



The Virgin Media Football Academy with Southampton FC

Delivery Guide



Programme Summary

The Football Academy programme is a series of exciting resources that explore how physical and mental readiness impacts performance in sport. The programme has been developed and supported by Southampton Football Club Academy coaches which includes practical activities that are currently used to develop the skills of Academy players. The resources are aimed at students from 10-16 years of age and consists of two practical lessons and two mini class-based lessons – culminating in one final active ‘Live Lesson’. The ‘Live Lesson’ will be delivered by Southampton Football Club players!

Resources

- The Football Academy Lesson Plans (page 3 of this document)
- The Football Academy PowerPoint Presentation
- The Football Academy Activity Sheet 1
- The Football Academy Activity Sheet 2

The 10 commandments

1. Look smart, play smart
2. Make a connection
3. Be a good teammate
4. Take responsibility for your actions
5. Positive role model
6. On time, never late
7. Professional approach
8. Tidy up after yourself
9. Open doors
10. Be honest, tell the truth

Preparation

The Southampton FC Academy is underpinned by 10 commandments which all players embrace and embed into their practise. The resources within this programme reflect many of these same Academy values and therefore it is advised that all facilitators familiarise themselves with the 10 commandments.

The Football Academy programme aims to promote and encourage lots of practical work throughout its’ resources to get young people moving their bodies. It is appreciated that learning environments look very different throughout England currently, therefore the resources have been designed to provide a variety of learning opportunities whether the programme is undertaken at school or at home. To ensure all activities are as safe as possible during the Covid-19 pandemic the use of equipment and contact between young people has been reduced as much as possible when

working with others. It is advised that when activities are undertaken in school or in groups that they are undertaken in socially distanced ‘bubbles’ and that equipment used within the activities is thoroughly cleaned between each use in accordance with school and governmental health and safety policies. School facilitators should familiarise themselves with all the resources required for each session prior to delivery. They should print necessary activity sheets, check all technical equipment is in working order, as well as ensure all sports equipment is cleaned and available for each lesson. For those who may undertake the programme at home it is important that they read through the The Football Academy Home Learning Booklet and choose the activities which are best suited to their environment.

PRACTICAL LESSON 1:

Dribbling

Lesson Objective:

To improve technique and mastery of dribbling

Learning Outcomes:

- I can work well in a team
- I can dribble with my head up to know where I am going and to avoid 'traffic'
- I can use smaller touches to keep control of the ball
- I can use bigger touches to speed up or change direction

Skill Development:

- Practice and improve on dribbling
- Use dribbling in a team setting
- Review and evaluate my own performance
- Understand the 10 commandments

Timings and setting:

50-minute practical sports lesson focussing on football drills, games and team activities

Instructions:

*[This part of the lesson can be conducted inside school with the use of **The Football Academy PowerPoint Presentation**, or outside, with an outdoor screen or printed PowerPoint slides prior to physical activity.]*

Show the students **slide 3** of **The Football Academy PowerPoint Presentation** and read through the objectives and outcomes of the lesson. Explain that today they will be practising dribbling in order to confidently move the football around the pitch. Explain that they will be given tips by SFC football players and coaches building up to their LIVE lesson with the SFC. Along with practising these football skills today, they will also be thinking about teamwork and commandments 2 - 5 highlighted on the slide.



1 Group discussion: Being part of a team (10 minutes)

'Make a connection'

Show students **slide 4** of **The Football Academy PowerPoint Presentation**. Ask students to talk to a partner about what a team is, using the differentiated questions provided on the slide and shown below.

Differentiation:

Support:

- What makes a team successful?
- When you think of a team you support or admire, what makes them so good?

Progression:

- What characteristics are demonstrated in good team players?
- What is the role of a captain or manager within a team?
- Does everyone in a team have to be good at the same things? Explain
- Does the term 'team' only apply to sport?

