



Supporting pupils to move, think, feel and connect better through PE

Leap PE Conference - Bucks & MK | 16th October 2025

Will Swaites |  @Will_Swaites

11.45-1pm

Arrival Activity:

Sit with other primary or secondary colleagues and discuss ...

What do you know already about Oak National Academy and the terms move, think, feel and connect?



02:00

Supporting pupils to move, think, feel and connect better through PE

01

Know the principles underpinning our Oak Physical Education Curriculum.

02

Understand what the learner journey looks like, key features of the lesson materials and how to make best use of them for effective implementation in your context.

03

Be able to ask questions and consider how you can personalise these materials in your curriculum planning and teaching.

Outputs:

01

Where to find Oak materials

02

How to make best use of them

Oak's story

From pandemic response to fully-sequenced, high-quality curricula

2020

Pandemic response:

10,000 online lessons created to support millions of teachers and pupils a week

2021/22

Teacher-led uses: lesson and curriculum planning

We become an **independent curriculum body**, funded by the DfE

2023

Curriculum sequences and lessons created for first batch of subjects

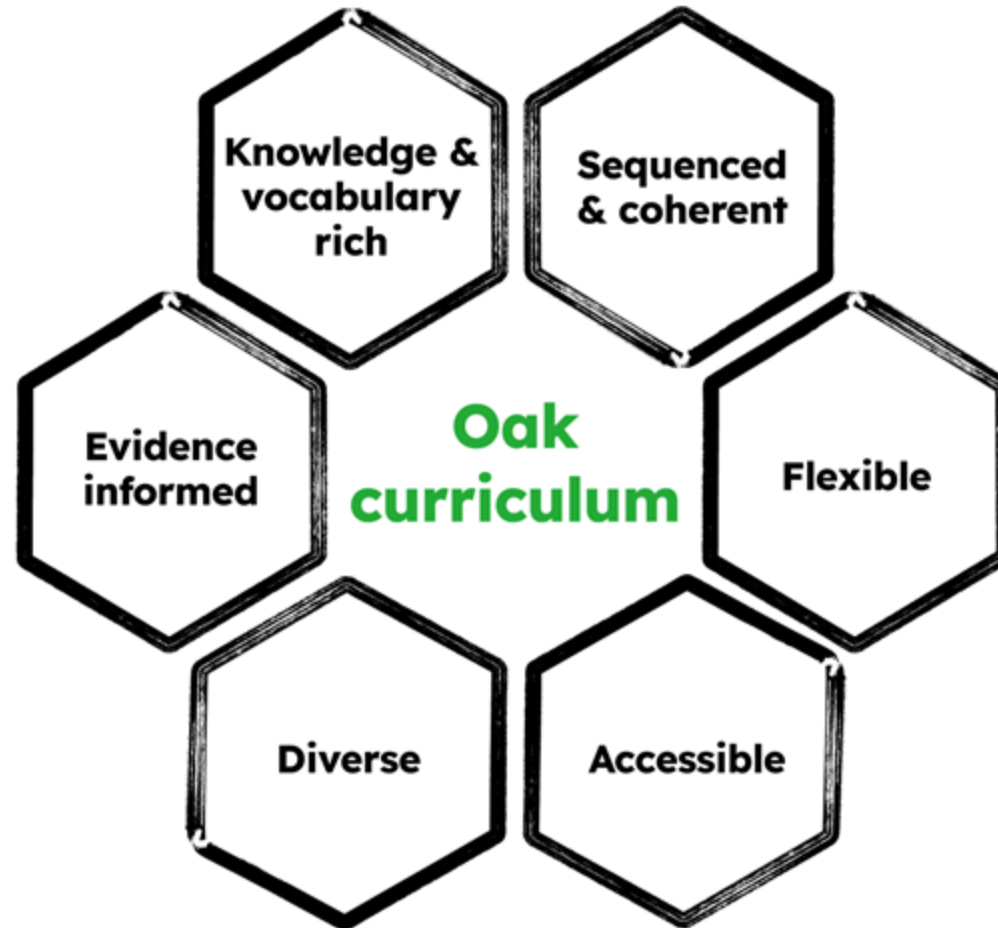
2024

Ongoing creation for second batch of subjects

2025

Our overarching curriculum principles

We've developed these guiding curriculum principles that describe the features important to curriculum in all subjects.



