



OCL Physical Education Curriculum: Statement of Intent and Long-Term Plan



Purpose of study

Physical education should inspire students to become physically competent in a way which promotes lifelong physical activity. The Oasis Physical Education Curriculum will improve students' health and wellbeing through a holistic approach that allows them to flourish and become valuable members within their community. Students will be provided with opportunities to develop personally through a wide range of experiences. They will have opportunities to engage and excel in competitive sport, physical activities and leadership, building character and embedding wider core values throughout.

We value character, competence and community in our curriculum:

- **Character:** Physical education can promote the holistic development of students, helping them to become better versions of themselves by emphasising moral traits such as respect and fairness. Within our heart assessment students will be encouraged to promote sportsmanship and fair play, students will develop good habits that will bring out the best in each other both inside and outside of sport and physical activity.
- **Competence:** Through our hands and head assessment students will be developing their competence within physical education, which will improve confidence and provide students with the skills and knowledge to lead physically active lives. Physical education will ensure students aspire and take the next steps in their education and personal challenges.
- **Community:** Through teamwork and opportunities to build character, physical education can foster a sense of belonging amongst students. Students learn how to work collaboratively in physical education which is embedded within the heart assessment, developing leadership skills and helping students to create meaningful relationships and contribute to a positive community culture. Students will understand the pathways within community sport promoting lifelong physical activity. Through sport, students will recognise social and physical barriers to sport within their community and wider topical issues, modelling the nine habits.



Core concepts and principles of progression

The Oasis Physical Education curriculum is sequentially planned so that the core and wider skills and knowledge required to be physically literate are developed over time.

- **Movement skills (Hands):** students develop locomotor, non-locomotor and object control skills, these are the building blocks of developing physical literacy. The success of developing these skills can positively affect health throughout an individual's lifespan.
- **Health and fitness (Hands):** students will develop the knowledge and skills required to maintain and improve their health as part of their commitment to lifelong healthy choices. Teachers will encourage the holistic development of students' health and wellbeing ensuring that physical education not only improves their physical development but their intellectual, emotional, social and spiritual development. Students will be able to apply the key concepts and healthy eating model to their wider lives.
- **Technical skills (Hands):** students learn the skills required to take part in a wide range of sports, providing them with the necessary skills to be physically competent and, if they desire, to excel in their chosen sport(s).

- **Tactical knowledge (Head):** students learn how to select and apply appropriate tactics and strategies and apply these to the sport or situation they are in.
- **Leadership (Head & Heart):** students will develop teamwork and communication skills that will encourage them to become effective leaders, they will foster leadership qualities through experiences and extra qualifications that will enable students to be active role models to others.
- **Analytical skills (Head):** students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performance.
- **Sportsmanship (Heart):** students will learn the importance of respect and fair play in sport, they will actively role model a positive sporting etiquette.

Aims:

1. To encourage the personal development of students through a range of experiences and activities.
2. To equip students with the skills and knowledge to become physically literate.
3. To develop students holistically, promoting the positive benefits of a healthy lifestyle.
4. To develop an awareness of local, national and global barriers within sport.

Through our carefully sequenced and ambitious curriculum we intend that our varied and diverse physical education provision will achieve these outcomes:

Hand:

- Work with subject specialists/ professional coaches/ community clubs from a range of sports.
- Demonstrating a variety of movements confidently and competently across a wide range of physical activities.
- Performing sporting skills with good technique and fluency.
- Engaging in extracurricular clubs and enrichment activities that allow them to develop their own sporting interests and skills.

Head:

- Implementing tactics within a variety of sporting scenarios.
- Developing the motivation and ability to understand, communicate, apply and analyse various forms of movement.
- Creating opportunities for students to identify areas of improvement and the knowledge required to make those improvements.
- Understanding the importance of being active and making educated healthy choices.

Heart:

- The promotion of sportsmanship, fair play and empathy through sport and physical activity.
- Develop communication skills and social skills through team-based activities.
- Demonstrating a self-belief and desire to improve.
- Recognise the importance of inclusivity and work with others to promote a positive learning environment.