The 10 commandments

1. Look smart, play smart
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6. On time, never late
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9. Open doors
10. Be honest, tell the truth

Resources

- The Football Academy Lesson Plan
- The Football Academy PowerPoint Presentation
- Class set of footballs
- Class set of cones

Optional activity:

Students can watch the video/presentation on slide 5 of *The Football Academy PowerPoint Presentation* with an SFC player/coach giving a quick tutorial on dribbling. (Video could be shown here at the start of the lesson, used for home learning/flipped learning or uploaded as a resource on a virtual learning platform for easy reference at a later stage).

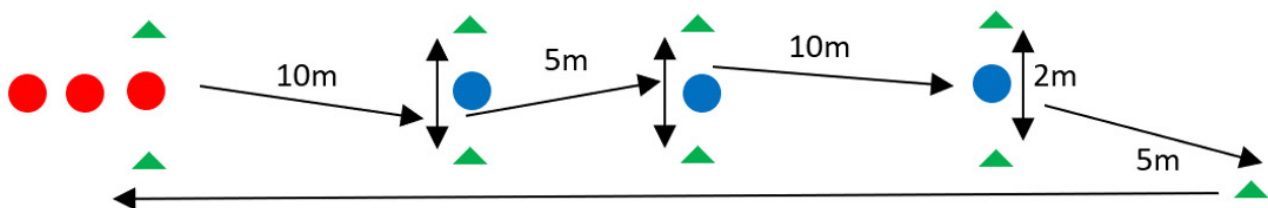
2

Key movement warm up: Space Invaders (10 minutes) 'Be a good teammate'

[This part of the lesson, and the remainder of the session, is to be undertaken outside.]

Tell the students that before getting onto dribbling, they need to warm up and mobilise their bodies and they are going to do that by being a good teammate and working with other people in a game called 'Space Invaders' which will help develop fundamental movement skills.

Set up the activity as per the drill diagram. Choose three students to be 'space invaders' (blue circles) who will face the opposite direction to the runners (red circles). The space invaders side-step as fast as possible between two marked out cones (green triangles). The runners must try and run as fast as possible between each set cones, avoiding the space invaders with subtle changes of direction whilst trying to maintain as much speed as possible. Complete as a relay, with the first team to complete winning the game.



Differentiation:

Support:

- Increase the distance between the cones
- Get the space invaders to face the same direction as the runners so they do not know exactly when the runner is approaching

Progression:

- Reduce the distance between the cones
- Get the students to undertake the relay but with a ball at their feet
- Get the students to change between running forwards/back pedalling

3

Skill Development: Dribbling (25 minutes)

‘Positive role model’

Explain to students that being a positive role model can really help others to make the right choices and learn more. Everyone can be good role model if they work hard, and this activity is a great place to start.

Inform students that they will all try to model and excel in two tasks which focus on the skill of dribbling. Both tasks are games that reinforce and allow practise of dribbling. Remind the students to consider the helpful tips shared by the SFC players and review the learning outcomes with the students again.



TASK A - Cone flip

Split students into 2 equal teams. Set out a large area with the same number of cones as students. On ‘Go’ instruct students to dribble their ball to a cone and turn the cone either the right way up or upside down. Play for a set time. On ‘Stop’ students return to the start line with their ball. Points are awarded for most cones up or down.

Differentiation:

Support:

- Students work in a smaller area, with less distance to travel between cones
- Set up two playing areas so that there are less people to navigate around

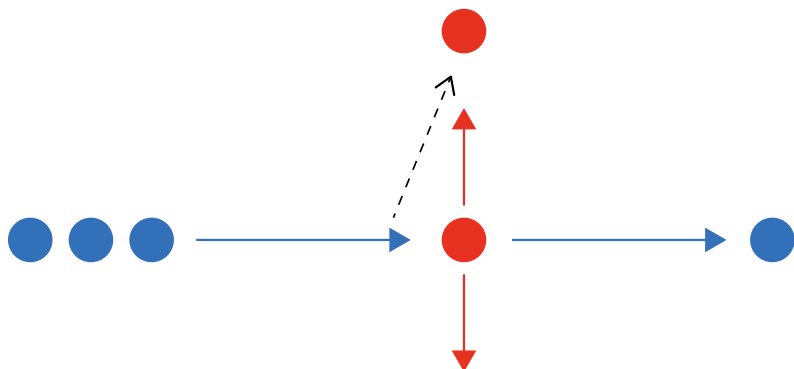
Progression:

- Students may not turn over a cone close to the one they have just turned over, this encourages travelling further
- Increase the speed at which student are moving
- Raise the value of points linked to different coloured cones.



TASK B: Monarch of the Arc

In a large marked out space, choose 2 students to be the defenders, 1 will stand in the middle of the space and the other on an edge of the space. The other students line up on a base line with a ball each. Instruct the lined-up students to dribble their ball to the opposite side of the area, avoiding each other and the defending student in the middle. The defending student in the centre can intercept the players, and tackle them for their ball. If the defender turns over the ball, they must pass it back to their team mate on the edge of the square. If the dribbling students are tackled, they must return to the base line.



Top Tip

This game is all about being aware of where the defender is and where the space is to travel forwards. Keep encouraging your students to look up as they're travelling to help them with their awareness.

Differentiation:

Support:

- Students travel in pairs who help shield/pass their ball away from defenders
- Students may trap the ball (place foot on top of the ball) 3 times in the game to protect their ball from an approaching defender

Progression:

- Choose multiple students to be defenders
- Remove the defenders and give each student a ball. Students are to dribble their own ball within the area, protecting it while trying to kick away balls of other players. Students receive a point if they are able to hold onto their ball for a set time i.e. 1 point for holding on to it for up to 30 seconds, 2 points for 30 seconds to 1 minute etc.)

4 Reflection: Looking back and moving forward (5 minutes)

'Take responsibility for your actions'

Ask students to Think, Pair, Share to reflect on their performance and the skills they have learned in the lesson. In order to get the most out of this part of the session, remind students to 'Be honest, tell the truth' as this will achieve more effective reflections to evaluate performance and contribute to future learning. Students could list their thoughts under two headings 'What went well?' and 'Even better if...'



PRACTICAL LESSON 2: Passing and Receiving

Lesson Objective:

To improve technique and mastery of passing and receiving the ball

Learning Outcomes:

- I can understand what sporting success looks like
- I can move to receive the ball (towards, away or to the side)
- I can think about my body shape to receive the ball (open body shape so that I can see both of my team-mates)
- I can pass the ball forward towards my team-mate or into space
- I can place my standing foot next to the ball and use the side of my other foot to swing through in the direction of the person I am passing too

Skill Development:

- Practice and improve on dribbling
- Use dribbling in a team setting
- Review and evaluate my own performance
- Understand the 10 commandments

Timings and setting:

50-minute practical sports lesson focussing on football drills, games and team activities

Instructions:

*[This part of the lesson can be conducted inside school with the use of **The Football Academy PowerPoint Presentation**, or outside, with an outdoor screen or printed PowerPoint slides prior to physical activity.]*

Show students **slide 7** of **The Football Academy PowerPoint Presentation** and read through the objectives and outcomes of the lesson. Explain that today they will be practising passing and receiving the ball to confidently attack and defend around the pitch. Explain that they will be given tips by SFC football players and coaches, building up to their LIVE lesson with the SFC. Along with practising these football skills today, they will also be thinking about success and what it means, and commandments 2, 3 and 5.



Group discussion: Success (10 minutes) 'Make a connection'

Show students **slide 8** of **The Football Academy PowerPoint Presentation**. Ask students to talk to a partner about what a team is, using the differentiated questions provided on the slide and shown below.

