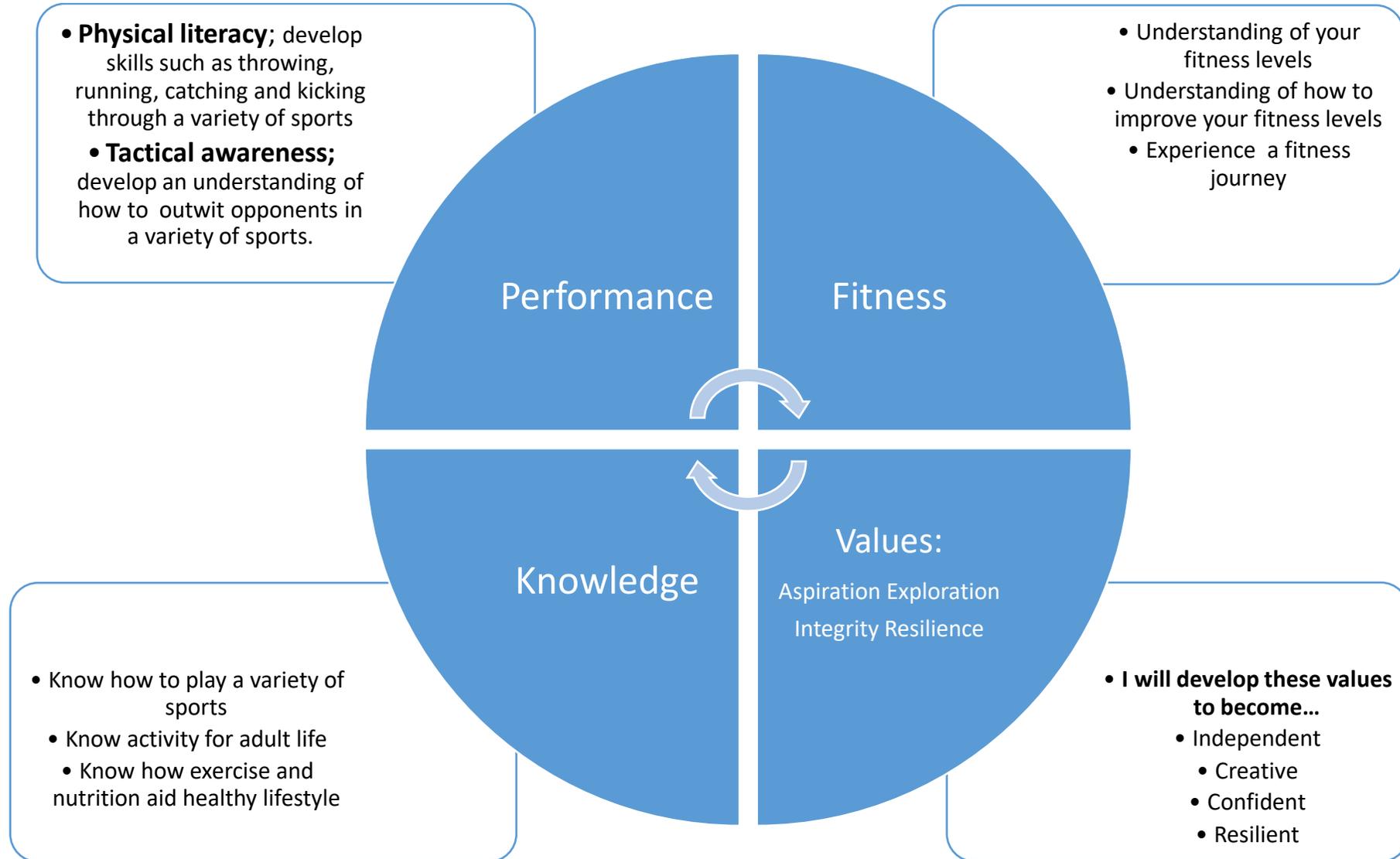
Students to gain the skills and confidence for a lifelong active lifestyle

Our Core Values:

4 Strands

Performance, Fitness, Values and Knowledge

Our Core Values:



5 Year Journey:

“Students to gain the skills and confidence for a lifelong active lifestyle”

To achieve this vision, we have constructed a 5 year plan to provide an overview of what we are trying to achieve in each year and each term.

