

Introduction

At Dixons Fazakerley Academy, we aim to communicate with clarity and transparency. This document, therefore, aims to offer an overview of all aspects of the PE curriculum so that staff feel confident and comfortable with the sequencing of our curriculum. This will, ultimately, support physical education students to make exceptional progress throughout the course of their studies.

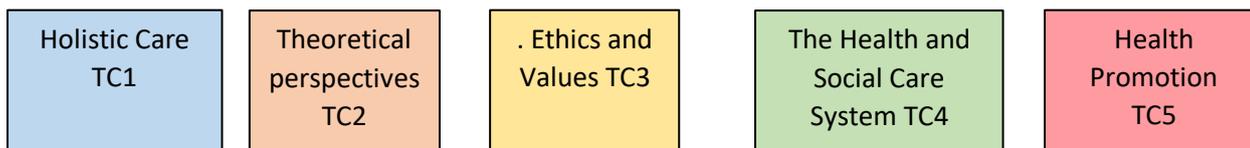
Overview of the curriculum

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in this particular subject, from core PE in Years 7-9 to our course in Year 10 and Year 11, in order to equip students with the cultural capital they need to succeed in life. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema.

	Cycle 1	Cycle 2	Cycle 3
Year 10	<p>A: Understand human growth and development across life stages and the factors that affect it</p> <p>A1 Human growth and development across the life stages</p> <p>A2 Factors affecting growth and development (upto week 10)</p> <p>B: Investigate how individuals deal with life events</p> <p>B1 Different types of life event</p>	<p>B: Investigate how individuals dealwith life events</p> <p>B2 Coping with change caused by life events</p> <p>B: Investigate how individuals deal with life events</p> <p>A: Understand the different types ofhealth and social care services andbarriers to accessing them</p> <p>A1 Health and social care services</p> <p>A2 Barriers to accessing services</p>	<p>A: Understand the different types of health and social care services and barriers to accessing them</p> <p>B: Demonstrate care values and review own practice</p> <p>B1 Care values</p> <p>A: Understand the different types of health and social care services and barriers to accessing them</p> <p>B: Demonstrate care values and review own practice</p> <p>B1 Care values</p> <p>B: Demonstrate care values andreview own practice</p> <p>B2 Reviewing own application ofcare values</p>
Year 11			

Threshold concepts

Within our curriculum design, we have carefully considered how to sequence and interleave the threshold concepts within our subjects so that students are able to build and develop secure schema over time. The table below shows how we have mapped our threshold concepts throughout our Physical Education curriculum.



Mapping powerful knowledge in Health and Social care

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the powerful knowledge children will learn in this particular subject, from Year 7 through to Year 11.

	YEAR 10 Knowledge to be gained at each stage*		
	Cycle 1	Cycle 2	Cycle 3
Substantive knowledge introduced (what is new)	A1 Human growth and development across the life stages Main life stages linked to ages Different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification gross and fine motor skills infants (birth to 2 years) and early childhood (3–8 years) adolescence (9–18 years) and early adulthood (19–45 years) middle (45–65 years) and later adulthood (65+ years) Intellectual/cognitive development across the life stages: Emotional development in infancy and early childhood Social development in infancy and early childhood: Physical factors A2 Factors affecting growth and development	B1 Different types of life event Physical events: accident/injury and ill health Relationship changes Impact of life circumstances on PIES development B2 Coping with change caused by life events How individuals may react differently to the same life events. Types of support A: Understand the different types of health and social care services and barriers to accessing them A1 Health and social care services Different health care services and how they meet service-user needs: primary care, secondary and tertiary care, allied health professionals, services for children and young people, services for adults or children with specific needs, services for older adults The role of informal social care provided by relatives, friends and neighbours Physical barriers, for example issues getting into and around the facility A2 Barriers to accessing services	B: Demonstrate care values and review own practice B1 Care values Respect for the individual by respecting service users' needs, beliefs and identity Maintaining confidentiality when dealing with records, avoiding sharing information inappropriately Safeguarding and duty of care Applying care values in a compassionate way B2 Reviewing own application of care values Identifying own strengths and areas for improvement against care values- making mistakes, reviewing own application of care values, Receiving feedback
Substantive knowledge revisited & embedded (what are they building on)	During ks2/3 pupils will have learnt about the factors that affect growth and development, such as genetics, environmental factors, and nutrition. biological processes such as puberty, brain development, and hormonal changes	Different types of life events in more detail, such as the birth of a sibling, divorce, illness, or death. They may also start to learn about the different emotions associated with these events and how to express and cope with their emotions.	Pupils will have learned about care values in more explicit ways, such as through our PDS curriculum or discussions about caring for others and taking responsibility for their own actions. They may learn about values such as respect, responsibility, kindness, and empathy, extracurricular activities that reinforce these values.
CEAIG	Child and Family Social Worker	Occupational Therapist	Geriatric Care Manager
Disciplinary knowledge introduced, revisited & embedded	Understanding human growth and development across life stages and the factors that affect it refers to the theoretical and empirical knowledge from disciplines such as psychology, sociology, biology, anthropology, and neuroscience, which helps us to understand the complex and dynamic process of human growth and development. This disciplinary knowledge provides us with a foundation for understanding the physical, cognitive, social, and emotional changes that occur across the lifespan and the factors that influence these changes		

	YEAR 11 Knowledge to be gained at each stage*		
	Cycle 1	Cycle 2	Cycle 3
Substantive knowledge introduced	A Factors that affect health and wellbeing Learners will explore how factors can affect an individual's health and wellbeing positively or negatively. This links to and extends knowledge and understanding of human lifespan	B Interpreting health indicators Learners will explore how physiological indicators are used to measure health and how lifestyle choices determine physical health.	

	<p>development including life events, covered in Component 1. Here, however, the focus is on the current health and wellbeing of individuals.</p>	<p>C Person-centered approach to improving health and wellbeing</p> <p>C1 Learners will explore the use of the person-centered approach in health and social care settings. This links to, and consolidates, knowledge and understanding from Component 2 on the skills; attributes and values that contribute to care. Will explore how lifestyle choices determine physical health.</p> <p>C2 Learners will explore recommendations and actions that are aimed at improving health and wellbeing, alongside support available for achieving this. This links to, and consolidates, knowledge and understanding from Component 1 on sources and types of support, and Component 2 on health and social care services, and skills, attributes and values that contribute to care.</p> <p>C3 Learners will explore the barriers and obstacles that individuals can face when following recommendations and the unique ways that they may be overcome. To do this, they will need to make links to and build on their prior knowledge and understanding from Component 2, in particular, barriers to accessing services and the personal obstacles individuals may face.</p>	
<p>Substantive knowledge revisited & embedded</p>			
<p>CEAIG</p>	<p>Occupational therapist Registered Nurse Care worker</p>	<p>Social Worker Psychotherapist Health visitor</p>	
<p>Disciplinary knowledge introduced, revisited & embedded</p>			

*A powerful, knowledge-rich curriculum teaches both substantive knowledge (the academic content for a particular subject) and disciplinary knowledge (application of knowledge required for each academic domain). Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our all-through curriculum.