



THE Lodge AP

— At Sandbach House —

Year 10 PE Curriculum Sequence

Intent

The Year 10 Physical Education curriculum is designed to foster a positive, inclusive, and empowering environment where all students—regardless of prior experience, confidence, or ability—can rediscover the value of physical activity. The curriculum supports students in developing core physical competencies, self-esteem, and social responsibility, while explicitly linking learning to the Key Stage 4 National Curriculum for PE.

Our intent is to: Engage students through relevant, varied, and accessible physical activities that build fitness, coordination, and enjoyment. Reinforce positive behaviours such as teamwork, resilience, and emotional regulation. Develop practical knowledge of health, fitness, and performance, including how the body responds to exercise. Support re-engagement with structured learning, routine, and self-discipline through physical activity. Prepare students for lifelong participation in physical activity by promoting ownership over their own health and wellbeing.

Through the Know, Show, grow framework, students gain knowledge, practical skills, and personal growth that extend beyond school:

- Know – Understand and explain a skill and its benefits in context (e.g., explain the correct chest pass technique in basketball, when to use it, and why it improves performance).
- Show – Demonstrate skills effectively in practice and game scenarios (e.g., perform a front foot drive with correct technique and apply it in a cricket game).
- Grow – Appreciate the broader relevance of lessons to sport and life (e.g., understand the importance of resilience and how it applies in sports, classroom, and everyday life).

In Year 10, students begin to explore physical education with increased depth and independence. Through activities such as health-related fitness, invasion games, net & wall games, alternative sports (e.g., climbing or boxing skills), and outdoor adventurous activities, they apply tactics, refine techniques, and evaluate performance. Emphasis is placed on the wider application of PE—how physical activity can be used as a strategy to support behaviour regulation, improve emotional wellbeing, and promote routine and self-discipline. For some students, it is also an opportunity to explore vocational or progression routes in fitness, sport, or outdoor education. The curriculum ensures that PE is not only a vehicle for physical development but also a powerful tool for improving mental health, self-worth, and life skills.

