



<b>Year 11 PE Curriculum – 2024-2025</b>						
	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>Key Concepts</b>	<b>Outwitting Opponents - team</b>	<b>Developing Health, Fitness or Swimming</b>	<b>Outwitting Opponents - team/individual</b>	<b>Athletic Activities, develop and improve performance</b>	<b>Outwitting Opponents - Striking and Fielding</b>	<b>Outwitting Opponents - Individual</b>
<b>Knowledge &amp; Understanding (National Curriculum)</b>	<p>Students in year 11 are provided with an increased amount of ownership within their learning whereby they are provided with the opportunity to select their own sports and activities for their final year in secondary school. The idea of this is to promote life-long participation in sports and physical activity as well as promoted healthy and active lifestyles. Students must however, incorporate at least one individual, one team and sport fitness or swimming activity within their self-made curriculum. This is to ensure procedural and declarative knowledge is developed in a range of sports and activities.</p> <p>The 'Sport Education' approach continues into Year 11 whereby students continue to develop their knowledge and acquire new knowledge, including leadership, officiating, communication and analysis skills. There is an increasing demand for students to determine the direction of their learning in each activity and build confidence and knowledge to be able to continue a healthy active lifestyle into their next phase of life. Students will have the opportunity to choose their own pathway of sports and activities in order to help promote a healthy and active lifestyle. Students will tackle complex and demanding physical activities and develop personal fitness in a range of sports and activities.</p> <p>Adopting a 'Sport Education' model to delivery, students will adopt various roles in lessons with the intent of developing not only their motor competence, but their leadership, officiating and analytical skills. Students will be taught to use a variety of tactics and strategies to overcome opponents in team and individual games as well as developing their skills and techniques to improve performance in competitive sports or physical activities. Students will also have the opportunity to participate in outdoor and adventurous activities in a range of environments which present intellectual and physical challenges which encourage students to work in a team, building trust and develop problem-solving skills, either individually or as a group.</p> <p>Through Sport Education, students will develop motor competence and fitness specific to their sports/activity pathway and work effectively within groups in an attempt to achieve common goals. Students will develop the capacity to justify decision-making as well as have a share within the planning and administration in lessons.</p>					

<b>Skills</b>	<b>R</b> <i>Develop</i> <b>RESILIENCE</b>	PE in Key Stage 4 can develop resilience by challenging students with more advanced and demanding physical activities that require sustained effort and perseverance. At this stage, students are often introduced to complex skills, competitive sports, and rigorous fitness routines that push them to their limits. By facing and overcoming these challenges, students learn to cope with adversity, manage setbacks, and develop a strong sense of determination. Additionally, the emphasis on personal improvement and goal-setting in Key Stage 4 PE helps students build a growth mindset, teaching them that resilience is crucial for achieving long-term success both in sports and in life.
	<b>A</b> <i>Possess</i> <b>AMBITION</b>	PE in Key Stage 4 can raise ambition and aspirations by exposing students to higher levels of competition, advanced skill development, and goal-oriented fitness programs. This stage often includes opportunities to participate in inter-school sports, specialised training, and leadership roles within teams, all of which encourage students to set and pursue ambitious goals. The achievements and progress experienced in these activities can inspire students to aspire to higher levels of performance, not only in sports but also academically and personally. Additionally, exposure to potential career paths in sports and fitness can broaden students' horizons and motivate them to strive for excellence in all areas of their lives.
	<b>I</b> <i>Demonstrate</i> <b>INTEGRITY</b>	PE in Key Stage 4 provides students with numerous opportunities to demonstrate integrity through adherence to rules, fair play, and respect for others. As students engage in more competitive and complex activities, they encounter situations that test their honesty, such as accurately reporting scores, acknowledging fouls, and respecting referees' decisions. They also learn to value teamwork and show respect to both teammates and opponents, fostering a culture of fairness and mutual respect. By consistently displaying ethical behaviour and upholding the principles of sportsmanship, students reinforce their integrity, which is essential for building trust and credibility in all areas of life.
	<b>S</b> <i>Embed</i> <b>Self-Discovery</b>	Students at Key Stage 4 can embed self-discovery in PE and physical activity through the Sport Education model by taking on various roles such as players, coaches, referees, and team managers within a structured sports season. This model encourages students to experience different aspects of sport, helping them identify their strengths, interests, and leadership qualities. Through active participation and reflection on their roles and performance, students gain insights into their teamwork, communication, and strategic thinking skills. The Sport Education model promotes autonomy and responsibility, allowing students to explore their potential and develop a deeper understanding of themselves in a supportive and dynamic environment.
	<b>E</b> <i>Display</i> <b>EMPATHY</b>	Students at Key Stage 4 can display empathy in PE and physical activity through the Sport Education model by developing a supportive and inclusive team environment. As they take on different roles within their teams, such as players, coaches, and officials, students learn to appreciate and understand the challenges their peers face. They can demonstrate empathy by encouraging teammates, offering constructive feedback, and showing respect towards opponents and officials. This model emphasises collaboration and mutual respect, encouraging students to consider the perspectives and feelings of others during competitive situations. By promoting empathy, the Sport Education model helps students



	develop interpersonal skills and create a positive sporting culture where everyone feels valued and supported.					
<b>Curriculum Links</b>	Students will create their own curriculum that incorporates each strand from the national curriculum. Students will develop their knowledge, understanding and skills from KS3 and Y10. There will be more game based activities with a sport education model to ensure a holistic progression in all students. This also gives ownership and responsibility to the students which leads to more engagement throughout the year.					
<b>Assessment</b>	<p>Take the role of a coach and implement tactics and strategies to help the team overcome barriers and problem solve.</p> <p>Plan and lead a skill based drill or warm up to the whole group linking to the long and short term effects of activity.</p> <p>Demonstrate complex movements and skills with fluency and precision to outwit opponents.</p>	<p>Apply the rules as an official with accurate decisions and communicate with participants with confidence.</p> <p>Show RESILIENCE to overcome barriers and act as a role model to support and encourage peers to improve and achieve their personal best.</p> <p>To consistently anticipate and respond to changing situations in sports and activities and have a positive influence on the game/activity.</p>	<p>Analyse performance and give feedback to peers to improve performance through self discovery</p> <p>Set high aspirations to achieve personal best and inspire others.</p> <p>Participate in physical activity for sustained periods of time to improve personal fitness.</p>	<p>Take the role of a coach and implement tactics and strategies to help the team overcome barriers and problem solve.</p> <p>Plan and lead a skill based drill or warm up to the whole group linking to the long and short term effects of activity.</p> <p>Demonstrate complex movements and skills with fluency and precision to outwit opponents.</p>	<p>Apply the rules as an official with accurate decisions and communicate with participants with confidence.</p> <p>Show RESILIENCE to overcome barriers and act as a role model to support and encourage peers to improve and achieve their personal best.</p> <p>To consistently anticipate and respond to changing situations in sports and activities and have a positive influence on the game/activity.</p>	<p>Analyse performance and give feedback to peers to improve performance through self discovery</p> <p>Set high aspirations to achieve personal best and inspire others.</p> <p>Participate in physical activity for sustained periods of time to improve personal fitness.</p>
<b>Aspirations &amp; Careers</b>	<p>House games            Extracurricular clubs            Extracurricular fixtures/teams            Development of key skills - leadership, whole school values            External coaches            National sports week            Achieving personal best            Newsletters/TV - Celebrating achievement            University trips            Stadium tours            Careers in football - guest speakers            Gateshead college tour</p>					