OCL PE Curriculum: Long Term Plan

	Autumn Term		Spring Term		Summer Term	
	1.1	1.2	2.1	2.2	3.1	3.2
Y7	In KS3, students will be given the opportunity to experience and perform in a range on sports and activities including:					
<p>Knowing myself:</p> <p><i>Students will learn about their physical, intellectual, emotional, and social strengths and weaknesses. They will develop teamwork and understand responsibilities required to be successful in sport and health lessons</i></p>	<ul style="list-style-type: none"> • Invasion games • Net/Wall games • Striking and fielding <ul style="list-style-type: none"> • Dance • Individual sports (e.g., Athletics and Gymnastics) <ul style="list-style-type: none"> • Outdoor Adventurous Activities • Health Related Fitness Activities 					
	Rationale					
	<p>Activities in year 7 start with baseline testing lessons of locomotion, object control, stability skills and fitness. Activities are planned to give students the opportunity to experience progress in a wide range sports and activities available in the physical education national curriculum. Availability of facilities, time of year and local opportunities are taken into consideration when designing the long-term plan. Activities are also designed to align with the South West and Bristol School Sports partnership local competitions and events. Students will complete two of the activities in each box depending on facility/space. Year 7 students have 3 hours per week as opposed to Y8 and 9 who have 2 hours and Y10 and 11 who only have 1 hour. This is why they have the largest selection of activities.</p>					
	1.1	1.2	2.1	2.2	3.1	3.2
	<ul style="list-style-type: none"> • Baseline testing • Invasion games • Net/Wall games • Health Related Fitness Activities 	<ul style="list-style-type: none"> • Invasion games • Net/Wall games • Health Related Fitness Activities <ul style="list-style-type: none"> • Dance 	<ul style="list-style-type: none"> • Invasion games <ul style="list-style-type: none"> • Dance • Individual sports (Gymnastics) • Net/Wall games 	<ul style="list-style-type: none"> • Invasion games • Health Related Fitness Activities • Net/Wall games • Individual sports (Gymnastics) <ul style="list-style-type: none"> • Dance 	<ul style="list-style-type: none"> • Striking and fielding • Outdoor Adventurous Activities • Net/Wall games • Individual sports (Gymnastics) <ul style="list-style-type: none"> • Dance 	<ul style="list-style-type: none"> • Individual sports (e.g., Athletics) • Net/Wall games <ul style="list-style-type: none"> • Outdoor Adventurous Activities • Striking and fielding

Core skills:

Movement skills - Demonstrate fundamental movement skills of running, jumping, throwing, catching, and hitting across a range of activities.

Health and fitness - Demonstrate a good level of physical activity within lessons by applying the components of fitness.

Leadership – Students will demonstrate good communication skills and will be able to work confidently within a team.

Technical skills - Replicate the skills required in these activities and how they affect performance.

Dance - Move with increased fluency and demonstrate creativity within performances.

Analytical skills – Identify strengths and areas for improvement within performances.

Competition - Demonstrate skills and techniques in a variety of activities with confidence when under pressure.

Tactical knowledge - Identify ways to improve chances of success and suggest tactics to use in a variety of activities and situations.

Sportsmanship – Students will understand the basics of fair play and behave in an appropriate manner in sporting situations.

Wider skills:

Evaluation - Accurately describe own strengths and areas for improvement in sports and fitness.

Responsibility - Work independently and recognise the consequences of actions and behaviours in sport and physical activity.

Teamwork - Develop the social skills required to work effectively alongside one another demonstrating respect and an awareness of others' feelings and emotions.

Communication - Communicate effectively with peers using verbal and non-verbal methods.

Sportsmanship - Maintain a positive sporting attitude and emotional control during competitive situations.

	Autumn Term		Spring Term		Summer Term	
	1.1	1.2	2.1	2.2	3.1	3.2
<p>Y8</p> <p>Developing a growth mind set:</p> <p><i>Students will learn how to improve their areas of development and understand they have control to improve physically, intellectually, emotionally and socially. Students will positively reinforce improvements in themselves and others.</i></p>	<p>In KS3, students will be given the opportunity to experience and perform in a range on sports and activities including:</p> <ul style="list-style-type: none"> • Invasion games • Net/Wall games • Striking and fielding <ul style="list-style-type: none"> • Dance • Individual sports (e.g., Athletics and Gymnastics) <ul style="list-style-type: none"> • Outdoor Adventurous Activities • Health Related Fitness Activities 					
<p>Rationale</p> <p>Activities are planned to give students the opportunity to experience progress in a wide range sports and activities available in the physical education national curriculum. Availability of facility, time of year, teacher expertise and local opportunities are taken into consideration when designing the long-term plan. Activities are also designed to align with the South West and Bristol School Sports partnership local competitions and events. Students will complete two of the activities in 1.1, 1.2 and 3.2. Then students will complete one of the activities in boxes 2.1, 2.2, 3.1, this is due to dependency on facilities and space available as well as taking into consideration lengths of a block and lessons taken for various reasons.</p>						
	<p>1.1</p> <ul style="list-style-type: none"> • Invasion games • Individual sports (Gymnastics) • Health Related Fitness Activities 	<p>1.2</p> <ul style="list-style-type: none"> • Dance • Health Related Fitness Activities • Invasion games 	<p>2.1</p> <ul style="list-style-type: none"> • Invasion games • Individual sports (Gymnastics) • Net/Wall games 	<p>2.2</p> <ul style="list-style-type: none"> • Invasion games • Individual sports (Gymnastics) • Net/Wall games 	<p>3.1</p> <ul style="list-style-type: none"> • Striking and fielding 	<p>3.2</p> <ul style="list-style-type: none"> • Individual sports (Athletics) <ul style="list-style-type: none"> • Outdoor Adventurous Activities • Net/Wall games

