



ST GEORGE'S SCHOOL
A CHURCH OF ENGLAND ACADEMY

PHYSICAL EDUCATION CURRICULUM

PHYSICAL EDUCATION CURRICULUM PHILOSOPHY

The PE department at St George's strives to inspire and motivate all pupils to create and build healthy active lifestyles during the school years and beyond. We endeavour to build this through lessons and an extra curricular enrichment programme that is built around the values of dignity, hope, community, wisdom, humility, and kindness. We firmly believe that Physical Education extends far beyond the realm of sports proficiency, serving as a platform to instil essential values such as fair play, respect, equality, honesty, and determination. By nurturing these qualities, we equip our pupils to thrive in diverse settings and contribute positively as responsible local and global citizens.

At St George's, our goal is to cultivate active habits for life. Our curriculum offers a rich tapestry of sporting activities, providing every pupil with the opportunity to discover and excel in an activity they are passionate about. Through revisiting activities and fostering skill acquisition and tactical awareness, we aim to enhance each pupil's overall performance and enjoyment, supporting them to participate at a level they aspire to. Whether a pupil is just starting their journey in sports or aiming to compete at national or even international levels, we provide the resources, guidance, and encouragement to help them reach their full potential. To ensure comprehensive development, our curriculum is structured around four key strands; Skills Development, Health and Fitness, Leadership, and Dance.

Skills Development encompasses the deliberate cultivation of a diverse range of competencies across various sports and physical activities, including football, netball, volleyball, basketball, athletics and badminton. Rather than isolating these skills within their respective sports, we emphasise their applicability across different activities. By mastering fundamental techniques and strategies that transcend individual sports, pupils not only enhance their performance but also cultivate a deeper understanding of athletic principles. This approach not only equips pupils with the versatility to excel in diverse sporting environments but also fosters a deeper appreciation and enjoyment of the activities they engage in.

Health and Fitness is central to our mission, promoting complete physical, mental, and social well-being. Through our core curriculum, OCR Sports Studies and elective programs, we empower pupils to embrace healthy lifestyles and prioritise physical activity. By offering tailored experiences at all stages, we aim to foster sustained engagement and enthusiasm.

Leadership is integral to our approach, and we look to cultivate this at every level of our PE curriculum. From KS3 onwards, pupils are encouraged to take on leadership roles, whether it's leading warm-ups, organising team activities as captains, or learning officiating roles. This ethos continues into the KS4 OCR Sports Studies program, where pupils design and deliver sports sessions to their peers, honing their leadership abilities as well as learn about different opportunities to volunteer and lead in sport. We believe in nurturing the next

generation of leaders who can inspire and motivate others to achieve their full potential, both on and off the field.

Dance is an essential component of our PE curriculum, offering pupils a unique opportunity to cultivate creativity, discipline, and teamwork. Through dance, pupils develop cooperative skills necessary for producing high-quality art, while also fostering self-confidence as they overcome challenges and master new goals. Furthermore, dance enhances physical fitness, coordination, and social skills, while teaching pupils the value of being part of a larger community. Beyond practical applications, dance nurtures creative thinking, discipline, commitment, and spatial awareness, benefiting pupils academically and physically.

In order to achieve a true understanding of Physical Education topics have been intelligently sequenced based on the following rationale:

At KS3:

- Pupils will build on and apply the fundamental skills developed at KS2, and these will be further developed into sport specific practices.
- Pupils will develop skills, knowledge and performance techniques across a range of sports and dance.
- Pupils will develop tactical and regulation principles, applying these in competitive situations.
- Pupils will improve their health and fitness, recognising the role of physical activity contributing to their physical, social and mental wellbeing.
- Pupils will develop into team players who cooperate and demonstrate respect for their fellow team player, opposition and officials.
- Pupils will develop leadership skills; learning the roles and qualities of an effective leader.

Technical proficiency of physical skills relies on regular practice over an extended period of time. Activities across KS3 have been interleaved and structured to allow for ongoing development and practice of skill. The curriculum has been sequenced to allow pupils to gradually build a depth of physical skill through the application of key concepts, procedural and substantive knowledge in a wide range of sporting contexts.

The activities incorporated into the KS3 curriculum are a reflection of the current climate of sport within society in Great Britain. The summer of sport in 2023 has provided a potential legacy for sport across the country, particularly concerning female sport and games activities. Following the success of the Lioness' bringing football home at the Euro 2022 competition, the momentum within women's football is a focus and all pupils will now access the sport in a bid to level the gender gap in physical literacy. The first Gold medal in women's hockey at the Birmingham Commonwealth Games has inspired the reintroduction of hockey for all pupils.

At KS4:

- Pupils will demonstrate and apply basic, core and advanced physical skills across a range of sports and dance.
- Pupils will use and correctly apply a range of tactical proficiencies and demonstrate a deep understanding of rules and regulation principles.
- Pupils will develop and utilise knowledge on how to improve sporting performance, reviewing and monitoring the performance of themselves and others.
- Pupils will develop leadership and organisational skills, applying these through the planning, leadership and review of safe and effective sports sessions.
- Pupils will develop a range knowledge of topical and contemporary issues in sport, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.
- Pupils will gain an understanding of how sport can also be a force for good at local, national and international levels, because of its ability to bring people together.

