



THE Lodge AP

— At Sandbach House —

Year 11 PE Curriculum Sequence

Intent

In Year 11, the Physical Education curriculum is designed to consolidate students' physical, social, and emotional development, ensuring they are equipped with the skills, knowledge, and motivation to lead healthy, active lives beyond school. It supports learners to reflect on their progress, build independence, and engage with physical activity as a lifelong tool for wellbeing and personal growth.

The curriculum provides a broad, balanced, and inclusive sequence of physical activities—including Invasion Games and Net & Wall Games, Health & Wellbeing, Outdoor Education, and Developing a Lifelong Love of Sport and Exercise—that cater to varied abilities and interests. Activities are delivered with flexibility and relevance, helping students overcome barriers to participation and develop a positive relationship with physical activity.

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).

Throughout Year 11, learners will broaden and refine their physical skills through accessible and inclusive activities. They will gain an understanding of how regular movement supports physical health and mental wellbeing and will be encouraged to take ownership of their personal health through goal setting, self-assessment, and planning for life beyond school. Activities are carefully designed to enhance social and emotional development by strengthening teamwork, communication, and leadership. Students will also explore the links between physical activity and mental health, and gain knowledge of how to access sport and fitness opportunities in the community after they leave education.

Year 11 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: In Year 11, the Physical Education curriculum for Invasion Games and Net & Wall Games is designed to provide students with purposeful, engaging, and inclusive experiences that support both their physical development and broader personal growth. This curriculum strand focuses on building competence and confidence in game-based activities while developing transferable life skills such as communication, decision-making, teamwork, and resilience.</p> <p>Through Invasion Games (such as football, basketball, or netball) and Net & Wall Games (such as badminton, table tennis, or paddle ball), students are supported to consolidate their understanding of tactical awareness, spatial strategy, and skill execution. They are encouraged to apply these skills in both competitive and cooperative formats that reflect real-world social interaction and challenge.</p> <p>The curriculum intentionally supports students who may have previously struggled with traditional PE or mainstream education by ensuring activities are adapted to individual needs, prior experience, and current confidence levels. A strong emphasis is placed on positive participation, peer respect, and constructive behaviour, creating a safe and structured environment in which all students can succeed.</p> <p>In addition to physical competency, learners will develop leadership and reflection skills through roles such as team captaincy, officiating, and group feedback. Students will engage in self-assessment and peer review, allowing them to reflect on their own development and recognise the progress of others.</p>		<p>Intent: The Health & Wellbeing curriculum in Year 11 PE aims to equip students with the knowledge, skills, and motivation to take ownership of their physical, mental, and emotional health. This curriculum strand provides structured, supportive opportunities for students to explore how movement, lifestyle choices, and self-care habits impact their overall wellbeing.</p> <p>The curriculum is designed to be practical, accessible, and relevant. It focuses on developing each student's understanding of how physical activity supports mental health, stress regulation, and resilience. Students engage in a variety of movement-based sessions that prioritise personal progress over performance. These may include gym-based fitness, circuit training, yoga, walking for wellbeing, and low-impact functional training. The aim is to help learners identify forms of physical activity that they enjoy and are likely to maintain beyond school.</p> <p>Students are supported to make informed decisions about their health, including understanding the components of fitness, nutrition basics, the role of sleep, and the importance of digital balance and screen time awareness. They will also explore strategies for emotional self-regulation and goal setting, using physical activity as a tool to manage anxiety, low mood, and daily stress.</p> <p>Crucially, this curriculum helps students develop confidence and autonomy. They learn how to plan and monitor their own physical activity routines, set realistic personal health goals, and access local opportunities for exercise and support. In doing so, they build the foundations for a healthy, active lifestyle post-16.</p>		<p>Intent: The Year 11 Outdoor Education curriculum within Physical Education is designed to offer students a meaningful and empowering experience that extends beyond the traditional sports hall or classroom. It provides opportunities for students to build confidence, resilience, and teamwork through engaging with the natural environment and physical challenges in varied outdoor contexts. This curriculum recognises that many students in alternative provision thrive in practical, hands-on learning environments and benefit greatly from experiences that develop self-worth and practical life skills. Activities such as orienteering, navigation, shelter-building, hiking, team challenges, outdoor problem-solving, bushcraft, and nature-based fitness provide a platform for holistic growth. The curriculum is inclusive, adaptable, and responsive to individual needs. It allows students to succeed in non-competitive environments, boosting engagement and re-connection with learning.</p>	<p>Intent: The intent of the Year 11 Physical Education curriculum is to embed a lasting appreciation for sport, exercise, and physical activity by helping students find meaningful, enjoyable, and sustainable ways to be active. At this stage, PE moves beyond performance and competition and instead focuses on building positive habits, self-awareness, and confidence to participate in physical activity independently and long into adulthood.</p> <p>For students, who may have experienced disrupted education or negative associations with school-based sport, the curriculum is designed to be inclusive, accessible, and empowering. It prioritises activities that promote mental wellbeing, social connection, and individual achievement over traditional measures of success. Through a broad and balanced programme, including team games, individual fitness, recreational sport, alternative activities (such as yoga, boxing, or outdoor walking), and personal goal setting. This curriculum offers a flexible, person-centred approach, with an emphasis on empowerment, autonomy, and relevance. Students are encouraged to set personal goals, track progress, and reflect on their relationship with physical activity in a non-judgemental, supportive environment.</p>
