

Statement of Intent – Physical Education

“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.

Within our main feeder schools, students cover a broad and varied curriculum, including; Football, Hockey, Tag-Rugby, Swimming, Dance, Ballet, Gymnastics, Crickets, Tennis and Athletics. However, the consistency and depth of learning across these schools is not fully embedded, so term 1 of Year 7 will cover the fundamentals of Physical Education to ensure that our students develop their key substantive knowledge and skill set appropriately.

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 7

Substantive Knowledge

Within Year 7, Physical Education lessons focus on developing the substantive knowledge required for students to develop as physical athletes. Students will learn the fundamentals in movement; throwing and catching, hand-eye coordination, foot-eye coordination, running, jumping and being able to perform tasks while moving. Students will access the following curriculum activities in Year 7; Football, Netball, Rugby, Tchoukball, Fitness, Dance, Badminton, Handball, OAA, Rounders, Cricket, Softball, Tennis and Athletics.

Year 7

Disciplinary Knowledge

Students are taught the fundamentals of Physical Education, with each activity being broken down into the key fitness and skill components that will be required to compete in each individual activity in future years. There will also be an introduction in the specific techniques required within each sport. Specifically, students will build their skill levels and understanding of fundamentals in throwing/catching, hand-eye and foot-eye coordination and performing these tasks while moving.

Activity specific knowledge is as follow;

Invasion and Striking and Fielding;

- Develop ability to vary skills, actions and ideas and link these in ways that suit the games activity.
- Begin to communicate with others during game situations.
- Practices are completed that encourage the use of skills with co-ordination and control.
- Beginning to understand how to compete in a controlled manner.
- Students will begin to independently carry out different skills.

Outdoor Adventurous Activities;

- Develop listening and communication skills
- Enhance problem solving skills, including map skills
- Discuss and work with others in a group
- Demonstrates an understanding of how to stay safe

Athletics

- Develop the ability to run at speeds appropriate for the distance. e.g. sprinting and cross country
- Perform a running jump with some power and accuracy
- Performs a variety of throws using a selection of equipment (differentiated tasks)
- Can use equipment safely and with good control.

Dance:

Within Year 7 dance, students will discover a range of different styles through studying a range of professional works. During the academic year our broad and ambitious curriculum allows students to build upon key knowledge about performing, choreographing and appreciating dance. Students are exposed to existing work from a range of cultures and are supported in their learning through demonstrations and guided practise.

Year 8

Substantive Knowledge

Within Year 8, students are taught the sport specific skills and techniques within each activity. Students will start to implement these skills and techniques during game situations, they will also begin to look at linking these skills together during skill practices. Students will cover the following activities in Year 8; Football, Netball, Rugby, Tchoukball, Fitness, Dance, Badminton, Handball, OAA, Rounders, Cricket, Softball, Tennis and Athletics

Year 8

Disciplinary Knowledge

Students will practise sport specific skills and techniques in isolation and during skill/drill type practices. This will then progress on to unconditioned games, which allows these skills and techniques to be developed. Students will be taught to vary skills, actions and ideas of how to link these. They will be encouraged to show confidence in using skills in various ways and will be shown how to link these together effectively. e.g. dribbling, bouncing, kicking.

Invasion and Striking & Fielding;

- Students are guided to vary skills, actions and ideas and link these in ways that suit the games activity.
- Develop confidence in using ball skills in various ways and can link these together. e.g. dribbling, bouncing, kicking.
- Uses skills with co-ordination, control and fluency.
- Works well in a group to develop various games.
- Applies basic activity specific skills for attacking and defending.
- Uses activity specific skills, such as, running, jumping, throwing and catching in isolation and combination.

Outdoor Adventurous Activities;

- Develops strong listening skills.
- Activities completed that develop map-reading skills.
- Tasks encourage the development of problem solving skills.

- Students choose and apply strategies to solve problems with support.
- Students demonstrate an understanding of how to stay safe.

Athletics

- Students are taught to begin to use a variety of running techniques and use with confidence.
- Can perform a running jump with more than one component. e.g. hop, step, jump (triple jump)
- Describes good athletic performance using correct vocabulary.
- Can use equipment safely and with good control.

Dance

In Year 8 Dance students will take their knowledge of different dance styles and apply it to further exploration of performing, choreographing and appreciation of Dance from around the world. Students will be using verbs and adjectives to choreograph movements using Andy Goldworthy statues as a stimulus.

Year 9

Substantive Knowledge

Within Year 9, the focus is on independence in sport and dance, application of techniques and skills and the implementation of advanced tactical understanding within competitive situations. Students will cover the following activities in Year 9: Rugby, Football, Netball, Badminton, Fitness, Dance, Cricket, Athletics, Rounders and Softball.

Year 9

Disciplinary Knowledge

Within Year 9, students will be encouraged within competitive game situations and conditioned games to consistently use the appropriate skill with co-ordination, control and fluency; to take part in competitive games with a strong understanding of tactics and composition; to create their own games using knowledge and skills and to modify competitive games and to apply knowledge of skills and tactics.

Invasion and Striking & Fielding

- Students are taught to vary skills, actions and ideas and link these in ways that suit the games activity.
- Encouraged to show confidence in using ball skills in various ways and can link these together effectively. e.g. dribbling, bouncing, kicking
- Keeps possession of balls during games situations.
- Consistently uses skills with co-ordination, control and fluency.
- Takes part in competitive games with a strong understanding of tactics and composition.
- Can create their own games using knowledge and skills.
- Modifies competitive games.
- Compares and comments on skills to support creation of new games.

- Can make suggestions as to what resources can be used to differentiate a game.
- Can apply knowledge of skills for attacking and defending.
- Uses running, jumping, throwing and catching in a competitive situation.

Athletics

- Tasks are taught that develop advanced running techniques and are used with confidence.
- Can perform an advanced running jump with more than one component. e.g. hop skip jump (triple jump)
- Students are taught how to provide detailed feedback on a peers' performance.
- Demonstrates accuracy and confidence in throwing and catching activities.
- Describes good athletic performance using advanced vocabulary.
- Can use equipment safely and with excellent control.

Dance

During Year 9 students will use their knowledge gained from previous years and apply it to performance, choreographic and appreciation work. Students will be introduced to Musical Theatre Dance. Students will explore, learn and choreograph movement from 'Matilda the Musical' or 'Hamilton'. During their lessons, students will choreograph movement and understand how to use smooth transitions to link taught phrases to their own.