Physical Education Subject Guiding Principles

- Focuses on the **knowledge** and **skills** specific to physical education, taught through **safe** practical and theoretical units, including:
 - **Foundational movements** and physical activity;
 - How pupils **connect** with each other and **feel** about physical activity with an emphasis on **positive experiences** and **self-reflection**;
 - Health and the encouragement of **lifelong active lifestyles**;
 - **Rules, tactics and strategies** in a range of sports and other activities.
- Ensures **sustained movement** for the majority of curriculum time.
- Promotes **inclusive** and purposeful **competition**.



NUDGE

CURRICULUM



Move

- movement competence
- physical fitness
- application of tactics, strategies and compositional ideas
- performance and competition



Think

- knowledge of rules, tactics, strategies and compositional ideas
- knowledge of healthy, active living
- decision making, problem solving and creative thinking
- evaluation, analysis and reflection



Feel

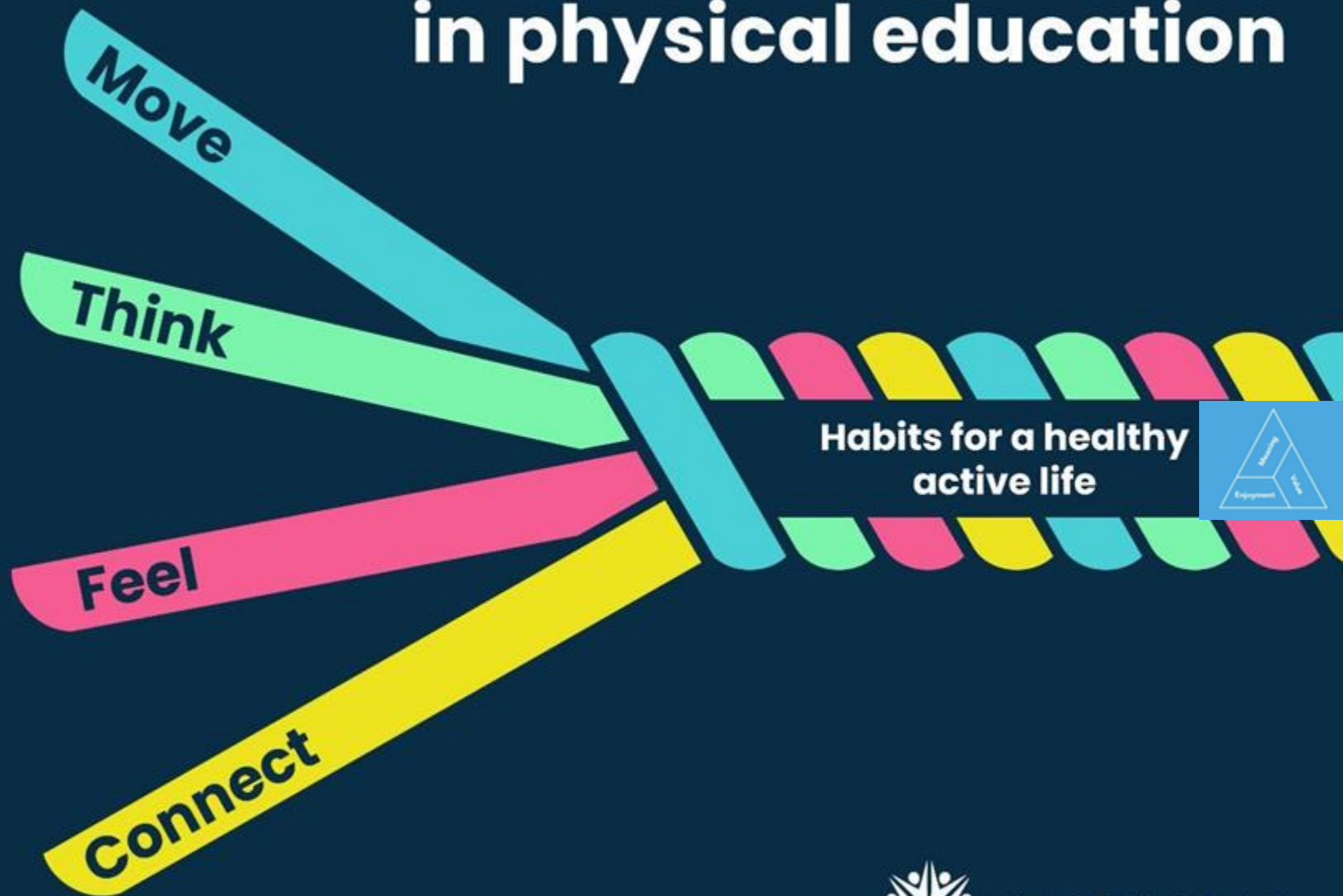
- personal and emotional - independence, self-awareness, resilience and responsibility
- engagement and enjoyment - confidence, motivation and a sense of belonging in sport and physical activity