The 10 commandments

1. Look smart, play smart
2. Make a connection
3. Be a good teammate
4. Take responsibility for your actions
5. Positive role model
6. On time, never late
7. Professional approach
8. Tidy up after yourself
9. Open doors
10. Be honest, tell the truth

Resources

- The Football Academy Lesson Plan
- The Football Academy PowerPoint Presentation
- Class set of footballs
- Class set of cones

Differentiation:

Support:

- What does success mean to you?
- Do you know the meaning of the words resilience, determination, and discipline?
- Can you think of a time when you could demonstrate one of these traits?

Progression:

- How can we measure success?
- What are some of the traits that can lead to a person being successful?
- Is success a skill that can be learnt or something you are born with? Why do you think this?
- Think of a personal goal, what skills do you need to accomplish this?

Optional activity:

Students can watch the video/presentation on slide 9 of the *The Football Academy PowerPoint Presentation* with an SFC player/coach giving a quick tutorial on passing and receiving the ball, (Video could be shown at the start of the lesson, used for home learning/flipped learning or uploaded as a resource on a virtual learning platform for easy reference at a later stage)

2 Key movement warm up: O's and X's.

(10 minutes)

'Be a good teammate'

[This part of the lesson, and the remainder of the session, is to be undertaken outside.]

Tell students that before getting onto passing and receiving, they need to warm up and mobilise their bodies and they are going to do that by being a good teammate and working with other people in a game of O's and X's.

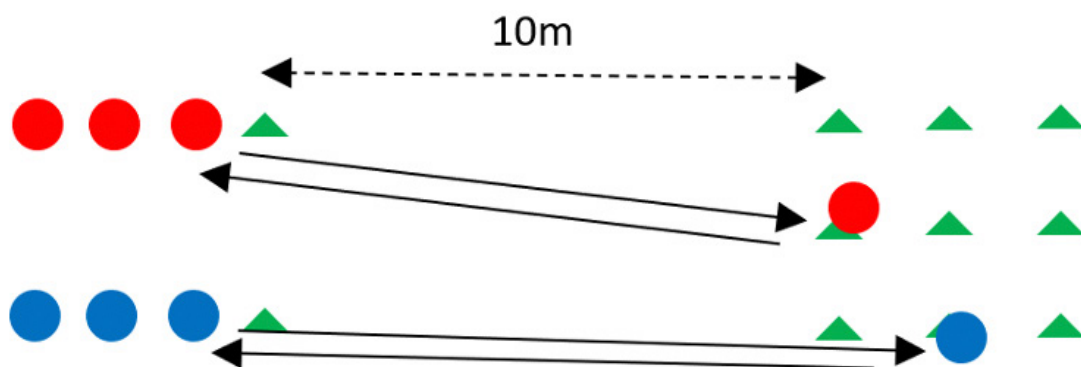
Set up the activity as per the drill diagram. Divide students into groups of eight and then split each group into two teams (blue - four students and red - four students). Give the first three students from each team a coloured cone that corresponds to their team, for example the red team would have red cones, the blue team would have blue cones...etc. Place white or 'other colour' cones on the ground to set out O's and X's board (green triangles).

On 'Go' the first two students, one from each team, accelerate out as fast as possible, stop at the marked-out area and place their coloured cone on the pre-existing X's and O's board. Following this, they must run back to their team before the next student goes. The first team to get three same-coloured cones in a row wins. Once all three cones are placed in the game from each team, if neither team has got three in a row then the students can move one of their own-coloured cones to a new location with the aim of trying to get a sequence of three in a row.

Top Tip

This game is all about speed and communication. Whilst team mates are waiting they can communicate and give advice to the person waiting to go!





