

#De Lisle College Curriculum

“Rooted and grounded in Love”.

CTECs Sports and Physical Activity



Intent – ‘**Rooted** and grounded in Love’

Intent – Rooted

At De Lisle, our physical education (PE) curriculum is built on three key principles: increasing **participation**, developing a **passion** for sport, and developing **preparedness** for life beyond school. Through high-quality teaching, a broad curriculum and extra-curricular programme, we aim to inspire students to enjoy physical activity, develop lifelong habits of health and fitness, and build character and leadership skills that will serve them in all aspects of life.

1. Increasing Participation

We believe that every student should have the opportunity to engage in sport, regardless of ability or background. Our curriculum is designed to develop students' knowledge of movement, rules, strategies, and tactics, helping them grow in confidence and competence across a range of activities. By fostering positive experiences in PE and competitive sport, including inter-house competitions, we aim to create an environment where all students feel valued and encouraged to participate.

"Whatever you do, work at it with all your heart, as working for the Lord, not for human masters." – Colossians 3:23

2. Developing a Passion for Sport and Staying Active

Our curriculum provides a broad and balanced experience, offering a variety of sports and physical activities to inspire a lifelong love for movement. Beyond lessons, students have access to an enriching extra-curricular programme and a vibrant inter-house competition calendar, encouraging them to explore different forms of physical activity and find what they truly enjoy. Whether through traditional team sports, dance, fitness, or outdoor adventure activities, we aim to ignite a passion for sport that extends beyond school.

"Never be lacking in zeal, but keep your spiritual fervor, serving the Lord." – Romans 12:11

3. Preparing for Life Beyond School

Physical Education at De Lisle is not just about sport, it is about preparing students for healthy, active lifestyles and equipping them with valuable life skills. Through PE, students develop resilience, teamwork, leadership, and problem-solving abilities. Our curriculum fosters communication skills, creativity, and a growth mindset, ensuring students leave school with the confidence and capability to navigate future challenges.

"Let us run with perseverance the race marked out for us." – Hebrews 12:1

Through our PE curriculum, we aim to empower students to participate, engage, and excel, nurturing a love for sport and equipping them with the skills to live healthy, fulfilling lives. By embedding values of perseverance, teamwork, and excellence, we inspire students to be the best they can be, both on and off the field.



Cambridge Technical Sport and Physical Activity

Year 12



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

Dignity - all students follow the same curriculum.

Common good – students learn to work together to develop commitment to a common goal.

Participation – students are expected to take part in all activities so that they can make informed decisions about future pursuits.

Subsidiarity – students are taught to respond to leadership within lessons.

Preparing for life after school – considering a future career in sport

Advent 1	Unit 1 Body Systems and the effects of physical activity	Advent 2	Unit 1 Body Systems and the effects of physical activity
Description	Students are taught to understand the skeletal system (axial and appendicular skeletons). You will learn about the functions of the skeleton and link to bone types, and you will need to know the different types of joints and which movements occur at each joint. You will need to know the Impact of physical activity on the skeletal system Students are taught to understand the different components of the muscular system You will learn about the main muscles acting at synovial joints. You will need to know about muscle functions, muscle contractions and muscle fibres. You will need to know the impact of physical activity, training and lifestyle on the muscular system.	Description	Students are taught to understand the respiratory system. You will need to know the structures of the lungs and the roles of the different components. You will need to know the muscles used during respiration and the process of gaseous exchange at the alveoli You will need to know about tidal volume, breathing frequency and minute ventilation You will learn about the impact of physical activity, training, and lifestyle on the respiratory system. Students are taught to understand the different energy systems in relation to exercise and physical activity. You will need to know about the 3 energy systems You will need to know about the energy continuum and how intensity and duration of exercise determines which energy system is predominant.

	Students are taught to understand the cardiovascular system in relation to exercise and physical activity Students are taught the structures of the heart and the roles of each structure You will need to know about stroke volume, heart rate and cardiac output. Students will develop an understanding about the different blood vessels in the body. You will need to know the impact of physical activity, training and lifestyle on the cardiovascular system.		You will need to know the recovery process for each energy systems and the processes involved and timescales for recovery.
Lent 1	Unit 2 Sports coaching and activity leadership	Lent 2	Unit 2 Sports coaching and activity leadership
Description	Students will know the roles and responsibilities of sports coaches and leaders You will learn about the roles of sports coaches and activity leaders. You will learn about the responsibilities of sports coaches and activity leaders You will need to know about the different roles and responsibilities and how they differ for a sports coach, sports leader, PE teacher and coaches. Students are taught to understand the principles which underpin coaching and leading. You will learn about principles of learning, group dynamics and attributes of coaches/leaders	Description	Students will know the methods used to improve skills technique and tactics in sport You will learn about the different methods used for identifying strengths and weaknesses in skills, techniques and tactical deployment. You will learn about the different skill classifications and types of practice used by leaders/coaches. You will know about the methods for measuring improvement in skills, techniques, and deployment of tactics.

