PE Curriculum Intent (outcome groups)

Our examination PE curriculum is ambitious, inclusive, and designed to maximise achievement for all students. Through a balance of practical performance and academic study, students develop the knowledge, skills, and confidence needed to succeed in further education, employment, and lifelong participation in physical activity.

We intend for students to:

- Develop a lifelong passion for PE and sport
- Gain a broad understanding of sport and physical activity beyond their role as a performer.
- Confidently communicate and apply subject-specific terminology through both written and verbal responses.
- Understand the structure and function of the human body and its response to exercise.
- Evaluate the factors that influence performance, health, and wellbeing.
- Develop the knowledge, understanding, and practical skills required to perform at their highest level.
- Build strong foundations in key concepts and skills that prepare them for successful progression through Key Stage 4 qualifications.

PE Curriculum Implementation

We deliver our curriculum through:

- Carefully sequenced schemes of learning that build on prior knowledge and promote long-term retention.
- Planned retrieval and interleaving opportunities to strengthen understanding over time.
- High-quality teaching that engages, challenges, and supports all learners.
- Effective assessment and feedback that identify misconceptions and accelerate progress.
- A structured assessment framework that tracks achievement and informs intervention.
- Robust quality assurance processes that monitor progress and improve outcomes.
- Targeted support programmes that ensure all students can achieve their potential.
- Academic and vocational pathways that meet the needs and aspirations of individual learners.

KS 4	**OCR GCSE PE**	**OCR Cambridge National Sport Science**
KS 5	OCR A level PE	OCR AAQ Health and Social Care

Subject	OCR Cambridge National Sports Science		Year Group:	10		
Delivery Plan	**Task 1:** Fitness testing to be completed by 22/10/26 **Task 2 part 1** to be completed by 20-11-26 **Task 2 part 2** to be completed by 18-12-26	Task 3 part 1: Principles of training TBC: 29-1-27 Task 3 part 2: Types of training TBC 26-2-27	Task 4: 6 week training plan. TBC 19-3-27	Task 5: Evaluation of fitness plan TBC: 30/4/27	(SEE Task 2 part ½)	**R183 Task 1:** Begin delivering WK beginning 3/5/27 complete by 28/5/27
Unit/Topic	R181 Applying the principles of training: fitness and how it affects skill performance: Topic Area 1: Components of fitness applied in sport	R181 Applying the principles of training: fitness and how it affects skill performance: Topic Area 2: Principles of training in sport	R181 Applying the principles of training: fitness and how it affects skill performance. Topic Area 3: Organising and planning a fitness training programme	R181 Applying the principles of training: fitness and how it affects skill performance Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme	R181 Applying the principles of training: fitness and how it affects skill performance	R183 Nutrition and Sports Performance. Topic Area 1. Nutrients needed for a healthy, balanced nutrition plan
Skills	Know the definitions of each component of fitness	Understand the SPOR training principle and how it is applied	Design and plan a fitness- based training programme.	Analysis and evaluation of fitness testing data.	Be able to analyse and interpret data and implement strategies for improvement.	Be able to identify the different nutrient group and identify specific food examples from each group.
Knowledge	Relevance of components of fitness to different sports The definition of, and suitable fitness tests used,	The definition and application of each principle of training and goal setting • SPOR principle •	Planning a fitness-based training programme Elements of training programmes	Know how to record and compare results of tests. Understand how to check the	Know how to produce a fitness- based training programme for	• Simple carbohydrates – oranges, biscuits • Complex carbohydrates – rice, potatoes • Bad
	to measure each component of fitness Fitness component requirements of sports Fitness tests for components of fitness	SMART goals Advantages and disadvantages of the structure of each training method		effectiveness of a fitness training.	an identified weakness Understand how to monitor progress during a fitness training programme	fats – vegetable oil, lard • Good fats – nuts, salmon
Recall/review from previous learning	Knowledge of components of fitness.	COFs and relevance to sporting activity	Knowledge of types of training.	Review previous fitness test results and compare against normative data.	Application of types of training.	Identification of nutrient groups.
Assessment	R181: Formative assessment, extended writing task/ completed PP and in class questioning. Summative assessment completed task by date set.	R181: Formative assessment, extended writing tasks and in class questioning.	R181: Formative assessment, extended writing tasks and in class questioning.	R181: Formative assessment, extended writing tasks and in class questioning.	R183: Formative assessment, extended writing tasks and in class questioning.	R183: Formative assessment, extended writing tasks and in class questioning.
Literacy/Numeracy	Tier 3 Terminology Cardiovascular endurance/ stamina, Muscular endurance, Speed, Strength, Power, Agility, Balance, Flexibility, Coordination, Reaction time. Normative Data Data handling/comparison	Tier 3 Terminology Specificity Progression Overload Reversibility	Tier 3 Terminology Frequency Intensity Time Type	Tier 3 Terminology Continuous training, Fartlek training, Interval training, Circuit training, Plyometrics, Weight/resistance training, HIIT (High Intensity Interval Training).	Tier 3 Terminology Goals, Evaluate, Progress, Review.	Tier 3 Terminology Nutrients, Medical needs, Allergies Food intolerance Immune system