Core skills:

Movement skills - Build upon the fundamental skills taught in Y7 by competently demonstrating them across a range of activities.

Health and fitness - Demonstrate acceptable levels of fitness relative to normative data and recognise where improvements can be made.

Leadership – Demonstrate basic leadership skills and begin to lead on small aspects of the lessons such as group warmups.

Competition - Demonstrate improved technique in a variety of activities in a game setting.

Dance - Link basic dance movements together with fluency and precision.

Sportsmanship – Students will be respectful to their peers and demonstrate empathy and honesty when playing competitively.

Tactical knowledge - Identify and implement basic tactics within a variety of activities.

Technical skills - Build upon the techniques taught in Y7 and demonstrate them with increased confidence.

Analytical skills – Describe strengths and areas for improvement and suggest ways to improve future performances.

Wider skills:

Integrity - Maintain respect for oneself their peers and the activity undertaken, be always open and honest.

Compassion - Be responsive to others' emotions and demonstrate a genuine concern for one's own and others' health and wellbeing.

Collaboration - Work effectively as part of a team with minimal instructions and contribute to group discussions.

Self-motivation - Demonstrate an inner drive to improve and be successful. Engaging in tasks for enjoyment and satisfaction.

Empathy - Identify and respond appropriately to the feelings of others, positively reinforce improvements within oneself and their peers.

Perseverance - Demonstrate a continued effort to achieve something despite difficulties or failure.

	Autumn Term		Spring Term		Summer Term	
	1.1	1.2	2.1	2.2	3.1	3.2
<p>Y9</p> <p>Developing Leadership</p> <p><i>Students will develop leadership qualities, they will lead small groups demonstrating and understanding of STEP principle (Space, Task, Equipment, People). Year 9's will be given the opportunity to gain leadership skills and work with governing bodies for different sports.</i></p>	<p>In KS3, students will be given the opportunity to experience and perform in a range on sports and activities including:</p> <ul style="list-style-type: none"> • Invasion games • Net/Wall games • Striking and fielding <ul style="list-style-type: none"> • Dance • Individual sports (e.g., Athletics and Gymnastics) <ul style="list-style-type: none"> • Outdoor Adventurous Activities • Health Related Fitness Activities <ul style="list-style-type: none"> • Leadership 					
	<p style="text-align: center;">Rationale</p> <p>Additional to earlier key-stage 3 activities students will be given more leadership opportunities in the form of a sport education unit, delivered through one of the invasion game activities. Activities are planned to give students the opportunity to experience progress in a wide range sports and activities available in the physical education national curriculum. Availability of facility, time of year, teacher expertise and local opportunities are taken into consideration when designing the long-term plan. Activities are also designed to align with the South-West and Bristol School Sports partnership local competitions and events. Students will complete two of the activities in 1.1, 1.2 and 3.2. Then students will complete one of the activities in boxes 2.1, 2.2, 3.1, this is due to dependency on facilities and space available as well as taking into consideration lengths of a block and lessons taken for various reasons.</p>					
	<p>1.1</p> <ul style="list-style-type: none"> • Invasion games • Individual sports (Gymnastics) • Health Related Fitness Activities 	<p>1.2</p> <ul style="list-style-type: none"> • Dance • Health Related Fitness Activities • Invasion games 	<p>2.1</p> <ul style="list-style-type: none"> • Invasion games • Individual sports (Gymnastics) • Net/Wall games 	<p>2.2</p> <ul style="list-style-type: none"> • Invasion games • Individual sports (Gymnastics) • Net/Wall games 	<p>3.1</p> <ul style="list-style-type: none"> • Striking and fielding 	<p>3.2</p> <ul style="list-style-type: none"> • Individual sports (Athletics) • Outdoor Adventurous Activities • Net/Wall games

Core skills:

Leadership - Lead, organise and manage a sporting activity through a variety of roles with confidence.

