



## 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.

# BTEC TECH Award in Sport

## Long Term Plan

	Autumn Term		Spring Term		Summer Term	
	1.1 Unit 1	1.2 Unit 1	2.1 Unit 1	2.2 Unit 2	3.1 Unit 2	3.2 Unit 2
BTEC Sport Y10	<p><b>Topic: Explore types and provision of sport and physical activity for different types of participants</b></p> <p><b>GLH: 1 x Practical; 2 x Theory Lessons</b></p> <p><b>Types and providers of sport and physical activities</b></p> <ul style="list-style-type: none"> <li>Types of sport and physical activity</li> <li>Outdoor activities</li> <li>Physical fitness activities</li> <li>Benefits of sport and physical activities</li> <li>Provision of sport and physical activity</li> <li>Characteristics of provision sectors</li> <li>Advantages and disadvantages of provision sectors.</li> </ul> <p><b>Types and needs of sport and physical activity participants</b></p> <ul style="list-style-type: none"> <li>Age of participants</li> <li>Disabled participants</li> <li>Participants with long-term health conditions</li> <li>Physical activity needs of participants</li> </ul> <p><b>Barriers to participation in sport and physical activity</b></p> <ul style="list-style-type: none"> <li>Cost of participation</li> </ul>	<p><b>Topic: Examine equipment and technology required for participants to use when taking part in sport and physical activity</b></p> <p><b>GLH: 1 x Practical; 2 x Theory Lessons</b></p> <p><b>Different types of sports clothing and equipment required for participation in sport and physical activity</b></p> <ul style="list-style-type: none"> <li>Clothing</li> <li>Footwear</li> <li>Sport-specific equipment</li> <li>Protection and safety equipment</li> <li>Equipment for people with disabilities</li> <li>Assistive technology</li> <li>Facilities</li> <li>Officiating equipment</li> <li>Performance analysis</li> </ul> <p><b>Different types of technology and their benefits to improve sport and physical activity participation and performance</b></p> <ul style="list-style-type: none"> <li>Clothing</li> <li>Footwear</li> <li>Sport-specific equipment</li> <li>Protection and safety equipment</li> </ul>	<p><b>Topic: Preparing participants to take part in sport and physical activity</b></p> <p><b>GLH: 1 x Practical; 2 x Theory Lessons</b></p> <p><b>Planning a warm-up</b></p> <ul style="list-style-type: none"> <li>Types of pulse raiser activities</li> <li>Types of mobilisers activities</li> <li>Types of preparation stretch activities</li> <li>Response of the cardiorespiratory system</li> <li>Response of the musculoskeletal system</li> </ul> <p><b>Adapting a warm-up for different categories of participants and different types of physical activities</b></p> <ul style="list-style-type: none"> <li>Adapting warmups for different categories of participants</li> <li>Adapting warmups for specific physical activities</li> </ul> <p><b>Delivering a warm-up to prepare participants for physical activity</b></p> <ul style="list-style-type: none"> <li>Organisation and demonstration of activities</li> <li>Supporting participants as they take part in the warmup</li> </ul>	<p><b>Topic: Understand how different components of fitness are used in different physical activities</b></p> <p><b>GLH: 1 x Practical; 2 x Theory Lessons</b></p> <p><b>Components of physical fitness</b></p> <ul style="list-style-type: none"> <li>Aerobic endurance</li> <li>Muscular endurance</li> <li>Muscular strength</li> <li>Speed</li> <li>Flexibility</li> <li>Body composition</li> </ul> <p><b>Components of skill-related fitness</b></p> <ul style="list-style-type: none"> <li>Power</li> <li>Agility</li> <li>Reaction time</li> <li>Balance</li> <li>Coordination</li> </ul> <ul style="list-style-type: none"> <li>Report writing</li> <li>Analytical writing</li> <li>Technical and tactical knowledge of chosen sports</li> </ul>	<p><b>Topic: Be able to participate in sport and understand the roles and responsibilities of officials</b></p> <p><b>GLH: 2 x Practical; 1 x Theory Lessons</b></p> <p><b>Techniques, strategies, and fitness required for different sports</b></p> <ul style="list-style-type: none"> <li>Skills</li> <li>Strategies</li> <li>Isolated practices</li> <li>Competitive situations</li> </ul> <p><b>Officials in sport</b></p> <ul style="list-style-type: none"> <li>Key officials and their roles in competitions</li> <li>Responsibilities of the officials</li> </ul> <p><b>Rules and regulations in sports</b></p> <ul style="list-style-type: none"> <li>National governing bodies</li> <li>Number of players</li> <li>Length of play</li> <li>Scoring systems</li> <li>Playing areas</li> <li>Equipment</li> <li>Start and restart of play</li> <li>Non-adherence to rules</li> <li>Application of rules and regulations</li> <li>Continuous skills</li> </ul>	<p><b>Topic: Demonstrate ways to improve participants sporting techniques</b></p> <p><b>GLH: 2 x Practical; 1 x Theory Lessons</b></p> <p><b>Planning drills and conditioned practices to develop participants' sporting skills</b></p> <ul style="list-style-type: none"> <li>Drills that can be used to improve specific techniques in different sports</li> <li>Conditioned practices</li> <li>Demonstrations of the technique</li> <li>Teaching points</li> </ul> <p><b>Drills to improve sporting performance</b></p> <ul style="list-style-type: none"> <li>Organisation and demonstration of drills and conditioned practices to participants</li> <li>supporting participants taking part in practical drills and conditioned practices</li> <li>Performance analysis</li> <li>Leadership skills</li> <li>Communication</li> <li>Practical demonstrations</li> <li>Organisation</li> </ul>