Year 10 PE Curriculum Sequence

Autumn HT1	Autumn HT2	Spring HT1	Spring HT2	Summer HT1	Summer HT2
Invasion Games and Net & Wall Games	Health & Wellbeing			Outdoor Education	Developing a Lifelong Love of Sport & Exercise
<p>Intent: he Year 10 Physical Education curriculum for Invasion Games and Net & Wall Games is designed to foster personal development, re-engage learners with structured physical activity, and build transferable life skills through accessible, inclusive, and purposeful sport experiences.</p> <p>Invasion Games and Net & Wall Games serve as platforms for students to develop a wide range of physical, social, and emotional skills. Within these activities, students learn to apply tactics, execute skills under pressure, and work both competitively and cooperatively. They are given the chance to develop fundamental movement and sport-specific techniques in a way that promotes self-efficacy and confidence. For many learners in AP, these structured game environments offer an opportunity to practise teamwork, communication, decision-making, and self-control in real-time, authentic settings.</p> <p>Invasion Games: such as football, basketball, or netball—encourage students to understand space, positioning, strategy, and leadership. These games provide a dynamic context where students can practise adapting their play, responding to opponents, and reflecting on their contributions within a team. The inclusive approach means modified versions are used when necessary, ensuring all students feel safe, involved, and successful regardless of ability or prior experience. Net & Wall Games: including activities like badminton, table tennis, and paddle ball—develop focus, coordination, and tactical awareness in one-on-one or small team situations. These games support learners in managing competitive environments with integrity and respect, while developing control, timing, and precision. For students who find team-based games challenging, Net & Wall activities often provide a lower-pressure context for developing physical literacy and personal accountability.</p>	<p>Intent: The Year 10 Health & Wellbeing strand of our Physical Education curriculum is designed to empower students with the knowledge, confidence, and motivation to take ownership of their physical, mental, and emotional health. This curriculum recognises the complex and often disrupted learning journeys of our students, and places personal growth, positive relationships, and lifelong wellbeing at its core.</p> <p>Students will engage in a wide range of physical activities that promote cardiovascular fitness, muscular strength, flexibility, and overall physical literacy, while also learning about the benefits of an active lifestyle. Equally important, they will explore the mental and emotional dimensions of health—learn how physical activity can support stress management, improve mood, and enhance self-esteem.</p> <p>Beyond curriculum aims, Health & Wellbeing in Year 10 PE is a vital tool for nurturing the self-belief, autonomy, and resilience of our learners. It enables them to reframe PE as a safe, supportive space where success is measured by personal growth, not comparison; and where wellbeing is built through movement, connection, and purposeful practice.</p>			<p>Intent: The Year 10 Outdoor Education curriculum in Physical Education is designed to support the holistic development through experiential learning in natural and practical outdoor settings. The intent is to re-engage learners who may have experienced barriers in mainstream education by offering hands-on, active experiences that foster physical health, teamwork, confidence, and resilience. Outdoor Education offers a powerful platform for students to develop practical skills, emotional awareness, and social connection in real-world environments. In this context, the curriculum focuses not only on physical competence but also on personal growth, responsibility, and problem-solving, using the outdoors as a dynamic and inclusive learning space. In addition to physical outcomes, the curriculum is designed to: Boost resilience, confidence, and independence. Develop emotional regulation and stress management through outdoor mindfulness and physical challenge. Encourage effective communication and collaboration</p>	<p>Intent: At Year 10, the PE curriculum aims to ignite and nurture a lifelong love of sport and physical activity, recognising that many learners may have previously disengaged from traditional physical education. This strand is designed to reframe sport and exercise as enjoyable, inclusive, and personally rewarding, helping students view physical activity as a sustainable part of a healthy lifestyle.</p> <p>By offering a flexible, student-centered approach, we give learners varied and positive experiences of movement, sport, and fitness that build confidence, competence, and enjoyment, laying the foundation for long-term physical and mental wellbeing. Students will: Explore a range of accessible and diverse activities, including traditional games, fitness circuits, individual sports, recreational activities, and informal games. Learn about physical literacy and how to develop personal fitness goals. By introducing community-based and low-cost sports or fitness options they can access beyond school. Gain awareness of mental health benefits linked to regular exercise. Engage in reflection, goal setting, and celebration of progress, not just performance</p>
<p>Know Students will know:</p> <ul style="list-style-type: none"> Acquire key knowledge around game rules, tactical awareness, roles and responsibilities within team contexts, and the physical and mental demands of invasion and net/wall games. Understand the principles of attacking and defending, spatial awareness, movement patterns, and shot or pass selection. Students will also explore the importance of warm-ups, basic biomechanics, communication in sport, and personal strategies for managing competitive pressure. Knowing extends beyond theory to include emotional & social understanding. Students will learn about respect, sportsmanship, decision-making under stress, and how their behaviour impacts the group dynamic during competitive activities. <p>Show Students will:</p> <ul style="list-style-type: none"> Demonstrate their understanding through practical application in modified and full game scenarios. They will take part in structured drills, partner and group tasks, conditioned games, and peer-led activities that promote skill execution under pressure. In Invasion Games, students will show control, timing, and tactical movement in games such as football, basketball, or handball. In Net & Wall Games like badminton, volleyball, or table tennis, they will show consistency, coordination, and strategic play in one-on-one or team formats. Assessment will focus not only on technical execution but on positive behaviour, collaboration, ability to follow rules, and willingness to engage constructively in team roles such as leader, coach, or referee. <p>Grow Students will:</p> <ul style="list-style-type: none"> Through reflective practice, personalised feedback, and goal setting, students will grow their confidence, resilience, and physical competence. They will be encouraged to take greater ownership of their progress, respond positively to 	<p>Know Students will know:</p> <ul style="list-style-type: none"> The components of fitness and how they relate to physical and mental health The benefits of regular physical activity, including stress reduction, improved sleep, and emotional regulation Different methods of training (e.g. aerobic, resistance, flexibility, circuit) and how they impact the body How lifestyle choices (nutrition, rest, hydration, screen time) affect overall wellbeing Mental health awareness and the role of exercise in mood management and self-esteem <p>Show Students will:</p> <ul style="list-style-type: none"> Participating in a variety of inclusive physical activities such as circuit training, yoga, walking challenges, strength exercises, and relaxation techniques Applying training principles in structured sessions to improve their own fitness and mental wellbeing Creating and following personal fitness plans tailored to their individual needs and preferences Recording, monitoring, and evaluating their performance using fitness trackers, journals, or teacher-led reflection Collaborating in group activities that promote teamwork, support, and empathy <p>Grow Students will:</p> <ul style="list-style-type: none"> Set meaningful, personal goals related to their physical and emotional health Reflect regularly on their progress using self-assessment and peer feedback 			<p>Know Students will know:</p> <ul style="list-style-type: none"> Outdoor activity principles, including safety, navigation, and environmental awareness The benefits of outdoor physical activity for physical and mental health Practical survival and bushcraft skills, such as shelter-building, basic first aid, and fire safety (where appropriate) How to assess risk and make safe choices when outdoors Their own physical and emotional responses to challenge, teamwork, and responsibility <p>Show Students will:</p> <ul style="list-style-type: none"> Participating in orienteering, nature walks, team-building challenges, shelter building, and problem-solving tasks Using maps, compasses, and outdoor equipment with increasing independence Following routines for outdoor safety and respect for the environment 	<p>Know Students will know:</p> <ul style="list-style-type: none"> The importance of regular physical activity and how it supports mental health, emotional regulation, and physical wellbeing The principles of fitness, including how to build a personal fitness routine The wide range of physical activities available beyond competitive sport—such as recreational fitness, yoga or walking. How to identify barriers to participation and strategies to overcome them Local or accessible opportunities to engage in sport or activity outside of school, empowering independence <p>Show Students will:</p> <ul style="list-style-type: none"> Taking part in a range of inclusive physical activities that promote enjoyment and personal challenge Developing personal goals and fitness plans, reflecting their own needs and interests