Health and fitness - Demonstrate fitness levels that are above average and understand how to improve one's fitness.

Tactical knowledge - Select and apply a range of tactics in a variety of activities with success.

Sportsmanship – Students will demonstrate good sportsmanship and will create a positive learning atmosphere.

Technical skills - Build upon the techniques taught in Y8 and demonstrate them with increased confidence under high pressure situations.

Dance - Link more complex dance movements together with fluency and precision.

Analytical skills – Students will effectively assess their performance and identify and implement activities that will help to improve future performances.

Competition - Demonstrate a good technique when performing skills in a competitive environment.

Movement skills - Build upon the fundamental skills taught in Y8 by competently linking movement skills together to perform more complex sporting movements.

Wider skills:

Self-discipline - Students demonstrate the value of discipline and hard work with regular committed efforts to improve health and wellbeing.

Aspirations - Students can explain the importance of PE in their wider lives and they are passionate about the goals they want to achieve.

Respect - Develop the knowledge and skills to ensure that students motivate and instil a sporting attitude within themselves and others through mutual respect.

Organisation - Being a productive member of the class who can manage their time effectively and prioritises tasks that are important.

Problem-solving - Demonstrate critical thinking by using inquiry processes to work both individually and collaboratively to overcome problems. Students

Perseverance - Are persistent in their attempts to improve their health and wellbeing despite any difficulties or delays in achieving their goals.

	Autumn Term		Spring Term		Summer Term	
	1.1	1.2	2.1	2.2	3.1	3.2
<p>Y10</p> <p>Improving resilience:</p> <p><i>Students will learn about mental health (factors that can support positive mental health and barriers that prevent it). Students will explore how to handle pressure, coping mechanisms and routines that build resilience.</i></p>	<p>In KS4, students will be given the opportunity to experience and perform in a range on sports and activities that they can take part in out of school and in later life to lead a healthy and active lifestyle including:</p> <ul style="list-style-type: none"> • Invasion games • Net/Wall games • Striking and fielding <ul style="list-style-type: none"> • Dance • Individual sports (e.g., Athletics and Gymnastics) <ul style="list-style-type: none"> • Outdoor Adventurous Activities • Health Related Fitness Activities 					
<p>Rationale</p> <p>In Key Stage 4 activities are planned to encourage lifelong involvement in an active and healthy lifestyle. The specific sports or activities that students participate in are flexible depending on student voice within the group, as well as staff's professional judgement. A wide range of activities, including many that students will not have experience in KS3 for example, Trampolining, Ultimate Frisbee and Lacrosse. Activities also depend on the availability of facility, time of year, teacher expertise and local opportunities. Activities will still be designed to align with the South-West and Bristol School Sports partnership local competitions and events but also looking at other local opportunities to exercise and sports that may be played recreationally at college. Students will engage with 1 of the categories per term due to the allocated time given to PE lessons and allocation of space, this could mean they engage with multiple sports or activities within one umbrella category.</p>						
	<ul style="list-style-type: none"> • Invasion games • Net/Wall games • Health Related Fitness Activities 	<ul style="list-style-type: none"> • Invasion games • Net/Wall games • Health Related Fitness Activities 	<ul style="list-style-type: none"> • Dance • Outdoor Adventurous Activities • Net/Wall games • Health Related Fitness Activities 	<ul style="list-style-type: none"> • Dance • Outdoor Adventurous Activities • Net/Wall games • Health Related Fitness Activities 	<ul style="list-style-type: none"> • Individual sports (e.g., Athletics and Gymnastics) • Striking and fielding 	<ul style="list-style-type: none"> • Individual sports (e.g., Athletics and Gymnastics) • Striking and fielding

Core skills:

Health and fitness - Demonstrate a good knowledge of health and fitness and actively improve upon one's own fitness.

Sportsmanship – Students will demonstrate consistently good sportsmanship and instil a positive sporting attitude within their peers.

Dance – Create and perform routines incorporating different dynamics and styles.

Competition - Demonstrate a strong technique when performing skills in a competitive environment.

Leadership – Plan and lead sporting activities with minimal supervision to peers and younger children.

Analytical skills – Reflect upon performances and analyse strengths and areas for improvement. Select appropriate activities to improve future performances.

Tactics - Confidently implement a range of tactics in a variety of activities with success.

Movement skills – Perform complex movement skills with good technique and apply these to a variety of sporting contexts.

