






# Core PE Curriculum Map

Year/Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b> Knowing myself 	<b>Invasion Games &amp; HRF</b> [Rugby, Cross-Country]	<b>Invasion Games, &amp; HRF</b> [Football, Netball, Fitness] Inter-House Tournaments	<b>Dance, HRF &amp; OAA</b> [Dance] [Orienteering, problem-solving activities, Dance, Fitness]	<b>OAA &amp; Invasion Games or HRF</b> [Orienteering, problem-solving activities, Netball, Basketball, Fitness] Inter-House Tournaments	<b>OAA, Dance &amp; Striking and fielding</b> [Orienteering, problem-solving activities, Short Tennis, Dance]	<b>Athletics &amp; Striking and fielding</b> [Track and field events, Rounders, cricket, softball]
<b>Year 8</b> Creating a growth mindset 	<b>Invasion games &amp; Gymnastics &amp; HRF</b> [Netball, Football, Basketball, Cross-Country]	<b>Invasion Games</b> [Rugby, Football]  Inter-House Tournaments	<b>Gymnastics &amp; Net/Wall Games</b> [Gymnastics, Table Tennis, Badminton]	<b>Invasion Games or Net/Wall Games</b> [Football, Netball, Badminton]  Inter-House Tournaments	<b>Striking and fielding or Invasion Games</b> [Rounders, cricket, softball, Gymnastics, Uni-Hoc]	<b>Athletics &amp; Striking and fielding</b> [Track and field events] [Rounders, cricket, softball]
<b>Year 9</b> Developing leadership 	<b>Invasion games or HRF</b> [Rugby, Netball Football, Cross-Country]	<b>JSLA, Gymnastics or HRF</b> [Trampolining, Weights & Fitness, Junior Sports Leaders]  Inter-House Tournaments	<b>JSLA, Gymnastics or HRF</b> [Trampolining, Weights & Fitness, Junior Sports Leaders]	<b>JSLA, Gymnastics or HRF</b> [Trampolining, Weights & Fitness, Junior Sports Leaders]  Inter-House Tournaments	<b>Athletics</b> [Track and field events]	<b>Striking and Fielding or Invasion Games or Net/Wall games</b> [Rounders, cricket, softball, Ultimate Frisbee, Tennis]
<b>Year 10</b> Improving resilience 	<b>Invasion games</b> [Handball, Football, Hockey]	<b>Net/Wall Games or HRF or Invasion Games</b> [Table Tennis, Badminton, Fitness Suite, Netball] Inter-House Tournaments	<b>Net/Wall Games or HRF or Invasion Games</b> [Table Tennis, Badminton, Fitness Suite, Football]	<b>Net/Wall Games or HRF or Invasion Games</b> [Volleyball, Fitness Suite, Rugby, Basketball]  Inter-House Tournaments	<b>Athletics</b> [Track and field events]	<b>Striking and Fielding or Invasion Games or Net/Wall games</b> [Rounders, cricket, softball, Ultimate Frisbee, Tennis]
<b>Year 11</b> Making healthy choices 	<b>Invasion Games Or Net/Wall Games Or HRF</b> [Netball, Football, [Badminton, Fitness suite]	<b>Invasion Games or Net/Wall Games or HRF</b> [Handball, Basketball, Table Tennis, Exercise to Music]	<b>Invasion Games or Net/Wall Games or HRF</b> [Fitness Suite, Dodgeball, Circuit Training, Volleyball]	<b>Invasion games, Net/Wall Games or HRF</b> [Football, Badminton, Fitness Suite, Netball]	<b>Athletics or Striking and Fielding or Invasion Games</b> [Track and field events, Rounders, softball, Football, Basketball]	<b>HRF or Striking and Fielding or Net/ wall games</b> [Fitness suite, Rounders, softball Tennis, badminton, table-tennis]

## Core Values

### **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.

## Department Vision

*“To enable students to make informed decisions about living healthy active lifestyles. To understand the importance of exercise on the body and mind and how to exercise effectively to improve their cardiovascular endurance and strength. To know what sportsmanship behaviour looks like is and to be able to demonstrate this respect for officials and others in competitive situations in loss or defeat”.*

### *Oasis Physical Education for Students*

Our curriculum is built around the oasis 9 habits and maintaining a healthy lifestyle. Students will take part in a wide variety of activities and sports to broaden their experiences to enable them to discover activities that they may continue in their own leisure times texts – chosen to engage, challenge and excite them. We want students to finish Year 11 and choose A-Level PE or sports related courses at college. We want students to see the academic potential of PE at University and pursue careers in coaching, teaching, sports journalism, and the leisure industry. More importantly, we want our students to become independent in maintaining and developing levels of fitness and living healthy active lifestyles.

### *Oasis Physical Education for Teachers*

Staff in the PE department will teach through games (whole part whole) to keep students active as much as possible in all lessons. This curriculum has been designed by the PE staff to ensure that sportsmanship and character (**Oasis 9 Habits**) and the 4 core values of rugby;- **discipline, enjoyment, respect and teamwork** are fundamentally embedded into the PE curriculum and encouraged and rewarded in every activity/sport. We are acutely aware of the importance of fitness and the growing concerns of sedentary lifestyles and obesity rates in the UK over the last 10 years and provide opportunity for students to monitor their fitness levels in a safe and supporting way. Our planning has been informed by the latest research, common sense, and proven results. Staff in PE will regularly keep up to date with the latest reports on daily exercise requirements and offer after school clubs and teams to support this

### *Oasis Physical Education for School Leaders*

Oasis PE gives school leaders peace-of-mind. You will have access to a high-quality curriculum – developed by experienced and successful PE leaders. We have structured a complete interleaved curriculum in GCSE PE lessons and a varied curriculum in core, from termly fitness tests and half termly interleaving assessments in GCSE PE, to termly assessments and GCSE Mock exams.

## Curriculum Intent

*Physical education will be at the heart of the Academy and will endeavour to promote life-long physical activity. Students will improve their health and wellbeing through a holistic approach that allows them to flourish and become valuable members of society. We will create opportunities for students to develop personally through a wide range of experiences. Students will make progress and become physically literate and able to articulate the key knowledge required for physical education whatever their starting point. Students will have opportunities to engage in competitive sport and leadership skills helping to build character and embed core values.*

## 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.