<p>Know Students will know:</p> <ul style="list-style-type: none"> Students will develop a secure knowledge of the rules, tactics, and positional responsibilities within a variety of invasion games (e.g. football, basketball, handball) and net/wall games (e.g. badminton, table tennis, volleyball). They will understand how to apply basic and advanced strategies to different contexts, including defending and attacking principles, spatial awareness, and shot placement. They will learn about the physical and mental health benefits of regular game-based activity, such as improved cardiovascular health, reduced stress, and social connection. Importantly, they will understand how these activities can be accessed beyond school, helping them recognise options for maintaining active lifestyles in the future. <p>Show Students will:</p> <ul style="list-style-type: none"> Students will demonstrate competence and confidence in executing game-specific skills under pressure, such as dribbling, passing, serving, positioning, and tactical decision-making. They will show the ability to work both competitively and cooperatively within a team or individual setting, adhering to rules, communicating effectively, and adapting to different roles such as captain, coach, or official. They will also be able to assess their own and others' performances, offering constructive feedback and identifying areas for improvement, while engaging positively in modified games designed to suit individual needs and readiness. <p>Grow Students will:</p> <ul style="list-style-type: none"> Through repeated, supportive experiences, students will grow in their resilience, self-regulation, and sense of achievement. They will become more confident in social situations, improve their ability to manage emotions under pressure, and begin to view physical activity as a tool for wellbeing. As learners progress, they will take more ownership over their participation, setting personal goals, managing setbacks, and reflecting on their physical and emotional development. They will leave Year 11 with the motivation and knowledge to engage in physical activity beyond school: whether socially, competitively, or as part of a healthy lifestyle. 		<p>Know Students will know:</p> <ul style="list-style-type: none"> Students will gain a clear understanding of how regular physical activity contributes to long-term health and wellbeing. They will learn the components of fitness (cardiovascular, muscular strength/endurance, flexibility), the role of nutrition and hydration, the importance of sleep and recovery, and the connection between exercise and mental health. Students will understand how to plan and maintain their own personal fitness routines, how to monitor health markers (e.g., heart rate, perceived exertion), and how lifestyle choices (screen time, substance use, stress management) influence wellbeing. <p>Show Students will:</p> <ul style="list-style-type: none"> Students will participate in a wide variety of physical activities designed to promote wellbeing, including circuit training, functional fitness, stretching, yoga, walking, mindfulness-based movement, and gym-based training. They will demonstrate the ability to warm up and cool down appropriately, use equipment safely, and take ownership of their progress by setting personal health goals. Students will show their understanding by keeping activity logs, leading peer warm-ups, reflecting on how they feel before and after exercise, and identifying activities that support their individual needs and preferences. <p>Grow Students will:</p> <ul style="list-style-type: none"> Students will grow in confidence, self-awareness, and resilience. They will learn to manage stress through movement, build intrinsic motivation, and develop greater independence in making healthy lifestyle choices. As students' progress through the curriculum, they will be better equipped to sustain an active lifestyle beyond school, understand the importance of physical activity for mental health, and identify community-based opportunities to continue their health journey. This growth also supports broader personal development—helping students re-engage with learning, improve behaviour, and feel more in control of their wellbeing. 		<p>Know Students will know:</p> <ul style="list-style-type: none"> Students will develop an understanding of how outdoor physical activity supports both physical and mental wellbeing. They will learn key concepts such as risk assessment, safety in outdoor environments, navigation and map-reading skills, the physical and mental benefits of time spent outdoors, and environmental awareness. They will explore teamwork, leadership, and communication strategies essential for success in group-based challenges and survival-style scenarios. This theoretical knowledge is underpinned by practical, hands-on learning to make it accessible and meaningful in an alternative provision context. <p>Show Students will:</p> <ul style="list-style-type: none"> Students will demonstrate a range of practical outdoor skills including orienteering, shelter-building, basic bushcraft, hiking preparation, team challenges, and problem-solving tasks. They will apply safety principles in unfamiliar settings, take responsibility for themselves and others, and contribute positively to group activities. Through group discussions and self-assessment, students will show their ability to link physical activity with emotional regulation, self-confidence, and personal growth. 	<p>Know Students will know:</p> <ul style="list-style-type: none"> Students will understand the value of physical activity as part of a healthy lifestyle, recognising the physical, mental, and emotional benefits of regular movement. They will gain knowledge of varied forms of exercise, including team games, fitness training, recreational sport, and non-competitive alternatives such as yoga or walking. Students will also develop an understanding of how to plan and maintain a personal routine for physical activity that suits their interests, needs, and long-term wellbeing. This includes learning about goal setting, motivation, and how to access local or independent opportunities for continued participation. <p>Show Students will:</p> <ul style="list-style-type: none"> Students will demonstrate their ability to participate confidently and safely in a range of physical activities, applying learned skills in both structured and informal settings. They will show progress in their personal fitness, engagement levels, and ability to work independently or cooperatively depending on the context. Students will show that they can make informed choices about physical activity—selecting activities they enjoy and are likely to sustain beyond school.

