

Physical Education

Curriculum Principles

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

Have developed a secure foundation of fundamental movement skills which will allow students to apply basic principles to a range of individual and team sports

Understand 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 knowledge and understanding of a wide range of sports including core skills required and tactical and decision making skills which allow them to make informed choices about future participation

Have, if they continue to study examination PE (NCFE Technical Award Health and Fitness), developed a knowledge of the body systems and principles of training for health and fitness, along with how to prepare and plan for health and fitness.

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

Are you fit to play?

Across different sports, components of fitness are used with different degrees of importance. Students will be explicitly taught about each of the different components, how they can be improved and their importance in different sporting contexts

Do you know how to play?

Students will develop knowledge of a range of skills and techniques that are required in sports and physical activity. As part of this movements will be broken down in to key teaching points and explicitly taught. Being able to articulate each of these movements, and how they can be developed, is key for self-reflection and improvement.

Can you demonstrate how to play?

Students will develop and refine fundamental movement skills, performing them with consistent accuracy, fluency and control, allowing them to apply these concepts to a range of sports. Students will develop a range of sport specific skills but with broader concepts that can be applied, for example passing is different in football and netball, but the skills surrounding it such as creating space and an angle to pass can be transferred from other sporting domains.

Do you know the rules of play?

Students will develop a range of tactical and decision making skills as well as learn specific rules in different sports. This develops from understanding sportsmanship, teamwork, and basic scoring progressing right up to being able to plan and deliver sporting tournaments at KS4- the rules and tactics of each sport are vital in supporting this.

The Physical Education curriculum at Kings has been influenced by:

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-WHO



Our Physical Education curriculum ensures that social disadvantage is addressed through:

The PE curriculum is designed around the most disadvantaged in our community and we are careful not to assume any prior knowledge or access to physical activity or sport. All students are taught the same curriculum, we have the same high expectations of all students and we do not narrow the curriculum based on prior attainment. At KS3, all students are taught from the same scheme so that everyone has access to the same powerful knowledge, but some activities may be supplemented or modelled as required for individuals or small groups. We also offer the opportunity for students to take part in activities before and after school. From 7.15-7.45am we offer a range of games including badminton, table tennis and indoor football. Students can drop in and participate for fun. We offer the Dixons Cup Club on a Friday from 3.50-4.30pm, where students participate in activities in preparation for competitions against other Dixons academies. Year 7 students have the opportunity to choose sport as an enrichment activity. There is the opportunity to take part in martial arts, cheerleading, circus skills, basketball and football.

Disadvantaged students are those from identified, unrepresented groups are prioritised by teachers when creating and implementing intervention plans. Teachers will identify gaps and then personalise highly tailored teaching methods such as targeted questions, scaffolding or breakout groups for those students.

Communication and teamwork can be a key determining factor in a student's future social and professional success. Often, students from disadvantaged backgrounds do not always have the same level of social and cultural competencies as 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

Students with SEN are given extra support where required and if staffing allows. Students who are new to English will receive extra support with vocabulary and literacy in PE

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

PE lessons are imperative for a student to develop their physical health and well-being, but also understand why being physically healthy is important so they can thrive in a top job and have a great life. Students will engage in high levels of activity that have lasting impact on their cardiorespiratory and muscular systems when sustained. Students in KS4 studying VCERT Health and Fitness will study the impact of drugs, obesity and a sedentary lifestyle on people.

The social development- social health of students is nurtured through challenges that each individual sport or activity presents. All lessons require students to communicate effectively with each other and, at times, work in teams and small groups to overcome barriers. Lessons have been designed to support students in being confident communicators taking the lead where necessary and be comfortable with making mistakes or losing. An example would be during gymnastics, students will work in pairs to create, perform and evaluate a routine with given success criteria.

Resilience, determination and self-esteem are just some of the many psychological factors that can be imperative to a person's mental health. It is well researched that exercise can have a positive effect on a person's wellbeing and the PE curriculum has high expectations and challenging activities that push students out of their comfort zones and careful scaffolding of successes and next steps in every lesson help students to improve self-esteem. Fitness activities that focus on cardiovascular and muscular endurance will help instil that grit and determination to not give up when faced with difficulty

Students will break down cultural barriers that exist in sport and society by working together in CO-ED, mixed ability groups. Students will understand and appreciate different backgrounds such as gender, religion and disability. For example, students will take part in activities such as Bhangra and Tag Rugby.

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 is only given to students studying NCFE Technical Award in Health and Fitness. It is based on the powerful knowledge that has been modelled and taught in lessons. This knowledge is applied through a range of low-stakes quizzing and practice. Practice exam questions including extended questions are given at the end of each topic.

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

The PE department offers many extra-curricular clubs, before, after and during lunchtimes. These are available to students and will help them develop their skill set, understanding of games/activity and socialise with peers. As part of this, students are given the opportunity to represent the academy at competitions including the Dixons Cup.

Many of the practical activities taught come from outside the National Curriculum such as dodgeball and unihoc. The activities transfer many of the skills needed to be successful in VCERT and also offer the students the opportunity to explore sports from different cultures across the world.

The PE department teaches links to careers throughout KS3 and KS4 providing students with the knowledge and understanding of what is required for the next steps of their career and development. Through the VCERT course students are exposed to careers such as teaching, personal training and coaching. Links are made to other subjects with reference to how students can use knowledge and skills learned in PE to underpin and support career pathways.

Remote working in our subject supports students to access the full curriculum in the following ways:

A blend of synchronous and Asynchronous learning opportunities is provided for students being delivered through Teams or available on SharePoint. The implantation of an Online learning platform, encourages students to complete Quizzes in order to demonstrate their knowledge and understanding acquired in the remote learning lessons.

Further Information can be found in:

- Long term plans
- Schemes of work
- Knowledge Navigators
- NCFE Portal**
- Qualhub**