Connect

- teamwork and leadership - communication, cooperation, trust and emotional intelligence
- cultural and ethical awareness - socially just behaviours, fair play, empathy and trust in others

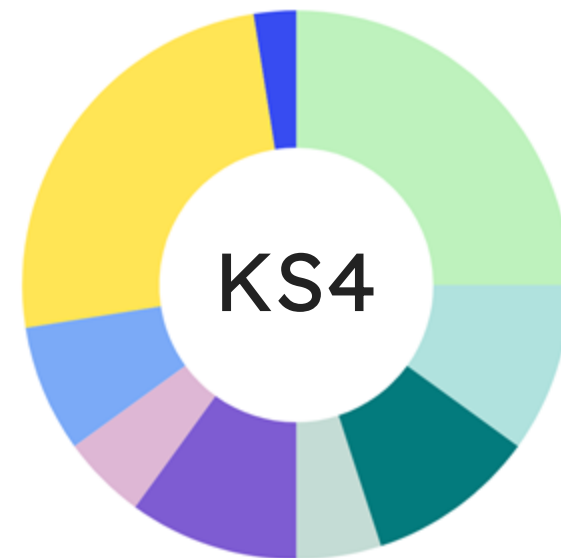
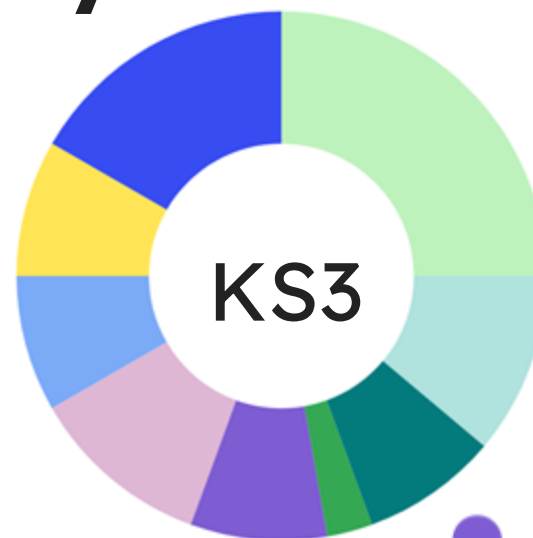
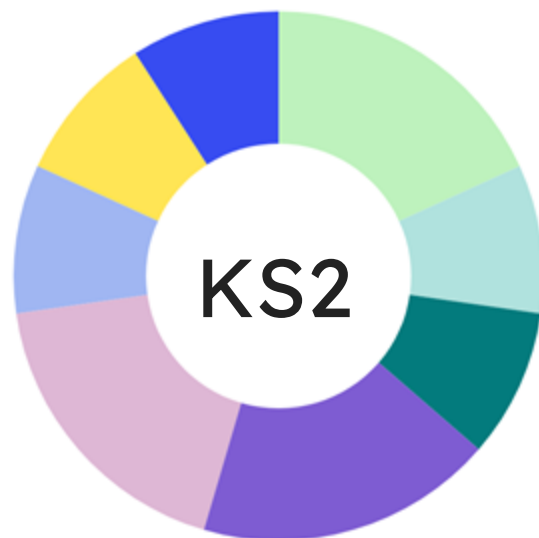
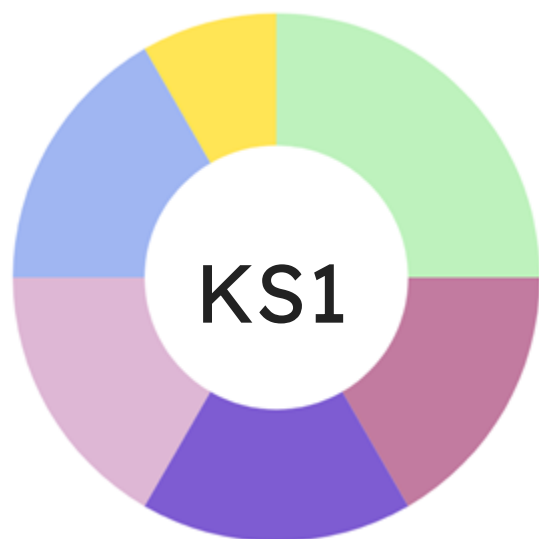
Holistic learning threads in physical education



