



**Inclusion** is at the **heart** of our trust

## Long Term/Curriculum Plan

School:

**Crosshill School**

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Subject:

**Duke of Edinburgh Inspire**

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# Curriculum Planning

at Oak Learning Partnership



## Long Term Plans

(Year/Pathway Group Overviews)

- Curriculum content on what students will learn about the subject content and about the logical order for teaching the content.
- Clear five/three year progression through the curriculum, which includes: key topics, termly knowledge and skills.
- Each year group/pathway individually broken down with unit overviews.
- Details around prior learning required.
- Clear end points and assessment information.
- Adaptations and key concepts mapped out.



## Medium Term Plans

(Unit of Work for Each Year Group/Pathway)

- Each unit broken down by individual lessons.
- Specific pedagogical choices detailed, with links to appropriate resources.



## Phase Lesson Plans

Lesson by lesson planning, using all of the above to achieve curriculum aims, adapted for class needs.

<b>Curriculum Leadership</b>	Mr Ian Roberts
<b>School Intent</b>	<p>Upon entry to Crosshill School, students are assessed and placed within one of our three highly personalised pathways: <b>Inspire, Explore and Discover</b>. Within these pathways students needs are identified as formal, semi-formal and emergent learning styles. Each pathway has a bespoke curriculum and particular learning approach that enables all of our students to flourish. Throughout all pathways we build the curriculum around 6 main outcomes to ensure our students will:</p> <ul style="list-style-type: none"> <li>• <b>Know themselves</b></li> <li>• <b>Possess functional skills</b></li> <li>• <b>Be independent</b></li> <li>• <b>Be good communicators</b></li> <li>• <b>Be curious learners</b></li> <li>• <b>Be prepared for adulthood</b></li> </ul> <p>The outcomes above are personalised around the three identified pathways and leaders carefully craft personalised curriculum provision to meet the needs of the learners within the pathways. Students may transition into different pathways whilst they are at Crosshill. We recognise that as our young people develop and grow, so does their need for different skills, learning approaches and experiences. We are a responsive provision and review individual students' needs.</p>
<b>Subject Intent</b>	<p>Our PE curriculum aims to empower every student to experience the joy of movement, develop physical competence, and build confidence in a supportive and inclusive environment. We are committed to fostering a love for physical activity that extends beyond the classroom, promoting lifelong health and well-being.</p> <p><b>Core Objectives</b></p> <ol style="list-style-type: none"> <li>1. <b>Inclusive Participation</b> Provide all students, regardless of ability or disability, with opportunities to engage in physical activities that are appropriately adapted to their individual needs.</li> <li>2. <b>Skill Development</b> Focus on developing fundamental motor skills, coordination, balance, and agility, tailored to each student's developmental stage and abilities.</li> </ol>

3. **Physical and Emotional Well-being**

Encourage physical activity as a means to enhance physical health, reduce stress, and improve mood, contributing to overall emotional well-being.

4. **Social Skills and Teamwork**

Use group activities to promote communication, cooperation, and social interaction, helping students build relationships and work collaboratively.

5. **Personal Achievement and Confidence**

Celebrate individual progress and achievements, fostering self-esteem and a positive attitude towards physical activity.

6. **Holistic Development**

Integrate physical education with other areas of learning to support the development of life skills, independence, and personal responsibility.

**Implementation Strategies**

- **Differentiated Instruction:** Tailor activities to meet the diverse needs of students, using appropriate modifications and accommodations to ensure accessibility.
- **Individualized Planning:** Align PE goals with students' Education, Health and Care Plans (EHCPs) to ensure personalized learning outcomes.
- **Varied Activities:** Offer a range of activities, including individual and team sports, dance, and outdoor adventures, to cater to different interests and abilities.
- **Positive Reinforcement:** Use praise and encouragement to motivate students, focusing on effort and improvement rather than competition.
- **Collaborative Learning:** Encourage peer support and teamwork, fostering an inclusive and supportive learning environment.

**Impact**

By the end of their time at our school, students will have developed:

- A positive attitude towards physical activity and a recognition of its importance for health.
- Improved physical skills and coordination appropriate to their abilities.
- Enhanced social skills and the ability to work effectively with others.
- Increased confidence and self-esteem through personal achievements.
- A foundation for lifelong participation in physical activity and sport.