Subject	OCR Cambridge National Sports Science		Year Group:	11		
Delivery Plan/ assessment dates	**Task 2:** Begin delivery Sept 2027- Task completed by 17-10-27	**Task 3: Diet Plan:** Begin delivery 20-10-27TBC 20-11-27 **Task 4 Evaluation:** 23-11-27 TBC 3-12-27 **Task 5: Over/ Under/ Dehydration.** TBC 18-12-27	Flip learning Memory recall using knowledge organises to be set as homework form Sept/ 2027 in prep for mock	Delivery of content in lessons begins Nov 2027. Memory recall HW and Ever Learner to be set weekly. Scores tracked and recorded.	Jan 2028: All lessons will be dedicated to exam theory content L03/4 Memory recall HW and Ever Learner to be set weekly. Scores tracked and recorded.	March 2028: Delivery of LO5. Focus on exam technique and extended answer questions
Unit/Topic	R183 Nutrition and Sports Performance. Applying differing dietary requirements to varying types of sporting activity	R183 Nutrition and Sports Performance Developing a balanced nutrition plan for a selected sporting activity	R180: Reducing the risk of sports injuries and dealing with common medical conditions	R180: Reducing the risk of sports injuries and dealing with common medical conditions	R180: Reducing the risk of sports injuries and dealing with common medical conditions	R180: Reducing the risk of sports injuries and dealing with common medical conditions
Skills	Matching food groups to individual requirements.	Designing and developing diet plans.	Identification of risks and the process of risk assessment.	Design and implement warm up and cool down routines to prepare athletes for exercise.	Identification of signs and symptoms of common medical conditions and sports injuries.	Identification and application of treatment methods for common medical conditions and sports injuries.
Knowledge	Each activity, endurance, short intense and strength based now split into three distinct areas, looking at dietary requirements before, during and after for each activity	Adapt the nutrition plan to suit a chosen sporting activity • Add or remove relevant nutrients • Change timings • Portion sizes • Amount of meal	Different factors which influence the risk and severity of injury	Warm up and cool down routines Different types and causes of sports injuries	Reducing risk, treatment and rehabilitation of sports injuries and medical conditions	Causes, symptoms and treatment of medical conditions

Recall/review from previous learning	Identify the role of each component of a balanced diet and apply them to meet the needs of various different athletes.	Apply knowledge of nutrient groups to develop a diet plan.	Identification of the factors that influence the risk injury in different sports.	Identification of the different parts of a warm up and cool down.	Students will be able to recall the signs and symptoms of common medical conditions and sports injuries.	Students will be able to recall and application treatment steps for common medical conditions and sports injuries.
Assessment	R183: Formative assessment, extended writing tasks and in class questioning.	R183: Formative assessment, extended writing tasks and in class questioning.	R180: Examination Memory recall HW tracked- Eout completed frequently – Mock exam in Nov 2027	R180: Examination Memory recall HW tracked- Eout completed frequently – Mock exam in Nov 2027	R180: Examination Memory recall HW tracked- Eout completed frequently –	R180: Examination Memory recall HW tracked- Eout completed frequently
Literacy/Numeracy	Tier 3 Terminology Energy, Hydration, Aid recovery, Aerobic exercise, Half time/interval, Rehydrate.	Tier 3 Terminology Age range, Budget, Cooking skill, Chronic conditions, Bloated.	Tier 3 Terminology Extrinsic, Activity type, Techniques, Rules, Regulations, Experience, Communication Supervision, Behaviour	Tier 3 Terminology Warm up, Components, Routine, Pulse raising, Mobility, Dynamic stretching, Skill rehearsal phase.	Tier 3 Terminology X-rays, Treatment, Therapy, Detect, Massage, Ultrasound, Electrotherapy Hydrotherapy Cryotherapy	Tier 3 Terminology Measures, Reduce, Safety, Risk assessment, Level of risk, Control measures, Hazards, Strategies, Medicals, Screening, Policies, Emergency Action Plans (EAP).