

SEE ^(Oldham) ASDAN Sport & Fitness (Short Course) (Academic Year: 2025/26)

We want our learners to benefit from an understanding and development of skills through sports and fitness activities and studies, which this area of the curriculum will make available to them. It will also help learners to develop and demonstrate understanding of sports and fitness issues. It will also serve to reinforce key skills in literacy, numeracy, ICT and presentation skills. The ASDAN sport and fitness curriculum also provides an opportunity for learners to recognise and reward personal achievements, help manage own learning, broaden own experience, develop employability skills and personal effectiveness and help build a progress file.

Our sport and fitness programme incorporates a whole range of basic and general key life skills to help the learner understand the world around them, give them confidence in their own abilities as well as giving them a range of key skills to them growing up. These key skills modules will include: Teamwork, coping with problems, motivation, social skills, goal setting, making yourself understood when speaking and writing, planning own learning working with others, carrying out basic calculations and using information technology. Small focus 'challenges' will be delivered through a range of tasks both within and without the classroom and will include the use of ICT, physical activities and visits where appropriate.

One of the primary focus's for sports will be following the ASDAN Sport and Fitness (Short Course). It is envisaged that learners achieve as many credits as possible dependent upon how many years they have at SEE (Oldham). There is a hope that the majority of learners will achieve the full short-course (6 x credits).

Dependent upon the learner jump-on point, the programme will be followed to attain the best credit achievement by completing as many appropriate challenges as possible. Note that the order and choice of the teaching/completion of the individual module 'challenges' tasks can be adapted to suit and does not have to follow the order/choice outlined in this Programme of Study. The highlighted ones in red and the dashed highlighted ones in red are possible option challenges.

The Football Programme features 7 modules.

Each learner must work from their own student book and compile a portfolio of evidence to show what they have done.

Learners gain 1 or 2 credits for each section completed, with each credit representing about 10 hours of activity.

Six credits are needed to achieve ASDAN Sports & Fitness short course.

How long will the Short Course take?	Hours	Credits
You have the option of accrediting up to 60 hours of sports and fitness activities.	10	1
	30	3
For every 10 hours, you are awarded one credit, for example:	60	6

KS3/KS4	ASDAN Sport & Fitness (Short Course)
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ASDAN Sport and Fitness (Short course)

The ASDAN Sport and Fitness programme is designed as a broad, activity-based course that helps learners develop their personal, social and employability skills.

It is specifically designed to:

- Boost learners' confidence by helping them recognise and develop their personal qualities and abilities
- Empower students by giving them ownership of their learning
- Broaden learners' experiences through a wide range of challenges
- Reward achievement through certification for 10 hours of work upwards
- Structure activities inside and outside of school with ready-made curriculum

Each learner will complete a portfolio made up of completed challenges covering the following modules:

1. Sports Participation
2. Health, Fitness and Nutrition
3. Researching Sport
4. Sport in the Community
5. Coaching and Officiating
6. The Environment
7. Working in Sport

To complete the full Sport and Fitness (Short course), six credits are needed (approx. 60 hours).