<p>challenge, and demonstrate personal growth through improved self-regulation, communication, and sportsmanship.</p> <ul style="list-style-type: none"> The curriculum supports wider development by building interpersonal skills that transfer beyond PE, such as leadership, empathy, responsibility, and perseverance. This is especially valuable in the AP setting, where many students are working to re-establish trust in structured learning environments and rebuild positive peer relationships. Over time, students will grow from passive participants to active contributors, developing not only their athletic ability but also their sense of identity, agency, and personal worth within a supportive and inclusive learning environment. 	<ul style="list-style-type: none"> Recognise how physical activity positively influences their mood, motivation, and social interactions Develop resilience, confidence, and a sense of achievement through consistent effort and participation Take ownership of their wellbeing journey, understanding how to maintain it outside of PE lessons 	<ul style="list-style-type: none"> Taking on group roles (leader, navigator, safety checker) to support peer collaboration Reflecting on how their actions affect others, encouraging empathy, communication, and responsibility <p>Grow Students will:</p> <ul style="list-style-type: none"> Build resilience and perseverance through challenge-based learning Learn to regulate emotions and cope with unfamiliar or uncomfortable environments Gain a deeper appreciation for nature, sustainability, and active living Improve interpersonal and leadership skills through shared goals and teamwork Develop a sense of self-worth and personal achievement 	<ul style="list-style-type: none"> Demonstrating increased confidence, independence, and motivation in selecting and engaging in activities Practising and displaying respect, teamwork, and resilience through participation and reflection Making informed choices about how they might stay physically active beyond the school setting <p>Grow Students will:</p> <ul style="list-style-type: none"> Feel confident to use sport and exercise as tools for lifelong health, wellbeing, and stress management See themselves as capable and motivated participants in physical activity, not just during school hours Build a positive, active identity, even if they previously disengaged from traditional PE or sport Begin to form sustainable, independent habits around movement and self-care Understand how to adapt their approach to physical activity to suit life circumstances, preferences, and needs in the future.
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Feeds From: Builds on prior experiences of physical activity and fundamental skills, while recognising varied confidence and engagement levels, providing inclusive opportunities for all students to re-engage and succeed.

Feeds Into: Develops the skills, knowledge, and confidence needed for lifelong participation in physical activity, promoting physical literacy, resilience, and sustained health and wellbeing beyond school, while also preparing students for the expectations and demands of Year 11.