

## Physical Education

### INTENT: A powerful, knowledge-rich curriculum

By the end of their education, a student of Physical Education at Dixons Fazakerley Academy:

- Will have knowledge and understanding in a broad and balanced curriculum that enabled progression in a wide range of physical activities. They will also understand the need for rigor, hard work and determination in physical education. The students will be reflective, understanding the need for improvement, progression and development, in their own and others ability. Students had positive experiences of competition; competing against their own performance, peers and wider community in order to improve and progress.
- Students leave with an understanding of how to lead a healthy, active lifestyle. This enables students to pursue their physical activity passion with energy and enthusiasm.

**Our unifying 'sentence' is:** "The PE department provided a high-quality PE curriculum which enables all students to enjoy and succeed in many kinds of physical activity.

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

The sequencing of our subject topics and themes takes the form of a spiral curriculum. This means we revisit the physical activities in our curriculum in order to build the knowledge and understanding required to progress the individual student.

Year 7 is our foundation year. Students learn concepts that are pivotal to progression as they move through the curriculum. Students are taught the fundamental skills in a range of sports and activities.

Year 8 is a developmental year. Students extend and enhance skills learnt in year 7. Students will continue to learn fundamental skills and techniques specific to the sports and activities being taught. There will be more opportunities for students to develop their social skills such as teamwork, communication, and leadership.

Year 9 is our refinement and application year. This gives students the opportunity to refine, apply and develop the skills learnt in Year 7 and 8. Students will develop more advanced techniques and have the opportunity to apply them in competitive situations.

Year 10 and 11 Core PE is our engagement and competition driven curriculum. It is designed to develop high quality athletes that can demonstrate and apply basic, core and advanced physical skills. Students will apply a range of tactical proficiencies; displaying deep understanding of rules and regulation principles and an ability to apply all of these correctly in a competitive situation. They will leave us knowing the physical, mental and social benefits of lifelong participation in physical activity and have considered the negative impacts of following a sedentary lifestyle

**The threshold concepts in our subject area are:**

**Motor competence** can be described as a person's ability to execute the variety of motor actions, which includes the coordination of fine and gross motor skills. Motor competence is taught so our students have the best chance of establishing and maintaining physical active lives. They will experience this through a broad range of activities that will develop and enhance the levels of fundamental skills.

**Rules, strategies and tactics.** We will be teaching our students how to improve their own decision making. An example being with or without the ball. When to make the pass and when to dribble or shoot. This is procedural knowledge, in that they can demonstrate the rules, strategies and tactics. These are closely linked with motor competence, for the correct tactic to be successful, our students needs to be able to the perform the movement. The activities that we choose, all have strategies for success, an example being when taking part in team building, pupils will need to know the strategies for completing the tasks quicker.

**Healthy participation.** The main focus here is to ensure our students have a positive association with PE. If they have a positive association with PE they should be more confident in it regardless of the topics and are more likely to engage, now and in the future. Within PE we play a vital role in connecting ideas about health to physical activity. Our choice of different activities and different fitness demands, identifying and explaining are they working

aerobically or anaerobically and increasing their knowledge of how the human body works can increase pupils interest.

Some examples of threshold concepts in more detail include:

1. Movement proficiency: The ability to understand and perform movement patterns accurately.
2. Developing tactical understanding: Understanding how to apply tactics and strategies in different game situations.
3. Developing a growth mindset: Understanding that physical abilities can be developed through practice and effort.
4. Understanding the principles of fitness: Understanding how fitness can be developed through training and how it can impact overall health.
5. Social and cultural influences in physical activity: Understanding how societal and cultural norms can influence physical activity.
6. Understanding the role of psychology in sport: Understanding how thoughts, emotions, and behavior can impact sports performance.
7. Ethical considerations in sport: Understanding the importance of fair play, respect, and ethical behavior in sport.
8. Developing effective communication skills: Understanding how to communicate and collaborate effectively with others in physical activity.

**Developmental Progression:** Topics in physical education should be aligned with the developmental progression of students. This means that the curriculum should be designed to meet the physical, cognitive, emotional, and social needs of students at different stages of their development.

**Variety of Movement Skills:** Physical education should expose students to a variety of movement skills and activities, from basic motor skills to complex movement patterns. This will enable them to develop physical literacy and acquire a wide range of movement skills that can be used across different contexts throughout their lives.

**Safety:** Safety is a top priority in physical education, and topics should be sequenced to ensure that students are prepared to participate safely in different activities. This may involve teaching students proper techniques, providing adequate equipment, and establishing rules and guidelines for safe participation.

**Health and Wellbeing:** Physical education should promote health and wellbeing, and topics should be sequenced to help students understand the importance of physical activity and healthy living. This may involve teaching students about the benefits of exercise, healthy diet and nutrition, and stress management techniques.

