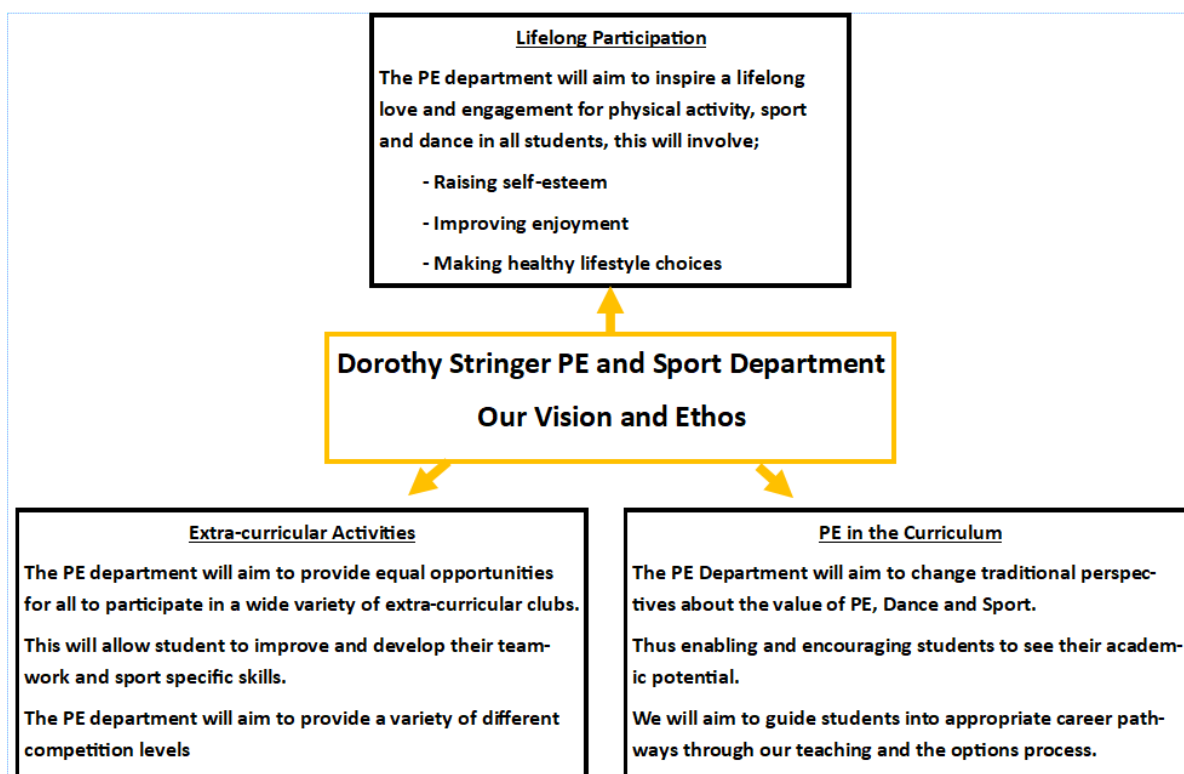


Physical Education Intent

Physical activity is important. Through PE, students can develop their confidence, resilience, improve their physical and mental well-being and develop a range of practical and cognitive skills that will support them for the rest of their lives. In our PE department, we also understand the role that we play in developing student's lifelong love for physical activity. A trait which will shape their lives into old age.

At Dorothy Stringer students have the vital opportunity to develop skills and abilities that they cannot learn in other curriculum subjects. Our curriculum aims to develop student's cognitive and practical skills. It has been designed around the needs of our student's and aim to develop a lifelong love for Physical Activity and Sport.

The implementation and more information about the intent for each year group is included below.



KS3 Curriculum Implementation

Each Key Stage three lesson will have a practical skill and a cognitive skill objective. The objectives vary for each age group and topic. All lessons will be linked to the whole school learning behaviours.

<u>Practical Skills</u>	<u>Cognitive Skills</u>	<u>Whole School Learning Behaviours</u>
<ul style="list-style-type: none"> • Active engagement • Participation • Co-ordination – movement skills • Basic Skills – movement skills • Decision making – generic attacking and defending skills • Strategies – tactic, set plays, coordinated movement combinations • Outwitting an opponent – sport specific attacking and defending skills • GCSE 10 Components of Fitness • Advanced skills – complex movement skills and tactics • Swimming 	<ul style="list-style-type: none"> • Teamwork • Basic Skills • Communication • Creativity • Decision Making • Responsibility • Confidence • Feedback • Resilience • Problem Solving 	<ul style="list-style-type: none"> • Respect • Responsibility • Engagement • Determination

How we will teach the skills

The objectives will be achieved through teaching the following sports.

<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>
<ul style="list-style-type: none"> • Swimming • Gymnastics • OAA/Teamwork • Netball • Dance • Fitness • Badminton • Football • Table Tennis • Athletics • Striking & fielding • Rugby • Basketball 	<ul style="list-style-type: none"> • Gymnastics • Orienteering • Invasion sports • Dance • Fitness • Table Tennis • Athletics • Cricket • Rounders/stoolball • Tennis • Basketball 	<ul style="list-style-type: none"> • Invasion sports • Basketball • Fitness • Dance • Gymnastics • Trampolining • Orienteering • Table Tennis/badminton • Athletics • Cricket • Rounders/stoolball • Tennis • Teamwork games

What we will teach, when and why?

