

Physical Education

Importance in Islam

Through the Holy Qur'an and traditions of the Ahlul-Bait, it is evident that maintaining physical health should also be an important goal for every Muslim. It not only allows one to live a longer life, but also confers numerous emotional, psychological and most importantly spiritual benefits.

Islam's perception of good diet and recreation to attain physical well-being can be deemed as a vehicle to attaining spiritual and moral fitness. Many Islamic sports have been identified that were heavily practised in the time of the Prophet (saw); these include swimming, fencing, archery, foot racing, horse racing and wrestling. Given cultural limitations for females from mostly south Asian cultures we are passionate about encouraging learners to be engaged in PE and emphasise the importance of physical fitness.

Curriculum Aim

Our aim, therefore, is to deliver an ambitious and challenging curriculum that will stimulate students physically, socially, emotionally and cognitively within PE lessons. We want to promote a healthy active lifestyle focusing on enjoyment, a love of sport or physical activity and the importance of well-being.

High-quality PE therefore is a physical and cultural entitlement for pupils to:

- develop the skills, knowledge, and competencies to live healthy and physically active lives at school and for the rest of their life
- be physically active for sustained periods of time
- engage and energise pupils by building movement, competence and confidence (reduce obesity and increasing positive mental health).
- improve students' performance, sharpen their knowledge of strategy and tactics, and help them to transfer knowledge from one context to another
- develop participation with challenge and competition by choice
- develop leadership and teamwork skills working cooperatively
- explores and develop decision-making and risk management thinking critically about movement and movement contexts
- communicate and signal effectively in basic and complex situations

The whole-school curriculum operates at three levels and addresses pupils' academic, personal and social development. The three individual elements of learning provide a different component to the education of every pupil. Intellectual, personal and social maturity will be the goal of these structured

layers of learning at the school. There are three guiding elements which are brought to life in the PE curriculum:

Educational excellence:

- PE teachers ensure motor competence and confidence.
- This is underpinned by the 3 pillars of progression: rules, strategies and tactics; and healthy participation

Character development:

PE competence links with recognising life skills in four areas:

- Physical skills: developing strong healthy bodies and skills in coordination, stress management, fine and large motor skills and agility. Demonstrating skills such as actual competence, health/fitness/wellbeing, and motivation.
- Social skills: Understanding the behaviour of individuals and others through building social skills, including; cooperation, negotiation, collaboration, socialization, rules information and conflict resolution.
- Emotional skills: Understanding how we feel about situations and why we feel that way, building on; empathy, impulse control, self-regulation, persistence, resilience, self-confidence and joy.
- Cognitive skills: Understanding the way we think, explore and work things out, building on; problem-solving, scientific and mathematical thinking, language skills, literacy skills, research and inquiry skills and independent thinking.

Service to communities:

- PE provides a gateway into the world of sport and physical activity. Beyond physical participation, the traditions and cultural reference points associated with sport and physical activity are part of our shared heritage.
- These are promoted and celebrated.
- Engaging in competitive sports is met with enthusiasm and glory

Curriculum Intent

Pupils learn to:

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

The PE curriculum is structured and sequenced coherently to draw out:

- key declarative knowledge. This is the ‘what knowledge do I need’. This generative ‘sticky’ knowledge is sequenced to ensure it can be meaningfully and regularly revisited
- clear procedural knowledge, the ‘how’, is identified which provides context for the declarative knowledge. Procedural knowledge includes acquiring and developing skills, selecting and applying skills, strategies and tactics that help to evaluate performance.
- The area of sport is identified to ensure a well-balanced development in different arenas.
- Disciplinary knowledge is identified and carefully sequenced so pupils know how sports professionals think and work.

Implementation

The following principles underpin the PE curriculum:

- Teachers know that PE includes clearly defined knowledge that can usefully be categorised into declarative and procedural knowledge. These forms of knowledge in PE are often inextricably linked.
- Teachers know that PE is not synonymous with physical activity or sport. They share similarities but also have important differences.
- Leaders and teachers have thought carefully about what it is to know more and do more in PE. This understanding is informed by the national curriculum’s aims and component knowledge has been identified to develop pupils’ competence.
- A strong foundation of fine motor skills (FMS) is developed, starting in the early years. It sequentially develops through transitional activities into more specialised sport and physical activity contexts. FMS are a precondition to accessing the later, more specialised movement patterns required for competence in sport and physical activity. Pupils are taught how to execute movement with mastery through direct instruction.
- Teachers make sure that pupils’ movement is not only efficient and effective but intelligent and context-related. They make sure pupils have knowledge of rules, strategies and tactics in order to direct and guide successful movement.
- Knowledge of healthy participation includes important knowledge of key concepts pertaining to health, participation and physical activity. These are taught systematically, honour the specific learning context and increase in complexity throughout the curriculum.

Impact

We can see and measure the impact of the PE curriculum as students will have developed a core set of skills in a wide range of sports and will understand the

importance of having a healthy lifestyle, which is socially valued, worthwhile and contributes to a young person's development. We will be creating well rounded individuals and confident leaders with a passion to continue sport and pass on their knowledge to younger generations. We will have equipped our students with the skills and knowledge to continue with Physical Education into college, university and beyond.

Extracurricular

The P.E. Department organises numerous school teams and activities at lunch time and after school. For competitive matches arranged with other schools, we expect squad members to be committed and reliable.

Students are encouraged to play an active part in these clubs and make the most of their abilities.