

## PE

### Curriculum Principles

**By the end of their secondary education, a student of PE at Dixons Broadgreen will:**

Aims of the PE National Curriculum is to develop competences. To excel in a broad range of physical activities and be physically active for sustain periods of time, engaging in competitive sports activities and lead healthy active lifestyles.

At Dixons Broadgreen Academy the PE department aims to use the 3 pillars of progression to meet the breadth and ambition of the National Curriculum.

1. Motor competence – knowledge and range of movements that become increasingly sport and physical active specific.
2. Rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities.
3. Healthy participation – knowledge of safe and effective participation.

At DBA we aim for students to

- have developed a secure foundation of fundamental movement skills which allow students to develop and apply their motor competence to a wide range of sports
- have developed knowledge in a wide range of sports including rules, strategies and tactical decision-making skills that can be applied successfully into either competitive situations or situations that apply pressure to students decision making.
- know the physical, mental and social benefits of healthy lifelong participation in physical activity and have considered the negative impacts of following a sedentary lifestyle.
- have, if they continue their study to examination PE at key stage 4, 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.

Our uniting 'sentence' is: " The PE department endeavours to instil a love for lifelong participation of physical activity for all students"

**In order to achieve a true understanding of PE, topics have been intelligently sequence based on the following rationale:**

- In order to meet the aims of the NC we aim to develop students' knowledge, understanding and applications of motor competence, rules, strategies, tactics and their understanding of healthy participation in PA.
- Throughout KS3 students will develop their motor competence to build on and apply fundamental motor skills into sport specific practices. Staff are aware of the close link between competence and confidence. Low competence can lead to low confidence. Lesson are carefully planned and sequenced to provide students with confidence (low stake tasks / discussions about prior experience) in order to develop their motor competence in the long term. Rules strategies and tactical principles will be introduced and will be applied in a competitive environment. The main focus will be to improve students decision making based on the rules or tactics for each specific sport. This will be done through competitive and conditioned practices. Motor competence and rules, strategies and tactics are mutually taught. With the main focus being motor competence in Year 7. Students will be introduced to rules, strategies and tactics from Y7 but not assessed on their application of them until Y9. This gives student adequate time to develop their motor competence without the pressure of applying tactics to their performance. This does not mean students will not be taught rules, strategies and tactics as they are a fundamental part of sport.
- KS3 students will develop the skill, knowledge and confidence to understand healthy participation in PA in and outside of the classroom environment. Students will be taught the benefits exercise can have on the body. How exercise can affect heart rate and how fitness can not only positively impact sporting performance but also general health and well being. The aim is to develop their knowledge and understanding of healthy participation so they can apply it to their journey towards a healthy, active lifestyle.
- In KS3 every PE lesson will begin with a topic specific student lead practical 'Do Now' that will ensure students are suitably warmed up ready for the lesson. Throughout the cycle students are introduced to key underlying skills and principles through skills practices which will then be embedded into a competitive situation or conditioned practice or performance situation. Rules, regulations, tactics and performance techniques will be developed throughout lessons.



- At KS4 core PE the activities are aimed to develop high quality athletes that can demonstrate and apply basic, core and advanced physical skills; a range of tactical proficiencies; a deep understanding of rules and regulation principles and an ability to apply all of these correctly in a range sport-specific competition. In KS4 students are given more autonomy over their learning allowing them to focus on selected sports / activities they aim to master (e.g. swimming, Badminton) to enable them to apply this in their own healthy active lifestyle. There is a greater emphasis on rules, strategies and tactics at KS4 as student should have developed their FMS and motor competence during KS3 and now be applying these competences to game / competitive situations. At KS4 student also have the opportunity to study GCSE PE, Btec Sport and Btec Dance allowing students autonomy over their preferred examination subject.
- At KS5 students can study OCR Cambridge Technical Diploma in Sport and Physical Activity which is a vocational course. The course is designed to provide specialist work related qualifications and give the students the knowledge, understanding and skills that they need to prepare for employment or higher education. The course consists of 8 units internally assessed through a mixture of coursework and practical, and 3 external examination units. Students have 10 lessons across two weeks and the course is equivalent to 2 A-Levels.
- Technical proficiency of physical skills relies on regular practice over an extended period of time. Topics from KS3 are interleaved and structured to allow for ongoing development and practice of skill and sport specialisms. Skills and tactics can be transferred across multiple sports. Staff make these links clear to students to reduce their cognitive load and support their application. For example pivoting in basketball and Handball, tactics in Badminton and Table Tennis.
- Fundamentally, the 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. These encompass western and non- western traditions from throughout history and will be explored through performance in lessons and extra-curricular opportunities such as the clubs and fixtures.