PE SCHOLAR

- Invasion games
- Net and wall
- Striking and fielding
- Target games
- Inclusive sports

An all-through learner journey



- Dance
- Gymnastics
- OAA
- Health and well-being
- Athletics
- Locomotion



PE SCHOLAR

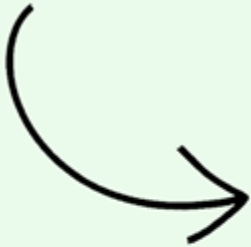


Let's take a look....

Lesson: Scoring | KS2 Physical education | Oak National Academy



Galaxy Stars



1. In pairs, each pupil starts with a ball and three cones or floor markers (stars).
2. Pupils stand 3 steps apart and place their stars in a triangle (galaxy).
3. Pupils take turns to **shoot** and send their ball towards their partners' **targets** (stars) in an attempt to hit them.
4. Each time a star is hit, pupils pick it up and take it back to their side of the galaxy, adding it to their collection of stars.
5. Pupils are not allowed to stop their opponents' ball from hitting a **target**.
6. Play for a set amount of time and see which pupil has the most stars in their galaxy.

What does it look like at primary?



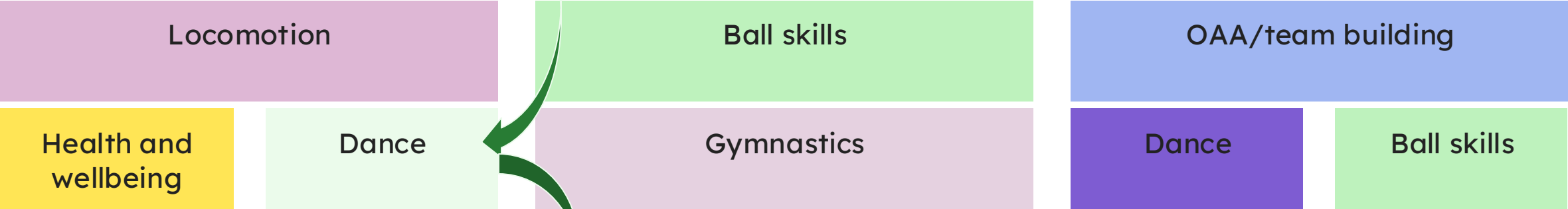
