

Physical Education

Staff members:

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Curriculum rationale:

The vision for the Physical Education Faculty at Dean Trust Ardwick is to have a curriculum that is broad and balanced to empower pupils, to harness interests and talents. The curriculum is designed to be remembered not simply experienced. Pupils progress through each stage learning committing knowledge to long-term memory and developing key skills ensuring pupils move towards physical competence in order to tackle increasingly demanding physical activities. These sports and activities develop character, self-belief and habits to sustain a healthy active lifestyle throughout their lives. We aim for pupils to enjoy Physical Education and develop leadership traits which put pupils in strong employability positions, career development opportunities and understand how to overcome barriers.

- Pupils have a curriculum that is designed so that they can re-visit activities more than once to ensure they can recall key knowledge and skills to automaticity. Throughout Key Stage 3 & 4, pupils have a number of key concepts such as Ball Familiarisation, Mastery of Equipment, Spatial Awareness and Accurate Replication. These key concepts are crucial to the progress and mastery of the subject domain. These are focused around challenge, metacognition and re-activating prior knowledge. Teachers sequence learning in order to enable pupils to revisit and link new knowledge to old knowledge to ensure they commit it to their long-term memory.
- The curriculum is designed to build throughout the key stages to improve effective performance outcomes and to increase pupils' understanding of the positive benefits of exercise. We believe that knowledge underpins and enables the application of skills. As a faculty we define the powerful knowledge our pupils need and help them revisit and recall it. We activate this by having a carefully designing the curriculum that allows progression for all and allows challenge at each development stage. Teachers build in specific time within the lessons to ensure clarity on essential knowledge and demonstrations to show the skills live giving context and understanding. Pupils are given visual and verbal communication on how to improve and why this is essential to help them progress.
- In order for pupils to gain, retain and build knowledge and skills, knowledge organisers are used at the start of every lesson to aid with retrieval practice through low stakes quizzing. Key skills, essential teaching points, and images feature and play a direct role in providing a focus for all activities. These are also used to ensure pupils think about how their learning connects to the threshold concepts. In each activity teachers highlight specific role models, performances and individual sporting achievement to peruse excellence.
- Pupils will be exposed consistently to cultural capital so as to develop their physical, emotional and social wellbeing. We have specific programmes that develop and expose our pupils to new experiences providing opportunities for all. These opportunities can initiate interests and lead to developing new talent.

Curriculum overview:

In Physical Education we give the pupils the best start to becoming an athlete; we provide a stepping stone between primary and secondary school Physical Education. Therefore, the PE curriculum is designed so that activities build upon the prior learning of pupils at Key Stage 2. We want all pupils to be physically literate, so we design the curriculum to develop and deepen their knowledge, skills and vocabulary in a broad range of sporting activities, as well as developing values and transferrable life skills such as fairness, respect, resilience and determination. Progression is planned into the schemes of learning so that the pupils are increasingly challenged as they move up through the PE curriculum and at each key stage. This contributes to academic success and through providing positive experiences pupils are encouraged to maintain health and wellbeing and make informed choices about the future. We ensure and recognise the joy that PE develops and to foster a lifelong love of physical activity.

- At KS3 all pupils are exposed to a broad and balanced curriculum and the whole subject domain is taught. All lessons have a focus on: Skill development whereby nurturing the fundamental and advanced skills to competently perform in a broad spectrum of sporting activities. A clear understanding of PE and Sport in order to improve effective performance outcomes and increase pupils' understanding of the effects and positive benefits of exercise and sporting behaviours.

Pupils will experience a wide range of activities including athletics, badminton, handball, basketball, cricket, dance, gymnastics, football, rugby, tennis, table tennis, netball. Pupils will participate in each activity for a 3



week block and they will revisit this again later in the year to ensure they can recall key information, link concepts and skills. In game-based activities pupils' learning will focus on technique and control. Pupils will also develop the core skills for each activity and practise applying them under increasing levels of pressure. In activities such as gymnastics and dance pupils will develop the ability to replicate actions with control whilst developing an understanding of how to apply these creatively within a performance.

- During Year 8, pupils will revisit and master the core skills and actions learnt in Year 7. There will be a greater emphasis on applying techniques to different situations within the curriculum. In Year 9, the level of challenge will increase and pupils will be given the opportunity to build on their success in Y7 and Y8 and concentrate on applying techniques and tactics in activities in order to understand how to construct activities and games.
- Within PE lessons, pupils are given the opportunities to take on a variety of roles and responsibilities. Pupils are challenged to think, act and speak like those working in the sporting industry would. We do this by building leadership and coaching qualities in the pupils, for example by leading peers in warm-ups and drills and learning to speak confidently in front of others. We facilitate this in a way that is inclusive and fun. For those enjoying the challenge of competitive sport, aside from the competitive element in lesson time and through interform activities, it is achieved through competitions against other schools.
- At Key Stage 4, pupils continue to have compulsory core PE lessons and will, therefore have a double period once a week. The emphasis in KS4 is on participation, enjoyment and competition to promote a prolonged interest in sport and physical activity. The core programme at KS4 aims to encourage pupils to pursue active and healthy lifestyles.
- Pupils will be expected to draw upon and demonstrate the skills and knowledge developed in KS3 to apply in KS4. Pupils are encouraged to develop their individual and team performance levels across all activities completed. They are also expected to take on leadership roles such as an official or coach.
- Pupils can also opt to study Physical Education in greater detail in KS4 through OCR Cambridge Nationals Sports Studies. This would give pupils an additional three lessons of PE in their chosen route. During this additional time, pupils will partake in a variety of classroom based and practical lessons in order to complete work for their units:
R051 Contemporary Issues in Sport: Pupils are assessed in an external exam/R052 Developing Sports Skills/R053 Sports Leadership/R056 Developing Knowledge and Skills in Outdoor Activities.
- Pupils in KS4 who have opted to study Physical Education will clarify and communicate their knowledge in the form of class discussions, examination style questions throughout the modules and in the form of written coursework. As in KS3, and with a push on maintaining involvement in physical activity, pupils in KS4 are encouraged to attend extra-curricular clubs with an extensive programme on offer to suit all abilities, whether competitive or non-competitive.