Year	Games	Artistic	Athletic / striking and fielding
7	<p>Performance: Generic introduction and development of core motor skills.</p> <p>Introduction to motor skills required in invasion games and net/ wall sports</p>	<p>Performance: Introduction to basic performance skills and safety in gymnastic activities.</p> <p>Continued development of basic skills in invasion and net and wall sports.</p> <p>Introduction to using team mates in a supporting role.</p>	<p>Performance: Introduction to athletic events and performing at maximal levels</p> <p>Introduction to striking and fielding events especially developing basic motor skills required.</p>
	<p>Fitness: Introduction to baseline fitness testing</p>	<p>Fitness: Introduction to basic exercise</p>	<p>Fitness Introduction to basic exercise linked to sport.</p>
	<p>Knowledge: identifying some major muscles</p>	<p>Knowledge: identifying some major bones</p>	<p>Knowledge: identifying some components of fitness</p>
	<p>Values: introduction to the values-based curriculum</p>	<p>Values: Each unit / sport students will be given a value focus for the sport. Students to be introduced to how to show that value in the sport.</p>	<p>Values: Each unit / sport students will be given a value focus for the sport. Students to be introduced to how to show that value in the sport.</p>
8	<p>Performance: In invasion games and net / wall sports students will develop their basic skills and begin to link them to tactics in situations.</p>	<p>Performance: Developing basic skills in gymnastic activities and beginning to understand the importance of sequencing to create aesthetic routines.</p> <p>Continued development of linking skills to tactics in invasion and net games.</p>	<p>Performance: Developing skills in athletic events and developing understanding on performing at maximal levels.</p> <p>In striking and fielding, developing basic skills and beginning to develop basic tactics.</p>
	<p>Fitness: Developing knowledge of exercises and fitness test protocol.</p>	<p>Fitness: Developing knowledge of methods of training and exercises that can be performed</p>	<p>Fitness: Developing knowledge of methods of training and exercises that can be performed</p>
	<p>Knowledge: Identify most of major muscles</p>	<p>Knowledge: Identify most of major bones</p>	<p>Knowledge: Identify the different component of fitness</p>

	<p>Values: Each unit students to be given a values focus. They should now be consolidating their development of these values and aiming to enhance their character, becoming more independent, creative, confident and resilient.</p>	<p>Values: Each unit students to be given a values focus. They should now be consolidating their development of these values and aiming to enhance their character, becoming more independent, creative, confident and resilient.</p>	<p>Values: Each unit students to be given a values focus. They should now be consolidating their development of these values and aiming to enhance their character, becoming more independent, creative, confident and resilient.</p>
9	<p>Performance: In invasion games and net and wall games students will consolidate their basic skills and show more independence and development of tactics.</p>	<p>Performance: In gymnastic activities, students will consolidate their skills and understanding of sequences. Students will begin to attempt more advanced techniques.</p> <p>In invasion games/ net and wall games students will start to attempt more advanced skills and show continued independence and development of tactics.</p>	<p>Performance: In athletic events students will further develop their skills moving on to more advanced techniques. Students will begin to show understanding of how components of fitness impact performance.</p> <p>In striking and fielding, students will consolidate their basic skills and tactical knowledge and attempt more advanced skills.</p>
	<p>Fitness: Students will begin to be able to link fitness test data to components of fitness and importance in sports.</p>	<p>Fitness: Students will begin to link methods of training to components of fitness and show some independence in exercise.</p>	<p>Fitness: Students will begin to link methods of training to components of fitness and show some independence in exercise.</p>
	<p>Knowledge: Show relationship between muscles and bones</p>	<p>Knowledge: Be able to link components of fitness to different sports in terms of importance.</p>	<p>Knowledge: Students will be able to link sports to muscle groups/ bones and components of fitness.</p>
	<p>Values: Each unit students will be given a values focus.</p> <p>We should now be seeing good impact of this in lesson with students beginning to show independence, creativity to develop their own skills and have the confidence and resilience to try new things.</p>	<p>Values: Each unit students will be given a values focus.</p> <p>We should now be seeing good impact of this in lesson with students beginning to show independence, creativity to develop their own skills and have the confidence and resilience to try new things.</p>	<p>Values: Each unit students will be given a values focus.</p> <p>We should now be seeing good impact of this in lesson with students beginning to show independence, creativity to develop their own skills and have the confidence and resilience to try new things.</p>
10	<p>Performance: Consolidation and specialisation of interest:</p>	<p>Performance: Consolidation and specialisation of interest:</p>	<p>Performance: Consolidation and specialisation of interest:</p>

