

Physical Education KS4 – Statement of Intent

“Igniting a passion for Physical Education & Dance - Intelligence and skill can only function at the peak of their capacity when the body and mind is healthy and strong.”

“Dance can help restore joy and stability in troubled lives and ease the tensions in schools that are disrupted by violence and bullying.” Sir Ken Robinson

At All Saints Academy, we align our curriculums to our vision of ‘*Living Well Together with Dignity, Faith and Hope.*’ We believe in PE that we should be igniting a passion for life-long participation in physical activity. To facilitate ‘*Living Well Together*’, students will learn to embrace all aspects of Physical Education, including: Football, Hockey, Rugby, Netball, Badminton, Table Tennis, Tchouckball, Cricket, Rounders, Softball, Fitness, Dance, OAA and Athletics. Within lessons, students will build their skill levels and understanding of fundamentals in movement; throwing/catching, hand-eye and foot-eye coordination and performing these tasks while moving. This will progress on to the performing of subject specific skills and techniques in isolation, then finally implementing these skills and techniques in game situations, whilst making tactically correct decisions throughout.

We want to ensure that there are no barriers to learning within Physical Education by using our pupil premium budget to support our students with the purchase of any clothing, footwear or equipment that they may require. Equally, we will strive to support these students to access any extra-curricular or enrichment opportunities that they may not otherwise have the opportunity to experience.

Assessment occurs through covering our philosophy of Head, Heart and Hands. We assess these areas through a combination of practical participation (Hands), strategic, tactical and logistical thinking to plan the next move (Head) and grit, determination and resilience (Heart). As a department, our key focus is on the three benefits of being physically active: physical, emotional and social wellbeing.

Research informed practice in the Arts:

In the Arts faculty the department has used research by Dianne Minicucci (*Decolonising and diversifying the art curriculum*) and the NSEAD website (*National Society for Education in Art and Design*) to inform changes in the curriculum maps. It has allowed the lessons to incorporate more cultural capital and to broaden the focus away from traditional the canon of white, male, western artists. This has also made lessons more varied and added an extra dimension of interest to our students’ work. In textiles and graphics the team have read work by Sarah Graham, Lucy Sparrow, Lekwena Mciver and Yinka Shonibare to improve aspects of planning, sequencing and subject specific knowledge. Finally, subjects have been more focused on knowledge rather than skills. This has helped student’s analysis of art and design, and their understanding of context and cultural capital. This approach is advocated by authors such as Myatt in her book, *The Curriculum*.

Specific support planned for SEND students:

In PE students use different sized equipment, for example different sizes of balls or racquets. The space provided can also be varied, so a more skilful player will have less space to do a skill based exercise. Higher and lower ability students are placed into different groups within the same class, and sometimes HA students are asked to coach and support those of a lower skill level. Finally, the number of students involved and the time allowed, can also be varied to cater for the individual skills and ability of each student.

Year 10

Substantive Knowledge

In Year 10, students develop substantive knowledge, which equips them with positive values to lead and participate in a healthy, active lifestyle and becoming lifelong learners in sport. In the first term, students will be taught Unit 6 Sports Leadership, which develops students' understanding of the role of a sports leader. This unit will underpin their existing knowledge as well as identify a range of different leadership examples including PE teachers, coaches, managers and their teaching styles. We provide vocationally relevant scenarios to support the delivery of this unit, for example, working towards and leading sports sessions. We ensure our curriculum is broad and balanced by giving our students the independence to choose their own sports for delivering these sessions and provide opportunities to develop, refine and explore new skills.

Later in the year students work collectively through Unit 2 Practical Sports Performance, which focuses on developing and improving practical sports performance through participation in practical activities and reflection of their own performance and that of other sports performers.

Disciplinary Knowledge

Students will broaden their capacity to understand and develop disciplinary knowledge of the associated rules, regulations, scoring systems, skills, techniques and tactics in those chosen sports. Students are introduced to the base knowledge of leadership skills that form the foundation for the subsequent units. Students develop their knowledge of the use of tactics and strategies in both the individual and team sporting activities in order to demonstrate a deeper understanding of the chosen sports – badminton and football.

Year 11

Substantive Knowledge

In Year 11, our students build on their substantive knowledge taught in Year 10 where they will complete Unit 1 Fitness for Sport and Exercise, an examination unit where students gain an appreciation for and understanding of the different fitness components, training principles, training methods and fitness tests which can be incorporated into a training

regime to enhance sports performance. This is built upon when students go on to explore the different fitness training methods and further investigate testing to determine levels. Students will explore multiple revision methods to support with this externally moderated unit for BTEC Sport. We give our students the independence to choose a sport in order to design a personalised fitness training programme. Students will be taught how to select a component of fitness and an appropriate method of training to improve or maintain their fitness levels safely for their chosen activity/sport.

Disciplinary Knowledge

Students will learn about training to improve and enhance personal fitness for one activity/sport in which they have participated. Learners will review the training programme, identifying strengths, areas for improvement and suggesting recommendations for future training and performance for the selected sports performer. They will achieve this through participating in competitive game situations, reflecting, and reviewing their performance.