



## **Physical Education and OCR Sports Studies Curriculum Philosophy**

The PE department at St George's strives to **inspire** and **motivate** all students 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 student 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 student's overall **performance** and **enjoyment**, supporting them to participate at a level they **aspire** to. Whether a student 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 students to embrace **healthy lifestyles** and prioritise **physical activity**. By offering tailored experiences at different key 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 students the value of being part of a larger **community**. Beyond practical applications, dance nurtures **creative thinking, discipline, commitment, and spatial awareness**, benefiting students academically and physically.

*“Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does. It speaks to youth in a language they understand.”*

*Nelson Mandela*

**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.

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.

**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.

**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**. Pupils are exposed to careers throughout the OCR course in areas such as **coaching, officiating, sports development, teaching, physiotherapy** and **sport scientists**. 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.

**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 students 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.

<b>Sequencing</b>		
<b>Year 7</b>	<b>Term 1-2</b>	<b>Team games (netball, football, basketball, volleyball) Individual games (badminton) Team Games ( Handball, ultimate Frisbee, Tag Football), Dance</b>
	<b>Term 2-3</b>	<b>Striking and fielding (rounders, cricket) Athletics (track and field)</b>
<b>Year 8</b>	<b>Term 1-2</b>	<b>Team games (netball, football, basketball, volleyball) Individual games (badminton) Team Games ( Handball, ultimate Frisbee, Tag Football), Dance</b>
	<b>Term 2-3</b>	<b>Striking and fielding (rounders, cricket) Athletics (track and field)</b>
<b>Year 9</b>	<b>Term 1-2</b>	<b>Team games (netball, football, basketball, volleyball) Individual games (badminton) Team Games ( Handball, ultimate Frisbee, Tag Football) , Dance</b>
	<b>Term 2-3</b>	<b>Striking and fielding (rounders, cricket) Athletics (track and field)</b>
<b>Year 10</b>	<b>Term 1-2</b>	<b>Team games (netball, football, basketball, volleyball) Individual games (badminton) Team Games ( Handball, ultimate Frisbee, Tag Football), Dance</b>
	<b>Term 3</b>	<b>Striking and fielding (rounders, cricket) Athletics (track and field)</b>
<b>Year 11</b>	<b>Term 1-2</b>	<b>Team games (netball, football, basketball, volleyball) Individual games (badminton) , Team Games ( Handball, ultimate Frisbee, Tag Football, Dance</b>
	<b>Term 3</b>	<b>Striking and fielding (rounders, cricket) Athletics (track and field)</b>

At St. George's, our PE curriculum is meticulously structured to ensure that students progress steadily in their athletic development as they advance through each year group. In Year 7, the focus lies on establishing foundational skills and understanding through the different activities. Students engage in skill-building exercises and conditioned games to enhance their proficiency in various sports.

<b>Class by Class Sequencing - Year 7</b>				
Activity	Class 1	Class 2	Class 3	Class 4
1	Football	Football	Netball	Netball
2	Netball	Netball	Football	Football
3	Volleyball	Volleyball	Volleyball	Volleyball
4	Indoor Athletics	Indoor Athletics	Indoor Athletics	Indoor Athletics
5	Badminton	Badminton	Dance	Team Games
6	Dance	Team Games	Badminton	Badminton
7	Basketball	Basketball	Team Games	Dance
8	Team Games	Dance	Basketball	Basketball
9	Athletics	Athletics	Athletics	Athletics
10	Athletics	Athletics	Athletics	Athletics
11	Athletics / Striking Games	Athletics / Striking Games	Athletics / Striking Games	Athletics / Striking Games
12	Striking Games	Striking Games	Striking Games	Striking Games

Moving into Year 8, this groundwork is further built upon as students delve deeper into tactics and strategies within each sport. They participate in more intricate games that challenge their understanding of teamwork and decision-making.

