Curriculum Summary Document

Year 11- Physical Education

Lifelong participation in sport and physical activity

Module/Unit of Learning	Taught During	What will students learn?	How does this prepare students for success at GCSE?	Links to other Subjects
Invasion Games and Team Sports	Cycle 1	Through Netball and Rugby, students will apply and refine sport-specific skills in competitive situations, making effective decisions under pressure. They will demonstrate tactical awareness in attack and defence, create and exploit space, and adapt strategies in response to opponents. Students will develop opportunities to lead warm-ups, coach a skill or small group, and practise appropriate umpiring/refereeing decisions, signals and fair-play procedures.	Supports lifelong participation by helping students develop confidence, competence and enjoyment in team sport. Builds independence, communication, leadership and an understanding of the responsibilities involved in organising and officiating games. Students begin to recognise how coaching and officiating can help them stay involved in sport beyond school.	**Science:** Understanding of the muscular and skeletal systems, cardiovascular and respiratory systems, energy systems, forces, movement, coordination and reaction time. **Maths:** Students apply numeracy through scoring, timing, measuring distances, calculating averages and recording personal bests. **English:** Students develop communication skills by listening to instructions, using specialist sporting vocabulary, explaining tactics, giving constructive feedback and evaluating their own and others' performances. **Life:** Students develop teamwork, leadership, resilience, confidence, respect, inclusion and self-discipline. They learn about positive relationships, managing competitive situations, making responsible decisions and demonstrating sportsmanship and fair play.
Invasion Games and Team Sports	Cycle 2	Within football, students will use passing, receiving, dribbling, shooting and defensive skills effectively in conditioned games and matches. They will apply tactics such as formations, pressing, transitions and creating space, adapting decisions to the situation. Also, they will plan and deliver a short coaching activity, provide constructive peer feedback, and develop knowledge of refereeing responsibilities, rules and decision-making.	Develops the confidence and practical knowledge needed to continue playing football recreationally or competitively. Coaching and refereeing experiences give students alternative ways to participate in sport, even when they are not playing. Students develop teamwork, problem-solving, resilience and responsibility for the experience and safety of others.	
Fitness	Cycle 2	Within fitness lessons students will plan and complete safe, purposeful fitness sessions using appropriate equipment and exercise techniques. They will apply principles of training such as specificity, overload, progression, rest and recovery. Set personal goals, monitor intensity	Encourages students to see physical activity as a lifelong habit rather than only a school lesson or competitive sport. Builds independence in choosing suitable activities, setting achievable goals and monitoring personal progress.	

		and progress, and review the effectiveness of a session and explore how to motivate or support others, including giving clear exercise instructions and checking safe technique.	Understanding safe exercise and how to support others can help students maintain active lifestyles and participate in community fitness opportunities.	**Health and Wellbeing:** Students explore the physical and mental benefits of regular physical activity, the importance of warm-ups and cool-downs, safe exercise, recovery, hydration and maintaining a balanced, healthy lifestyle. They consider how to make physical activity part of their lives beyond school. **Careers Education and Life Skills:** Students develop transferable skills such as organisation, problem-solving, decision-making, communication and responsibility. Opportunities to coach, lead activities, score and umpire or referee introduce potential pathways into sports coaching, fitness instruction, officiating, sports development and event management.
Student Voice	Cycle 3	Students will have the opportunity to take ownership of their learning through pupil voice and choice, selecting sports and physical activities that reflect their interests, abilities and future participation goals. They will apply and develop their skills, tactics, teamwork and communication within their chosen activities, while demonstrating independence, resilience and responsibility. Students will also develop an understanding of how to participate safely, set personal targets and evaluate their own progress, recognising opportunities to continue playing, exercising or participating in sport beyond school.	Pupil voice and choice encourage students to take responsibility for their own progress, apply their practical knowledge and reflect on their strengths and areas for improvement. These skills support success at GCSE by developing independence, confidence, communication, problem-solving and the ability to evaluate performance. By choosing activities that motivate and engage them, students can consolidate their practical skills while strengthening their understanding of the physical, social and mental benefits of exercise. This supports the overall Year 11 curriculum aim of lifelong participation in sport and physical activity, helping students recognise activities they can enjoy and continue beyond school, including through clubs, leisure facilities and recreational opportunities.	