

Physical Education

Curriculum intent

By the end of their education, a student of physical education (PE) at Dixons Brooklands Academy will:

- Know and live the multitude of benefits (physical, mental and social) that Physical Education (PE), Physical Activity (PA) and sport have to offer.
- Be physically active for sustained periods of time and develop a secure foundation of fundamental movement skills. This allows students to apply their motor competence to a wide range of sports and physical activities.
- Develop knowledge in a wide range of sports including rules, strategies and tactical decision-making skills that can be applied successfully into increasingly demanding situations.
- Possess the confidence, competence and lifelong habits that will make sure they live fulfilling lives and contribute to their community.

It is the vision of the PE Department at Dixons Brooklands Academy to equip all young people with a love for sport, health and the tools to fulfil a healthy, active lifestyle in future life.

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

- The curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before. Students will gradually develop a depth of physical skill through the application of procedural and substantive knowledge in a wide range of sporting contexts including but not restricted to, invasion games, striking and fielding and dance. The knowledge and skills selected are to prepare students for examination in PE at KS4 and beyond the curriculum, providing them with the correct knowledge to succeed, as well as providing them with the correct skills and techniques to perform in competitive environments, within school and outside of school. 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. This aligns with our 'hands, heads, hearts' assessment in core PE to ensure that students are continually developing their skill acquisition, tactical awareness and emotions.
- Content is spaced so that we interrupt the forgetting process to help students commit knowledge to their long-term memory and build upon prior learning. Our long-term plans and schemes of work/knowledge are regularly reviewed to ensure that implementation is successful. Formative assessment is continuous and integral to the curriculum in PE in both core PE and BTEC Sport. It is meticulously planned into our schemes of work to progress check, identify misconceptions and inform future planning. Teachers gather live data through observations, retrieval practice and cold call.
- Students who take the examined route study powerful knowledge such as anatomy and physiology, training, provision of physical activity/sport, psychology and social-cultural factors so that students can maximise their opportunities that exist beyond Dixons Brooklands. Students are taught to the domain and not the specification and will complete either the BTEC Tech Award for Sport or the BTEC Tech Award for Dance.
- The curriculum challenges any potential misguided pre-conceptions students have surrounding race and stereotypes in sport and physical activity. In core PE, students will participate in an extensive range of sporting activities free from channelling.

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

- Our curriculum is designed around the most vulnerable learners in our community. We are careful not to assume prior knowledge or access to physical activity and sport as students arrive from local primary schools. 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. There is an equity of offer as, in PE, all students are taught from the same scheme of work so that everyone has access to the same powerful knowledge. However, for true equity, some activities have been appropriately adapted and modelled as required for individuals or groups of students.
- Teachers spend extended periods of time, prioritising disadvantaged students and those from identified underrepresented groups, ensuring that they are implementing effective and preventative strategies for these learners, ensuring highly tailored teaching methods are personalised. Using methods such as peer coaching, targeted questioning, scaffolding, or breakout groups for those students.
- An emphasis is placed on routines, single level chunked instructions and front loading which mitigates cognitive loads for all students and frees up working memory so that students can learn, and teachers can teach.
- Students with special educational needs or disabilities have additional support. Teachers complete Intervention and Prevention documentation for their classes three times a year which involves selecting the gaps, which students need to close such gaps (with a particular emphasis on disadvantaged students, SEND students, and students on red progress) and the highly tailored teaching strategies that will be used to intervene and prevent these gaps from forming.



We fully believe PE can contribute to the personal development of students at Dixons Brooklands Academy:

- Lessons incorporate a variety of different activities which are imperative for students to develop their physical, social and mental health. The high levels of activity that our students will take part in will help to have a life-long impact on students' lives and development.
- Students' confidence and ability to lead are challenges which are presented to our students throughout the curriculum and extra-curricular activities. All lessons will require students to communicate with others and at times work in teams and groups with leadership roles. Our lessons are created in a way to support the development of students, to create confident and young leaders. The PE department offers many extra-curricular clubs after school and are available to all students to develop their skills, game understanding and social-emotional regulation through the medium of sport and physical activity. As part of this, students are given multiple opportunities to represent the academy in local and county competitions to further broaden their cultural capital.
- Mental health issues across young and older people is on the rise, and it is important to ensure that students understand the benefits of exercise on the mind. 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.
- Within our community cultural barriers can be seen throughout, and throughout PE we work to break down these cultural barriers that exist within society and sport. Our students work together in mixed attainment groups to understand differences, in backgrounds, gender, religion and disability.

At KS3 and KS4, 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:

- Whilst one aim at KS4 is to develop high quality athletes (through core and examined PE), we consider the broad range of careers in the sporting domain beyond the assumed roles of being a teacher, coach or elite performer. We want to prepare students for the range of opportunities that exist, not only in the sport, physical education and physical activity bit in a much wider landscape of careers.
- Our links with our sponsor the Manchester United Foundation provides additional experiences for the pupils including trips to leadership and sporting events. These all help to provide students with career goals and further supplements their aspirations to work hard to achieve these. These trips and topics covered whilst studying the course help to improve student's employability skills.