[GCSE Physical Education]

Underpinning curriculum rationale

Physical Education (PE) at the GCSE level plays a pivotal role in developing students' understanding of physical activity, health, and well-being. The curriculum aims to foster a lifelong appreciation for physical fitness, sportsmanship, and the importance of leading an active lifestyle. This rationale outlines the substantive and disciplinary knowledge components essential for the OCR exam board's GCSE Physical Education course.

Substantive Knowledge:
Human Anatomy and Physiology: Understanding the structure and function of the human body is fundamental in PE. Students will learn about major muscle groups, skeletal system, cardiovascular system, and respiratory system. This knowledge provides a basis for understanding the physiological responses to exercise, injury prevention, and the importance of warming up and cooling down.
Health and Fitness: Students will explore the components of fitness, including cardiovascular endurance, muscular strength, flexibility, and body composition. They will learn how to assess and improve personal fitness levels through fitness testing, goal setting, and designing individualized training programs.
Physical Activity and Sport Psychology: This aspect covers the psychological factors influencing participation in physical activity and sports performance. Students will learn about motivation, goal setting, stress management, and the psychological benefits of exercise, such as improved mood and self-esteem.
Skill Acquisition: Students will study the principles of skill acquisition, including the stages of learning, types of practice, feedback mechanisms, and transfer of skills. They will analyse and evaluate their own and others' performance in various physical activities, identifying strengths, weaknesses, and areas for improvement.
Socio-cultural Influences on Sport and Exercise: This component explores the sociological and cultural factors that shape participation in sport and physical activity. Students will examine issues such as gender, ethnicity, social class, media influence, and the role of technology in sport. They will also explore the impact of globalization on the sports industry.

Disciplinary Knowledge:
Scientific Inquiry: PE involves applying scientific principles to understand human movement and physical performance. Students will develop skills in experimental design, data analysis, and drawing evidence-based conclusions. They will learn to critically evaluate research studies and apply findings to improve training methods and performance outcomes.
Ethical Considerations: Ethics play a crucial role in sports and physical activity. Students will explore ethical issues such as doping, fair play, sportsmanship, and the use of technology in sports. They will develop an understanding of the importance of integrity, respect, and responsibility in both competitive and recreational contexts.
Critical Thinking and Analysis: PE encourages students to think critically and analytically about movement patterns, tactics, and strategies in different sports and physical activities. They will learn to analyze performances, identify patterns of play, and make informed decisions to improve individual and team performance.
Communication Skills: Effective communication is essential in PE, whether it's providing feedback to peers, collaborating with teammates, or instructing others in sports techniques. Students will develop verbal, non-verbal, and written communication skills to convey ideas, demonstrate techniques, and articulate strategies effectively.

The GCSE Physical Education curriculum by OCR aims to provide students with a comprehensive understanding of the scientific, socio-cultural, and ethical dimensions of physical activity and sport. By acquiring substantive knowledge of anatomy, physiology, health, and skill acquisition, along with disciplinary knowledge of scientific inquiry, ethical considerations, critical thinking, and communication skills, students will be well-prepared to lead active, healthy lifestyles and engage meaningfully in physical activity and sports throughout their lives.

