



3 Stage PE Scheme of Work

At Helm Academy the PE curriculum is designed to provide every pupil with an inclusive, ambitious and structured pathway through physical education, ensuring all learners experience success, challenge, and personal growth. Delivered through three progressive stages: Fundamentals (Group 1), Application (Group 2), and Mastery and Leadership (Group 3); the curriculum develops pupils' physical competence, social awareness, and emotional resilience in a way that reflects their individual journeys and starting points.

Learning is linear in progression but flexible in access, allowing pupils to enter at an appropriate point and build confidence through clearly defined, measurable steps. This approach is particularly effective for our learners who have a mix of SEMH and SEND needs by supporting those who may have experienced interrupted education or variable prior experiences. By maintaining a low threshold for entry and a high ceiling for achievement, we will ensure that every pupil can experience early success while still being challenged to develop abstract skills such as performance analysis, problem-solving, and leadership. The curriculum is underpinned by the AQA Unit Award Scheme which provides pupils with recognised, incremental qualifications in most of the areas. This accreditation transforms participation into purposeful, validated achievement, building self-belief and motivation as pupils see tangible outcomes from their effort and commitment.

Our PE curriculum is built upon our trauma-informed culture of “No Judgement, No Blame, No Shame.” This ethos promotes psychological safety and encourages pupils to focus on self-improvement rather than comparison, celebrating progress against their own previous best rather than the progress of others. The use of clear routines, consistent expectations and a predictable structure help to reduce anxiety, enabling all pupils to thrive within a supportive and trustworthy learning environment. As pupils progress through the curriculum, they begin by learning cooperatively, developing trust, communication, and shared responsibility in Group 1. These early experiences lay the foundations for effective teamwork and empathy allowing pupils to begin to take risks in their development both individually and as a group. In Group 2, pupils apply these skills within more complex team contexts where they learn to make decisions, manage conflict, and contribute positively to group outcomes. By Group 3, learners are provided with structured opportunities to lead by guiding peers, planning activities, and taking responsibility for the success and wellbeing of others. This clear developmental pathway, from cooperation to confident leadership, will help to build resilience, autonomy, and a strong sense of community.

Ultimately, Helm Academy's PE curriculum not only develops physical ability but also strengthens pupils' confidence, self-awareness, and understanding of the mind–body connection. Through consistent support and challenge we hope that pupils will leave with the skills, motivation, and self-belief to sustain a lifelong, positive relationship with physical activity and health.

Term	Group	Focus Area	Key Expectations	ASDAN/AQA Unit	Level	Qualifications / Accreditation - AQA/ Unit Award Scheme Unit Title
Autumn	1	Games & Ball Skills	1. Understand basic safety rules, boundaries, and safe movement in the space. 2. Demonstrate fundamental skills (throwing, catching, rolling, passing) with control. 3. Know the importance and structure of warm-up and cool-down routines. 4. Participate cooperatively in simple modified games, following instructions.	AQA: Participating in Team Games AQA: Intro to Stretching and Warming Up AQA: Warming Up for a Sports Session	Entry 3	AQA Unit - Participating in Team Games AQA Unit – Intro to Stretching and Wam Up AQA Unit - Warming Up for a Sports Session
Spring		Fitness & Circuits	1. Complete basic circuit exercises using bodyweight with correct form. 2. Understand how basic exercise affects the body (e.g., heart rate increase).	AQA: Anatomy and Physiology for Exercise Or AQA: Exercise and Circuit Training	Entry 3 / L1	AQA Unit – Anatomy and Physiology for Exercise AQA Award - Circuit Training

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			3. Set personal fitness goals (e.g., number of repetitions) and record initial progress. 4. Show measurable improvement in performance over a set period.			
Summer		Athletics & Target Games	1. Perform foundational movements for sprints, jumps, and throws. 2. Take part in simple target challenges, aiming for accuracy. 3. Record results accurately and compare to initial performance 4. Understand the concept of making healthy lifestyle choices (e.g., hydration).	AQA: Introduction to Throwing Techniques Or AQA: Introduction to Throwing Games Or AQA: Maximum Level Throwing	Entry 3 / L1	AQA Unit - Throwing Techniques AQA Unit - Intro to Throwing Games AQA Unit - Maximum Level Throwing
Autumn	2	Invasion / Team Games	1. Apply rules fairly, communicate ideas clearly, and demonstrate respect for opponents.	AQA: Teamwork in Sport	Level 1/2	AQA Unit - Teamwork in Sport AQA Unit – Football Basic Skills

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			2. Develop consistent passing, dribbling, defending, and attacking skills in dynamic situations. 3. Understand and apply basic offensive (e.g., creating space) and defensive (e.g., marking) tactics. 4. Evaluate team performance, identifying strengths and areas for tactical improvement.	Or AQA: Football Basic Skills and Rules Or AQA: Ball games and basic team skills, with verbal support		AQA Unit - Ball Games & Team Skills
Spring		Health-Related Fitness / Outdoor Challenges	1. Perform and structure varied fitness tasks, demonstrating knowledge of exercise sequencing. 2. Understand and explain the five components of fitness (e.g., cardiovascular endurance, strength). 3. Link anatomical knowledge (major muscles/joints) to specific movements during exercise. 4. Work cooperatively in small teams for complex outdoor problem-solving tasks, managing conflict.	AQA: Intro to Health and Fitness	Level 1	AQA Unit – Intro to Health and Fitness