Differentiation:

Support:

- Decrease the size of the O and X board, (arrange green triangles closer together)
- Reduce the distance that students must run to the O and X board

Progression:

- Increase the size of the O and X board, (arrange green triangles further apart)
- Get students to back pedal back to their teams after placing their coloured cone on the O and X board
- Add obstacles that players must run around to reach the O and X board



3 Skill Development – Passing (25 minutes)

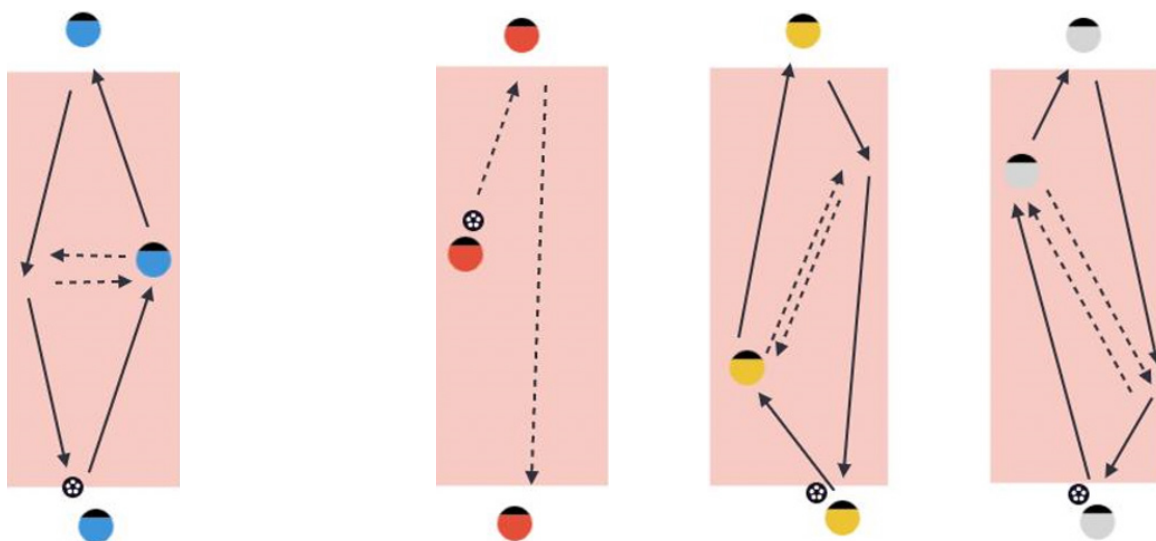
‘Positive role model’

Explain to students that being a positive role model can really help others to make the right choices and learn more. Everyone can be good role model if they work hard, and this activity is a great place to start.

Inform students that they will all try to model and excel in two tasks which focus on the skill of passing and receiving the ball. The first task involves a series of drills and the second is a game which reinforces the skills they practised in the drills. Remind the students to consider the helpful tips shared by the SFC players and review the learning outcomes again with the students. Encourage team work too.

Task A: Colour Drills

Divide students into teams of three. Set up the activity as per the drill diagram. Blue Drill: The player with the ball passes to the player in the middle. The middle player passes to the end player. This process then repeats. The dotted lines represent the sideways movement that the middle player should be doing before receiving the ball.



Differentiation:

Support:

- Red Drill: The middle player starts with the ball dribbles to a player on the outside of the rectangle. This player then takes the ball off of them and dribbles to the player opposite. This then continues for a period of time
- Reduce the distance between players

Progression:

- Yellow Drill: Here the end player makes shorter passes and the middle player moves towards the person with the ball to receive the ball
- Grey Drill: This version is the opposite of the yellow drill. The pass by the end player is a longer one as the person in the middle moves away from the passer to receive the ball
- Insert a defender into either drills who will try to prevent the pass being made

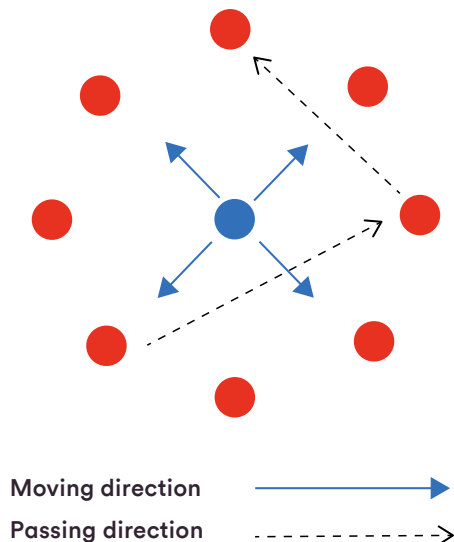
Top Tip

This might look complicated or be difficult to begin with (which is fine). Encourage pupils to do it slowly and then as they feel more confident to speed it up with less touches or quicker movements.