PE primary curriculum overview

* a suggested activity (vehicle) for learning pathway

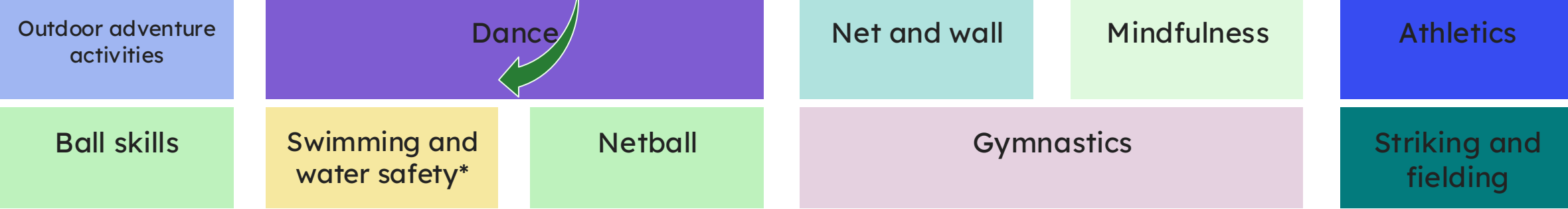
Year 1



Year 2



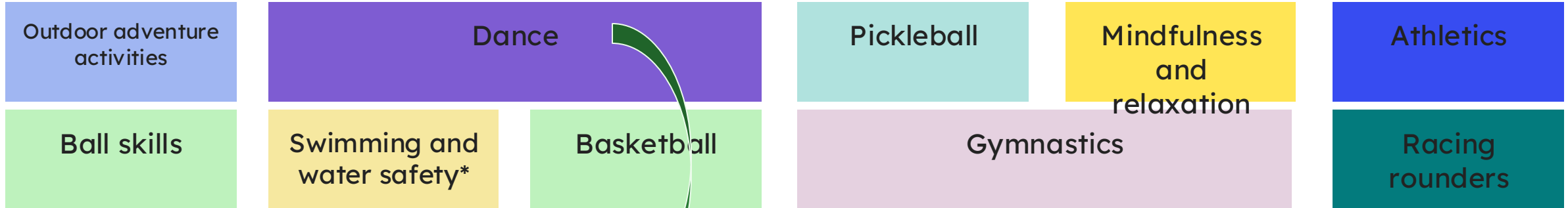
Year 3



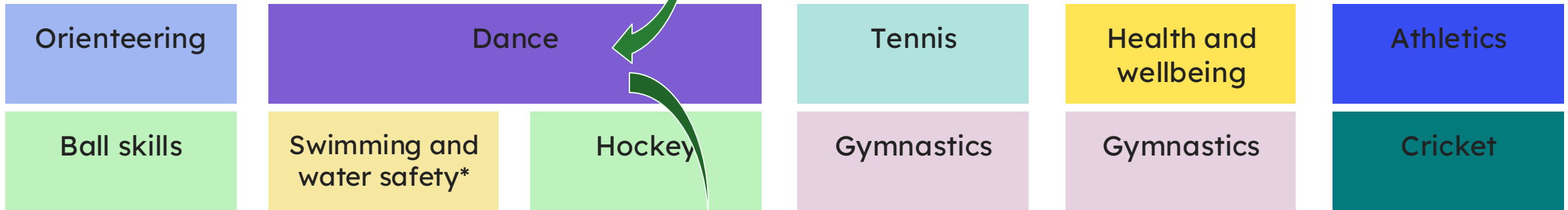
PE primary Curriculum overview

* a suggested activity (vehicle) for learning pathway

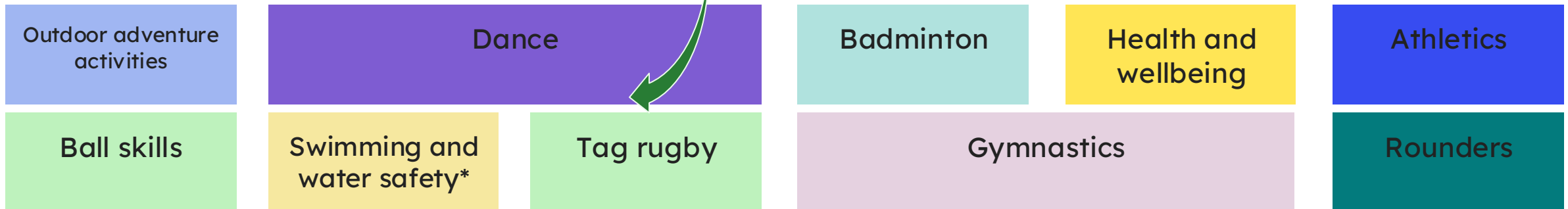
Year 4



Year 5



Year 6



Vertical sequencing: primary invasion games

4

Year 1

Ball skills: sending, receiving and dribbling

[Unit info >](#)

8

Year 1

Ball skills: pushing and striking

[Unit info >](#)

4

Year 2

Ball skills: passing, dribbling and scoring

[Unit info >](#)

7

Year 2

Ball skills: hitting and striking

[Unit info >](#)

2

Year 3

Invasion games: principles of attack and defence through ball games

[Unit info >](#)

4

Year 3

Invasion games: principles of attack and defence in netball

[Unit info >](#)

2

Year 4

Invasion games: maintaining possession and stopping an attack in ball games

[Unit info >](#)

