

Première

Detailed Presentation of Courses — 2026-2027 School Year

Dear parents, dear families,

Below you will find the complete presentation, subject by subject, of the courses taught in Year 12 (Première): the speciality subjects, the common core curriculum subjects, as well as guidance counselling and PE. Each teacher details the year's syllabus, their working method, their expectations, and the assessment methods.

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Speciality Subjects

Mathematics

SPECIALITY • *Stéphane Mazel* •

The study of Mathematics in Year 12 marks a turning point for students. While the number of hours remains the same as in Year 11 (4 hours per week), the pace will be more demanding.

This is partly because the syllabus is denser, but also because all the concepts studied are new.

The syllabus covers:

- The study of sequences
- 2nd-degree polynomial functions
- Trigonometric functions
- The exponential function
- Local and global differentiation
- Vector calculus and the dot product
- Coordinate geometry
- Conditional probability and random variables

In short, the Mathematics speciality is intended for students who are willing to work at the subject regularly. Otherwise, results will drop quickly.

So, after discovering concepts through examples or simple exercises, we will do different types of exercises in class (discovery, application, synthesis, etc.). Students will systematically have exercises to complete from one lesson to the next.

Assessments will be based mainly on DS (supervised assignments) and CT (term tests), although other forms of assessment are not excluded (oral or written quizzes, mini-tests).

At the end of the year, students will need to choose whether to keep the Mathematics speciality or drop it.

If they keep it in Year 13 (Terminale), the very best students (recommended average above 16/20) may take the Advanced Mathematics (Maths Expert) option (3 additional hours per week).

If they drop it, they may instead take the Complementary Mathematics option (also 3 hours per week). Both options are a real asset for the Parcoursup process and for post-baccalaureate guidance.

Note that this subject will be assessed as part of the early baccalaureate exams (coefficient 2/100) through a multiple-choice section worth 6 points, followed by 3 or 4 independent exercises worth 14 points. The 2-hour written exam in June will cover the whole year's syllabus.

Calculators are not allowed for this exam, so students will need to get used to working without one (mental arithmetic, order-of-magnitude estimates, etc.).

HGGSP — History, Geography, Geopolitics, Political Science

SPECIALITY • *Wilfrid Scamaroni*

I. Syllabus and Scientific/Methodological Objectives

The HGGSP specialty (History-Geography, Geopolitics and Political Science) allows students to analyse the major issues of the contemporary world through a multidisciplinary approach. Throughout the year, they develop their ability to analyse and critique sources, interpret a variety of documents, build well-argued reasoning, and express themselves clearly in writing and speech. Regular practice of essay writing and

critical document analysis gradually prepares them for the baccalaureate exams and for the demands of higher education.

In Year 12, the syllabus is organized around 5 themes:

- Theme 1: Understanding a political system: democracy
- Theme 2: Analysing the dynamics of international powers
- Theme 3: Studying the political divisions of the world: borders
- Theme 4: Staying informed: a critical look at sources and modes of communication
- Theme 5: Analysing relations between states and religions

II. Organisation, Work Expectations and Assessments

This speciality requires a serious commitment, as the syllabus is dense and complex. Sessions alternate between lectures, guided activities, and oral practice.

Regular personal work is expected: essay writing (introduction, detailed outline, dissertation), document analysis, source criticism, research, and supplementary reading. Students must also produce revision sheets for each chapter and learn the material continuously from one session to the next.

Assessments will take 3 forms:

- End of term tests (CT, coefficient 3), which will give students the chance to practise for the baccalaureate exam under exam conditions.
- Supervised assignments (DS, coefficient 2), which will also involve practising for the baccalaureate exam on one of the two exercises.
- In-class assessments (coefficient 0.25), scheduled or unplanned, aim at checking that knowledge is retained from one week to the next.

Life and Earth Sciences

SPECIALTY • Stéphanie Badaroux

Welcome to the Life and Earth Sciences speciality!

The Life and Earth Sciences speciality is designed for students who wish to deepen their scientific knowledge and develop the skills needed to pursue studies in science, health, the environment, biotechnology, or preparatory classes and engineering schools.

The Years 12 and 13 syllabuses are designed with continuity in mind, to gradually prepare students for the demands of the baccalaureate and higher education.

The Main Themes of the Syllabus

The syllabus is organised around three main themes:

- Earth, life, and the organisation of living things
- Contemporary global issues
- The human body and health

These themes provide an opportunity to explore the major concepts of Biology, Geology, and Environmental Science, while building an understanding of current scientific issues.