Pupils can gain further knowledge and experience in physical activity during their school life through an extensive co-curricular programme; clubs, teams, inter-form competitions, sporting events and school electives. Pupils will also be made aware of the many opportunities available in Blackpool through club links.

The PE curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills:

Our curriculum is designed around the most disadvantaged learner in our community. We are careful not to assume any prior general knowledge or access to physical activity and sport, and are mindful of the different experiences our feeder primaries offer. All pupils are taught a rigorous curriculum, which extends beyond the expectations set by the national curriculum for PE.

Although pupils are taught in groups, we have the same high expectations of all pupils and we do not narrow the curriculum based on prior experience or attainment. Pupils are taught the same scheme so that everyone has access to the same powerful knowledge, but some activities may be supplemented or modelled as required for individual or small groups of pupils.

Communication and teamwork can be a key determining factor in a child's future social and professional success. Often, pupils from disadvantaged backgrounds do not always have the same level of social and cultural competencies as their non-disadvantaged peers. As a result, the PE curriculum strongly promotes and provides many opportunities for practice of communicating effectively with others to be successful in a team or deal with conflict. Teachers pre-plan opportunities prior to the lesson to target pupils who may benefit from experience with increased responsibility and leadership; managing equipment, leading warm-ups, taking on official roles and scoring.

Pupils with special educational needs or disabilities are given extra support where identified, and select the most appropriate groupings for development and achievement. Pupils can be taught or re-taught in a small group setting so that their needs can be catered for. Teachers will use suitable 'buddies' and groupings to support the learning of our most vulnerable and SEND pupils.

We fully believe PE can contribute to the personal development of pupils at St George's:

PE lessons are integral for our pupils to develop their physical health and mental well-being, but also understand why being physically healthy is important beyond their school career; throughout their whole life. Pupils will engage in high levels of activity that have lasting impact on their cardiorespiratory and muscular systems when sustained. Pupils will be exposed to a variety of different types of sporting and outdoor activity in order to support them finding something they will continue to access well beyond their time at St George's. Resilience, determination and self-esteem are just some of the many psychological factors that can be imperative to a person's mental health. It is well researched that exercise can have positive effects on a person's mental well-being. The PE curriculum has high expectations, and challenging activities will push pupils out of their comfort zones, whilst careful scaffolding of successes and next steps in every lesson will help pupils to improve their self-esteem. Fitness activities that focus on cardiovascular and muscular endurance will help instil that grit and determination to not give up when faced with difficulty. This systematic cultivation of physical discipline, personal accountability, and emotional grit directly reinforces our students' long-term character development.

The social development (social health) of our pupils is nurtured through the challenges that each individual sport or activity presents. All lessons will require pupils to communicate effectively with each other and, at times, work in teams or small groups to overcome barriers. Lessons have been designed to support pupils in being confident communicators, taking lead where necessary and be comfortable with making mistakes or losing. Navigating these dynamic, competitive scenarios explicitly links to critical thinking and decision-making, training pupils to analyse tactical situations under pressure, evaluate opponents' strategies, adapt game plans fluidly, and make rapid, calculated choices for the benefit of the team.

The inclusive and supportive structure of our physical education curriculum naturally links to our core Christian values. By fostering an environment where winning and losing are met with equal grace, and where students are taught to respect the rules, the officials, and the diverse abilities of their peers, we champion deep compassion, integrity, and mutual respect. This ensures that every student feels uniquely valued and encouraged to fulfil their God-given physical and personal potential within a unified community.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that pupils are exposed to:

The PE department explicitly teaches links to careers throughout Key Stage 4 providing pupils with the knowledge and understanding of what is required for the next steps of their career and development. Explicit links are made to other subjects with reference to how pupils can use the knowledge (and skills) learned in PE to underpin and support other career pathways. This curriculum structure directly builds essential workplace employability skills, including strategic leadership, crisis management, verbal command, high-level teamwork, and the ability to accept and implement constructive feedback in professional environments.

Pupils are exposed to careers throughout the OCR course in areas such as coaching, officiating, sports development, teaching, physiotherapy, sport scientists and in outdoor adventurous activities . This academic exposure prepares pupils for specific education routes and courses. The secure foundation of our carefully crafted curriculum underpins GCSE PE, OCR Cambridge Nationals/Technicals in Sport, and builds towards A-Level Physical Education. For higher and further education, it opens up pathways to BSc (Hons) degrees in Sports Science, Physiotherapy, Sports Coaching, and Sports Management, alongside Level 3 and 4 apprenticeships in personal training and leisure management.

The deep knowledge of anatomy, physiology, and sports organisation gained in PE serves as a gateway to a broad spectrum of future careers across the healthcare, leisure, and performance sectors. Direct professional pathways include working as a physiotherapist, sports scientist, PE teacher, fitness instructor, or professional sports coach. Furthermore, the leadership and structural skills developed prepare pupils for successful careers in sports journalism, data analytics, sports development policing, and armed forces roles.