Pentecost 1	Unit 2 Sports Coaching and activity leadership	Pentecost 2	Unit 2 Sports Coaching and activity leadership
Description	Students will be able to plan sports and activity sessions for young people. You will be able to review participants needs and adjust your plans to accommodate all participants. You will be able to consider key components when planning your sessions You will develop and understand about SMART goal setting. Students will be able to deliver sports and activity sessions to young people. You will be able to prepare equipment for a sports session. You will be able to prepare the environment for a sports session to take place. You will understand the importance of a risk assessment and be able to conduct these thoroughly.	Description	Students will be able to review/evaluate their sport sessions You will be able to evaluate the progress of the participants during and after each session. You will be able to review the effectiveness of each session. You will be able to record your evaluations accurately to inform future sessions.

Cambridge Technical Sport and Physical Activity

Year 13



De Lisle College
A Catholic Voluntary Academy

Curriculum Outline

Link to Catholic Social Teaching:

Dignity - all students follow the same curriculum.

Common good – students learn to work together to develop commitment to a common goal.

Participation – students are expected to take part in all activities so that they can make informed decisions about future pursuits.

Subsidiarity – students are taught to respond to leadership within lessons.

Preparing for life after school – considering a future career in sport

Advent 1	Unit 19 Sport and Exercise Psychology Unit 20 Sport and Exercise Sociology	Advent 2	Unit 19 Sport and Exercise Psychology Unit 20 Sport and Exercise Sociology
Description	<u>Unit 19 Sport and Exercise Psychology</u> Students will know the different factors that affect motivation for sport and exercise You will know about the different types of motivation You will understand the term goal setting (short, medium and long term goals) and the principles of goal setting (SMARTER) You will develop an understanding about the differences in motivation for different levels of participants (grassroots-elite level performers) You will know the Differences in goals between general participation compared to elite performers <u>Unit 20 Sport and Exercise Sociology</u> Students will be able to apply different sociological theories to sport	Description	<u>Unit 19 Sport and Exercise Psychology</u> Students will know about the attribution theory in relation to sport and exercise You will know about Weiner’s model of attribution You will understand the effect of different attributions on sport and exercise performance which type of attribution should made be made for success or failure (e.g. attribute failure to external factors and success to internal factors to maintain confidence), attribution bias, mastery orientation, learned helplessness) You will know about attribution retraining and the effects of this. <u>Unit 20 Sport and Exercise Sociology</u> Students will understand how the media can influence society and sport Students will know the different types of media and how they cover sport

	You will know about functionalism, conflict theory and feminism. You will be able to apply each of these theories to sport You will understand the weakness for each of the 3 theories		You will understand how the media influences sport through status, promotion, exposure, education and commercialisation
Lent 1	Unit 19 Sport and Exercise Psychology Unit 20 Sport and Exercise Sociology	Lent 2	Unit 19 Sport and Exercise Psychology Unit 20 Sport and Exercise Sociology
Description	<u>Unit 19 Sport and Exercise Psychology</u> Students will understand the effects of stress, anxiety and arousal in sport and exercise You will know the definitions of stress, anxiety and arousal. You will know the causes of stress, anxiety and arousal. You will know the effect that stress, anxiety and arousal can have on sporting performances= You will learn about the different theories of arousal and methods to control arousal. You will learn about the causes and symptoms of stress, anxiety and arousal <u>Unit 20 Sport and Exercise Sociology</u> Students will understand issues in society that affect sport You will learn about sociological issues (gender, deviance, socioeconomic, racial, political and legal issues) You will explore strategies that can be used to overcome these sociological issues in sport	Description	<u>Unit 19 Sport and Exercise Psychology</u> Students will understand the importance of group dynamics in team sports and group exercise You will know the different stages of group development You will know about the different types of cohesion and how this can create an effective team climate. You will know about Steiner's model of group effectiveness You will develop your knowledge about methods used for improving team cohesion. <u>Unit 20 Sport and Exercise Sociology</u> Know how sport and exercise can impact on society Know how each of the following can impact sport and exercise positively and negatively - Role models - Health - Economic - Education - Government - Race/culture - Community

Pentecost 1	Unit 19 Sport and Exercise Psychology	Pentecost 2	Unit 19 Sport and Exercise Psychology Unit 20 Sport and Exercise Sociology
Description	<u>Unit 19 Sport and Exercise Psychology</u> Students will understand the psychological impact of sport and exercise on mental health and wellbeing. You will know the impact of sport and exercise on mental health and wellbeing. You will learn about the use of exercise to treat certain psychosomatic illnesses You will learn about different psychological impacts of sport and exercise for elite performers and general participants.	Description	Students will submit completed work for all units before embarking on study leave. Course completion.