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	M1 Sports Participation – A1 A3 A5 A8 - Basic movement skills (agility, balance, coordination). - Intro to team games: football, basketball, handball. - Net/wall games: badminton, table tennis. - Intro to fitness: circuits, bodyweight exercises. - Safety basics: spacing, personal responsibility, hydration. - Values in sport: cooperation, trying your best.	M2 Health, Fitness & Nutrition – A2 A3 A4 A6 - What is fitness? What is health? - Benefits of exercise: stronger muscles, mood, energy. - Simple fitness routines: circuits, stretching, movement games. - Safety basics: warming up, cool-downs, listening to instructions. - Food groups (Eatwell Guide style). - Hydration understanding.	M3 Researching Sport – B2 M4 Sports in the community – A2 A5 A6 A8 - What is community sport? - Introduction to research skills (finding simple facts). - Exploring school, local council, or leisure centre activities. - Benefits of sport (physical and emotional wellbeing). - Barriers (confidence, cost, time). - Building a simple activity plan	M5 Coaching & Officiating – A1 A3 A4 A7 - What makes a good leader? - Simple officiating (whistle use, signalling). - Helping demonstrate drills. - Staying safe: spacing, equipment, warm-ups	M6 Environment – A1 A4 A5 A7 - Indoor vs outdoor environments. - Weather and playing conditions. - Basic safety: surfaces, spacing, equipment. “Where I like to be active” discussion	M7 Working in Sport – A1 A3 A5 A6 - What jobs exist in sport?” (brainstorm & examples) - Skills vs qualities – knowing the difference - Simple introductions to career journeys - Practical examples: helping lead a small task
Assessment	- Participation and effort. - Demonstrating simple rules. - Completing a short “My Sports Diary”. - Participation in safe fitness routines. - Labelling food groups. - Healthy habits diary		- Poster/map of local sports opportunities. - Short paragraph explaining the benefits of one sport. - Simple personal sports interest plan. - Paired micro-leadership activity. - Short reflection: “What I did well today”.		- environment comparison sheet. - Short reflection on where they most enjoy sport. - Job matching activity “Skills & qualities” worksheet - Simple reflection on a possible future role	

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Year 8	M1 Sports Participation – A1 A3 A5 A8 - Improving sports skills: passing, shooting, positioning. - Intro to tactics: finding space, marking, teamwork structure. - Fitness units: aerobic fitness, circuits, intro to heart-rate monitoring. - Safety: warming up independently, checking equipment. - Sporting values: fairness, encouragement, positive communication.	M2 Health, Fitness & Nutrition – A2 A3 A4 A6 - Fitness components: strength, stamina, flexibility. - Benefits of regular activity for physical and mental wellbeing. - Safe use of equipment (mats, light weights, resistance bands). - Nutrition basics: balanced meals, snacks, sugar awareness. - Intro to portion control. - Goal setting: SMART targets simplified	M3 Researching Sport – B2 M4 Sports in the community – A2 A5 A6 A8 - Exploring community sports facilities (virtual tour/research). - Identifying why sport matters in people's lives (case studies). - Understanding barriers for children, adults, disabled participants. - Research task: choose a sport and find 5 factual pieces of information. - Intro to planning personal participation goals.	M5 Coaching & Officiating – A1 A3 A4 A7 - Basic rule enforcement in games. - Leading warm-ups with support. - Safety checks before starting activities. - Developing communication: tone, gesture, clarity.	M6 Environment – A1 A4 A5 A7 - Grass, hard court, synthetic surfaces, sports hall. - Weather safety: heat, cold, wet, wind. - Accessibility basics: ramps, lighting, spacing. "How safe is this environment?" activity.	M7 Working in Sport – A1 A3 A5 A6 - Exploring roles: coach, fitness instructor, official, sports leader. - Soft skills: communication, leadership, teamwork. - Personal qualities: resilience, fairness, confidence. - Everyday career pathways: volunteering, joining clubs, certificates.
Assessment	- Skills in game situations. - Short written/reflection task on "How I keep myself safe in PE". - Goal-setting task. - Fitness technique observation. - Small project: "Build a balanced plate". - Personal lifestyle goal sheet		- Completed local/regional sport comparison. - Written benefits/reflection task. - Research worksheet using a structured template. - One activity-based SMART goal. - Lead a warm-up for small group. - Officiate a small-sided game using basic signals. - Reflection sheet: "My leadership skills".		- Safety checklist for two different environments. - Reflective journal entry on environment and performance. - Role profile sheet - Skills & qualities evaluation - Mini plan: "Steps to get involved in sport"	