Objectives of the Life and Earth Sciences Specialty

Over the course of the year, students will develop:

- a thorough scientific culture;
- a rigorous scientific reasoning;
- a working method suited to the demands of high school and higher education;
- the ability to analyse, argue, and summarise;
- a precise scientific communication, in both writing and speech.

The aim is to enable students to draw on their knowledge in complex situations, interpret scientific data, and construct evidence-based arguments.

A Scientific Approach

Learning is based on an inquiry-based approach. Each chapter begins with a scientific question that leads students to:

- analyse various scientific documents;
- formulate hypotheses;
- use experimental data;
- interpret results;
- construct a scientific argument;
- develop a structured summary.

Students will regularly be asked to work with data, interpret graphs, use models, and develop their critical thinking skills.

Teaching resources, assignments, and supplementary documents will be available on Google Classroom. Computers may be used when activities require it.

My Expectations

To succeed in the Life and Earth Sciences speciality, I expect students to:

- work regularly and independently;
- learn concepts as they are covered;
- understand scientific mechanisms rather than simply memorising facts;
- take part actively in activities and practical work;
- develop their ability to reason, argue, and justify their answers;
- use precise and rigorous scientific vocabulary.

Success in this speciality depends as much on the quality of reasoning as on mastery of knowledge.

Assessments

Assessments will measure the knowledge and skills acquired throughout the year. Students will be assessed through:

- Supervised assignments in baccalaureate format;
- Exercises analysing scientific documents;
- Practical lab work;
- Scientific reasoning assessments;
- Written and oral work.

Three mock baccalaureate exams, conducted under exam conditions, will help students gradually prepare for the various final exams.

Each assessment will be an opportunity to identify what has been learned, reinforce study methods, and make progress throughout the year.

Preparation for Higher Education

The Life and Earth Sciences speciality is not limited to acquiring knowledge. It aims to develop the skills expected in higher education: independence, rigour, critical analysis, problem-solving, scientific communication, and the ability to apply knowledge in new situations.

My ambition is to support each student toward success in the baccalaureate while giving them the tools they need to pursue their studies with confidence and develop a genuine scientific approach.

Economic and Social Sciences

SPECIALTY • *Wilfrid Scamaroni*

SES (Economic and Social Sciences) combines Economics, Sociology, and Political Science. It allows students to analyse the major economic, social, and political issues of today in order to better understand the modern world and become informed citizens.

In Year 12, this subject builds on what was covered in Year 11 and is aimed at students who wish to broaden their general knowledge and their thinking about society.

Its main objectives are to:

- strengthen knowledge and methods across the three disciplines;
- develop an understanding of major economic, social, and political debates;
- prepare students for further study after the baccalaureate and help them build a career/education plan.

As part of this syllabus, in Year 12, we will study:

- Five chapters in Economics covering: how competitive and imperfectly competitive markets function, market failures, the financing of economic agents, and money.
- Five chapters in Sociology and Political Science devoted to socialization and individual behaviour, social bonds, deviance, public opinion, and voting.
- Two cross-disciplinary chapters on insurance, social protection, and risk management in developed societies, and on the organisation and governance of businesses.

As for the teaching method, we will follow the syllabus set by the French Ministry of Education, but with a personalised pedagogical approach. Indeed, three main areas will guide the SES lessons for the coming year:

1/ We begin by reviewing and deepening the key concepts from the Year 11 syllabus.

2/ We use a variety of teaching methods, drawing on varied materials: survey reports, statistical tables, graphs, newspaper articles, case studies, etc.

3/ We strengthen certain cross-curricular skills in students: applying knowledge, analysing a variety of documents, constructing an argument, exercising critical thinking, and mastering written and spoken language, etc.

Three types of assessment are used to evaluate the skills acquired by each student:

- Written exam (DS — coefficient 2) — baccalaureate-style topic whenever possible.
- End of term test (CT — coefficient 3) — baccalaureate-style topic.
- In-class assessment (coefficient 0.25).

Physical Sciences

SPECIALTY • Daniel Guy

Physical Sciences is a speciality generally chosen by students who wish to pursue scientific studies. Year 12 is therefore an essential step for their future, as it leads directly into Year 13. The syllabus is substantial and requires serious, regular work in order to properly acquire the concepts needed for the following year.