	<p>Students will now opt in to different sports based upon interest. Within these sports they will develop and enhance their skill and tactical knowledge moving onto more specialised skill sets.</p>	<p>Students will now opt in to different sports based upon interest. Within these sports they will develop and enhance their skill and tactical knowledge moving onto more specialised skill sets.</p>	<p>Students will now opt in to different sports based upon interest. Within these sports they will develop and enhance their skill and tactical knowledge moving onto more specialised skill sets.</p>
	<p>Fitness: Students will specialise their fitness experience and opt into program throughout the year and enhance their independence preparing them for adult experiences.</p>	<p>Fitness: Students will specialise their fitness experience and opt into program throughout the year and enhance their independence preparing them for adult experiences.</p>	<p>Fitness: Students will specialise their fitness experience and opt into program throughout the year and enhance their independence preparing them for adult experiences.</p>
	<p>Knowledge: Students will begin to take their ks4 curriculum CNAT sports science course: Students will know how to reduce the risk of sports injuries covering the following 4 areas:</p> <ul style="list-style-type: none"> • Extrinsic and intrinsic risk • Warm up and cool down • Understand how to respond to injuries in sport • Understand common medical illness and treatment. 	<p>Knowledge Students will begin their controlled assessment: They will develop their understanding of nutrition through completion of RO45 sports nutrition unit. This builds on ks3 knowledge and fitness, and makes it more applicable to adult life. They will cover the following areas:</p> <ul style="list-style-type: none"> • Know the nutrients needed for a healthy balanced diet • Understand importance of nutrition in sport • Know effects of a poor diet on sports performance • Be able to develop a diet plan. 	<p>Knowledge Students will continue their development of the wider sporting community through undertaking Technology in sport. This builds on their knowledge of a variety of sports and applies it to the growing sporting industry. In this unit they will gain an understanding of the importance of and growth of technology in sport which will help widen their understanding of careers in the industry as well as widen knowledge and understanding. They will cover the following areas:</p> <ul style="list-style-type: none"> • Know how technology is used in sport • Know the positive effects of technology in sport • Know the negative effects of technology in sport • Evaluate impact of technology on sport.
	<p>Values: Students should be able to develop more advanced character and hone skills sets in each of the values</p>	<p>Values: Students should be able to develop more advanced character and hone skills sets in each of</p>	<p>Values: Students should be able to develop more advanced character and hone skills sets in each of the values</p>

	through a more independent and specific curriculum. There will be much greater expectation of independence, creativity, confidence and resilience.	the values through a more independent and specific curriculum. There will be much greater expectation of independence, creativity, confidence and resilience.	through a more independent and specific curriculum. There will be much greater expectation of independence, creativity, confidence and resilience.
11	<p>Performance: continued specialisation of interest: Students will opt in to different sports based upon interest. Within these sports they will develop and enhance their skill and tactical knowledge moving onto more specialised skill sets.</p>	<p>Performance: continued specialisation of interest: Students will opt in to different sports based upon interest. Within these sports they will develop and enhance their skill and tactical knowledge moving onto more specialised skill sets.</p>	
	<p>Fitness: Students will further specialise their fitness experience and opt into program throughout the year and enhance their independence preparing them for adult experiences.</p>	<p>Fitness: Students will further specialise their fitness experience and opt into program throughout the year and enhance their independence preparing them for adult experiences.</p>	
	<p>Knowledge: Students will commence their final unit of coursework. This unit consolidates learning from previous units on nutrition, and through ks3 through knowledge and fitness development. The purpose of which is to provide the confidence and skills for students to deliver their own exercise programmes as part of a health lifestyle.</p> <p>This will cover 4 areas:</p> <ul style="list-style-type: none"> • Know principles of training • Know how training methods target different fitness components • Be able to conduct fitness tests • Be able to develop fitness training programs 	<p>Knowledge: This final term is a consolidation term of all areas of the ks4 curriculum, students should be using this time to further develop their knowledge and understanding of nutrition, fitness and technology industries in sport.</p>	

