

# Physical Education – Department Information

## Aims of the Department

*'It is really important that we promote competitive support in schools. It is very important that we recognise that has to be underpinned by good quality physical education and by getting people into patterns of exercise.'*  
– Lord Sebastian Coe

At the heart of The Charles Dickens School Physical Education curriculum is a philosophy of inclusion, enjoyment, high quality teaching and learning and holistic development of all students. The department focuses on healthy active lifestyles, development of physical literacy, the development of critical thinking skills and mental toughness. Inclusion and development of humanistic values remain at the heart of extra-curricular school sport, with more of a focus leaning towards development of the competitive mind-set, resilience and mastery of skills and aspirations to be elite performers.

## Facilities:

The Department consists of six full time staff and boasts excellent facilities with a well-equipped sports hall, a gymnasium, a fitness suite and extensive outdoor playing areas. Sports hall facilities consist of four badminton courts, a full size basketball court, four smaller basketball courts, 2 large walk in equipment stores. Next to the sports hall houses the large P.E. office, which easily accommodates all members of staff. Outdoor facilities consist of: 5 hard tennis courts, 5 netball courts, 2 football pitches, 1 full size rugby pitch, 200m running track with a javelin and shot put area plus 1 long/triple jump pit.

The Physical Education Department uses a range of resources and software to support learning across the key stages, including the use of iPads for performance analysis in all PE lessons.

The Physical Education Department make full of Smartboard technology in all theory lessons, with boardworks software being used to support the delivery of GCSE PE and OCR Nationals.

## KS3

Students at The Charles Dickens School undertake three 1-hour Physical Education lessons per fortnight. Students are all assessed in each area of study. The focus in Year 7 is mainly on development and understanding of fundamental skills and rules. In year 8 the focus shifts more towards the understanding of strategy and concepts within sports, and students are challenged to demonstrate physical ability as well as strong decision making skills. As students' progress further in key stage 3, the development of analytical skills is a key focus and the students work more on the refinement of practical skills, techniques and tactics, as well as developing more of an independent learning and leadership role within sport.

Sports included are football, health and fitness, rugby, netball, handball, basketball, cricket, dance, athletics, rounders, badminton, gymnastics, tennis, softball, orienteering.

## KS4

### Compulsory Physical Education:

KS4 pupils (Y9, Y10 and Y11) have 4 hours of PE every fortnight. The key stage 4 Programme is a personalised learning programme for each student. Learners continue to follow the compulsory elements of the National Curriculum. An important aim is developing physical, mental and social skills required for progression in learning and future life experience.

The PE department are trying to give pupils the opportunity to experience different types of learning which we aim to achieve through personalised pupil pathways.

Not all pupils demonstrate their skills best as competitive performers, the aim is to ensure that our curriculum is broad enough to give everyone the opportunity to enjoy PE and show what they can do. In key stage 4, we feel that pupils should have an opportunity choose subject areas that suit their preferences and needs.

## **GCSE PE: AQA GCSE Physical Education**

Students are required to have a high level of drive and aspiration for success in the academic, and physical and practical areas of the course. The course demands high levels of physical activity and specialist knowledge and understanding of a selection of sports, and a range of theoretical topics. As well as playing sport to a high level, (competitive and non-competitive) students will learn how to analyse and evaluate performance and suggest effective plans for improvement. Working with others is a key part of studying the course, as well as performing as an individual.

## **BTEC PE: Level 2 BTEC Sport**

This Level 2 award offers a focused vocational qualification for learners who wish to follow a shorter programme of study related to an aspect of employment that they might wish to move into; or a taster qualification which can extend their programme of study and provide an initial experience of a vocational area. This will also enable learners to progress to higher-level qualification relevant to the sector. It is a 120 guided-learning-hour qualification (equivalent in teaching time to one GCSE).

It has core units and optional units. It has external assessment that makes up 25 per cent of the qualification. This is completed via an online exam. Edexcel sets and marks these assessments. Remaining Units are assessed internally and are moderated by EDEXCEL.

The BTEC First qualifications have core and optional units. Learners must complete both core (mandatory) units, plus two further units for a total of 120 GLH.

### **Units Delivered:**

#### Unit Core

- Health and Fitness for Sport and Exercise
- Practical Sports Performance

#### Units Optional

- The Mind and Sports Performance
- The Sports Performer in Action
- Training for Personal Fitness
- Leading Sports Activities

## **OCR National Sport: Level 2**

This Level 2 award offers a focused vocational qualification for learners who wish to follow a shorter programme of study related to an aspect of employment that they might wish to move into; or a taster qualification which can extend their programme of study and provide an initial experience of a vocational area. This will also enable learners to progress to higher-level qualification relevant to the sector. It is a 120 guided-learning-hour qualification (equivalent in teaching time to one GCSE).

It has core units and optional units. It has external assessment that makes up 25 per cent of the qualification with the rest of the course completed by coursework. The OCR course covers the following units.

- **Contemporary issues in sport:** Students explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment.
- **Developing sports skills:** Students try out a range of sports-related skills and techniques, including different practice methods for improving both their own performance and that of others. They develop their knowledge of the use of tactics and strategies in both individual and team sporting activities as well as their understanding of the rules, enabling them to carry out a number of officiating roles within the activities
- **Sports leadership:** Students learn about some of the knowledge, understanding and practical skills required to be an effective sport leader. They put their knowledge into practice by planning and delivering safe and effective sporting activity sessions. Afterwards they review their performance

- **Sport and the media:** Students explore the relationship between sports and the media: how sport uses the media to promote itself and the media uses sport to expand and maintain uptake of its products. They look at the differences in sports coverage across a range of media outlets and over time and the effect that media has had on public interest and involvement in sport.

February 2019