With over twenty-five years of experience teaching physical sciences, I have put in place a working method and a set of rules designed to guide students toward success. Here are the main aspects:

Working Method

Lessons will be projected on the digital board and must be learned for the following class.

Once concepts have been mastered, they will be applied through various exercises. All exercises will be corrected in class, either by me or with student participation.

Students are strongly encouraged to do additional exercises.

Tests

Students will be assessed through supervised assignments as well as written quizzes, scheduled or unannounced.

Practical Work

Lab sessions (TP) will be organized whenever possible. Students will work in groups of two or three.

Syllabus

The syllabus is split evenly between Chemistry and Physics. Given its density, with around twenty chapters, regular work is essential. It should also be kept in mind that the concepts covered this year will be particularly important for Year 13.

Website

<https://sites.google.com/site/danielepbi34670/>

I have made a website available to students where they can find all my lessons as well as links to other resources.

Core Curriculum Subjects

French

CORE CURRICULUM • Céline Dichamp

I. Syllabus and Educational Objectives

Year 12 is a decisive stage in a student's progress in French: it builds on and completes the work done since Year 7 and leads directly into the early baccalaureate exams.

Throughout the year, students will study the four major literary genres:

- The novel (from the Middle Ages to the 21st century)
- Poetry (from the 19th to the 21st century)
- Argumentative discourse (from the 16th to the 18th century)
- Theater (from the 17th to the 21st century)

Each area of study will combine a set of texts studied in class through close reading, and a complete work chosen from the Ministry of Education's list, studied through a specific theme.

The works chosen this year are:

- La Peau de Chagrin (theme: "Novels of energy: construction and deconstruction")
- Les Cahiers de Douai (theme: "Creative emancipation")
- Discours de la servitude volontaire (theme: "Defending and preserving freedom")
- On ne badine pas avec l'amour (theme: "The games of the heart and of words")

In addition, mandatory independent reading will be assigned: these will appear in the activity summary used by the examiner during the oral exam. It is therefore essential that students take their personal reading seriously.

The goal is to build a thorough knowledge of the works and to master the methodological tools of literary commentary, the essay, and the oral exam.

II. The Early French Exams

Year 12 students take two official exams:

Written exam (4 hours, coefficient 5)

The topic offers a choice between two exercises: the commentary (analysis of a literary text linked to an area of study) and the essay (an argued reflection on a literary question related to a complete work and its theme). Three topics are offered, each linked to a work from the syllabus.

Oral exam (30 minutes of preparation + 20-minute exam, coefficient 5)

It is based on the activity summary provided by the teacher. First part (12 minutes, 12 points): explanation of a studied text, including a grammar question, and an expressive reading of the passage. Second part (8 minutes, 8 points): presentation of a chosen work (studied in class or read independently), followed by a discussion assessing the candidate's ability to engage in dialogue, argue, and deepen their thinking.

III. Assessment Methods During the Year

Assessment in Year 12 relies on several methods:

- End of term tests (CT): practice under exam conditions, both written and oral.
- Supervised assignments (DS): about three per term, with baccalaureate-style topics.
- Unit assignments: presentations, quizzes, homework, writing exercises, and oral preparation.

Reading complete works and independent reading may be graded: mastering them is essential for active participation in class and for exam readiness. I strongly recommend that students carefully follow my advice when choosing their independent reading and take the time to reread the complete works several times, even when they may seem demanding.

IV. Commitment and Work Requirements

This year requires a sustained pace of work and real independence. Students are expected to be well organised, both in their work and in their reading, in order to keep up with the lessons and fully absorb their content.

Students will need to:

- read the complete works on the syllabus and the independent reading in full;
- complete methodological exercises regularly (introductions, outlines, commentaries, essays);
- prepare oral presentations;
- produce revision sheets;
- practice with "baccalaureate-style" topics.

Succeeding in the French exams means ensuring a smoother start to Year 12 and, ideally, valuable extra points for the baccalaureate.

History-Geography

CORE CURRICULUM • Karl Suir

The History syllabus follows the political and social evolution of France and Europe from 1789 to the aftermath of the First World War (i.e., in chronological order).

The first theme covers the French Revolution. It raises a new conception of the nation based on citizenship, while France embarks on a long search for a stable political system. The revolutionary period, marked by Napoleon, and his fall, contribute to the restoration of an old order that would not be able to prevent the spread of the principle of nationalities, punctuated by the revolutions of 1848.