### **The PE curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:**

- Our curriculum is designed around the most disadvantaged learner in our community. We are careful not to assume any prior general knowledge or access to physical activity and sport. All students are taught a rigorous curriculum which extends beyond the expectations set by the national curriculum for PE. Although students are taught in groups, we have the same high expectations of all students and we do not narrow the curriculum based on prior attainment. 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 individual or small groups of students.
- Disadvantaged students and those from identified underrepresented groups are prioritised by teachers when creating and implementing their intervention and prevention plans. Teachers will identify the gap instruction focus and then personalise highly tailored teaching methods such as targeted questioning, scaffolding, peer coaching or breakout groups for those students.
- 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. Teacher's pre-plan groups prior to the lesson to ensure students are working with the most suitable peer to support their learning. Roles such a Do Now leader/ equipment manager will also be given to targeted students who may benefit from experience with increased responsibility and leadership.
- Students with special educational needs or disabilities are given extra support were identified on IP sheets. Students can be taught or re-taught in a small group setting so that their needs can be catered for. Students who are new to English will receive extra support with vocabulary and literacy in PE. Teachers will use suitable buddies and groupings to support learning of most vulnerable and SEND students.

### **We fully believe PE can contribute to the personal development of students at DBA:**

- 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 that 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 examination classes will study the impact of drugs, obesity and a sedentary lifestyle on people.
- The social development (social health) 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. Lessons have been designed to support students in being confident communicators taking lead where necessary and be comfortable with making mistakes or losing.
- 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 positive effects on a person's mental well-being and the PE curriculum has high expectations and challenging activities will push students out of their comfort zones and careful scaffolding of successes and next



steps will help students to improve their 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.

- Throughout all years, students will be breaking down cultural barriers that exist within sport and society. Students will work together in mixed ability groups to understand and appreciate different backgrounds such as gender, religion and disability. For example, all students will take part in activities such as Dance and Football. At KS4 in GCSE / BTEC PE, students will have time to discuss priority groups in sport and look at some of the barriers that they must overcome. Student also have the opportunity to develop their leadership skills within the curriculum and outside of school hours. Students can take part in dance leadership and football leadership with local primary schools. In KS5 students will host events for primary students and be responsible for all aspects of the event from the planning to the delivery.

**At KS4 and KS5, our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice.**

**Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:**

- The PE department teaches links to careers throughout KS4 and KS5 examination classes. Providing students with the knowledge and understanding of what is required for the next steps of their career and development. Students are exposed to careers via workshops, employability links and an embedded CEIAG whole school curriculum. Students are given advice on areas such as teaching, personal training, coaching, physiotherapy.

**A true love of PE involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:**

- The activities pupils are provided with transfer many of the skills acquired and needed to be successful at GCSE but offer students the opportunity to explore sports from different cultures across the world and find an activity to pursue into adulthood.
- The PE Department offers many extra-curricular clubs after school and are available to all students to develop their skill set, understanding of the game/activity and socialise with peers. As part of this, students are given multiple opportunities to represent the academy at local competitions.

## **Assessment rational**

Students will be assessed across 8 sports throughout the academic years. They will be given a percentage out of 100 for each sport they participate in. The percentage marks will be broken into grade boundaries with the use of terminology to support the students understanding of what the percentage means.

The assessment scale moves from foundation towards excellence. Students being graded in the foundation stage will be able to perform basic skills in isolation with limited success in a game situation or conditioned practice. Student being graded in the excellence stage will be able to perform complex skills with success nearly all the time while under pressure in a game situation or conditioned practice.































