

POLICY: Physical Education

CURRICULUM INTENT

'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.'
(curriculum.qcda.gov.uk)

At Elms Bank, the intent of Physical Education is to help develop the positive physical and mental health of our students, embedding life skills that will have appositve impact on their future.

Elms Bank School recognises the value of P.E. We fully adhere to the aims of the national curriculum for physical education to ensure that all children:

- 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

Our schemes of work, have been developed to ensure a diverse range of cultural, ethnic background are represented.

To support pupils to develop their mathematical fluency and confidence across the curriculum, mathematical skills are embedded into all of the schemes of work, where meaningful e.g. keeping score in games, measuring length jump, recording times in races.

The teaching of spoken language, reading, writing and key vocabulary is embedded throughout the schemes of work, e.g. participating in self and peer assessment, giving verbal or written feedback.

CURRICULUM IMPLEMENTATION

Refer to Long Term Plans

Inspire and Explore Pathways

Elms Bank students study PE once a week in a double practical lesson at Key Stage 3.

At Key Stage 4, all pupils access a double practical lesson and Inspire pupils will attend a theory session each week.

Thrive

Pupils within the Thrive pathway will participate in a double practical movement lesson each week.

Specialist Provision

Pupils within the Thrive pathway will participate in a double practical movement lesson each week.

Nurture

Pupils within the Nurture pathway will follow the curriculum for the Inspire and Explore pathways.

College

Pupils who attend Elms Bank College Hub will access PE lessons that are appropriate to their needs.

The schemes of work focus on initial allowing pupils to explore and develop the basic skills required. The skills in all PE progress in difficulty through the pathway and year group.

CURRICULUM IMPACT

Elms Bank recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and

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cultural development. We aim to provide a broad and balanced P.E. curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

Refer to: Pathway documents for qualifications; termly data analysis; end of year data analysis.

EQUAL OPPORTUNITIES AND INCLUSION

In PE at Elms Bank we value the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children.

SPRITUAL MORAL SOCIAL CULTURAL (SMSC)

Spiritual – Students are able to develop a feeling of enjoyment through a range of activities within all levels of the PE curriculum. Either through B-TEC, Entry Level, Core and Movement lessons students are reminded and encouraged to showcase their ability at every opportunity. The PE department work towards a specific marking policy which allows both pupils and staff to see progress of individuals over time and allows teachers to set SMART targets. With the consistency of marking and feedback within PE helps to develop self-esteem and confidence of individuals when either reviewing progress or completing targets.

Moral – PE helps students to understand morals, etiquette and sportsmanship within a wide range of sports. This can include handshakes before and after games, applauding opposition and encouraging teammates etc.... Students are always expected to play by the rules but also receive consequences of their actions if these rules and morals are not followed correctly. The understanding of this is vital for students to reflect on why these consequences have applied to them. EG, not following rules correctly = red card in football etc.....

Social – Students in PE are encouraged to use a range of social skills in different contexts, which include working and socialising with students from different classes, religions and ethnic backgrounds. Within PE lessons students are consistently encourage to work as a team to complete a tasks/activities. Through the use of PE equipment and PE facilitates, students are welcome to come and socialise with others during dinner hours to broader their friendship group and also their understanding of social differences and similarities.

Cultural – In PE students are always learning sports from different cultures and backgrounds within the curriculum. In PE we sometimes look at where some sports have originated from and their foundations or where we might see certain activities, EG, 100m Sprint in the Olympics.

CAREERS EDUCATION INFORMATION ADVICE GUIDANCE (CEIAG)

Students experience the world of work through internal Work Related Learning 'PE Teaching Assistant' roles. Students learning to support the teacher, model professional behaviours, learn about health and safety. For students in College studying the Gym & Fitness vocational course, students have the opportunity to support students in the hydro pool to support in the delivery of physio programmes.

