



Why we teach what we teach

Physical Education at Dallam School seeks to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives
- build character and respect

We promote these aims in the way we assess students, not solely focussing on ability in certain activities but in the three areas that we feel PE contributes to the curriculum; **Thinking, Feeling, Doing**. This ensures that individual learners are at the heart of curriculum planning and that teaching has three principal ambitions for all students; **1. Health and Wellbeing, 2. Physical Competence, 3. Character and Employability**.

We hope to promote a lifelong love of physical activity, with our broad and balanced curriculum throughout the key stages allowing students to develop knowledge and skills which they can take into adulthood.

Core concepts	<p>The Thinking, Feeling, Doing (TFD) curriculum is '<i>put into action</i>' using a range of strategies and styles that support the learning environment, lesson objectives and ultimately its long-term aim, that is, of creating well rounded, competent, confident and happy physically active pupils. The overarching philosophy of the model is to provide learning opportunities to help develop the whole person:</p> <p>Thinking (cognitive) - Analysis, Creativity, Knowledge, Leadership, Tactics Feeling (school values) – Compassion, Courage, Endeavour, Integrity, Respect Doing (physical) - Competitive, Fitness, Movement, Skill Development, Technique</p>
How our curriculum builds over time	<p>In core PE students undertake a range of activities which not only teach sport specific skills but also holistic skills such as communication, leadership, respect and health & wellbeing. All these skills are developed further in examination PE at KS4. The focus for each year aims to build students confidence in being healthy and active during their time at Dallam;</p> <p>Year 7 - Believing in myself and ensuring social belonging, Year 8 - Learning to learn, lead and developing growth mindset, Year 9 - Building aspirations and developing resilience, Year 10 - Building mental health and managing pressure, Year 11- Making active lifestyle and career choices</p>
Key ingredients of a lesson	<p>In a good PE lesson, Inclusion, Competition and Teaching Styles are utilised most effectively. Students are on task quickly with a simple, fun and relevant starter activity. Students are working towards outcomes from our thinking, feeling, doing concepts. Differentiation using the STEP method increases the chance of success for all students. Teachers make links to prior learning and how transfer of skills can help new learning. Time is spent on activity to allow students to master skills. Plenaries with strategies such as 'no hands up' and 'talk, pair, share' ensure all students are engaged and on task. These enable the teacher to formatively assess. Students have been active for large periods of the lesson and they have had fun.</p>
How we assess the knowledge, understanding and skills of students	<p>In core PE we assess students against criteria relating to students development of their ability within; 'Thinking, Feeling, Doing'. This assessment is either formative, to inform teacher planning or summative, to evaluate student learning at the end of an activity.</p> <p>In Examination PE work is regularly marked and feedback and targets for progression given. Students are encouraged to reflect on their progress and respond to teacher feedback during Dedicated Improvement and Reflection Time (DIRT) where they have the chance to improve on teacher marking to close gaps in their knowledge using purple pen in their exercise books. At KS4 students are assessed using the 4 GCSE assessment objectives (AO's).</p>
How we provide cultural capital and extra-curricular opportunities	<p>As well as Core PE and extra-curricular sports that we offer in school it is important to undertake regular exercise outside of school. Students should be participating in 60+ minutes of physical activity per day. Joining local sports teams, running clubs, park runs, yoga, dance or a walk in the Lake District are all ways of achieving a healthy amount of activity and hopefully sets you up for a lifelong love of physical activity. KS4 PE students are encouraged to be part of local sports clubs performing at their maximum to ensure they can achieve well in the practical elements of the course.</p>

<p>How we provide stretch and challenge enrichment</p>	<p><u>Non Fiction books that will enhance a student’s understanding</u> KS3 - <i>Running Full Tilt</i> – Michael Currinder, <i>The Young Champion’s Mind: How to Think, Train and Thrive like an Elite Athlete</i> – Dr Jim Afremow KS4 - <i>The Sports Gene, Talent, practice and truth about success</i> - David Epstein , <i>Football against the Enemy</i> by Simon Kuper, <i>How Bad Do You Want It?: Mastering the Psychology of Mind Over Muscle</i>’ by Matt Fitzgerald, <i>‘Bounce: the Science of Success’</i> by Matthew Syed, <i>New GCSE Physical Education AQA Revision Guide - for the Grade 9-1 Course</i> – CGP Any GCSE PE pupils will benefit from reading the sports pages of a good national newspaper - look out for contemporary issues like drugs use in sport, women in sport, the World Cup, the Olympic games, sports finance.</p> <p><u>Sporting Places of interest in the North West:</u> The Lake District National Park, Kendal Climbing Wall, Kendal Ski Club, The Velodrome - Sportcity, Manchester, The National Football Museum, Manchester</p> <p><u>Social Media and other web resources.</u> GCSE Bitesize, YouGov is a Sports Research company with lots of interesting, thought-provoking articles. UK Sport for everything Team GB.</p> <p><u>Films and TV</u> KS3 & KS4 - Live Sporting Events & Sports News Channels. - This will support how you show your understanding by using current examples from sport. <i>Icarus. 2017</i> - A film around doping within sport and current issues surrounding the use of drugs within sport, <i>Hoop Dreams. 1994</i> - A film regarding barriers to participation in sport. Check out BBC iPlayer and All4 for archive programmes on a whole range of topics from the world of sport</p>
<p>How we adapt our curriculum to meet the needs of all students</p>	<p>Teachers are aware of the particular needs of individual students and plan lessons to accommodate their needs. Differentiation within lessons is planned for using STEP: Space, Task, Equipment, and People. Knowledge of this allows teachers to adapt lessons using feedback/formative assessment. Teachers liaise regularly with LSAs and have 1:1 discussion with all SEN students to set appropriate tasks each lesson. PP students are encouraged to use the facilities of the PE department at break and lunchtimes. PE Kit and Equipment is available to borrow if required.</p>
<p>How we link our subject knowledge to the world of work and further study</p>	<p>Teamwork, leadership, communication skills, confidence and resilience are all part of what physical education equips young people with, in addition to improving their physical wellbeing. These are all skills and attributes which help pupils thrive in other subjects and throughout their lives. Competition and sport will always be important, but the role of PE in young people’s development is about so much more than just that. Our schemes of learning are designed to use these skills to ensure that students improve their health and wellbeing, physical competence, and character and employability.</p>
<p>How we provide personal development for students</p>	<p>The school’s vision and values align with the ‘Feeling’ core concept of our PE curriculum. The themes of; Courage, compassion, endeavour, integrity and respect can be showcased clearly for learners to understand. PE teaches students about code of conduct, etiquette, handshake before and after matches, applauding the opposition, fair play, unwritten rules and sportsmanship. Students in PE can use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds. The willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. An interest in and understanding of, the way communities and societies function at a variety of levels. Also students can develop their friendship and social mixing through involvement in inter, intra school competition and extra-curricular clubs.</p>