4

Year 4

Invasion games: maintaining possession and stopping an attack through basketball

[Unit info >](#)

2

Year 5

Invasion games: shooting, scoring and denying space in ball games

[Unit info >](#)

3

Year 5

Invasion games: shooting, scoring and denying space through hockey

[Unit info >](#)

2

Year 6

Invasion games: scenarios, tactics and power play in ball games

[Unit info >](#)

3

Year 6

Invasion games: scenarios, tactics and power play through tag rugby

[Unit info >](#)



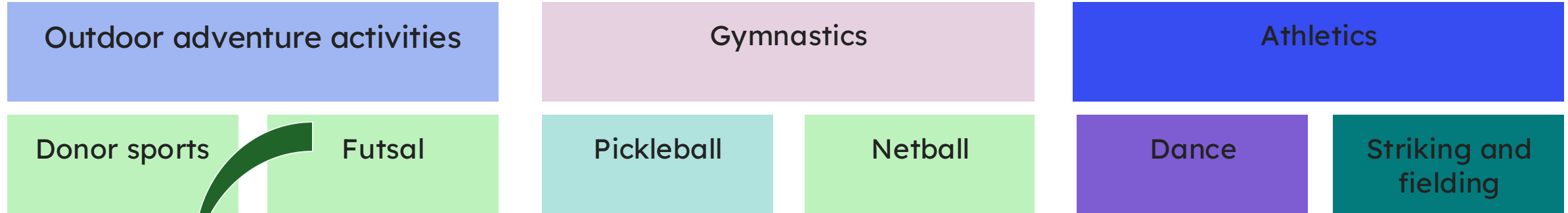
**What does it look like at
secondary?**



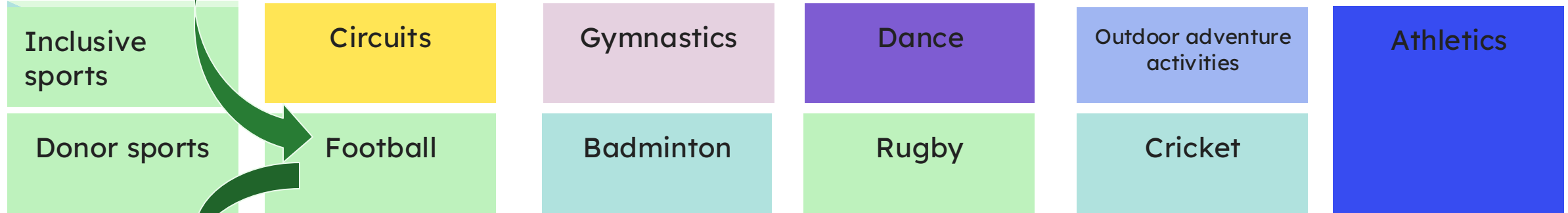
PE secondary curriculum overview

* a suggested activity (vehicle) for learning pathway

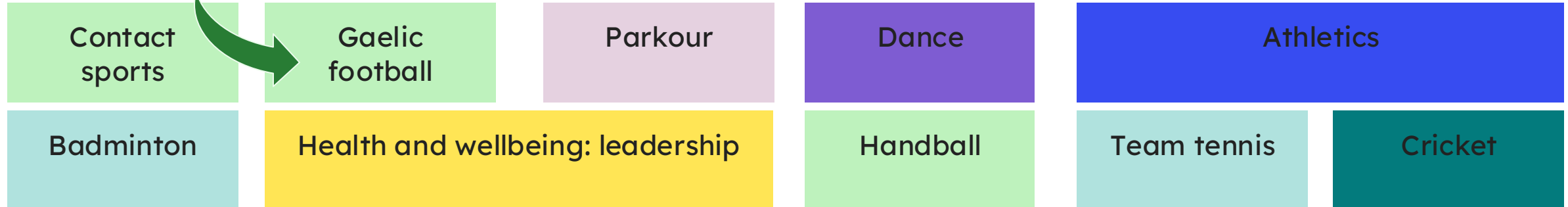
Year 7



Year 8



Year 9



PE secondary curriculum overview

* a suggested activity (vehicle) for learning pathway

Year 10

Health and wellbeing: training plan		Trampolining	Dance: phenomenal	Outdoor and athletic pursuits	
World Games	Hockey	Volleyball	Tchoukball	Softball	Cricket