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Year 9	M1 Sports Participation – A1 A3 A5 A8 • Invasion sports: structured gameplay, attacking/defending principles. • Net/wall: serving, tactical rallies. • Striking/fielding: strategic field placement. • Fitness: components of fitness, personal testing, goal-driven plans. • Values: integrity, sportsmanship, leadership.	M2 Health, Fitness & Nutrition – A2 A3 A4 A6 • Intro to aerobic vs anaerobic exercise. • Why lifestyle matters: sleep, stress, sedentary behaviour. • Injury prevention: warming up, controlled movement, environment checks. • Nutrients and their functions: • Carbs = energy • Protein = repair/growth • Fats = energy & essential functions • Reading simple food labels. • Baseline fitness tests (SEND-sensitive).	M3 Researching Sport – B2 M4 Sports in the community – A2 A5 A6 A8 • Sport England, NGBs, charity/community sports programmes. • Benefits of sport: mental health, physical health, social impact. • Barriers: finance, transport, disability, culture, confidence, gender. • Solutions: inclusive coaching, funding schemes, adapted sports. • Research project: choose a sport, club, or athlete pathway. • Participation planning with steps and deadlines.	M5 Coaching & Officiating – A1 A3 A4 A7 • Understanding rules and applying them in practice. • Leading partner drills and small activities. • Developing assertive communication. • Observing and reviewing own performance	M6 Environment – A1 A4 A5 A7 • Temperature, surface type, space limitations, noise levels. • Adapting games for environment (e.g., safe play indoors). • Inclusive design: adapted pitches, lighting, sensory-friendly spaces. • Analysing sports that depend heavily on environment (e.g., athletics, outdoor games).	M7 Working in Sport – A1 A3 A5 A6 • Comparing roles: coach vs official vs sport development worker • Skill application: small leadership tasks • Qualities required for different settings • Introduction to qualifications (e.g., Sports Leader, coaching badges)
Assessment	• Practical performance in sports. • Self-assessment safety checklist. • Fitness plan with targets and reflections • Safety checklist during fitness work. • Nutrition worksheet on nutrients and meals. • Draft personalised health plan.		• Comparison chart (local vs national opportunities). • Problem–solution barrier task. • Structured research project (3–4 sections). • Personal participation plan. • Officiating during a modified game. • Delivering a basic coaching activity. • Written review of performance.		• Written explanation of two environmental impacts on sport. • Practical task: adapt an activity to suit a given environment. • Reflective review of adaptations. • Written comparison of two job roles • Practical skills observation • Pathway diagram for a chosen job	

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Year 10	M1 Sports Participation – A1 A3 A5 A8 - Advanced skill performance and decision making. - Fitness principles: overload, progression, FITT. - Leading parts of lessons: warm-ups, simple drills. - Safety: risk identification and risk reduction strategies. - Values: leadership, responsibility, fairness in officiating.	M2 Health, Fitness & Nutrition – A2 A3 A4 A6 - Training principles: FITT, overload, progression. - Long-term health: heart health, mental health, weight management. - Preventing overtraining and injury. - Nutrition: macro/micro nutrients, hydration strategy. - Meal planning for goals (general health, fitness, recovery). - Recording fitness and nutrition data.	M3 Researching Sport – B2 M4 Sports in the community – A2 A5 A6 A8 - structure of community sport: clubs, charities, youth sport organisations. - Why people participate: motivation, wellbeing frameworks. - Barriers: financial, emotional, physical, social — advanced analysis. - Solutions: inclusive design, accessibility improvements, affordable access. - Research methods: online sources, interviews, observation. - Extended research task (preparation for Year 11 independence). - Goal setting: long-term targets, resources needed, potential challenges.	M5 Coaching & Officiating – A1 A3 A4 A7 - Officiating roles (referee, umpire, lines judge). - Sport-specific rules and consistency of decisions. - Leading structured coaching sessions (warm-up, main activity, review). - Communication for conflict resolution and fairness. - Video/peer review processes	M6 Environment – A1 A4 A5 A7 - Environmental audits for sports spaces. - Risk assessment skills: hazards, likelihood, control measures. - Community sport: park pitches, leisure centres, outdoor gyms. - Environmental influence on motivation, confidence, accessibility (SEND, mobility, age)	M7 Working in Sport – A1 A3 A5 A6 - Exploring multi-stage pathways (e.g., Level 1 → Level 2 coaching) - Deeper analysis of responsibilities: safeguarding, safety, planning - Skill practice: leading drills, resolving issues, decision-making - Qualities for inclusive sport work (adaptability, patience, empathy)
Assessment	- Leading a warm-up/activity safely. - Video or written analysis of own performance. - Mid-term review of personal participation plan - Leading a warm-up safely. - Analysing a daily diet for balance. - Mid-point review of personal fitness/nutrition plan		- Report on how community sport is organised. - Written evaluation of benefits and barriers. - Extended research project with structured report. - Finalised personal action plan for participation beyond school. - Observed officiating performance. - Leading a structured coaching session. - Review identifying strengths and target areas		- Environmental audit & hazard identification. - Evaluation of participation barriers linked to environment. - Reflective log on managing environment during practical tasks. - Environmental audit & hazard identification. - Evaluation of participation barriers linked to environment. - Reflective log on managing environment during practical tasks. - Career pathway map - Practical leadership task - Written task evaluating qualities for a chosen role	