This intent statement serves as a foundation for developing a PE curriculum that is both inclusive and enriching, ensuring that all students have the opportunity to thrive physically, socially, and emotionally through physical education and outdoor learning

**Duke of Edinburgh Bronze Award**

**Duke of Edinburgh Curriculum Aims**

- To develop personal growth and self-confidence through challenging activities.
- To encourage young people to develop resilience, independence, and a sense of responsibility.
- To promote physical fitness and a healthy lifestyle through sustained physical activity.
- To foster teamwork, leadership, and communication skills through group projects and expeditions.
- To cultivate practical skills and self-reliance in outdoor and adventurous settings.
- To inspire a sense of community engagement and social responsibility through volunteering.
- To encourage goal setting, planning, and reflection as part of continuous personal development.
- To broaden horizons by introducing young people to new experiences, environments, and cultures.

Year Group	Year 10	Year 11
<b>Title of Topic/ Unit &amp; Time Allocated</b>	<p align="center"><b>Autumn A</b> <b>Topic: Introduction &amp; Preparation</b></p>	<p align="center"><b>Autumn A</b> <b>Topic: Physical Component (6 hours)</b> Circuit Training / Gym Sessions</p>
	<p><b>Knowledge:</b></p> <p>In this component, pupils will develop their ability to understand the structure, purpose, and expectations of the Duke of Edinburgh Bronze Award. They will explore the four key sections—Volunteering, Physical, Skill, and Expedition—and begin to identify appropriate personal goals and activity choices for each. Through team-building tasks and leadership activities, pupils will enhance their communication, problem-solving, and collaboration skills. They will also complete an initial fitness assessment to set personal physical goals and reflect on their starting point, helping them to take ownership of their progress throughout the programme</p>	<p><b>Knowledge:</b></p> <p>In this component, pupils will develop their ability to plan, implement, and review a structured personal exercise programme tailored to their individual fitness goals. They will learn how to apply the principles of training (FITT – Frequency, Intensity, Time, Type), track progress over time, and adapt their plan based on performance and feedback. Pupils will also build self-discipline, motivation, and an understanding of how regular physical activity contributes to long-term health and wellbeing. Through ongoing reflection, they will develop skills in self-assessment and personal responsibility</p>
	<p><b>Skills:</b></p> <p><b>Understanding the DofE Programme</b></p> <p><b>Can explain the purpose of the Duke of Edinburgh Bronze Award</b></p> <p><b>Can name and describe the four sections:</b></p> <ul style="list-style-type: none"> <li>• <input type="checkbox"/> Volunteering</li> <li>• <input type="checkbox"/> Physical</li> <li>• <input type="checkbox"/> Skill</li> <li>• <input type="checkbox"/> Expedition</li> </ul>	<p><b>Skills:</b></p> <p><b>Planning &amp; Organisation</b></p> <ul style="list-style-type: none"> <li>• Setting realistic, measurable fitness goals</li> <li>• Creating structured weekly workout routines</li> <li>• Managing time effectively to maintain regular training</li> </ul> <p><b>Knowledge of Fitness Principles</b></p> <ul style="list-style-type: none"> <li>• Understanding the FITT principle (Frequency, Intensity, Time, Type)</li> <li>• Knowing how to warm up, cool down, and prevent injury</li> <li>• Recognising the benefits of different types of exercise (aerobic, strength, flexibility)</li> </ul>

		<p><b>Monitoring &amp; Self-Assessment</b></p> <ul style="list-style-type: none"> <li>• Tracking progress using logs, fitness apps, or journals</li> <li>• Adjusting training based on performance and feedback</li> <li>• Reflecting on personal growth and barriers to improvement</li> </ul> <p><b>Motivation &amp; Self-Discipline</b></p> <ul style="list-style-type: none"> <li>• Maintaining consistency and commitment</li> <li>• Setting and revisiting short- and long-term goals</li> <li>• Staying motivated through challenges and setbacks</li> </ul> <p><b>Health &amp; Wellbeing Awareness</b></p> <ul style="list-style-type: none"> <li>• Understanding the link between physical activity and mental health</li> <li>• Learning the impact of rest, recovery, hydration, and nutrition</li> <li>• Promoting lifelong healthy habits and active lifestyles</li> </ul>
	<p style="text-align: center;"><b>Autumn B</b></p> <p style="text-align: center;"><b>Topic: Physical component (6 hours) Couch to 5k</b></p> <p><b>Knowledge:</b></p> <p>In this component, pupils will develop their ability to improve cardiovascular fitness, stamina, and mental resilience through a structured running programme. They will learn how to gradually build endurance, pace themselves effectively, and track their progress over time. Pupils will also understand the importance of warm-ups, cool-downs, and recovery in maintaining a safe and healthy running routine, while building confidence in their physical capabilities and commitment to personal fitness goals</p> <p><b>Skills:</b></p> <p><b>Physical Skills</b></p>	<p style="text-align: center;"><b>Autumn B</b></p> <p style="text-align: center;"><b>Topic: Physical Component (6 hours) Circuit Training / Gym Sessions</b></p> <p><b>Knowledge:</b></p> <p>In this component, pupils will develop their ability to plan, implement, and review a structured personal exercise programme tailored to their individual fitness goals. They will learn how to apply the principles of training (FITT – Frequency, Intensity, Time, Type), track progress over time, and adapt their plan based on performance and feedback. Pupils will also build self-discipline, motivation, and an understanding of how regular physical activity contributes to long-term health and wellbeing. Through ongoing reflection, they will develop skills in self-assessment and personal responsibility</p> <p><b>Skills:</b></p> <p><b>Planning &amp; Organisation</b></p>