		<p>Grow Students will:</p> <ul style="list-style-type: none"> • Students will grow in independence, resilience, and self-esteem. • They will develop greater emotional awareness and learn how to manage stress and anxiety through physical activity in natural spaces. • They will become more confident in unfamiliar situations, more willing to collaborate with peers, and more motivated to engage in positive, active lifestyles. • These experiences will also help prepare students for life beyond school, developing transferable skills useful for employment, training, or further education. 	<ul style="list-style-type: none"> • They will also take part in self-assessment and reflection to understand how their engagement with sport and exercise supports their broader personal development. <p>Grow Students will:</p> <ul style="list-style-type: none"> • Students will grow into young people who value and prioritise physical activity as part of a balanced and healthy life. • They will develop resilience, autonomy, and intrinsic motivation, building confidence in their own physical capabilities regardless of competitive success. • In an alternative provision context, this growth may also include overcoming previous negative experiences in PE, improving self-esteem, and re-engaging with structured learning through positive, active experiences. • By the end of Year 11, students will have the tools, mindset, and confidence to pursue physical activity in ways that support their long-term physical and mental wellbeing—whether through sport, recreation, or fitness.
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Feeds From: Builds upon the skills, knowledge, and experiences developed in Year 10, consolidating prior learning while continuing to support varied confidence levels and engagement, ensuring all students can progress and achieve success.

Feeds Into: Prepares students for post-16 pathways, including further education, training, and active lifestyles, while fostering a lifelong understanding of physical health, wellbeing, and the importance of sustained participation in physical activity.