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Summer		Orienteering & Problem Solving	1. Read simple maps and use a compass to navigate specified checkpoints. 2. Plan strategies for efficient course completion, working collaboratively in a pair/team. 3. Navigate more challenging courses and adjust strategy based on feedback or failure. 4. Analyse and reflect on the overall strategy and teamwork used to solve problems outdoors.	AQA: Orienteering Skills Or AQA: Basic Orienteering	Level 1	AQA Unit - Orienteering Skills AQA Unit – Basic Orienteering
Autumn	3	Striking & Fielding Games	1. Consistently demonstrate advanced fielding techniques and accurate bowling/pitching. 2. Execute various batting strokes, understanding placement and risk assessment. 3. Understand and apply complex scoring, rotation, and fielding strategies based on game situation. 4. Take on formal leadership roles (captain, coach, umpire, scorer) and manage small groups.	AQA: Sports Officiating OR AQA: Leading a Sport Lesson OR AQA: Coaching Skills	Level 1	AQA Unit - Officiating in Sport AQA Unit - Leading a Sport Lesson AQA Unit – Coaching Basic Sport Skills

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				OR ASDAN: Sports Leadership Award		
Spring		Net & Wall Games	1. Perform effective serving and rallying with control, accuracy, and power 2. Apply intermediate singles and doubles tactics, adapting play based on opponent weaknesses. 3. Analyse own performance in detail, using terminology to identify technical flaws. 4. Use self-analysis and peer feedback to refine a specific skill for measurable improvement.	AQA: Net and Wall Games AQA: Receiving and Giving Feedback		AQA Unit – Net and Wall Games AQA Unit - Receiving and Giving Feedback
Summer		Athletics / Mini-Olympics	1. Refine the technical elements of sprints, jumps, throws, and relays for competitive performance. 2. Develop a personal training or warm-up schedule tailored to improve a specific athletic event. 3. Organise and manage a small section of a mini-competition, demonstrating event leadership.	AQA: Developing a Sport and Fitness Program AQA: Organising and Leading an Event	Level 2	AQA Unit – Developing a Sport and Fitness Program AQA Unit – Organising and Leading an Event

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			4. Reflect critically on overall physical and emotional progress across Key Stage 3 and set future fitness goals.			

In addition to the typical PE provision, pupils will also have access to a carefully planned programme of off-site, adventurous activities delivered in partnership with bespoke specialist providers. These experiences are designed to extend learning beyond the school environment, providing pupils with opportunities to apply and deepen the skills developed through each stage of the curriculum. Activities such as mountain biking, climbing, and water sports allow pupils to experience challenge, teamwork, and leadership in dynamic, real-world contexts.

These sessions will not only promote physical fitness and resilience but also foster independence, problem-solving, and perseverance which are qualities central to the Helm Academy ethos as well as providing our pupils with experiences they may well not get unless we provide them. The adventurous curriculum complements our trauma informed approach by building confidence through success in safe but demanding environments, reinforcing the values of “No Judgement, No Blame, No Shame.” Through these experiences, pupils strengthen their connection to the outdoors, develop trust in others, and gain a greater sense of personal achievement, supporting their holistic development and wellbeing.

Activity	Location	Focus Area	Key Expectations	Qualifications / Accreditation - AQA/ASDAN Unit Title
Climbing	The Depot Climbing (Pudsey/Leeds)	Adventurous Activity, Balance & Agility, Problem Solving	<ol style="list-style-type: none"> 1. Demonstrate safe use of equipment and bouldering techniques. 2. Communicate effectively with a spotter/partner. 3. Apply problem-solving skills to complete a climbing route (traverse/boulder). 	AQA Unit Award Scheme (UAS): Indoor Climbing Skills / Personal Development / Team Building Unit National Indoor Climbing Award Scheme (NICAS): Levels 1-3 (Nationally recognised progression)

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			4. Show determination and self-esteem.	
Water sports (Sailing/Kayaking/Paddleboarding)	Leeds Sailing & Activity Centre (Yeadon Tarn)	Water Safety, Movement on Water, Adventurous Activity	1. Learn basic rigging/paddling techniques and boat control. 2. Understand water safety and rescue procedures. 3. Work cooperatively in a team (e.g., in a bell boat or tandem kayak). 4. Respond effectively to instruction and weather changes.	AQA Unit Award Scheme (UAS): Introduction to Water Sports / Learning to Sail / Basic Kayak Skills RYA Youth Sailing Scheme (Stages 1-4) or British Canoeing equivalent.
Mountain Biking	Leeds Urban Bike Park (Middleton) Potential final trip to Bike Park Wales or similar.	Cycling Skills, Bike Maintenance, Health-Related Fitness, Risk Management	1. Carry out an "M" safety check on the bike (tyres, brakes, gears). 2. Demonstrate appropriate use of gears and brakes on varied terrain.	AQA Unit Award Scheme (UAS): Introduction to Mountain Biking (Unit LE5520) / Basic Trail Cycling Skills ASDAN Short Course: Adventure and Residential Short Course (or specific accredited challenges)

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			<ol style="list-style-type: none"> 3. Navigate a waymarked trail (e.g., a "blue-level" route) with confidence. 4. Show knowledge of group safety and environmental impact. 	
Team Building & Outdoor Problem-Solving	Local Outdoor Centre / Activity Centre	Communication, Leadership, Cooperation, Trust	<ol style="list-style-type: none"> 1. Collaborate effectively to solve a physical or mental challenge (e.g., raft building, low ropes). 2. Take turns in a leadership role, giving clear instructions. 3. Reflect on the success/failure of the team and suggest improvements. 	ASDAN Short Course: Adventure and Residential Short Course ASDAN Short Course: Sports and Fitness Short Course (Module: Sport in the community) AQA Unit Award Scheme (UAS): Leadership Skills / Team Building Challenge