<b>Class by Class Sequencing - Year 8</b>				
Activity	Class 1	Class 2	Class 3	Class 4
1	Football	Football	Netball	Netball
2	Netball	Netball	Football	Football
3	Volleyball	Volleyball	Volleyball	Volleyball
4	Indoor Athletics	Indoor Athletics	Indoor Athletics	Indoor Athletics
5	Badminton	Badminton	Dance	Team Games
6	Dance	Team Games	Badminton	Badminton
7	Basketball	Basketball	Team Games	Dance
8	Team Games	Dance	Basketball	Basketball
9	Athletics	Athletics	Athletics	Athletics
10	Athletics	Athletics	Athletics	Athletics
11	Athletics / Striking Games	Athletics / Striking Games	Athletics / Striking Games	Athletics / Striking Games
12	Striking Games	Striking Games	Striking Games	Striking Games



By the time they reach Year 9, students are primed to refine their technical abilities and apply them in competitive settings. The curriculum prioritises the mastery of advanced techniques and tactics, equipping students for higher levels of play. This methodical approach ensures that students not only acquire the necessary skills but also develop a profound understanding of sportsmanship, strategy, and teamwork as they progress through each stage of their PE journey.

<b>Class by Class Sequencing - Year 9</b>				
Activity	Class 1	Class 2	Class 3	Class 4
1	Football	Football	Netball	Netball
2	Netball	Netball	Football	Football
3	Volleyball	Volleyball	Volleyball	Volleyball
4	Indoor Athletics	Indoor Athletics	Indoor Athletics	Indoor Athletics
5	Badminton	Badminton	Dance	Team Games
6	Dance	Team Games	Badminton	Badminton
7	Basketball	Basketball	Team Games	Dance
8	Team Games	Dance	Basketball	Basketball
9	Athletics	Athletics	Athletics	Athletics
10	Athletics	Athletics	Athletics	Athletics
11	Athletics / Striking Games	Athletics / Striking Games	Athletics / Striking Games	Athletics / Striking Games
12	Striking Games	Striking Games	Striking Games	Striking Games

### Class by Class Sequencing - Year 10

Activity	Class 1	Class 2	Class 3	Class 4
1	Football	Badminton	Netball	Dances
2	Basketball	Team Games	Badminton	Fitness
3	Volleyball	Volleyball	Basketball	Dance
4	Football	Basketball	Volleyball	Volleyball
5	Athletics	Athletics	Athletics	Athletics
6	Striking Games	Striking Games	Striking Games	Striking Games

### Class by Class Sequencing - Year 11

Activity	Class 1	Class 2	Class 3	Class 4
1	Football	Badminton	Netball	Dances
2	Basketball	Team Games	Badminton	Fitness
3	Volleyball	Volleyball	Basketball	Dance
4	Football	Basketball	Volleyball	Volleyball
5				
6				

## Sequencing OCR Sports Studies 24/25

<b>Year 10</b>	<b>Term 1</b>	<b>R187 - Increasing awareness of outdoor and adventurous activities</b> <b>R185 - Performance and Leadership in sports activities- Topic 1:Key Components of performance</b>
	<b>Term 2</b>	<b>R185 - Topic 1:Key Components of performance</b> <b>R185 - Topic 2:Applying practise methods to support improvement in a sporting activity</b>
	<b>Term 3</b>	<b>R185 - Topic 2:Applying practise methods to support improvement in a sporting activity</b> <b>R185 - Topic 3:Organising and planning a sports activity session</b> <b>R185 - Topic 4: Delivering a sports activity session</b>
<b>Year 11</b>	<b>Term 1</b>	<b>R185 - Topic 5: Reviewing your own performance in planning and leading a sports activity session</b> <b>R184 - Contemporary issues in sport(Exam Unit)</b> <b>R184 - Topic 1: Issues which affect participation in sport</b> <b>R184 - Topic 2: The role of sport in promoting values</b>
	<b>Term 2</b>	<b>R184 - Topic 3: The implications of hosting a major sporting event for a city or county.</b> <b>R184 - Topic 4: The role of National Governing Bodies (NGBs) play in the development of their sport</b> <b>R184 - Topic 5: The use of technology in sport</b>
	<b>Term 3</b>	<b>R184 - Revision and Exam Technique</b> <b>Exam - May 2025</b>