Task B: Rondo Drill

Split students into groups of 9 (The group size can be smaller or larger depending on numbers available) and ask 8 of them to stand in a circle with 1 player in the middle as a defender. The players in the circle must pass the ball around and through the circle while the defender tries to stop them. If the defender successfully intercepts the ball, they swap places with a player in the circle. Make sure to swap the defender every minute so that everyone gets a turn.



Top Tip

If the defenders are winning the ball too easily, make the space bigger. If it is too easy for the passers, reduce the space or add in extra defenders. Encourage pupils to stay calm with the ball and try to not rush the pass.

You can also add further progression by limiting the number of touches to a maximum of two. Or you could add a scoring system; Each pass completed in a row = one point. Every time the defender wins the ball back = five points.

Differentiation:

Support:

- Make the circle smaller
- People on the outside of the circle can have a few touches of the ball before passing

Progression:

- Make the circle larger
- Introduce more than one person in the middle so passes are occurring simultaneously
- Introduce a defender who can try and intercept the passes – if successful the defender gets to be the person in the middle.



Reflection: Looking back and moving forward (5 minutes)

‘Take responsibility for your actions’

Ask students to Think, Pair, Share to reflect on their performance and the skills they have learned in the lesson. In order to get the most out of this part of the session, remind students to ‘Be honest, tell the truth’ as this will achieve more effective reflections to evaluate performance and contribute to future learning.

CLASS-BASED LESSON 1: Nutrition – match body ready

Lesson Objective:

To understand how nutrition plays a key role in getting match ready

Learning Outcomes:

- I can identify different foods that make up a healthy diet
- I can choose foods that enhance sports performance

Skill Development:

- Speaking and listening
- Problem solving
- Understand the 10 commandments

Timings and setting:

20-minute class-based mini lesson

The 10 commandments

1. Look smart, play smart
2. Make a connection
3. Be a good teammate
4. Take responsibility for your actions
5. Positive role model
6. On time, never late
7. Professional approach
8. Tidy up after yourself
9. Open doors
10. Be honest, tell the truth

Resources

- The Football Academy Lesson Plan
- The Football Academy PowerPoint Presentation
- The Football Academy Activity Sheet 1

Instructions:

[This part of the lesson can be conducted inside school during a class lesson or form time, with the use of the PowerPoint Presentation.]

Show students **slide 11** of The Football Academy PowerPoint Presentation and read through the objectives and outcomes of the lesson. Explain that the mini lesson today will focus on nutrition and the part it plays in being match ready, along with commandments 2, 3 and 5.

Group discussion: Food group relay 'Make a connection'

Show students **slide 12** of *The Football Academy PowerPoint Presentation* to introduce the instructions for the food group relay. Divide children into teams and assign each team a food group from the following list: proteins, carbohydrates, dairy, fats, fruit and vegetables. Collectively each group must complete 10 star jumps and then all put their hands on their heads. When the whole team has their hands on their heads, one person from each team is given permission to walk/run to the front of the class where the teacher will show them **slide 13** of *The Football Academy PowerPoint Presentation*. The student must walk/run back to their group and communicate one food example that corresponds to their allocated food group and write it down on paper, for example bread is an example of a carbohydrate. Before the next person in the group can go up and look at the slide, the group must again complete 10 star jumps and then put their hands on their heads. This process continues until the facilitator tells groups to stop - the group with the most correct food examples in their group will win. When the game is over share **slide 13** of *The Football Academy PowerPoint Presentation* and feedback/discuss as a class.