- Improved Cardiovascular Endurance – Ability to sustain physical activity over time
- Running Technique & Efficiency – Development of good posture, stride, and breathing patterns
- Pacing & Control – Understanding how to manage energy output over distance

**Health & Wellbeing**

- Understanding Physical Health Benefits – Increased stamina, strength, and overall fitness
- Mental Resilience – Developing perseverance, stress relief, and positive mindset through exercise
- Awareness of Safe Exercise Practice – Importance of warm-up, cool-down, stretching, and hydration

**Goal Setting & Motivation**

- Working Towards a Long-Term Goal – Building from short bursts of activity to sustained running
- Self-Motivation & Commitment – Following a consistent schedule and overcoming setbacks
- Tracking Progress – Using apps, journals, or personal feedback to monitor improvement

**Independence & Responsibility**

- Personal Accountability – Taking ownership of health and wellbeing

- Setting realistic, measurable fitness goals
- Creating structured weekly workout routines
- Managing time effectively to maintain regular training

**Knowledge of Fitness Principles**

- Understanding the FITT principle (Frequency, Intensity, Time, Type)
- Knowing how to warm up, cool down, and prevent injury
- Recognising the benefits of different types of exercise (aerobic, strength, flexibility)

**Monitoring & Self-Assessment**

- Tracking progress using logs, fitness apps, or journals
- Adjusting training based on performance and feedback
- Reflecting on personal growth and barriers to improvement

**Motivation & Self-Discipline**

- Maintaining consistency and commitment
- Setting and revisiting short- and long-term goals
- Staying motivated through challenges and setbacks

**Health & Wellbeing Awareness**

- Understanding the link between physical activity and mental health



	<ul style="list-style-type: none"> <li>• Time Management – Balancing training with other responsibilities</li> <li>• Routine Development – Building exercise into regular weekly habits</li> </ul>	<ul style="list-style-type: none"> <li>• Learning the impact of rest, recovery, hydration, and nutrition</li> <li>• Promoting lifelong healthy habits and active lifestyles</li> </ul>
	<p style="text-align: center;"><b>Spring A</b> <b>Topic: Physical component - couch to 5k continued</b></p>	<p style="text-align: center;"><b>Spring A</b> <b>Topic: Volunteering Project</b></p>
	<p><b>Knowledge:</b></p> <p>In this component, pupils will develop their ability to improve cardiovascular fitness, stamina, and mental resilience through a structured running programme. They will learn how to gradually build endurance, pace themselves effectively, and track their progress over time. Pupils will also understand the importance of warm-ups, cool-downs, and recovery in maintaining a safe and healthy running routine, while building confidence in their physical capabilities and commitment to personal fitness goals</p>	<p><b>Knowledge:</b></p> <p>In this component, pupils will develop their ability to contribute meaningfully to their community by engaging in a sustained volunteering project that evolves over time. They will learn how to identify community needs, plan and carry out tasks with increasing responsibility, and reflect on the impact of their actions. Pupils will strengthen their communication, teamwork, and problem-solving skills while demonstrating reliability, empathy, and initiative. Through regular commitment, they will also gain a deeper understanding of social responsibility and the value of long-term service</p>
	<p><b>Skills:</b></p> <p><b>Physical Skills</b></p> <ul style="list-style-type: none"> <li>• Improved Cardiovascular Endurance – Ability to sustain physical activity over time</li> <li>• Running Technique &amp; Efficiency – Development of good posture, stride, and breathing patterns</li> </ul>	<p><b>Skills:</b></p> <p><b>Personal &amp; Social Skills</b></p> <ul style="list-style-type: none"> <li>• Communication – Clearly expressing ideas, listening to others, and giving or receiving feedback</li> <li>• Teamwork – Collaborating with a range of people and working towards shared goals</li> <li>• Empathy &amp; Compassion – Understanding and supporting the needs of others in the community</li> </ul> <p><b>Responsibility &amp; Reliability</b></p>