	<p>Values: Students should be able to develop more advanced character and hone skills sets in each of the values through a more independent and specific curriculum. There will be much greater expectation of independence, creativity, confidence and resilience.</p>	<p>Values: Students should be able to develop more advanced character and hone skills sets in each of the values through a more independent and specific curriculum. There will be much greater expectation of independence, creativity, confidence and resilience.</p>	
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Sport allocation:

Term	Year Group	Dates	Sport 1	Sport 2
Term 1	Year 7	Half Term 1	<p>Table Tennis</p> <p>Students learning to practice independently and use coaching points to describe technique.</p> <ul style="list-style-type: none"> • Grip • Backhand push • Forehand push • Basic mechanics of serve • Introduction to spin 	
	Year 8 + 9		<p>Table Tennis</p> <p>Students learning to adapt practice based upon strengths and areas to improve.</p> <ul style="list-style-type: none"> • Recapping table tennis fundamentals • Adding spin on to serve • Adding top spin onto backhand and forehand • Developing consistency through tactics i.e. knowing high and low risk shots 	<p>OAA Orienteering</p> <p>Students develop problem solving and leadership through a variety of different situations and tasks</p> <ul style="list-style-type: none"> • Communication- activities like blind direction • Problem solving- cross the river • Tactical awareness- capture the flag • Basics of orienteering

	Year 7	Half Term 2	Dance Introduction to dance and movement <ul style="list-style-type: none"> • Students to learn creativity and expression through dance • How to perform a motif • Key sequencing ideas e.g. canon and unison • How to watch a performance 	Basketball dance Students learning to develop practice through coaching points. <ul style="list-style-type: none"> • Set shot • Layup • Ball handling • Passing • pivoting
	Year 8 + 9		Dance Develop ideas of expression and creativity. <ul style="list-style-type: none"> • Develop skills in routine construction including sequencing and use of motifs. • Learn how to find sources of inspiration and how they can interpret this into their own routines • Develop understanding of styles of dance. 	Basketball Students learning to adapt practice based upon strengths and areas to improve. <ul style="list-style-type: none"> • Refreshing core skills • Develop drive phase of layup • Pivoting under pressure • Man to man and half court press

Half Term 2	Year 7	Half Term 3	Trampoline Introduction to trampoline <ul style="list-style-type: none"> • Safety in trampoline • Bounce position • Basic shapes • Sequencing moves • Evaluation of performance 	Volleyball <ul style="list-style-type: none"> • Rules of volleyball • Individual skills of set shot dig and serve • How to pass to each other • Basic formation
	Year 8 + 9		Trampoline <ul style="list-style-type: none"> • Recap of safety in trampoline and shapes. • Develop seat drop • Front landing and back landing • Develop ability to evaluate and critique 	Volleyball <ul style="list-style-type: none"> • Recap rules and core skills • Shot selection • Building defence into attack • Passing sequences
	Year 7	Half Term 4	Football <ul style="list-style-type: none"> • Develop core skills • Passing and receiving • Dribbling • Tackling • Shooting 	Netball <ul style="list-style-type: none"> • Rules of netball • Positions in netball • Passing • Shooting • 1 v 1 defence

	Year 8 + 9		Football <ul style="list-style-type: none"> • Revisit the core skills • Focus on developing core skills through conditioned activities to develop purposeful play 	Netball <ul style="list-style-type: none"> • Revisit rules and positions in netball • Center passes • Passing into the circle • Defending the centre pass • Defending the circle
Term 3	Year 7	Half Term 5	Athletics <ul style="list-style-type: none"> • Introduction to athletic events • Safety in field events • Core technique of sprint starts • introduction to pacing • Basic throwing techniques 	Rounders <ul style="list-style-type: none"> • Throwing and catching • Batting stance • Long barrier • Fielding positions
	Year 8 + 9		Athletics <ul style="list-style-type: none"> • Recap on safety in athletics • Developing power in jumping and throwing • Transitioning into sprint • Phases of an endurance race 	Softball <ul style="list-style-type: none"> • Using the glove • Batting stance • Types of shot • Fielding the bases • Tactics of batting

	Year 7	Half Term 6	Sport Ed Students will take part in a variety of tournaments recapping knowledge and skills learned in the year. Within each activity they will be allocated roles of manager, coach, referee, player and have to practice and come up with drills and tactics for each sport.
	Year 8 + 9		Sport Ed Students will take part in a variety of tournaments recapping knowledge and skills learned in the year. Within each activity they will be allocated roles of manager, coach, referee, player and have to practice and come up with drills and tactics for each sport.