Theme 2 looks at the economic, political, and social modernizations that mark a century of tensions between destabilised empires and the emergence of new nation-states.

We will then move on to the last theme, centered on the Third Republic before 1914. This period brought political stability to a France that was expanding its colonial empire. The war of 1914-1918 led to the collapse of the European empires and to an attempt to reorganize Europe according to the principle of nationalities.

The Geography syllabus deals with the “dynamics of a world being reshaped.”

Building on the Year 11 syllabus, we will look at the contemporary world, which is undergoing profound spatial reorganisation at every scale. Studying the dynamics at work reveals the complexity of these processes of reorganising living and production spaces. These reorganisations can be seen through the growing weight of cities and metropolitan areas in how societies function and how territories are organised. Metropolisation, sometimes associated with a certain uniformity of urban landscapes, in fact reflects a wide variety of realities depending on the local context. It also tends to intensify competition between metropolitan areas, as well as the diversity and socio-spatial inequalities within them.

In connection with metropolisation, productive spaces are being reorganised around a growing number of players (the state, multinational firms) with varied profiles. These reorganisations take place within multiple spatial configurations that evolve according to the organisation of production networks (international, regional, or local). Productive spaces linked to agriculture are dealt with more specifically in the theme on

rural areas. The multifunctionality of these areas and their links with urban areas are increasing, to varying degrees depending on the context, and are contributing to the development of conflicts over land use.

Preparing for the Baccalaureate Exams

This preparation follows three main strands: document analysis, answering a structured question, and producing a sketch map.

Document analysis is an exercise practised since middle school and Year 11. This year aims to refine this skill, which requires a precise method starting with analysing the topic. Next, students must identify the documents (type, source, author, date), then extract and connect the information. Finally, we move on to writing a coherent, well-organised answer to the topic.

The second exercise involves producing a sketch map:

- The first step is to determine the purpose of the sketch map. Based on the instructions, students identify the area to be defined and represented, as well as the concepts to be defined.
- The second step selects information from the document (text). The headings indicate the sections of the key/legend. Elements of the text point to the information to be represented and the locations concerned.
- The final step organises the information and chooses consistent symbols in line with cartographic conventions.
- All that remains is to produce a complete, carefully drawn sketch map.

Answering the structured question follows three steps:

- Analysing the question makes it possible to identify the main idea, define key concepts, and establish the scale of the topic.
- Drawing up a list of shared and personal knowledge in order to organise it into a detailed outline.
- The final step is writing the answer (introduction, body, conclusion).

EMC — Moral and Civic Education

CORE CURRICULUM

Expectations and Objectives

Year 12 addresses the question of cohesion in democratic societies, in which a wide range of worldviews and cultures can be freely expressed. The reflection examines the values and principles of the French Republic and, more broadly, the democratic project, against the complexity of social reality.

How can these values and principles be a source of social cohesion? In what concrete form does this cohesion take shape? How is a democratic nation formed, and how does France define itself as a national community? Beyond taking diversity into account, these questions raise the nature and dynamics of the social bond itself.

- The values and principles of the Republic tested by social cohesion (9 hours).
- The Republic and the Nation (9 hours).

These two areas will be prepared in class through presentations and organised debates, which will provide the topics presented at the end-of-year exam.

Scientific Studies

CORE CURRICULUM • Stéphanie Badaroux & Daniel Guy

Why Scientific Studies?

Scientific Studies aims to build a shared scientific culture among all students, regardless of their chosen path. It seeks to help students better understand the world around them while giving them the tools to analyse major contemporary scientific, technological, and environmental issues.

The goal is not to accumulate knowledge in an encyclopedic way, but to train informed citizens who are able to understand scientific phenomena and develop a critical mind when faced with information.

Through the various activities offered, students will be led to:

- build an understanding of the world based on validated scientific knowledge;
- develop a critical mind toward information, rumours, and misinformation;
- analyse data, build scientific reasoning, and argue based on evidence;
- strengthen their curiosity, independence, and ability to work as a team;
- better understand the links between science, society, and the major challenges of the 21st century.

A Scientific Approach

Learning will be based on an inquiry-based approach combining:

- analysis of scientific documents;
- case studies;
- hands-on experimental activities when possible;
- collaborative project work;
- independent research;
- the use of digital tools.

Students will learn to observe, ask questions, formulate hypotheses, interpret results, and present their conclusions using precise scientific vocabulary.