<ul style="list-style-type: none"> <li>• Access to sport and physical activity</li> <li>• Time barriers</li> <li>• Personal barriers</li> <li>• Cultural barriers</li> </ul> <p><b>Methods to address barriers to participation in sport and physical activity for different types of participants</b></p> <ul style="list-style-type: none"> <li>• Cost</li> <li>• Access</li> <li>• Time</li> <li>• Personal barriers</li> <li>• Cultural barriers</li> <li>• Report writing</li> <li>• Analytical writing</li> <li>• Comparative writing</li> <li>• Physical development</li> <li>• Emotional development</li> <li>• Social development</li> <li>• Global, international, and local issues in sport and health</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment for people with disabilities</li> <li>• Assistive technology</li> <li>• Facilities</li> <li>• Officiating</li> <li>• Performance analysis</li> </ul> <p><b>Limitations of using technology in sport and physical activity</b></p> <ul style="list-style-type: none"> <li>• Time</li> <li>• Access to technology</li> <li>• Cost of technology</li> <li>• Accuracy of data</li> <li>• Usability</li> <li>• Research skills</li> <li>• Analytical writing</li> <li>• Comparative writing</li> <li>• Presenting</li> <li>• IT Skills (PowerPoint, text, images, embedding content)</li> </ul>	<ul style="list-style-type: none"> <li>• Research skills</li> <li>• Leadership skills</li> <li>• Communication skills</li> <li>• Practical demonstrations</li> <li>• Coaching skills</li> <li>• Organisation</li> <li>• Reflective writing</li> </ul>		<ul style="list-style-type: none"> <li>• Serial skills</li> <li>• Discrete skills</li> <li>• Communication</li> <li>• Specific demands of sport</li> <li>• Decision making strategies</li> <li>• Presenting</li> <li>• IT Skills (PowerPoint, text, images, embedding content)</li> </ul>	<ul style="list-style-type: none"> <li>• Research skills</li> <li>• In-depth knowledge of chosen sport</li> </ul>
<p><b>Core skills:</b></p> <p><b>Health and fitness</b> - Demonstrate a strong knowledge of how to live a healthy active life and the different opportunities to be physically active.</p> <p><b>Analytical skills</b> - Critically analyse case studies explaining what their physical activity needs are and the provisions available to them. Select and justify appropriate activities to achieve participants' needs.</p> <p><b>Wider skills: Inclusion.</b> Students understand and apply different strategies and techniques to ensure that sport and physical activity are accessible to all.</p>	<p><b>Core skills:</b></p> <p><b>Movement skills</b> - Demonstrate excellent movement skills, refine these skills so they can be applied across variety of sporting contexts.</p> <p><b>Technique skills</b> - Perform more complex technical skills under pressure with strong technique and success.</p> <p><b>Leadership</b> – Plan and lead sporting activities to help improve yours and your peers' health and fitness.</p> <p><b>Wider skills: Organisation.</b> Students can systematically plan, organise and monitor different activities with minimal supervision.</p>	<p><b>Core skills:</b></p> <p><b>Tactical knowledge</b> - Demonstrate a good knowledge of basic rules, regulations and basic tactics for major sports and apply this knowledge to practical performance and officiating roles.</p> <p><b>Competition</b> - Demonstrate a strong technique when performing skills in a competitive environment, apply knowledge of the sport to outwit opponents.</p> <p><b>Sportsmanship</b> – Students will demonstrate excellent sportsmanship and actively role model good sporting etiquette to their peers.</p> <p><b>Wider skills: Reflective.</b> Students will think about their learning and progress in lessons. They will critically evaluate their performances and identify and describe ways in which they can improve.</p>			