Practical at KS4

The focus in KS4 PE is to build experience of physical activity outside a school setting. We employ a variety of external providers from the local area to come in and work with our students. The purpose of this is to help to bridge known issues surrounding the post 16 drop off of physical activity levels. These include: lack of access / perceived access to sport and lack of confidence, choice and perceived competence in physical activity.

<https://www.stir.ac.uk/research/hub/publication/1573243>

<https://academic.oup.com/her/article/30/5/742/618800>

The Conceptual model of practical PE at KS4 is to foster a relationship with local sporting providers to bridge the gap in terms of access and confidence to try activities by allowing students to build links via our external providers. We also expect that as students have the termly option of sports within which they can hone their skills and competence within their engagement area.

The current plan is flexible, but we will cover the following activities over the year, students select which activity they would like to do each term.

Term 1	Football Ballers Football Academy <ul style="list-style-type: none"> • Develop more advanced skills in football and tactical focus 	Basketball London Thunder <ul style="list-style-type: none"> • Develop more advanced skills and fundamentals of basketball 	Table Tennis Greenhouse Sports <ul style="list-style-type: none"> • Develop more advanced skills and technical focus in line with Greenhouse development plan 	Sports Leaders <ul style="list-style-type: none"> • Students learn the foundation skill for coaching sports performance, and will be given opportunities to coach and work with our younger pupils 	Indoor cricket <ul style="list-style-type: none"> • Develop fundamentals of cricket through small sided activities and games
Term 2	Football <ul style="list-style-type: none"> • Develop more advanced skills in football and tactical focus 	Basketball <ul style="list-style-type: none"> • Develop more advanced skills and 	Table Tennis <ul style="list-style-type: none"> • Develop more advanced skills and technical focus in line with 	Trampoline <ul style="list-style-type: none"> • Develop knowledge of safety in gymnastics and 	Sports Leaders <ul style="list-style-type: none"> • Students learn the foundation skill for coaching sports

		fundamentals of basketball	greenhouse development plan	more advanced routine development.	performance, and will be given opportunities to coach and work with our younger pupils
Term 3	Football <ul style="list-style-type: none"> Develop more advanced skills in football and tactical focus 	Basketball <ul style="list-style-type: none"> Develop more advanced skills and fundamentals of basketball 	Table Tennis <ul style="list-style-type: none"> Develop more advanced skills and technical focus in line with greenhouse development plan 	Fitness (external) <ul style="list-style-type: none"> Experience a range of classes and develop an interest in fitness 	Dance <ul style="list-style-type: none"> Develop a greater focus on dance performance and routine construction

Performance framework:

	Beginner	Novice	Developing	Intermediate	Strengthening	Advancing	Performer	Expert
Skills and technique	Struggles to perform basic skills	Can perform basic skills, but movement is awkward	Can perform basic skills with growing confidence	Confident performing basic skills	Confident performing basic skills under pressure	Attempts advanced skills in familiar situations	Performs advanced skills in situation but less confident under pressure	Performs all skills in all situations with fluidity and control.
	Sticks to basic technique	Skill selection is basic, and often ineffective	Attempts to adapt skills to familiar situation	Demonstrates they can adapt skills to familiar situations	Attempts to adapt skills in unfamiliar situations	Able to adapt skills in unfamiliar situations	Confidently selects the right skills and adapts technique to meet demands	Consistently adapts skills and technique to maximise advantage in games
	Cannot describe or breakdown a technique	Can describe and breakdown technique	Can describe their technique, and identify strengths and areas to improve	Able to describe skills in situation and identify strengths and weakness	Able to describe other players skills in situation and identify their strengths and weakness	Can explain what they need to do to improve their performance	Can explain what other players need to do to improve their performance	Able to evaluate own and others performance and provide clear and constructive advice independently
Practice		Needs teacher/coach to develop technique	Needs support and regular reminder on how to develop technique	Able to work on skill development with some independence	Independently works on their skill development with consistency	Able to reflect on practice and make adjustments to challenge to meet own needs with some help	Adapts practice to focus on improving technique with limited help.	Constantly adapts practice to challenge skill development and is independent
Tactics and strategies		Unable to apply tactics or strategy	Can describe different tactics and strategies	Can implement basic tactics and strategy in practice situations	Can implement basic tactics and strategy in game situations	Able to adapt tactics based on the situation.	Understands their style of play and personality and can use this to help adapt tactics and strategies	Formulates and implements appropriate strategies in matches and practice based on their and their opponents strengths and weakness

