

Physical Education at Elemore Hall School

Intent

Elemore Hall School recognises the contribution that PE can make towards a broad and balanced curriculum. This unique subject has a key role in encouraging pupils to be concerned for and to understand their own physical well-being and development. The PE curriculum provides experiences which enable a variety of movement skills to be developed at a level relevant to each pupil. PE plays a key role in helping our pupils to cope with both success and failure in competitive activities and teaches the importance of understanding and adhering to rules. PE also helps pupils to develop self-esteem through the development of physical confidence.

It is important to note that many pupils arriving at EHS may have a very poor appreciation of and negative attitudes towards PE largely formed by their experiences in mainstream schools. It is a subject potentially fraught with great difficulty for a child who lacks confidence and self-esteem. Positivity, encouragement, sensitivity to pupil needs, awareness of each pupil's experiences, personality, and ability are all essential characteristics of the PE teachers. At EHS PE is very much about providing a variety of enjoyable, demanding and rewarding challenges through which physical skills and knowledge and understanding can be developed. There is a strong focus on 'team' sports and activities to enable our pupils to cooperate with each other, to develop them personally and socially and to develop tactics for being an effective team member.



More specifically the PE curriculum at EHS aims to:

- Develop a range of motor skills in order to perform them with consistent control.
- Develop and improve aspects of personal levels of strength, endurance, speed and flexibility.
- Develop an understanding of the importance of exercise in achieving and maintaining a healthy lifestyle.
- Develop an understanding of the concept of fair play, cooperation and the social values inherent in honest competition.
- Develop an understanding of controlled challenge and adventure and develop knowledge of capabilities and limitations of oneself and others.
- Develop and appreciate the need for determination and perseverance in the pursuit of any goal.
- Develop an interest in activities and skills which could be continued on post-school life.
- Develop an understanding and concern for the respect, welfare and safety of others.

Implementation

Schemes of Work / Curriculum overview

The PE Schemes of Work and curriculum overview are designed to allow all individual pupils at EHS the opportunity to achieving the curriculum aims. They are written specifically to meet the complex needs of our pupils to allow them to achieve their full potential. With regard to developing a range of motor skills the curriculum is designed so that pupils can refine and adapt existing skills and develop these skills in order to perform them with consistent control. There is a strong emphasis on team activities which allows pupils the best opportunity to understand the concept of

fair play and the importance of cooperation and team cohesion. These also reflect our own ideas of what the school should be trying to achieve ideally, and what is possible in practice. In actual practice it is important to note that there is a significant need to be flexible when planning and delivering Schemes of Work.

Lesson Planning / Assessment and Evaluation

As a whole, in line with whole school policy every PE lesson will have a starter activity, main body and a plenary. Starters are usually focussed on the sharing of learning outcomes and the reinforcement of the positive achievement from the previous lesson. The main body will follow a theme which is closely linked to the learning outcomes. Plenaries are usually focussed on positive achievement, praise and targeted questioning is used to develop and broaden pupil understanding.

The process of awarding Learning Credits is seen as a key part of all PE lessons at EHS. Not only does the process allow reinforcement of what is being assessed but it repeatedly shares and communicates this formative assessment with the pupil. It also allows our pupils the opportunities to listen and speak in an appropriate manner, as well as the opportunity to self-evaluate.

Fundamentally, lessons are pitched at a level which attempts to ensure that individual pupils achieve success. We believe it is this achievement that promotes enjoyment itself promoting motivation to engage. It is this philosophy that underpins the PE curriculum, aiming to challenge and extend in a secure way.



Our differentiated PE curriculum simply involves matching tasks to pupils of different abilities, needs and interests by balancing challenge with the likelihood of success. In this way all pupils make progress whatever their different starting points. Differentiation is achieved by task (adapt tasks to suit all ability levels whilst retaining a broadly similar task), outcomes (setting open tasks), equipment (setting the same task but changing the size and type of equipment used to vary the difficulty of the task), rules and conditions (rules and conditions placed on tasks) and by the environment which the activity takes place (vary the size of the playing area, vary the time allowed to complete the task or vary the group size or number of opponents).

Impact

All pupils are to have access to a broad and challenging PE curriculum, which will allow them to develop the skills which we believe are necessary to achieve success in life. Being able to operate as part of a team, learning how to cope with disappointments, being able to communicate in an appropriate manner and adhering to rules and regulations will help our pupils reintegrate into mainstream society on post-school life.

All pupils at Elemore Hall have the opportunity to achieve the BTEC Level 1 Certificate in Sport and Active Leisure. This is a good qualification in its own right however for some it is also a useful stepping stone to post-16 courses in sport.

Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Multi sports Football Fitness	Basketball Football	Trampolining Fitness	T Tennis Badminton Trampolining	Cricket Athletics	Cricket Athletics Long Ball
8	Football Fitness	Basketball Football	Trampolining Fitness Indoor Hockey	T Tennis Badminton Trampolining	Cricket Athletics	Cricket Athletics Long Ball
9	Football Fitness Trampolining	Basketball Trampolining	Trampolining Fitness Indoor Hockey	Badminton T Tennis Fitness	Cricket Athletics	Cricket Athletics Long Ball
10	BTEC Climbing	BTEC Climbing	BTEC Skiing	BTEC Skiing	BTEC Canoeing	BTEC Canoeing
11	BTEC	BTEC	BTEC	BTEC	BTEC	BTEC

Accreditation

BTEC Level 1 Certificate Sport and Active Leisure	BTEC level 1 Certificate Sport and Active Leisure
Unit 4 taking part in sport Unit 10 Taking part in exercise and fitness	Unit 11 How the body works Unit 12 Planning own fitness programme
<p>Unit 4 is a practical unit which allows pupils the opportunity to take part in a range of team and individual sports. Pupils must identify a list of strengths and areas for improvement in two team sports and two individual sports.</p> <p>Unit 10 consists of 4 assignments it allows pupils to investigate a range of exercise activities and to research where they can access these activities in their locality. They then have the opportunity to take part in exercise activities and to write an assignment based on strengths, areas to improve and how to improve</p>	<p>Unit 11 is a theory unit where pupils have to complete 3 written assignments.</p> <ol style="list-style-type: none"> 1. The structure and function of the heart and lungs. 2. The structure and functions of the muscular and skeletal systems. 3. The nutrients of a healthy diet. <p>Unit 12 has 4 assignments and is part practical part theory. Pupils are asked to investigate the components of physical fitness. They will take part in fitness tests and compare their results with normative data. They will plan a 6-week fitness programme to improve some components of fitness. The final assignment asks pupils to investigate the barriers they may face as adults in achieving their fitness goals.</p>

Links with evening activities

There are a number of evening activities that complement or allow further development of pupils Physical Education. Before tea on three evenings per week pupils can take part in Trampolining,

BTec club or multi sports, after tea pupils can choose to be involved in a range of activities (that may change during the year due to some requiring lighter nights) including - Swimming, Climbing, Football, Fitness, Archery, Skiing

Enrichment

Various fixtures throughout the year against other SEMH schools. School events and competitions such as table tennis, football, sports day etc. DCDSSSA events such as County Basketball, County 5-a-side Football, County Cross Country and County Athletics.

Our Sports Day is a huge event on the school calendar. All members of the school community are involved in some way. Pupils and staff work together in house groups to take part in a range of events. Points are awarded for sportsmanship, attitude and participation as well as skill at the different activities. This day contributes to enrichment by involving all in something positive.