- Pacing & Control – Understanding how to manage energy output over distance

**Health & Wellbeing**

- Understanding Physical Health Benefits – Increased stamina, strength, and overall fitness
- Mental Resilience – Developing perseverance, stress relief, and positive mindset through exercise
- Awareness of Safe Exercise Practice – Importance of warm-up, cool-down, stretching, and hydration

**Goal Setting & Motivation**

- Working Towards a Long-Term Goal – Building from short bursts of activity to sustained running
- Self-Motivation & Commitment – Following a consistent schedule and overcoming setbacks
- Tracking Progress – Using apps, journals, or personal feedback to monitor improvement

**Independence & Responsibility**

- Personal Accountability – Taking ownership of health and wellbeing
- Time Management – Balancing training with other responsibilities
- Routine Development – Building exercise into regular weekly habits

- Commitment – Showing dedication by turning up regularly and completing agreed tasks
- Time Management – Balancing volunteering with school and other commitments
- Accountability – Taking ownership of duties and following through with tasks

**Workplace & Community Awareness**

- Understanding Roles – Learning how organisations and charities operate
- Professional Conduct – Adopting appropriate behaviour, language, and appearance in a public setting
- Problem-Solving – Dealing with challenges, adapting to change, and finding practical solutions

**Leadership & Initiative**

- Confidence Building – Gaining self-assurance in unfamiliar environments
- Taking Initiative – Identifying what needs doing and acting without waiting to be asked
- Mentoring & Support – Helping others through encouragement, instruction, or assistance

**Reflection & Growth**

- Self-Evaluation – Recognising personal growth and areas to improve
- Building a CV/Record of Achievement – Gaining transferable skills useful for further education or employment
- Sense of Purpose – Feeling valued and understanding the positive impact of giving back

	<b>Spring B</b> <b>Topic: Skills Development and Practice (6 weeks)</b>	<b>Spring B</b> <b>Topic: Volunteering Project (6 weeks)</b>
	<b>Knowledge:</b> Pending Skills Selected by students	<b>Knowledge:</b>  In this component, pupils will develop their ability to contribute meaningfully to their community by engaging in a sustained volunteering project that evolves over time. They will learn how to identify community needs, plan and carry out tasks with increasing responsibility, and reflect on the impact of their actions. Pupils will strengthen their communication, teamwork, and problem-solving skills while demonstrating reliability, empathy, and initiative. Through regular commitment, they will also gain a deeper understanding of social responsibility and the value of long-term service
	<b>Skills:</b>  <b>Developed at Bronze Level</b> <ul style="list-style-type: none"> <li>• Planning &amp; organisation</li> <li>• Communication</li> <li>• Teamwork &amp; collaboration</li> <li>• Leadership</li> <li>• Problem-solving</li> <li>• Goal setting</li> <li>• Self-reflection &amp; responsibility</li> </ul>	<b>Skills:</b>  <b>Personal &amp; Social Skills</b> <ul style="list-style-type: none"> <li>• Communication – Clearly expressing ideas, listening to others, and giving or receiving feedback</li> <li>• Teamwork – Collaborating with a range of people and working towards shared goals</li> <li>• Empathy &amp; Compassion – Understanding and supporting the needs of others in the community</li> </ul> <b>Responsibility &amp; Reliability</b> <ul style="list-style-type: none"> <li>• Commitment – Showing dedication by turning up regularly and completing agreed tasks</li> </ul>

		<ul style="list-style-type: none"> <li>• Time Management – Balancing volunteering with school and other commitments</li> <li>• Accountability – Taking ownership of duties and following through with tasks</li> </ul> <p><b>Workplace &amp; Community Awareness</b></p> <ul style="list-style-type: none"> <li>• Understanding Roles – Learning how organisations and charities operate</li> <li>• Professional Conduct – Adopting appropriate behaviour, language, and appearance in a public setting</li> <li>• Problem-Solving – Dealing with challenges, adapting to change, and finding practical solutions</li> </ul> <p><b>Leadership &amp; Initiative</b></p> <ul style="list-style-type: none"> <li>• Confidence Building – Gaining self-assurance in unfamiliar environments</li> <li>• Taking Initiative – Identifying what needs doing and acting without waiting to be asked</li> <li>• Mentoring &amp; Support – Helping others through encouragement, instruction, or assistance</li> </ul> <p><b>Reflection &amp; Growth</b></p> <ul style="list-style-type: none"> <li>• Self-Evaluation – Recognising personal growth and areas to improve</li> <li>• Building a CV/Record of Achievement – Gaining transferable skills useful for further education or employment</li> <li>• Sense of Purpose – Feeling valued and understanding the positive impact of giving back</li> </ul>
	<p align="center"><b>Summer A</b> <b>Topic: Skills Development and Practice (6 weeks)</b></p>	<p align="center"><b>Summer A and b</b> <b>Topic: Qualifying Expedition and Final Assessment</b></p>
	<p><b>Knowledge:</b> Pending Skills Selected by students</p>	<p><b>Knowledge</b></p>