Technical skills – Perform more complex technical skills under pressure with good technique.

Wider Skills:

Self-control - Students can override impulses to respond to situations in a positive manner. Students can effectively manage actions, feelings, and emotions.

Resilience - Students can take setbacks positively and channel their disappointment to do better next time. They will develop coping mechanisms that will help them to cope with failure.

Confidence - Students are willing to challenge themselves, speak openly and promote a positive relationship with the activities taught.

	Autumn Term		Spring Term		Summer Term	
	1.1	1.2	2.1	2.2	3.1	3.2
<p>Y11</p> <p>Making healthy choices</p> <p><i>Students will be given responsibility for making their activity choices in lesson. Students will understand the short and long term physical and mental health benefits to exercise. Students will plan exercise beyond the school day and be able to discuss with teachers any support they may require.</i></p>	<p>In KS4, students will be given the opportunity to experience and perform in a range on sports and activities that they can take part in out of school and in later life to lead a healthy and active lifestyle including:</p> <ul style="list-style-type: none"> • Invasion games • Net/Wall games • Striking and fielding <ul style="list-style-type: none"> • Dance • Individual sports (e.g Athletics and Gymnastics) <ul style="list-style-type: none"> • Outdoor Adventurous Activities • Health Related Fitness Activities 					
	<p>In Key Stage 4 activities are planned to encourage lifelong involvement in an active and healthy lifestyle. The specific sports or activities that students participate in are flexible depending on student voice within the group, as well as staff's professional judgement. A wide range of activities, including many that students will not have experience in KS3 for example, Trampolining, Ultimate Frisbee and Lacrosse. Activities also depend on the availability of facility, time of year, teacher expertise and local opportunities. Activities will still be designed to align with the South-West and Bristol School Sports partnership local competitions and events but also looking at other local opportunities to exercise and sports that may be played recreationally at college. Students will engage with 1 of the categories per term due to the allocated time given to PE lessons and allocation of space, this could mean they engage with multiple sports or activities within one umbrella category.</p>					

<p style="text-align: center;">1.1</p> <ul style="list-style-type: none"> • Invasion games • Net/Wall games • Health Related Fitness Activities 	<p style="text-align: center;">1.2</p> <ul style="list-style-type: none"> • Invasion games • Net/Wall games • Health Related Fitness Activities 	<p style="text-align: center;">2.1</p> <ul style="list-style-type: none"> • Dance • Outdoor Adventurous Activities • Net/Wall games <p style="text-align: center;">Health Related Fitness Activities</p>	<p style="text-align: center;">2.2</p> <ul style="list-style-type: none"> • Dance • Outdoor Adventurous Activities • Net/Wall games <p style="text-align: center;">Health Related Fitness Activities</p>	<p style="text-align: center;">3.1</p> <ul style="list-style-type: none"> • Individual sports (e.g., Athletics and Gymnastics) • Striking and fielding 	<p style="text-align: center;">3.2</p> <ul style="list-style-type: none"> • Individual sports (e.g., Athletics and Gymnastics) • Striking and fielding
<p>Core skills:</p> <p>Tactical knowledge - Confidently implement a range of tactics in a variety of activities with success.</p> <p>Sportsmanship – Students will demonstrate excellent sportsmanship and actively role model good sporting etiquette to their peers.</p> <p>Dance – Plan, lead and perform more complex routines demonstrating more complex dynamics and in a range of styles.</p> <p>Health and fitness - Demonstrate a good knowledge of health and fitness and actively improve upon one’s own fitness.</p> <p>Leadership – Plan and lead sporting activities competently and enthusiastically to peers and younger children.</p> <p>Analytical skills - Critically analyse performances explaining strengths and areas for improvement. Select and justify appropriate activities to improve future performances.</p> <p>Competition - Demonstrate a strong technique when performing skills in a competitive environment.</p> <p>Technical skills - Perform more complex technical skills under pressure with strong technique.</p> <p>Movement skills - Perform complex movement skills with strong technique and apply these to a variety of sporting contexts.</p> <p>Wider skills:</p>					

Independence - Students are self-aware, self-monitoring and self-correcting. They take initiative and know what they need to do. They take ownership of their mistakes and work to the best of their ability.

Inclusion - Students accept diversity and inclusion as a way of life and embrace cultures, traditions, and beliefs with respect and without judgement.

Lifelong participation - Students have a love for health and wellbeing they actively seek physical activities and sports that they can play outside of the Academy. They have the knowledge and skills to lead healthy, active lives.