**Lifelong Learning:** Physical education should promote lifelong learning, and topics should be sequenced to help students develop the knowledge and skills they need to be lifelong learners in physical activity. This may involve teaching students about the science of movement, exercise physiology, and other related topics that can help them understand how their bodies work and how to maintain a healthy lifestyle.

**The physical education curriculum will address social disadvantage by addressing gaps in pupils' knowledge and skills:**

The welfare and progress of our students is at the heart of everything we do, and we endeavour to ensure that all our students achieve their full potential. We address social disadvantage by removing barriers to sports and activities that students may not be able to access in the community. Students from disadvantaged backgrounds may not have access to the same equipment and facilities as their peers. The curriculum can address this by ensuring that all students have access to the necessary equipment and facilities to participate in physical education. The curriculum is designed to provide tailored instruction for students who need additional support or who are at risk of falling behind. Our teachers can adapt their teaching methods to meet the needs of individual students and provide

extra resources and assistance as needed. Physical education content can be made more relevant to students from different backgrounds by including examples and activities that reflect their experiences and culture. This can help to engage students and make them feel more invested in their physical education. By integrating physical education with other subject areas, such as history or geography, the curriculum can help students to make connections between their physical education and other aspects of their education. This can help students to see the value of physical education in the context of their broader educational experience.

**We fully believe a Subject can contribute to the personal development of students at DFA:**

Regular participation in physical activity can help students to develop and maintain good physical health and wellbeing. This includes improving cardiovascular health, building muscular strength and endurance, and promoting healthy body composition. Physical activity can also have a positive impact on mental health and wellbeing. Regular exercise has been shown to reduce symptoms of anxiety and depression, improve mood and self-esteem, and enhance cognitive function. Through physical education, students have the opportunity to develop social and emotional skills, such as teamwork, communication, and leadership. Sports and other physical activities provide a context for students to learn how to work with others, resolve conflicts, and develop positive relationships. Physical education can also help students to develop personal responsibility by setting goals, monitoring progress, and making decisions related to their health and fitness. It can also help to foster a lifelong appreciation for physical activity and healthy living. By developing physical literacy and acquiring a broad range of movement skills, students are better equipped to engage in physical activity throughout their lives.

**At KS3 and KS4, our belief is that homework should be interleaved-revision of powerful knowledge that has been modelled and taught in lessons.**

Interleaved revision homework reinforces the learning students have gained during lessons. It helps them to remember the content learned and apply it in different contexts. Reinforcing learning through homework also builds students' confidence in their knowledge and abilities. Interleaved revision of powerful knowledge helps students to retain information better. Because the approach involves revisiting important concepts regularly, it boosts students' long-term memory of the content and enables them to retrieve key information quickly and accurately during exams. It also allows students to develop study skills, such as time management, self-discipline, and organization. These are all necessary skills that students will need throughout their academic and professional lives. Homework that uses interleaved revision of powerful knowledge can prepare students for exams by familiarizing them with the format of exam questions and helping them overcome exam anxiety. It also enables them to apply the content they have learned in class to new and varied contexts, which is essential for achieving high exam grades. It can help to identify areas where students need additional support and provide opportunities for students to ask questions, seek feedback, and engage in self-reflection.

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

We incorporate career-related content into our physical education curriculum. Students can learn about careers in coaching, sports medicine, or fitness training as part of their physical education lessons. We can organize sporting competitions and events and pupils then participate against pupils from other schools within or city. This provides students with opportunities to network with professionals and gain insights into the world of work. This provides an opportunity to observe young leaders and sports coaches. We also provide college and career guidance for students interested in pursuing careers in physical education. This can include information on college courses and degree programs, as well as advice on how to start a career in the field. By building links to the world of work, physical education can enhance the careers, advice, and guidance that students receive, helping them to make informed decisions about their future.

**We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:**

As a department we ensure students are well prepared to be successful in our GCSE examinations. We place emphasis on the mastery of core skills, by ensuring that students have a strong foundation in areas such as

movement and tactical awareness, they are better equipped to tackle more complex topics and questions on the GCSE exam. Our explanations and questions are based on real-world applications of physical education topics and concepts can help students understand the relevance of what they are learning. This can help them to retain information better and perform better on the GCSE exam. We encourage our students to engage in active retention strategies, such as miniwhite board quizzes and questioning, brain dump and retrieval quizzes, do now activities and exit routines, which allow us to see what has been remembered and secured. Based on this we can provide scaffolding instruction to help students to learn at their own pace and according to their individual learning needs. This can help ensure that all students are well-prepared for the GCSE exam, regardless of their ability level. By teaching beyond the specification requirements and ensuring that students are well prepared for GCSE examinations, physical education can help students to achieve academic success while also promoting their physical and mental wellbeing.