		<p>In this component, pupils will develop their ability to independently apply the practical and personal skills gained throughout their training and practice expedition. Working as part of a team, they will demonstrate competence in navigation, time management, campcraft, and outdoor cooking over two days and one night. Pupils will refine their decision-making, problem-solving, and leadership skills while maintaining safety and group morale in unfamiliar environments. The expedition encourages resilience, responsibility, and cooperation, culminating in a final presentation that reflects on their journey, achievements, and areas of personal growth</p>
	<p><b>Skills:</b></p> <p><b>Developed at Bronze Level</b></p> <ul style="list-style-type: none"> <li>• Planning &amp; organisation</li> <li>• Communication</li> <li>• Teamwork &amp; collaboration</li> <li>• Leadership</li> <li>• Problem-solving</li> <li>• Goal setting</li> <li>• Self-reflection &amp; responsibility</li> </ul>	<p><b>Skills:</b></p> <p><b>Navigation &amp; Route Planning</b></p> <ul style="list-style-type: none"> <li>• Reading and following maps and compasses</li> <li>• Estimating time and distance</li> <li>• Adapting routes based on terrain or conditions</li> </ul> <p><b>Campcraft &amp; Outdoor Living</b></p> <ul style="list-style-type: none"> <li>• Packing a rucksack efficiently</li> <li>• Setting up tents and safe campsites</li> <li>• Cooking simple meals outdoors using a stove</li> <li>• Managing hygiene and environmental care (Leave No Trace principles)</li> </ul> <p><b>Personal Responsibility &amp; Organisation</b></p> <ul style="list-style-type: none"> <li>• Managing personal kit and group equipment</li> <li>• Following expedition timings and meeting checkpoints</li> <li>• Keeping yourself and others safe during physical exertion</li> </ul>
	<p><b>Summer B</b> <b>Topic: Expedition Practice and Skills</b></p>	
	<p><b>Knowledge:</b></p>	<p><b>Problem-Solving &amp; Risk Management</b></p> <ul style="list-style-type: none"> <li>• Responding to unexpected changes in weather or route</li> </ul>

In this component, pupils will develop their ability to prepare for and participate in a self-sufficient, team-based outdoor expedition. They will gain practical skills in navigation, route planning, campcraft, and risk awareness, as well as learn how to pack and carry essential equipment. Pupils will strengthen their teamwork, communication, and leadership through shared responsibilities such as setting up camp, cooking meals, and solving real-world challenges. The practice expedition also builds resilience, independence, and confidence as pupils reflect on their readiness for the qualifying expedition and identify areas for improvement

**Skills:**

**Navigation & Route Planning**

- Reading and following maps and compasses
- Estimating time and distance
- Adapting routes based on terrain or conditions

**Campcraft & Outdoor Living**

- Packing a rucksack efficiently
- Setting up tents and safe campsites
- Cooking simple meals outdoors using a stove
- Managing hygiene and environmental care (Leave No Trace principles)

**Personal Responsibility & Organisation**

- Managing personal kit and group equipment
- Following expedition timings and meeting checkpoints
- Keeping yourself and others safe during physical exertion

**Problem-Solving & Risk Management**

- Identifying hazards and taking appropriate precautions
- Managing minor injuries and basic first aid

**Teamwork & Communication**

- Sharing tasks and roles within the group
- Supporting and encouraging team members
- Making group decisions collaboratively

**Resilience & Self-Reflection**

- Persevering through physical and mental challenges
- Reflecting on mistakes and learning from feedback
- Building self-confidence and independence

- Responding to unexpected changes in weather or route
- Identifying hazards and taking appropriate precautions
- Managing minor injuries and basic first aid

**Teamwork & Communication**

- Sharing tasks and roles within the group
- Supporting and encouraging team members
- Making group decisions collaboratively

**Resilience & Self-Reflection**

- Persevering through physical and mental challenges
- Reflecting on mistakes and learning from feedback
- Building self-confidence and independence