Year 11

HIIT and couch to 5K	Pilates and mindfulness	Martial arts	Dance: movies
Rugby	Korfball	Table tennis	Golf and kubb

GCSE

AQA	OCR	Edexcel
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PE secondary curriculum overview - GCSE PE

GCSE

120 lessons with variations for

AQA

OCR

Edexcel

Paper 1

Applied anatomy and physiology

Physical Training

Paper 2

Socio-cultural

Sport psychology

Health, fitness and wellbeing

Plus

Use of data

Exam technique and answering the extended answer questions

NEA: practical activity areas and preparing for the written coursework
athletics, football, netball, rugby, badminton



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Complete P.E.
ASPIRE LEARN SUCCEED



02:00

Has this triggered any thoughts or questions?



ANY QUESTIONS?



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@PE_Scholar

Resources in practical lessons



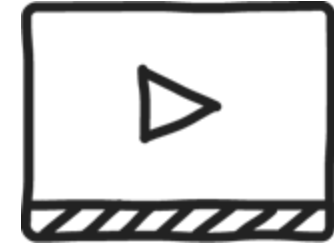
Curriculum
information



Lesson
guide



Worksheets
and answers



Demo
videos



Prior knowledge
starter quizzes



Exit
assessment
quizzes



Additional
materials



Lesson guides

Running

Lesson outcome
I can experiment using different running techniques to know how to run as fast as possible.

Key learning points

- Move: running fast requires focusing forwards and pumping the arms.
- Move: running fast requires driving from the balls of your feet.
- Think: using the correct technique with our head, arms and feet enables us to run faster.
- Feet: showing confidence in your running technique will help to improve performance.
- Connect: showing empathy and encouragement helps others with their technique.

Equipment

- 1 beanbag each
- 20m of running track
- 30+ cones all colours
- 15 red cones

Keywords
running: the activity of moving fast using our feet
fast: moving all or part of the body quickly
technique: a way to perform a task

Starter quiz

1. What is the quickest way of moving?
A. walking B. jogging C. running ✓
2. Which activity requires the most energy?
A. walking B. running ✓
C. sitting down
3. What do we call an open area that we can run into?
A. space ✓ B. square C. box
4. What do we call a person who is trying to stop you from winning?
A. defender ✓ B. attacker C. referee

Bringing quizzes to life

Warm up
Use the warm up to enable pupils to demonstrate their prior knowledge of **running** while staying in a space. Try **running** in different directions, **fast** then slow and then on different parts of the feet.

Cool down
In pairs, pupils walk following each other around the space, changing direction and leader, ensuring they are always in a space.

Exit quiz

1. What is it called when we move all, or part of the body as quickly as possible?
✓ **fast**
2. What do we do with our arms when **running** to ensure we can run as **fast** as possible?
✓ pump them
3. Why should we **run** using the correct technique?
✓ to be as **fast** as possible
4. What could we say to someone who has not won, which would show empathy?
✓ well done for trying

Demo videos
[oak.link/\[\[insert_link\]\]](#)

Further guidance
Refer to the [C-STEP principles](#) for lesson adaptations.

Risk assessment
Carry out a [risk assessment](#) before undertaking this lesson. Further support can be found in the afPE resource 'Safe Practice: in PESSPA'.

Head position when running

Explanation
Running while focusing forwards is important for moving as fast as possible. You can do this by using these techniques:

- your head facing forwards
- your head to the side
- your head up or down
- your head in your **running** to challenge yourself to

Practice

1. Put pupils in pairs. Pupils take turns to **run** from a start point to an end marker 20m away, **running as fast** as they can with their head:
 - focused at the floor then up at the sky
 - moving side to side
 - focused forwards
2. Ask pupils which way of using their head feels the most effective and why.