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	Autumn Term		Spring Term		Summer Term	
	1.1 Unit 3	1.2 Unit 3	2.1 Unit 3	2.2 Unit 3	3.1	3.2
BTEC Sport Y11	<p><b>Topic: Explore the importance of fitness for sports performance</b></p> <p><b>GLH: 1 X Practical; 2 x Theory Lessons</b></p> <p><b>The importance of fitness for successful participation in sport</b></p> <ul style="list-style-type: none"> <li>• Aerobic endurance</li> <li>• Muscular endurance</li> <li>• Muscular strength</li> <li>• Speed</li> <li>• Flexibility</li> <li>• Body composition</li> <li>• Power</li> <li>• Agility</li> <li>• Reaction time</li> <li>• Balance</li> <li>• Coordination</li> </ul> <p><b>Fitness training principles</b></p> <ul style="list-style-type: none"> <li>• FITT principles</li> <li>• Additional principles of training</li> </ul> <p><b>Exercise intensity and how it can be determined</b></p> <ul style="list-style-type: none"> <li>• Intensity</li> <li>• Target zones and training thresholds</li> <li>• The Borg (6-20) Rating of Perceived Exertion</li> <li>• Relationship between heart rate and RPE</li> </ul>	<p><b>Topic: Investigate fitness testing to determine fitness levels</b></p> <p><b>GLH: 1 x Practical; 2 x Theory Lessons</b></p> <p><b>Importance of fitness testing and requirements for administration of each fitness test</b></p> <ul style="list-style-type: none"> <li>• Reasons for fitness testing</li> <li>• Pre-test procedures</li> <li>• Knowledge of published standard test methods and equipment</li> <li>• Accurate measurement and recording of test results</li> <li>• Interpretation of test results</li> <li>• Select tests for given purposes and participants</li> <li>• Reliability of tests</li> <li>• Validity of results</li> <li>• Practicality</li> </ul> <p><b>Fitness test methods for components of physical fitness</b></p> <ul style="list-style-type: none"> <li>• Multi-stage fitness test</li> <li>• Yo-yo test</li> <li>• Harvard step test</li> <li>• 12-minute cooper run or swim</li> <li>• One-minute press-up</li> <li>• One-minute sit-up</li> <li>• Timed plank test</li> <li>• Sit and reach test</li> <li>• Calf muscle flexibility test</li> <li>• Shoulder flexibility test</li> <li>• 30-metre sprint test</li> <li>• 30-metre flying sprint</li> <li>• Grip dynamometer</li> <li>• 1 rep max</li> <li>• Body mass index</li> </ul>	<p><b>Topic: Investigate different fitness training methods</b></p> <p><b>GLH: 1 x Practical; 2 x Theory Lessons</b></p> <p><b>Requirements for each of the following fitness training methods</b></p> <ul style="list-style-type: none"> <li>• Warmups</li> <li>• Cool downs</li> <li>• Linking fitness training method to components of fitness</li> <li>• Application of the principles of training to each training method</li> <li>• Application of appropriate training intensities for training methods</li> </ul> <p><b>Fitness training methods for physical components of fitness</b></p> <ul style="list-style-type: none"> <li>• Continuous training</li> <li>• Fartlek training</li> <li>• Interval training</li> <li>• Circuit training</li> <li>• Static active stretches</li> <li>• Static passive stretches</li> <li>• Proprioceptive neuromuscular facilitation</li> <li>• Free weights and fixed resistance machines</li> <li>• Acceleration sprints</li> <li>• Resistance drills</li> </ul> <p><b>Fitness training methods for skill-related components of fitness</b></p> <ul style="list-style-type: none"> <li>• SAQ training</li> <li>• Plyometrics</li> </ul>	<p><b>Topic: Investigate fitness programming to improve fitness and sports performance</b></p> <p><b>GLH: 1 x Practical; 2 x Theory</b></p> <p><b>Investigate fitness programming to improve fitness and sports performance</b></p> <ul style="list-style-type: none"> <li>• Aims</li> <li>• Objectives</li> <li>• Lifestyle and physical activity history</li> <li>• Attitudes, the mind and personal motivation for training</li> </ul> <p><b>Fitness programme design</b></p> <ul style="list-style-type: none"> <li>• Personal information to aid programme design</li> <li>• Selection of appropriate training method/activity</li> <li>• Application of the training principles</li> </ul> <p><b>Motivational techniques for fitness programming</b></p> <ul style="list-style-type: none"> <li>• Types of motivation</li> <li>• Goal setting</li> <li>• SMARTER targets</li> <li>• Motivation</li> <li>• Benefits of motivation</li> </ul>	<p><b>Revision for Unit 3 Exam</b></p>	