Topics Covered This Year

This year, several major scientific questions will be explored to help us better understand the world around us.

We will begin with the history of matter, from the microscopic scale to macroscopic structures, through the study of atoms, crystals, and cells.

We will then focus on the Sun, the Earth's main source of energy, to understand how it works and its essential role in maintaining our planet's balance.

We will continue with the study of the Earth in the Universe, looking at its place in the solar system and the conditions that allow life to appear and be sustained.

Finally, we will end with the transmission of information, particularly through sound waves, music, and the physical principles of communication.

Our Expectations

To succeed in this subject, we expect students to:

- take part actively in the activities offered;
- show curiosity and open-mindedness;
- develop their independence and their ability to reflect;
- adopt a rigorous scientific approach;

- work regularly and seriously.

The main goal is to understand the phenomena studied, develop a critical mind, and learn to apply one's knowledge in new situations.

Assessments

Students will be assessed throughout the year through various means: document analysis, written or oral work, research activities, group projects, and homework.

Assessments will cover both knowledge and skills: reasoning, analysing, communicating, arguing, and applying scientific knowledge to understand the world around us.

Bilingual English

CORE CURRICULUM • Vanessa Baker

I. Syllabus and Objectives

Year 12 students in the bilingual class have three hours of English per week.

Teaching is organised around the six strands of the official syllabus:

- Identities and Exchanges
- Diversity and Inclusion
- Art and Power
- Scientific Innovation and Responsibility
- Humans and Nature
- The English-Speaking Americas

Units draw on a variety of materials (texts, images, audio, video) to build analytical skills, cultural knowledge of the English-speaking world, and language proficiency.

The goal is to reach a B2/B2+ level on the CEFR scale, working on all six language skills: listening and reading comprehension, spoken and written expression, interaction, and mediation. Students are also gradually prepared for the baccalaureate exams.

II. Organisation of Learning

Classes are taught entirely in English to encourage constant language immersion.

Oral practice is based on document analysis, descriptions, presentations, and structured debates.

Written expression is practised regularly through argumentative essays, newspaper articles, and emails. This work is corrected and comes with personalised feedback.

Particular attention is paid to methodological rigour and to students' independence.

III. Assessment

Assessment is based on ongoing monitoring and regular tests.

Unit assessments may include supervised assignments, listening and reading comprehension, written work, oral presentations, quizzes, and assignments submitted on Google Classroom.

Term tests (CT) follow the format of the baccalaureate exams: listening comprehension with mediation, reading comprehension, written expression, and spoken expression.

IV. Expected Work and Commitment

Success in the bilingual class depends on regular work and rigorous organisation.

Students will need to review the documents studied, learn vocabulary, prepare for activities, complete written work on time, practice speaking, and create revision sheets.

Active participation in class and consistent personal work are essential.

V. Follow-up

Lessons, assignments, and instructions are posted on Google Classroom. Students and their families are encouraged to check this platform regularly.

Euro English

CORE CURRICULUM • *Madiana Rose*

This year, Year 11 and Year 12 Euro students will be together. They will have three hours of English per week.

The language goal is to reach level B1+ for Grade 10 students and B2+ for Grade 11 students, working on various skills: listening comprehension, reading comprehension, spoken expression, written expression, spoken interaction, and mediation.

The new syllabus is organised into 6 areas of study. Classes will be taught entirely in English, and activities will aim for balanced development of oral and written skills.

The objectives are to:

- Develop overall command of the language by simultaneously improving reception and production, in both writing and speech.
- Place students at the heart of their learning to encourage independence through varied practices.
- Strengthen linguistic foundations by systematically structuring grammatical, syntactic, and vocabulary skills.
- Instill rigorous methodological habits to approach the baccalaureate exams with confidence and succeed.
- Open students' minds to the world by placing language learning at the heart of the cultural and social realities of the countries concerned.

We will use the textbook “On Your Marks” to reach our goals.

Students will be assessed in class through:

- Short regular vocabulary and grammar quizzes
- Written and oral work
- Presentations and other original group or individual projects
- Major assessments

They will also be assessed during the tests organised by the school (CT and DS).

I will naturally be more demanding with Year 12 students; I will expect greater depth, complexity, cultural knowledge, and command of the language.

Spanish

CORE CURRICULUM • *Sabrina Palamara*

The new Year 12 language syllabuses are built around the theme: Societies of the Hispanic World. This theme is broken down into 6 descriptive strands.