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Year 11	M1 Sports Participation – A1, A3, A5, A8. - Refining sport-specific techniques. - Advanced tactics & game management. - Fitness: personal goal-setting, tailored training plans. - Leadership opportunities: officiating, coaching peers. - Values: integrity, responsibility, perseverance. M2 Health, Fitness & Nutrition – A2, A3, A4, A6.	M3 Researching Sport – B2 M4 Sports in the community – A2 A5 A6 A8 - Introduction to research and community sport - Distinguishing reliable/unreliable sources (B2) - Exploring local community sports provision (A2) - Understanding national sports opportunities (A2) - Planning and beginning the sports research project (B2) - Understanding benefits of sports participation (A5) - Identifying participation barriers (A6) - Exploring solutions and inclusive practice (A6) - Planning and beginning the sports research project (B2) - Understanding benefits of sports participation (A5)	- M5 Coaching & Officiating – A1 A3 A4 A7 - What is coaching? What is officiating? - Roles, responsibilities and behaviours - Leadership styles: directive, supportive, collaborative. - Responsibilities: planning, managing behaviour, inclusivity - Safe practice principles. - Professional boundaries	M6 Environment – A1, A4, A5, A7. - Advanced risk assessment and environmental adaptations. - Managing environment during coaching/officiating sessions. - Evaluating how environment affects performance quality. - Planning inclusive activities based on environmental conditions. - Full written performance evaluation (environment focus). M7 Working in Sport – A1, A3, A5, A6. - Advanced exploration of roles: coaching, officiating, sport science, community sport - Professional behaviours & expectations - Careers guidance: qualifications, training, apprenticeships, voluntary roles - Creating a personal plan that includes: - Entry routes	
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		- Identifying participation barriers (A6) - Exploring solutions and inclusive practice (A6) - Planning and beginning the sports research project (B2) - Understanding benefits of sports participation (A5) - Identifying participation barriers (A6) - Exploring solutions and inclusive practice (A6)		- Required skills - Required qualities - Experience opportunities - Short- and long-term goals	
Assessment	- Final participation portfolio (skills, fitness, values). - Lead part of a lesson including safety briefing. - Evaluation of personal participation plan. - Source Evaluation Task - Local & National Opportunities Comparison - Mid-Term Research Project Plan - Benefits & Barriers Written Assessment - Final Research Project - Personal Action Plan	- Group brainstorm. - Case study of coaches/officials. - Pupils list responsibilities for both roles. Pupils produce a “Roles & Responsibilities” organiser. - Written explanation of safe practice (A3). - Full environmental risk assessment. - Leading/adapting an activity based on environmental conditions. - Written evaluation linking environment to personal performance. - Professional role comparison - Practical demonstration of job-linked skills - Full personal career pathway plan - Written analysis of own qualities & readiness			

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