Year 7

Practical Skills	<ul style="list-style-type: none"> • Active engagement • Participation • Co-ordination – movement skills (agility, balance, coordination) • Basic Skills – movement skills / basic sport specific skills • Basic fitness
Cognitive Skills	<ul style="list-style-type: none"> • Teamwork • Responsibility • Confidence • Communication • Creativity – challenge objective • Decision Making – challenge objectives
Class Sets	Classes are taught in the tutor groups, this allows for the student to establish relationships within the group. This is important as tutor groups remain the same throughout their time at school.

In Year 7 we have designed the curriculum to respond to the needs of the new students. The initial focus on active engagement and participation recognises and supports the change process that the students are experiencing, helping to provide opportunities for individuals to make friendships and feel comfortable to perform in a practical environment.

Our PE curriculum aims to develop these key cognitive skills which will be applicable around the whole school, and support them to be confident, communicate effectively and be active participants in the school day. Towards the end of year, we start to challenge the students in their cognitive decision making and creativity in preparation for the Year 8 curriculum.

The range of sports ensures that the practical skills can be fulfilled and allows the students to develop the basic skills in a full range of sports. The foundation of skill will allow them to progress towards more complex skill combinations and resilience. Whilst the breath of activities, including the life skill of swimming is fun, engaging and strives to fulfil the school's lifelong intention for learning and in this case active lifestyles.

Year 8

Practical Skills	<ul style="list-style-type: none"> • Decision making – generic attacking and defending skills • Outwitting an opponent – sport specific attacking and defending skills • Sport/movement specific skills – complex movement combinations • Components of Fitness – CV, muscular endurance
Cognitive Skills	<ul style="list-style-type: none"> • Teamwork • Communication • Creativity • Decision Making • Responsibility • Confidence • Feedback • Resilience
Class Sets	<p>Classes are mixed ability, selected from individual teacher feedback from Year 7, to ensure there is a range of ability in each group. Mixed ability classes, allows for growth mindset in pupils, a supportive environment and more inclusive year group.</p>

In Year 8 the intention is to build on the practical and cognitive skills established in Year 7 and start to introduce more advanced elements to encourage skill progression, enjoyment and future participation.

The cognitive objective focus on decision making in different sports and scenarios, as well as developing their ability to provide effective feedback and resilience in more complex situations. Students are provided with opportunities to demonstrate responsibility and sportsmanship through leading warm-ups and officiating small-sided games.

The range of sports is remains similar to allow for progression but allows for some teacher activity selection to suit the needs and interests of each group. Practically students develop their knowledge of fitness principles enforcing the focus on active lifestyles. Whilst fostering opportunities to develop tactics through challenging practices and game situations and developing more complex aesthetic movement skills.

Curriculum Intent and Design Statement DOC

Year 9

Practical Skills	<ul style="list-style-type: none"> • Decision making – generic attacking and defending skills • Outwitting an opponent – sport specific attacking and defending skills • Advanced sport/movement specific skills – complex movement • Strategies – tactic, set plays, coordinated movement combinations • combinations • Aesthetic spatial awareness • 10 GCSE Components of Fitness – power, speed and strength
Cognitive Skills	<ul style="list-style-type: none"> • Creativity • Decision Making • Feedback • Resilience • Problem Solving • Leadership
Class Sets	Classes remain mixed ability for the first half of the year, although groups are reselected based on new teacher feedback. After the allocations of KS4 choices, the classes are altered to create a PE GCSE/Sports studies class and dance class, all other classes are reselected to ensure there is a fair balance of gender and ability in all.

In Year 9 the focus is to build on establish skills, foster the fitness understanding and experiment with strategies and leadership. Likewise, the intention is promote participation, enjoyment and later in the year initiate some preparation for the students starting KS4 PE examination courses.

The cognitive aim alters from year 8 to provide the opportunity to build on their leadership skills by using this as a focus for a sport module. Through applying the conception of teaching games for understanding (TGfU) students will need to use problem solving skills, whilst the use of feedback will concentrate on receiving, acting on and managing constructive feedback.

The practical focus is to build on the foundations from year 7 and 8 using the same principles of outwitting an opponent and decision making yet allow for the teaching of more advanced strategies and tactics such as set plays. The inclusion of aesthetic sports will allow for the development of complex movement skills and spatial awareness. The fitness module will now start to form links to KS4 examination course knowledge.

How students make progress/ are assessed?

In PE teachers will make continual references to the skills and learning behaviours that students will be focusing on in that unit of work. This could be in the context of a learning objective, or in the context of applying over a whole unit of work. Students will have a good understanding of how progress can be made in each of the areas either in a single lesson, or over time.

Practical Progress & Assessment

It is likely that each lesson or series of lessons will have a specific focus on a practical skill, fitness or tactic. This rate of progress will be designed around the learners and will try to ensure that students can master their understanding and application of the skill.

Cognitive Progress & Assessment

It is recognised that the cognitive skills are likely to take longer to develop in young people. Therefore it is likely that cognitive skills will be taught over a whole unit. With constant feedback and opportunities to re-visit progress. The cognitive skill will also be taught using a mastery style, learning will be revisited and developed in depth, rather than focusing on lots of cognitive skills throughout a whole unit of work.

ATL – Learning Behaviours

The values of PE and Sport can support students in understanding the importance of having good behaviour for learning. Teaching in PE will have explicit links to the learning behaviours. Students will have an opportunity to develop respect, responsibility, engagement and determination. This teaching will be given context in PE but also about how this can be applied around the rest of the school.