A true love of PE involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure pupils are well prepared to be successful in GCSE examinations:

The practical activities studied at St George's transfer many of the skills acquired and needed to be successful at GCSE. They are deliberately from a wide range of sports and offer pupils the opportunity to explore activities from across the world, supporting them in finding an activity to pursue into adulthood.

The PE Department offers many extra-curricular clubs and electives at lunchtimes and after school and are available to all pupils to develop their skill set, understanding of the game/activity and socialise with peers. As part of this, pupils are given multiple opportunities to represent the academy at inter school and local competitions.

There is also the opportunity to develop leadership skills through the involvement in extra-curricular clubs and electives, structured lunchtime activities and supporting local primary school sporting events.

During a variety of games, pupils will engage in competitive team sports, representing St George's with the highest of standards in their discipline, attitude and ability. An annual Sports Day also provides pupils with the opportunity to compete with peers and celebrate individual and team achievements.

CURRICULUM SEQUENCING

All children are entitled to a curriculum and to the powerful knowledge that will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, at each key stage from Year 7 through to Year 11, in order to equip pupils with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. Within PE, due to the constraints of facilities, each class will follow a particular order of delivery of the curriculum.

Unit Sequencing		
Year 7	Term 1	Foundational Badminton : Building Basic Mechanics and Control Foundational Football : Developing Technical Foundations Foundational Tag Rugby : Building Basic Handling and Movement Skills Foundational Dance : Establishing Rhythmic and Creative Movement Foundational Indoor Athletics : Developing Mechanical Efficiency
	Term 2	Foundational Table Tennis : Building Basic Bat Control Foundational Basketball : Developing Fundamental Ball Skills Foundational Fitness : Building Physical Literacy Foundational Volleyball : Establishing Contact Consistency
	Term 3	Foundational Summer Games : Building Execution Mechanics Foundational Athletics : Establishing Style, Form and Technique

Year 8	Term 1	Intermediate Badminton : Developing Proficiency Intermediate Football : Embedding Functional Competency Intermediate Tag Rugby : Developing Strategic Movement and Team Cohesion Intermediate Dance : Developing Stylistic Interpretation Intermediate Indoor Athletics : Enhancing Functional Competency
	Term 2	Intermediate Table Tennis : Developing Reactive Tactics Intermediate Basketball : Embedding Positional Connectivity and Movement Skills Intermediate Fitness : Developing Training and Conditioning Intermediate Volleyball : Developing Sequence Coordination
	Term 3	Intermediate Summer Games : Developing Situational Awareness Intermediate Athletics : Improving Performance Efficiency
Year 9	Term 1	Advanced Badminton : Embedding Competition Mastery Advanced Football : Mastering Strategic Performance Advanced Tag Rugby : Enhancing Team Performance Advanced Dance : Refining Performance Artistry Advanced Indoor Athletics : Optimising Performance
	Term 2	Advanced Table Tennis : Mastering Competitive Strategy and Performance Advanced Basketball : Embedding Systemic Competition and Performance Advanced Fitness : Mastering Physiological Autonomy Advanced Volleyball : Embedding Dynamic Synchronisation
	Term 3	Advanced Summer Games : Mastering Strategic Gamesmanship Advanced Athletics : Refining Competitive Excellence

Year 10	Core PE	
	Term 1-2	Refined Performance Team Activities: Basketball, Team Games; Individual activities: Badminton, Indoor Athletics; Creative: Dance
	Term 3	Refined Performance Summer Team Activities: Volleyball; Striking and fielding: Rounders, Cricket; Athletics: Track and Field
Year 11	Term 1-2	Optimising Team Activities: Basketball, Team Games; Individual activities: Badminton, Indoor Athletics; Creative: Dance
	Term 3	Optimising Summer Team Activities: Volleyball; Striking and fielding: Rounders, Cricket; Athletics

OCR Sports Studies	
Term 1	R187 - Increasing awareness of outdoor and adventurous activities R185 - Performance and Leadership in sports activities- Topic 1:Key Components of performance
Term 2	R185 - Topic 1:Key Components of performance R185 - Topic 2:Applying practise methods to support improvement in a sporting activity
Term 3	R185 - Topic 2:Applying practice methods to support improvement in a sporting activity R185 - Topic 3:Organising and planning a sports activity session R185 - Topic 4: Delivering a sports activity session
Term 1	R185 - Topic 3:Organising and planning a sports activity session - RISK ASSESSMENT R185 - Topic 5: Reviewing your own performance in planning and leading a sports activity session R184 - Contemporary issues in sport(Exam Unit) R184 - Topic 1: Issues which affect participation in sport R184 - Topic 2: The role of sport in promoting values
Term 2	R184 - Topic 3: The implications of hosting a major sporting event for a city or county. R184 - Topic 4: The role of National Governing Bodies (NGBs) play in the development of their sport R184 - Topic 5: The use of technology in sport
Term 3	R184 - Revision and Exam Technique Exam - May 2027