GCSE PE Curriculum Overview

	Autumn Term 24/25 14-week term - 7 weeks per half term		Spring Term 24/25 12-week term – 5-week SPT1/SPT2 7-week		Summer Term 24/25 10-week term - 3-week ST1/7-week ST2	
Core PE Year 7	Outwitting an opponent; Football Emerging tactical awareness; decision making; technical proficiency linked to specific sport (football) **Links to other topics –** 1.1.b. The structure and function of the muscular system	Exploring Emotions through movement; Dance Emerging body awareness; emotional awareness; expression and creativity. **Links to other topics –** Health & wellbeing 2.2 Types of feedback	Health & wellbeing; HRF Emerging an understanding of the importance of leading a healthy and active lifestyle. Developing habits that promote physical and mental wellbeing can enhance performance and overall quality of life. **Links to other topics -** 1.1.d. The cardiovascular and respiratory systems 2.3 Health, fitness and well-being.	Net and wall; Badminton Emerging hand eye coordination; footwork; timing. **Links to other topics –** Health & wellbeing 1.2.a. Components of fitness	Performing at maximum levels; Athletics Emerging skill acquisition for the different track/field events. **Links to other topics –** Health & wellbeing 1.1.d Aerobic and anaerobic exercise	Striking & Fielding; Cricket/Rounders Emerging striking skills; batting footwork; hand eye coordination; timing; Emerging fielding skills: catching; throwing; positioning. **Links to other topics** – Health & wellbeing
Core PE Year 8	Outwitting an opponent; Football Developing tactical awareness; decision making; technical proficiency linked to specific sport (football); psychological resilience; observational skills. **Links to other topics –** Yr7 Football Health and wellbeing 2.2 Sports psychology	Outwitting an opponent; Handball Developing tactical awareness; decision making; technical proficiency linked to specific sport (handball) **Links to other topics –** Yr7 Football Health and wellbeing 1.2.a. Components of fitness	Health & Wellbeing; HRF Developing maintain a good level of physical fitness, including cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition **Links to other topics -** 2.3 Health, fitness and well-being.	Net and wall; Badminton Developing hand eye coordination; footwork; timing; power and strength; accuracy; agility and speed **Links to other topics –** Health and wellbeing	Performing at maximum levels; Athletics Developing skill acquisition for the different track/field events; technical proficiency; tactical understanding. **Links to other topics –** Yr7 Athletics Health and wellbeing 1.2.c. Preventing injury in activity and training	Striking & fielding; Cricket/Rounders Developing striking skills; batting footwork; hand eye coordination; timing; decision making; shot selection. Emerging fielding skills: catching; throwing; positioning; communication; agility **Links to other topics –** Yr7 Striking and fielding Health and wellbeing
Year 9	**J587/02 Socio-cultural issues and sports psychology** **2.3 Health, fitness and well-being.** Health, Fitness & Well-being Diet & Nutrition EOTT **2.2 Sports psychology** Characteristics of skilful movement Classification of skills	**2.2 Sports psychology continued** Classification of skills cont. Goal Setting Mental preparation Types of guidance Types of feedback **Links to topic area 1.2a components of fitness**	**2.1 Social Cultural Influences** **2.1.a. Engagement patterns of different social groups in physical activities and sports** Physical activity and sport in the UK Participation in physical activity and sport **2.1.b. Commercialisation of physical activity and sport** Commercialisation of sport **2.1.c. Ethical and socio-cultural issues in physical activity and sport** Ethics in sport Drugs in sport Violence in sport	**J587/01 Physical factors affecting performance** **1.2 Physical Training** 1.2.a. Components of fitness	**1.2.b. Applying the principles of training** Principles of training **Links to topic area 1.2a components of fitness**	**1.2.b. Applying the principles of training** Principles of training Optimising training **1.2.c. Preventing injury in activity and training** Prevention of injury
Year 10	**J587/01 Physical factors affecting performance** **Applied Anatomy & Physiology** **1.1.d. The cardiovascular and respiratory systems** Structure and function of the cardiovascular system Structure and function of the respiratory system	**1.1.b. The structure and function of the muscular system** Location of major muscle groups Roles of muscles in movement **1.1.a. The structure and function of the skeletal system** Location of major bones Function of the skeletal system Types of synovial joints	**1.1.c. Movement analysis** Lever system Planes of movement and axes of rotation **1.1.e. The effects of exercise on the body systems** Short term effects of exercise Long term effect of exercise	**J587/05 Analysis and Evaluation of Performance** This component draws upon the knowledge, understanding and skills a student has learnt and enables them to analyse and evaluate their own or a peer's performance in one activity.		

	Aerobic and anaerobic exercise	Types of movement Other components of joints			
	J587/04 Practical Performances This component will assess core and advanced skills in three activities taken from the approved lists: one from the 'individual' list, one from the 'team' list and one other from either list.				
Year 11	**J587/02 Socio-cultural issues and sports psychology** **Revision**	**J587/01 Physical factors affecting performance** **Revision**	**J587/01 Physical factors affecting performance** **Applied Anatomy & Physiology** **Revision**	Use of QLA for bespoke revision planning	**Summer Exam Series**
	J587/04 Practical Performances			**Practical Moderation Window**	