2 Activity: Eat like a Saint

'Positive role model'

Explain to students that being a positive role model can really help others to make the right choices and learn more. Everyone can be good role model if they work hard, and this activity is a great place to start.

Show students **slide 14** of *The Football Academy PowerPoint Presentation* containing a video from the SFC nutritionist. Students must make notes on how different foods affect the body. The video explains what role the different food groups play in a sports person's diet and the importance of maintaining healthy eating habits.

Show students **slide 15** of *The Football Academy PowerPoint Presentation* to introduce the instructions for this task; students will be asked to match the meal suggestions for different sports and, and as an extension, for different times within a sports person's training program. Hand out *The Football Academy Activity Sheet 1*. Ask students to match up corresponding meal ideas for five different types of sport. Then discuss as a class. Note: there may be multiple correct answers, ask students to justify their decisions.

Differentiation:

Support:

- **Slide 16** of *The Football Academy PowerPoint Presentation* shows pictures of different sports people with speech bubbles giving tips and hints of what they need; carbohydrates for energy, proteins for repair etc.

Progression:

- Students need to provide an explanation as to why this meal is appropriate for the sport.

Extension task (ideal for KS4):

Show students **slide 17** of *The Football Academy PowerPoint Presentation* to introduce the instructions for this extension task. Split students into groups and allocate each one with a different sporting scenario from the following list: meal before a marathon, before a match, after a training session, and on a rest day. Ask students to choose the foods to create a meal plan for each situation to achieve optimal performance.

Differentiation:

Support:

- **Slide 18** of *The Football Academy PowerPoint Presentation* shows speech bubbles giving tips and hints e.g. carbohydrates for energy, proteins for repair etc.
- **Slide 13** of *The Football Academy PowerPoint Presentation* shows examples of food in each food group.

Progression:

- Students need to provide an explanation as to why this meal is appropriate for each situation.

Optional activity:

Show students **slide 19** of *The Football Academy PowerPoint Presentation*. Ask class to take and compare their heart rate when doing a long jog on the spot compared to a quick burst of high knees. Working in pairs, one person takes their resting heart rate with two fingers on neck/wrist, and then jogs on the spot slowly for 3 minutes, the other does 30 seconds of high knees. Both students after activity measures their heart rate again and compares the results. Ask students to consider the different types of food that might be best for these types of activities.

3

Plenary: Looking back and moving forward

‘Be a good teammate’

Show students **slide 20** of *The Football Academy PowerPoint Presentation* to introduce the activity of ‘The Crouch’. To consolidate their understanding of this lesson, ask students to tuck their chairs under the desks and get into pairs, explain that this is a task where students must work together as a team to try and remember as much from the lesson as possible. Both students move into the position of a deep squat for 1 minute, then taking it in turns, they try and recall as many different things they have learnt from the lesson. The final take-away is for students, as a class, to discuss what they might do differently when it comes to their own nutrition in preparation for sporting events.



CLASS-BASED LESSON 2: Wellbeing – match ready mind

Lesson Objective:

To understand how mind-set plays a key role in getting match ready

Learning Outcomes:

- I can practice visualisation techniques and understand how and when to use them
- I can turn negative self-talk into positive self-talk to show growth mindset

Skill Development:

- Speaking and listening
- Problem solving
- Understand the 10 commandments

Timings and setting:

20-minute class-based mini lesson

Instructions:

Show students **slide 22** of *The Football Academy PowerPoint Presentation* and read through the objectives and outcomes of the lesson. Explain that the mini lesson today will focus on wellbeing and the part it plays in being match ready, along with commandments 2, 3 and 5.

1 Group Discussion: Mindset 'Make a connection'

Show the students the following statements on **slide 23** of *The Football Academy PowerPoint Presentation* and discuss why these are not helpful ways to think.

"I'm not good at football."

"I can't run fast enough."

"It's too hard."

"I don't understand the rules."

"I missed that goal, now we are going to lose!"

