

## Physical Education (PE)

### Curriculum Principles

**By the end of their all-through education, a student of PE at Dixons Kings will:**

- have developed a secure foundation of fundamental movement skills which allow students to apply basic and core principles to a range of sports.
- have developed knowledge in a wide range of sports including physical, tactical, and decision-making skills that can be applied successfully in a competitive situation.
- know the physical, mental, and social benefits of lifelong participation in physical activity and have considered the negative impacts of following a sedentary lifestyle.
- have developed their knowledge in a wide range of sporting contexts outside of performing including understanding how the body works and its response to exercise, sports psychology, and diet (this is for students who choose to take PE as an option at KS4).

Students in Year 7 and 8 receive two lessons of core PE per week and in Years 9-11 students receive one lesson of core PE per week. Students who choose VCERT PE as an option, receive two additional lessons in Years 9-11.

**In order to truly appreciate the subject and create deep schema, topics within PE have been intelligently sequenced with the following rationale:**

In core PE, students across both key stages study a spiral curriculum which aims to build on their knowledge and skills they have learnt in each of the sports every year. We have carefully selected sports based on the opportunities presented for participation, gender equality and potential career pathways locally and worldwide. We trust in the transference of skills to develop individual sports performance; therefore, we deliver equal opportunities in a wide range of sports to enhance the confidence, competence and familiarity required for engagement beyond the classroom. We believe that students develop physical skills best through practice and participation. Lessons utilise repetition of skills and attempt to replicate the pressure of games, events, and competitions.

At the start of KS3, students are taught the knowledge and skills for the sports handball. This is because it includes many skills that can be transferred into other activities or sports that will be introduced throughout the year. Taking into consideration the transition from primary to secondary school, using a smaller sized ball would allow students to develop the transferable skills, that are required for various sports, more confidently. Once these skills have been established students would then be given the opportunity to demonstrate them in competitive situations such as conditioned games or small sided games. With this foundation in place from the beginning of their physical education journey at DKA, it should be much easier for students to make progress in the various activities and sports they are introduced to throughout the years.

Sequencing between lessons is carefully considered with the start of every lesson containing a 'Do now' retrieval task followed by a warmup that will ensure students are prepared for the lesson. During the first lesson of the week students are introduced to key underlying skills, principles, rules, regulations, tactics, and performance techniques which will then be embedded into a competitive situation or conditioned practice or performance situation. During the second lesson of the week, as part of our mission to instil a passion for a healthy and active lifestyle, students are taught the Health-Related Fitness (HRF) unit. Our aim is to engage in activities that develop cardiovascular health, muscular strength and endurance and build self-confidence and self-belief within participation of physical activity. Students will understand the importance of a healthy lifestyle and the effects.

At KS4, students who study the core PE route continue to follow a broad curriculum designed to further provoke encouragement to participate in sport and physical activity for life long physical, social, and emotional wellbeing. Fundamentally, the spiral curriculum has been sequenced to allow students to gradually build a depth of physical skill through the application of this procedural and substantive knowledge in a wide range of sporting contexts. The sequencing of the core PE curriculum is also influenced by access to sport facilities including use of the sports hall, MUGA and courtyard area.



At KS4, students who choose to study VCERT Health and Fitness follow a programme designed specifically to support the VCERT specification (NCFE). This course begins with unit 1, which is an introduction to the different systems in the human body. Students gain knowledge and understanding of the skeletal, muscular, respiratory, cardiovascular and energy systems. Towards the end of the year students are taught the components of fitness, fitness testing, principles of training and methods of training.

In year 10, students are introduced to unit 2 which begins with the impact of lifestyle factors on health and fitness. This comprises of activity levels, diet, rest and recovery and other factors. The next content area is applying health and fitness analysis which includes collecting, using, analysing, evaluating data and goal setting. The final area of content taught to students is the structure of a health and fitness programme. This content area covers components of a fitness programme, health and safety, session planning, warm-up/cool-down, reviewing the session and goal setting. Students then complete a mock synoptic project in preparation for their actual synoptic project which will be completed at the beginning of year 11 and is worth 60% of their overall grade for the qualification.

In year 11, students will begin the year by completing the synoptic project as a new project brief is released every September by the exam board. Students will be assessed on their ability to draw together and apply the knowledge, understanding and skills that they have learned throughout the previous 2 years. The synoptic project is worth 60% of the total grade for the qualification and will be worked on throughout the first term up until start of cycle 2. After this, students will then focus on preparation for the written exam which is worth 40% of the overall qualification grade. The exam is expected to take place in May/June every year and will assess students' knowledge and understanding of all content areas.