Fitness Framework:

	Beginner	Novice	Developing	Intermediate	Strengthening	Advancing	Performer	Expert
Testing	Does not know fitness levels	Basic understanding of fitness levels	Knows fitness levels but needs some help identifying fitness levels	Knows their fitness levels and can identify their strengths and weakness	I know my own fitness levels and with help I can devise training based on my strengths and weakness	I can create training sessions based upon my fitness data with limited help	I can explain my fitness levels and give reasons for the training sessions I am doing	Evaluates their own fitness levels, with clear understanding of how to improve fitness levels using a variety of training methods.
Fitness level	Gets tired very quickly	I can copy basic exercises but get tired very quickly	I can use simple exercises and I am able to sustain exercise for a short period of time	I can use a variety of different exercises and can maintain exercise for a good time period.	I can perform different exercises, and adapt intensity to make sure I am working hard	I know how to adapt my exercise based on my fitness data and can exercise for a good amount of time in the correct intensity	I can use a variety of different advanced exercise techniques for a long time and this is informed by my fitness data	I can demonstrate a wide range of advanced exercise techniques for exceptional long periods of time without fatigue. I can expertly use fitness components, test and data to improve my training and those around me
Effort/motivation	No motivation to exercise	I require a lot of motivation to exercise	I require some motivation to exercise	I can motivate myself for short periods of time to exercise	I can motivate myself to exercise for long periods of time	I work hard for a long period of time and I can motivate others to exercise and work hard	I independently exercise outside of school	I regularly exercise outside of school and encourage others to join me

Knowledge Framework:

	Beginner	Novice	Developing	Intermediate	Strengthening	Advancing	Performer	Expert
Knowledge of sports	I don't know rules of sports	I know some basic rules in sports with some support	I know some rules and regulations in sport	I understand some rules and regulations and can use basic terminology from the sports	I understand the rules and regulations of some sports and use sports terminology	I understand most of the rules and regulations of many sports and regularly use correct sporting terminology	I can help others to understand rules and regulations, and help them to understand and use sports terminology	I fully understand rules and regulations of many sports and different tactics and strategies and always use correct sporting terminology
Knowledge of fitness	I don't know about health and fitness	I know some muscles and bones	I know the most of the major muscles and bones in the body I know how to warm up and cool down	I know some components of fitness and some fitness tests I know some methods of training	I know the components of fitness and can link them to fitness tests I can link components of fitness to methods of training	I can create a battery of fitness tests suitable for different sports	I know how to create a training programme for different sports	I can evaluate the effectiveness of a training plan
Knowledge of Nutrition	I don't know the different nutrients	I can name different nutrients	I can name all of the nutrients	I know what some of the nutrients do	I know what all the nutrients do	I know what nutrients can help improve my performance	I know how to design a nutrition plan to improve my health or performance	I can evaluate the importance of nutrition

Values Framework:

