

PHYSICAL EDUCATION at Elemore Hall School

Rationale

Physical Education (PE) at Elemore Hall School aims to provide a safe and welcoming place in which pupils can learn, support each other and enjoy physical activities. We recognise the contribution that PE can make towards a broad and balanced curriculum – it is an irreplaceable subject in the school curriculum, at the centre of which is physical movement. We believe that pupils who are physically active engage more comfortably with their environment and with other school subjects.

The subject also develops self-confidence, resilience and knowledge of tactics, strategies and ideas across a range of activity areas. It 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 is relevant for all pupils at Elemore Hall School, where we provide opportunities and support for pupils with special educational needs, such as ASD, ADHD, and SEMH. PE is vital in helping these pupils to not only stay active but to also improve their overall well-being and behaviour for learning. It builds character and provides opportunities for pupils to develop skills that will help them be successful beyond school.

INTENT

It is important to note that many pupils arriving at Elemore Hall School may have limited appreciation of and negative attitudes towards PE, often formed by their experiences in mainstream schools. It is a subject potentially fraught with great difficulty for an individual who lacks confidence and self-esteem. And so, positivity, encouragement, sensitivity to pupil needs and awareness of pupil experiences, personalities and prior attainment, are all essential for PE staff to embrace. Due to the nature of the subject, sport/activity related skills vary greatly, however the key concept that underpins the department's ethos is participation. Without this, other key concepts such as perseverance, teamwork, communication and patience will not be developed. It is through participation that physical and sporting skill begin to develop. We deliver our curriculum in such a way, because we want pupils to leave as well-rounded young people who are ready for the next stage in their lives, equipped with the skills and knowledge, necessary for college and work.

At Elemore Hall School, PE is very much about providing a variety of enjoyable, demanding and rewarding challenges through which physical skills, knowledge and understanding can be developed. There is a strong focus on team sport and activities. When performing and working as part of a team, pupils are required to think about what they are doing, analyse the situation and make decisions. They reflect on their own and others' performances and find ways to improve them. It helps pupils develop personally and socially, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in teams and resilient in competitive, creative and challenging situations.

More specifically, the PE curriculum at Elemore Hall School 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

Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	Multi-Sports Team Games	Team Games	Trampolining Fitness	Individual Games Trampolining	Team Games Athletics	Team Games Athletics
8	Team Games	Team Games	Trampolining Fitness	Individual Games Trampolining	Team Games Athletics	Team Games Athletics
9	Team Games	Team Games	Trampolining Fitness	Individual Games Trampolining	Team Games Athletics	Team Games Athletics
10	Team Games Fitness Climbing	Team Games Fitness Climbing	Trampolining Fitness	Individual Games	Team Games Athletics	Team Games Athletics
11	Team Games Fitness	Team Games Fitness	Trampolining Fitness	Individual Games	Team Games Athletics	Team Games Athletics

Team Games include:

- Basketball
- Football
- Hockey
- Netball
- Dodgeball
- Rugby
- Danish Longball
- Cricket
- Volleyball

Individual Games include:

- Table Tennis
- Badminton
- Short Tennis

IMPLEMENTATION

Our curriculum is often planned around weather/seasons and external factors – we would usually aim to deliver athletics, cricket, and Danish Long Ball in the Summer term, while other activities, such as football and cross country can be delivered during the Autumn term. Likewise, trampolining and fitness

are delivered in the Winter term, when the pitch and grounds are not always suitable for outdoor lessons. Our PE curriculum design is inclusive, sequenced and progressive, with added opportunity for enrichment linked to wider areas, both in and outside of school. Where possible, it connects to other subjects in school, such as Mathematics, English and Food and Nutrition. It is developmental and adaptive, so that it meets group as well as individual needs, starting points and aspirations for the future. Our approach allows for regular revisiting of activities, which is beneficial for our complex cohort of pupils, as it reinforces and embeds previous experiences and learning during each revisit. The onus is on progressive steps, which facilitates pupils' learning journey. Our Curriculum Map and Schemes of Learning are designed to allow all pupils the opportunity to achieve curriculum aims and to meet their complex needs, allowing them to achieve their potentials.

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 more 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 Learning.

We aim to promote literacy and numeracy skills – sport related articles and texts are displayed in the changing rooms, pupils read learning outcomes, key words, reciprocal teaching cards and core tasks. As and when opportunities arise, pupils count, add and use tally charts.

Every PE lesson has a starter activity, main body and a plenary. Starters are focussed on sharing of learning outcomes and reinforcing positive achievements from previous lessons. The main body will follow a theme which is linked to the learning outcomes, including revisiting prior skills and knowledge. Plenaries centre on positive achievements and praise, and targeted questioning is used to develop and broaden pupil understanding.

Awarding Lesson stars is seen as a key part of all PE lessons. Not only does the process allow for assessing pupil achievement, it repeatedly shares and communicates this formative assessment with pupils. It also allows our pupils the opportunities to listen to and talk about their learning and to self-evaluate - showing what they remember and what needs more practise, expressing their thoughts and knowledge, thereby developing communication skills.

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, and so, promotes motivation to engage in lessons. It is this philosophy that underpins the PE curriculum - aiming to challenge and extend in a safe and enjoyable environment.

Reading Development in PE

During lessons, pupils have opportunities to read learning outcomes and key words from the whiteboard. Pupils might also be selected to do a 'news' write up on a Monday morning about a sporting event that has taken place over the weekend. This news account is then placed on our PE display in the changing area for others to read. Pupils from other classes are given merits and other rewards throughout the week for reading the article and telling others (staff and classmates) what the article is about.

We have also updated our PE displays in the changing area to include spellings of keywords and phrases, in order for pupils to become more familiar with them.

Additional/Adapted Support & Stretch/Extend/Challenge

Pupils often lack confidence and self-esteem in PE. Our initial challenge is to encourage participation through building of good relationships and trust. Once this initial barrier has been overcome our

curriculum allows each pupil to be as successful as they can. We adapt our lessons to match tasks to pupils' differing 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 the activity takes place in (vary the size of the playing area, vary the time allowed to complete the task or vary the group size or number of opponents).

Enrichment

Pupils take part in various fixtures throughout the year against other SEMH schools. We offer other school events and competitions, such as table tennis, football, sports day etc. Pupils have opportunities to take part in 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 different activities. This day contributes to enrichment by involving all in something positive and has been immensely successful in the past.

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 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.

Steps and Assessment

Pupils' knowledge and understanding of key concepts, performance, decision making and ability to analyse performance (self and peer-analysis) are assessed against Elemore PE STEPS. Recordings of performances are made and uploaded onto Classroom Monitor to show they have developed a certain skill, theme or tactic. Progress videos can be accessed in Staff Folders.

IMPACT

Through observations and continuous assessments, effective teaching and delivery, our curriculum should show that:

- pupils make progress from their starting points
- pupils develop transferable life skills to be used both in and out of school
- pupils are able to retain, recall and apply what they have been taught, independently or with minimal support
- pupils are able to operate as part of a team
- all pupils achieve and reach their individual potential

Our teaching should:

- develop pupils' resilience, confidence and independence
- promote pupils' learning in other subjects
- develop pupils' appreciation for the value of healthy, active lifestyles
- have an impact on pupils' ability to access PE accreditation

- reduce barriers and improve pupils' chances to access further education, the world of work and life beyond school

Accreditation

BTEC Level 1 Introductory Award in Sport