

## **SANDFIELD PE Curriculum Statement**

### **Intent**

Every pupil should have the opportunity to participate in at least 2 hours of high quality physical education. The curriculum will cater for the individual needs of all pupils. Every pupil will be encouraged to improve cardiovascular fitness, strength and flexibility. The curriculum will give pupils access to a wide range of adapted physical activities / sports. PE will not only develop pupils' physical skills but PE will also nurture cross-curricular skills for life with a particular focus on employability and moral/spiritual ethics. PE can support Employability in the following areas: Leadership, fostering good role models, teamwork, motivation, time management and good communication. Emphasis will also be focused upon pupils' mental health and wellbeing, maintaining a healthy mind in a healthy body. Promoting self-esteem and confidence in their own abilities. The curriculum will help pupils cope in competitive situations, helping the pupils to not only become gracious winners, but also good losers.

Generally, The PE curriculum intends to deepen pupils' knowledge of skills, tactics, rules, good sporting behaviour, cardiovascular fitness and the benefits of taking part in a life-long activity. At the end of pupils' school career the intent is for each pupil to have a successful transition into a life-long pursuit of sport or activity.

### **How will pupils benefit from PE?**

Pupils will find PE enjoyable. They should benefit both physically and mentally from high quality PE. Pupils will be challenged and engaged. Through PE, they will have the opportunity to build character and will be helped to imbed excellent attitudes towards fair play and respect. Pupils will be supported to develop life skills through PE. It will lay the foundations to lifelong participation and enjoyment in some form of physical exercise therefore promoting physical and mental wellbeing. Pupils will be helped through PE to try to be physically active for sustained periods of time (obviously taking into account medical conditions of the pupils.) PE can give the pupils opportunities to represent the school in sport or in a variety of sports, this is great for self-esteem and confidence building, as an enormous sense of pride can be derived from representing one's school.

### **How is the Curriculum Planned?**

The curriculum is planned following the programme areas of the National Curriculum:

Athletics, Dance, Games, Gymnastics, Swimming and Outdoor and Adventurous Activities.

We also offer cycling on our curriculum in the form of hand-cycles, trikes and 2 wheelers as many of our pupils do not have the opportunity to ride bikes after school.

Fitness is also a big part of our curriculum as we are always encouraging our pupils to adopt any form of exercise in order to foster healthy lifestyles, i.e. instilling in the pupils at an early age the need to keep a lifelong exercise habit.

The curriculum is totally inclusive and all sports and activities are fully adapted to cater for all the differing physical needs of our pupils. Every child is able to access the curriculum at their level.

Pupils who are ambulant are encouraged to participate in some lessons in wheelchair sports which can help to create a “level playing field” for some lessons, and also creates a better understanding of the needs of wheelchair users when playing sport.

The curriculum is sequenced taking into account a number of factors:-

The time of the year, ie winter sports in the winter, summer sports in the summer.

The curriculum also takes into consideration the Competition Diary within our local competitive area with all the sporting events taking place at Greenbank and Wavertree Sports Complex.

Real life sporting events, such as World Cups, European Events, Paralympics, Wimbledon etc, the actual event happening can be a motivator for some pupils within the PE lessons.

Sporting activities and fundamental skills will be revisited and repeated throughout the year as highlighted in the long term plan, therefore ensuring good learning sequences. Repetition will be used to connect prior learning in order to learn new skills and gain knowledge.

By the end of each Key Stage pupils will be expected to know, apply and understand the matters, skills and processes within each programme of study according to their needs and abilities.

Pupils should all develop fundamental movement skills, and become over time increasingly competent and confident to access a wide range of games and activities. We will use EHCPs to look at specific physical / movement targets that individual pupils may have.

The curriculum is planned based on previous knowledge of the pupils and their ability levels, so those with more additional needs are helped, along with the challenging of pupils who are more able.

### **Implementation**

High quality PE lessons

At least two hours PE per week.

PE lessons cover all aspects of broad and balanced curriculum - games, dance, gymnastics, cycling, swimming, athletics and outdoor and adventurous activities.

Within lessons, knowledge will be gained by referring to the following learning theories: Repetition will be used to help pupils retain knowledge; however to prevent cognitive overload activities will be adapted and refined to maintain interest and to keep motivation levels high. Practical quizzes are used as part of warm-up and/or plenary activities to embed knowledge and self-assess. A key part of learning is to recognise that failure and set-backs are important. PE is a good medium for learning how to cope with failure and success.

Pupils will self-assess their progress of knowledge and skills with the help of personalised targets in conjunction with PE teacher assessment frameworks.

Pupils will be encouraged to take part in extracurricular sports.

Cultural Capital will be enhanced by our pupils taking part in the following activities linking in with outside agencies at all times PE is a good medium for fostering good sporting behaviours and

teaching a pupils to be good citizens and highlighting outstanding role models locally, nationally and internationally.

Every pupil given the opportunity to represent school in a tournament (s)

Residential - all pupils will be given the opportunity to take part in a week of outdoor pursuits in the Lake District (in the Calvert Trust Outdoor Pursuits Centre)

Duke of Edinburgh-Sixth Form Pupils will be given the opportunity to take part in this awards scheme, that fosters independence, confidence building, service to the community, working as part of a team and taking part in an expedition challenge.

#### **IMPACT:**

#### **What forms do assessments take? What is the purpose of assessment?**

Assessment of the pupils' work, skills and knowledge may be made using:

- Whole class, group or paired discussions.
- Self-assessment
- Quizzes
- Teacher questioning
- An end of topic evaluation.

We review the pupils work in PE by making these formal or informal assessments as we observe the students during lessons and we use this information to plan and review for future lessons. We have a very individual target setting system that we use for all areas of PE to show pupil progress and record relevant assessments on the Evidence for Learning App.

#### **How do we know if we have a successful curriculum?**

- Teacher evaluation of curriculum to check it meets the needs of our students.
- Pupil voice informs any barriers to learning and changes can then be made to meet all learning needs.
- Evidence of learning, progress and a balanced curriculum from learning walks, scrutiny of student work (EFL), and lesson observations.