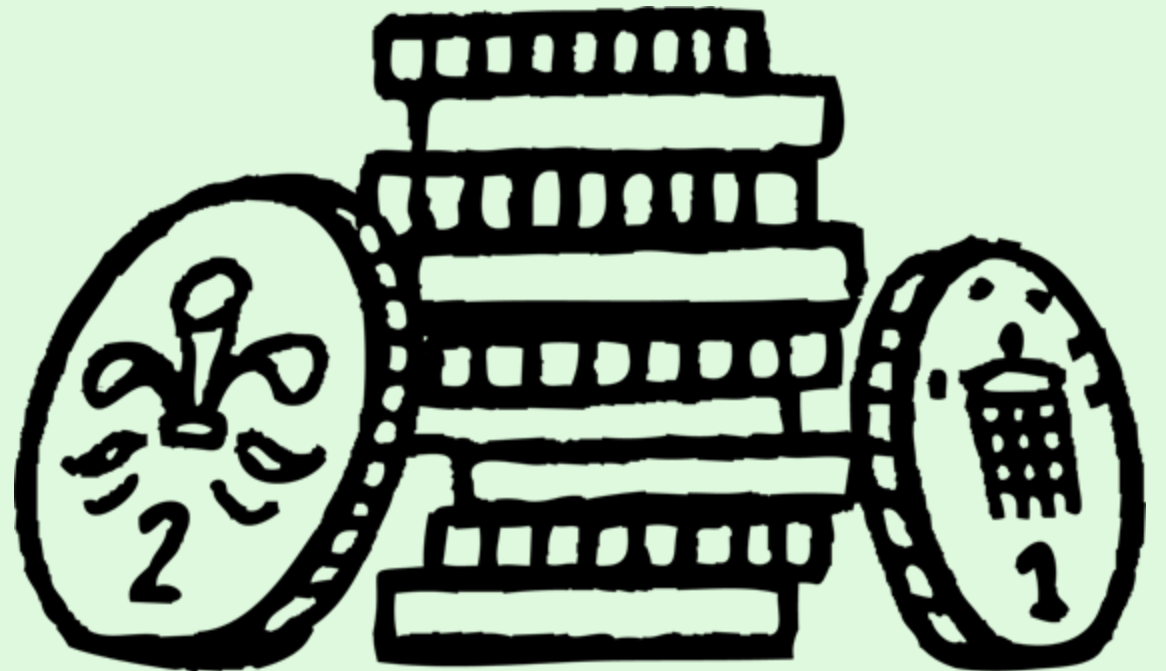
Adapt
↓ get pupils to **run** only focussing the head forwards
↑ get pupils to apply learning in a race against their partner

Feedback
Move: pupils are pumping their arms and using the balls of their feet to **run**.
Feet: pupils are showing self-belief as they challenge themselves to **run as fast** as possible.





We're free to use, and always will be



THE BIG QUESTION

How could you make use of these resources in your school?



SUGGESTED IMPLEMENTATION IDEAS

1. [Trial a lesson or unit](#)
2. [Use the curriculum map \(unit sequence\) to critique your own & make some adjustments](#)
3. [Use the curriculum plan \(explainer\) to critique your PE intent/handbook](#)
4. Use the demonstration videos to build teacher confidence or benchmark your assessments
5. [Use our lesson plan template to bring MTFC to life in your school](#)



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What has been the most valuable bit from this session?



<https://psch.la/PESfeedback>

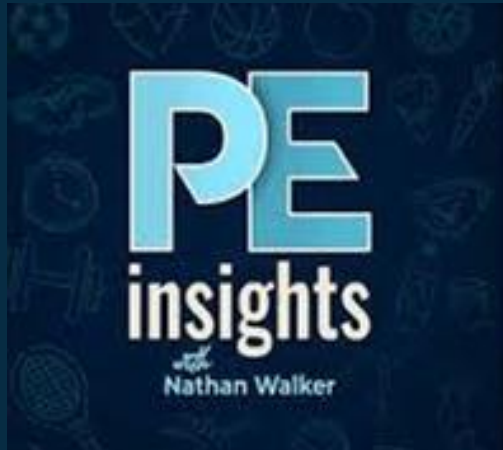
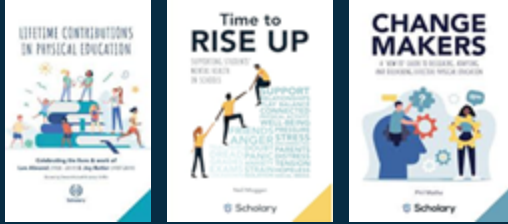
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