	Beginner	Novice	Developing	Intermediate	Strengthening	Advancing	Performer	Expert
Independent	<p>I am unable to work without direct support.</p> <p>Often forgets equipment.</p> <p>Appears lazy and off track</p>	<p>Needs a lot of support to work.</p> <p>Remembers equipment</p> <p>Shows some interest in session activity.</p>	<p>Takes responsibility for own actions.</p> <p>Follows guidance with minimal support.</p> <p>Shows interest in session activities.</p>	<p>Proactively raises issues and concerns</p> <p>Able to follow guidance for all activities.</p> <p>Can create and follow simple plans</p>	<p>Shows good self-control when challenged.</p> <p>Able to work well with guidance, but asks for help if needed.</p> <p>Creates own plans and needs minimal support to improve them.</p>	<p>Uses self-control techniques</p> <p>Able to prioritise own development and can create own development plan.</p> <p>Happy to ask for help and guidance</p>	<p>Keeps calm and on track despite any difficulties</p> <p>Asks good questions when uncertain.</p> <p>Shows very good self-discipline</p> <p>Uses own strategies to help others become more independent</p>	<p>Demonstrates exemplary self-discipline in different aspects of life.</p> <p>Recognises own strengths in problem solving</p> <p>Offers their time and support to others where needed.</p>
Creative	<p>No ideas about skill improvement tactics or learning</p> <p>New ideas are seen as pointless</p>	<p>Has very basic ideas about skill improvement, tactics and learning.</p> <p>Understands that new ideas are important, but cannot follow them</p>	<p>Thinks about skill improvement, tactics and learning but needs help to make them effective.</p> <p>Focus on short term goals</p> <p>Ideas tend not to have a specific point or objective</p>	<p>Attempts new ideas or methods, but needs reassurance they are correct.</p> <p>Ideas are often hit and miss in effectiveness and execution.</p>	<p>Independently thinks about skill improvement, tactics and learning, but likes reassurance.</p> <p>Understands obstacles to overcome and attempts to creatively overcome them</p>	<p>Actively attempts new ways of solving problems and are often my own ideas.</p> <p>Ideas are more hit than miss.</p> <p>Has courage in convictions and convinces others to.</p>	<p>Communicates well on how to improve tactics, skills or practice sessions.</p> <p>Pays attention to correct sporting cues from opponent and environment.</p> <p>Needs some g with use of this information.</p>	<p>Offers new and creative ideas on personal development</p> <p>Teaches own skill learning, tactics and strategy to others.</p> <p>Able to read and interpret cues and shows excellent decision making</p>

	Beginner	Novice	Developing	Intermediate	Strengthening	Advancing	Performer	Expert
Confident	<p>Describes themselves in a negative way</p> <p>Worries about trying new things as is afraid of failure</p>	<p>Understands why they don't try new things</p> <p>Understands that they can appear negative in speech and body language and that this can impact others.</p>	<p>Understands they will not always fail when they try new things.</p> <p>With help, uses positive language and thinks of ways to improve their confidence.</p> <p>With encouragement will try new things</p>	<p>Displays confidence, but only in familiar settings</p> <p>Sometimes nervous when trying new things but will always have a go</p> <p>Knows that success improves confidence</p>	<p>Body language is mostly positive and remains so in different situation.</p> <p>Tries new things with little or no encouragement.</p> <p>Accepts new challenges, but doesn't always enjoy them.</p> <p>Offers support and praise to others to help them.</p>	<p>Appears confident that skills and abilities are up to the task.</p> <p>Motivated to improve performance, knows it will make them feel good.</p> <p>Thinks positively about own abilities when challenged.</p>	<p>Behaves positively at all times.</p> <p>Shows regular desire or willingness to take on responsibility during sessions. Not over confident in their own abilities.</p> <p>Tries to instil confidence in others</p>	<p>Constantly shows belief that things will turn out well with the correct approach.</p> <p>Proactively finds new solutions to problems</p> <p>Challenges themselves to improve their best.</p> <p>Extremely motivated to succeed.</p>
Resilient	<p>Gives up regularly</p> <p>Has trouble dealing with simple tasks</p>	<p>Has short term mind-set</p> <p>Needs a lot of support when dealing with simple tasks</p> <p>Lacks focus, but will re-engage with support</p>	<p>Will try again after failure but with support.</p> <p>Worries about ability to perform new tasks, but will try.</p> <p>Needs persuading to try new things or accept new ideas.</p>	<p>Bounces back from failure with little support</p> <p>Happy to try new tasks, and accepts new ideas</p> <p>Knows they will not succeed all the time and this doesn't worry them.</p> <p>Has basic coping strategies</p>	<p>Shows good determination and will spend time overcoming failure</p> <p>Wants to improve and do better next time</p> <p>Able to work well under pressure or in difficult circumstances.</p> <p>Occasional support needed</p>	<p>Shows good sportsmanship</p> <p>Wants to achieve positive things in future</p> <p>Begins to seek out challenges as a positive learning experience.</p>	<p>Does not give up</p> <p>Works hard to recover from losing situations</p> <p>Shows good coping strategies</p> <p>Positive under trying situations, copes well under pressure</p>	<p>Handles intense pressure very well remaining calm and rational.</p> <p>Teaches own coping strategies to others</p> <p>Has a variety of coping strategies for different situations</p> <p>Ambitious but realistic in goals</p>