#### **The PE curriculum at Kings has been influenced by:**

- NCFE Level 1/2 Health and Fitness Specification
- Youth Sports Trust
- Association for Physical Education
- National figures on obesity and mental health in young people
- Promotion of physical activity in socially disadvantaged groups (World Health Organization)

#### **Our PE curriculum ensures that social disadvantage is addressed through:**

The PE curriculum is designed around the most disadvantaged learner in our community. All students are taught a rigorous curriculum which extends beyond the expectations set by the national curriculum for PE. We have the same high expectations of all students and we do not narrow the curriculum based on prior attainment. All students are taught the same curriculum so that everyone has access to the same powerful knowledge. To support SEN students, some activities will be adapted or modelled as required using their individual SEN strategy banks and/or flexible grouping will be used.

Communication and teamwork can be a key determining factor in a child's future social and professional success. Often, students from disadvantaged backgrounds do not always have the same level of social and cultural competencies as their non-disadvantaged peers. As a result, the PE curriculum strongly promotes and provides many opportunities for practice of communicating effectively with others to be successful in a team or deal with conflict. Sporting opportunities and the demanding HRF programme, are aimed to improve self-confidence, self-efficacy, and locus of control, which hopefully will transfer to the wider social context and have a positive effect on behaviour and role within the local community.

The PE department also addresses social disadvantage by providing enrichment and extracurricular opportunities for students to participate in activities that may not be available to them outside of school.

At KS4, disadvantaged students are prioritised by teachers when creating their intervention plans. Disadvantaged and SEN students have their books marked more frequently compared to their peers. This allows the teachers to monitor and clear any misconceptions or errors in their understanding. Teachers will identify the gap instruction focus and then personalise highly tailored teaching methods such as targeted questioning, scaffolding or breakout groups for those students. The PE department also offers after school interventions, revisions guides and workbooks for disadvantaged students at no cost. This ensures that all learners including disadvantage students have the same resources available to them at home and school.

**We fully believe PE can contribute to the personal development of students at Dixons Kings through:**

In PE lessons it is imperative for students to develop their physical health and wellbeing. Developing physical skills is only half the battle; memory, focus, motor skills and mental health can all be vastly improved through engaging PE lessons. Building social skills and friendships during PE can help boost confidence, and in doing so improve a child's mental health and personal development. Resilience, determination, and self-esteem are just some of the many psychological factors that can be imperative to a person's mental health. Research shows that PE has a positive effect on mental health and cognitive abilities. The endorphins released when exercising help combat a whole host of mental health issues, including depression and anxiety.

The social development of our students is nurtured through the challenges that each individual sport or activity presents. All lessons will require students to communicate effectively with each other and, at times, work in teams or small groups to overcome barriers and reach a common goal. We believe it is the perfect opportunity for building social and leadership skills.

At KS3, students will also cover a unit called outdoor adventure activities which introduces them to developing new skills that can be used in their everyday lives. This helps students to develop problem solving skills when working individually, in pairs or in a team.

**Our belief is that homework is used for deliberate practice of what has been taught in lessons. We also use retrieval practice and spaced revision to support all students with committing knowledge to long term memory.**

Homework for core PE is not given to students, but we expect them to take an active interest in sport outside of the curriculum. This takes the form of attending an extra-curricular club, representing the school in the Dixons Cup or watching sport either at a live venue or remotely (digitally).

For VCERT PE, students are set retrieval quizzes and practice questions for homework. Homework tasks planned are carefully spaced throughout the curriculum to support students to embed knowledge into their long-term memory. Students are not permitted to complete coursework outside of lesson time for homework.

**Opportunities to build an understanding of social, moral and ethical issues are developed alongside links to the wider world, including careers:**

- Students learn to cope with both success and defeat with dignity.
- Students discuss and reflect on strategies and tactics as well as listening to others' opinions. The role of coaches, leaders, and umpires are used to develop students' sense of right and wrong.
- Students witness positive behaviour in PE and have the opportunity to reflect upon the need for rules and fair play. Students learn to cope with their emotions in socially acceptable way during competitive situations.
- Students become aware of different cultural attitudes towards aspects of physical activity.
- Students discover the role of sport and dance within society including learning dances and games from different traditions.

**Further Information can be found in:**

Long term plans  
Schemes of work