	<p>Calculate 1RM for strength and 15RM for muscular endurance Technology to measure exercise intensity</p> <ul style="list-style-type: none"> <li>• <a href="#">Mathematics</a></li> </ul>	<ul style="list-style-type: none"> <li>• Bioelectrical impedance analysis</li> <li>• Waist to hip ratio</li> </ul> <p><b>Fitness test methods for components of skill-related fitness</b></p> <ul style="list-style-type: none"> <li>• Illinois agility test</li> <li>• T test</li> <li>• Stork stand test</li> <li>• Y balance test</li> <li>• Alternate-hand wall-toss test</li> <li>• Stick flip coordination test</li> <li>• Vertical jump test</li> <li>• Standing long/broad jump</li> <li>• Margaria-Kalamen power test</li> <li>• Ruler drop test</li> <li>• Online reaction time test</li> </ul> <p><b>Interpretation of fitness test results</b></p> <ul style="list-style-type: none"> <li>• Comparison to normative data</li> <li>• Analyse and evaluate test results</li> <li>• Recommendations for improvements to fitness based on results</li> </ul>	<ul style="list-style-type: none"> <li>• Specific training exercises for balance</li> <li>• Specific training exercises for coordination</li> <li>• Specific training exercises for reaction time</li> </ul> <p><b>Additional requirements for each of the fitness training methods</b></p> <ul style="list-style-type: none"> <li>• Advantages and disadvantages</li> </ul> <p><b>Provision for taking part in fitness training methods</b></p> <ul style="list-style-type: none"> <li>• Public provision</li> <li>• Private provision</li> <li>• Voluntary provision</li> </ul> <p><b>The effects of long-term fitness training on the body systems</b></p> <ul style="list-style-type: none"> <li>• Aerobic endurance training</li> <li>• Flexibility training</li> <li>• Muscular endurance training</li> <li>• Muscular strength and power training</li> <li>• Speed training</li> </ul>		
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	<p><b>Core skills:</b></p> <p><b>Health and fitness skills</b> - Demonstrate a strong knowledge of health and fitness for sport and exercise.</p> <p><b>Movement skills</b> – Understand the importance of movement skills and how they are developed.</p> <p><b>Technique skills</b> - Understand the importance of good technique and how they are developed.</p> <p><b>Wider skills:</b></p> <p><b>Perseverance</b> - Students are persistent in their attempts to improve their knowledge of fitness despite any difficulties or delays in achieving their goals.</p>	<p><b>Core skills:</b></p> <p><b>Health and fitness skills</b> - Demonstrate a strong knowledge of health and fitness for sport and exercise.</p> <p><b>Analytical skills</b> – Analyse test results against normative data and use this information to improve participant’s fitness.</p> <p><b>Wider skills:</b></p> <p><b>Aspirational</b> - Students demonstrate a strong desire to achieve a high level of success and set challenging goals.</p>	<p><b>Core skills:</b></p> <p><b>Health and fitness skills</b> - Demonstrate a strong knowledge of health and fitness for sport and exercise.</p> <p><b>Movement skills</b> – Understand the importance of movement skills and how they are developed.</p> <p><b>Technique skills</b> - Understand the importance of good technique and how they are developed.</p> <p><b>Analytical skills</b> – Analyse test results against normative data and use this information to improve participant’s fitness.</p> <p><b>Wider skills:</b></p> <p><b>Resilience</b> - Students work through their hardships with a positive outlook. They overcome barriers to success and embrace the challenges they face.</p>
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