2 Activity: Mind of a Saint 'Positive role model'

Explain to students that being a positive role model can really help others to make the right choices and learn more. Everyone can be good role model if they work hard, and this activity is a great place to start.

Show students **slide 24** of *The Football Academy PowerPoint Presentation* containing a video from the SFC sports psychologist. Students must make notes on how mindset affects performance. The video explains how negative thoughts can be made positive with a bit of re-thinking and the effect of positive self-talk. They also hear about strategies for maintaining a positive mindset e.g. visualisation, positive self-talk etc.

The 10 commandments

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9. Open doors
10. Be honest, tell the truth

Resources

- The Football Academy Lesson Plan
- The Football Academy PowerPoint Presentation
- The Football Academy Activity Sheet 2

Show students **slide 25** of *The Football Academy PowerPoint Presentation* which show a scenario from a player who is experiencing negative self-talk in a match setting. Hand out the *The Football Academy Activity Sheet 2*. Ask students to decide how to change the player's negative thoughts into positive ones.

Differentiation:

Support:

- Negative and positive comments are both provided on **slide 26** of *The Football Academy PowerPoint Presentation* and students need to match them up

Progression:

- Identify negative thoughts that might occur in other sports or in other situations in life e.g. classroom, workplace etc. and then decide how to change those into positive thoughts

Extension task (ideal for KS4):

Show students **slide 27** of *The Football Academy PowerPoint Presentation* to introduce the instructions for this extension task. Ask students to write letters to members of the SFC football team identifying possible negative self-thoughts and then make suggestions or give advice on how to overcome this..

Differentiation:

Support:

- Show the students **slide 28** of *The Football Academy PowerPoint Presentation* for sentence starters and key words that students could use in their letters

Progression:

- Record advice as a video/interview

Optional activity:

Show students **slide 29** of *The Football Academy PowerPoint Presentation* to complete a simple guided visualisation/meditation exercise. Dim the lights and ask students to find a comfortable seated position then teacher/ SFC player calmly reads out the Guided Visualisation Script from the presentation while students listen and follow along. Feedback as a class about the effects of this visualisation and when it might be useful.

3

Plenary: Looking back and moving forward

'Be a good teammate'

Show students **slide 30** of *The Football Academy PowerPoint Presentation*. Ask students to work together in pairs to consolidate their understanding from this lesson by naming one new thing they have learnt about mindset and ask them to think about something they may do differently when it comes to their own mindset in preparation for sporting events.



Key stage	Subject	Criteria
KS2	Relationships, Health & Sex Education	<p>By the end of primary school, pupils should know:</p> <p>Mental wellbeing</p> <ul style="list-style-type: none"> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. <p>Physical health and fitness</p> <ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. <p>Healthy eating</p> <ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content).
	Physical education	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best
	Science	<p>Animals including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans.
KS3 & 4	Relationships, Health & Sex Education	<p>By the end of secondary school, pupils should know:</p> <p>Mental wellbeing</p> <ul style="list-style-type: none"> the benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. <p>Physical health and fitness</p> <ul style="list-style-type: none"> the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health. <p>Healthy eating</p> <ul style="list-style-type: none"> how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer

Curriculum links

Key stage	Subject	Criteria
KS3	Physical education	Pupils should be taught to: <ul style="list-style-type: none"> • use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] • analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
	Science	The skeletal and muscular systems <ul style="list-style-type: none"> • the function of muscles and examples of antagonistic muscles. Nutrition and digestion <ul style="list-style-type: none"> • content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed • calculations of energy requirements in a healthy daily diet
KS4	Physical education	Pupils should be taught to: <ul style="list-style-type: none"> • use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis] • evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
KS4	Science	Cell biology <ul style="list-style-type: none"> • the importance of cellular respiration; the processes of aerobic and anaerobic respiration • carbohydrates, proteins, nucleic acids and lipids as key biological molecules. Coordination and control <ul style="list-style-type: none"> • principles of nervous coordination and control in humans