Language proficiency plays an important role in the new syllabus, with emphasis placed on grammar, conjugation, spelling, and pronunciation.

This study of the language is always carried out using documents linked to a specific context.

Students will be assessed for the baccalaureate starting this year in Grade 11. Assessments take place in two stages:

- Assessment 1: in the second term, covering listening comprehension and written expression.
- Assessment 2: in the third term, covering reading comprehension and written expression.

The objectives in Year 12 focus on:

- Developing a reasoned approach to documents by working on listening, reading, speaking, and writing skills.
- Making students active and independent by giving them activities that let them exchange ideas, persuade, and debate, as well as describe, narrate, explain, and argue.
- Mastering the language through grammar, conjugation, and vocabulary.
- Acquiring and applying the method needed for the baccalaureate exams.
- Discovering the cultural realities linked to the language being taught.

To achieve these objectives, we use a textbook to introduce new material, which is then put into practice through various workshops and activities.

Finally, to track students' progress, they will be assessed through:

- Lesson quizzes
- Written and oral work
- Supervised assignments
- End of term tests

In line with the European framework, the target level by the end of Sixth Form is B1+/B2.

Class Project

During the year, to help each student gain confidence, particularly in public speaking, we organise debates on chosen topics after working on documents in class and watching films. The point of working together is to help students adapt to their audience by choosing precise vocabulary that allows for exchange with as many people as possible. This is also effective practice for the baccalaureate exams.

Year 12 Guidance

SUPPORT • *Karl Suir*

In Year 12, students must make choices about their future path: which specialities to keep and which to drop, etc. The goal of this weekly guidance session is to help them make these choices with full knowledge of the facts.

Learning to Discover Yourself

In Year 12, we will look ahead to the professional world in order to plan a course of study. We will work on understanding the structure of higher education (vocational degrees, bachelor's degrees, preparatory classes, etc.) in France, as well as exploring opportunities available abroad.

A visit to the student fair will provide an opportunity to meet the various players in higher education in our region. Representatives from business schools, computer science schools, etc. will take part. Other

professionals may also come to present their educational and career paths (studies, daily work, career prospects, etc.).

PE — Physical and Sports Education

SUPPORT • Antoine Haget •

Year 12 will allow students to continue developing their physical, technical, and methodological skills. The activities offered will aim to strengthen their independence, their ability to commit to a sports project over time, and their capacity to cooperate as part of a team.

Beyond performance, PE also aims to build habits that support health, well-being, and personal development.

First Term: Track and Field (middle-distance running & relay)

The first term will focus on track and field, centered on middle-distance running and relay races. Objectives:

- Optimise pacing over middle-distance races.
- Improve running technique, speed, and endurance.
- Master baton exchanges in relay races.
- Develop team strategies to improve the team's performance.

Second Term: Gymnastics & Strength Training

This unit will allow students to deepen their knowledge of training while developing their physical abilities. Objectives:

- Perform gymnastic elements with control, precision, and safety.
- Develop strength, core stability, flexibility, and muscular endurance.
- Understand the principles of progression, recovery, and injury prevention.
- Gradually build an independent practice suited to one's own goals.

Third Term: Rugby

The third term will focus on rugby, a team activity that calls on physical abilities as much as analytical and cooperative skills. Objectives:

- Deepen the technical and tactical aspects of rugby.
- Develop the ability to read the game and make decisions during play.
- Cooperate effectively to build successful team plays.
- Show commitment, responsibility, and fair play.

Assessment in PE

Assessment will be ongoing throughout the year and will take into account:

- Motor, technical, and tactical skills;
- Progress made;
- Involvement, effort, and consistency;
- Respect for instructions, rules, and others;
- Commitment to different roles (player, referee, observer, coach, etc.).

A mid-term progress check will be carried out halfway through each term. It will provide an opportunity to review each student's commitment, behaviour, and progress in order to support their success.

PE Rules

To ensure classes run smoothly:

- Appropriate sports attire is required for every class.
- A water bottle is essential.
- During periods of hot weather, bring a cap and sunscreen.
- Safety instructions must be followed at all times.
- Respect for classmates, adults, equipment, and facilities is essential.

This year will be an opportunity to develop your physical abilities, independence, and sense of responsibility. I hope everyone will get fully involved in order to progress, take on new challenges, and enjoy regular physical activity.