

Curriculum Intent Statement

The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Sex and Relationships Education (SRE) and Careers Education, Information, Advice and Guidance (CEIAG) across school.

The aim of this curriculum is to ensure that the skills and knowledge gained in phase 1-3 prepares students for subject specific qualification based learning in phase 4 and 5.

PE

The **intent** of our PE curriculum is to deliver a curriculum which is accessible to all and will inspire happy, confident, independent learners who are prepared for adulthood. As a result of this they will:

- Develop competence and confidence to participate in a broad range of physical activities
- Explore basic movements including running, jumping, throwing and catching, as well as develop balance, agility and co-ordination, and aim to apply these in a range of activities
- Be given opportunities to participate in team games, developing tactical play and an awareness of rules
- Engage in competitive sports and activities through intra and inter school events, and develop awareness of opportunities to participate in the local area
- Have a creative approach to PE sessions, where they have opportunities to express themselves and develop their thoughts and ideas
- Analyse the performance of themselves and others in order to improve skills and techniques required for a sport
- Be given leadership opportunities both informally and through recognised qualifications in which they are encouraged to work in a team, build on trust and develop skills to solve problems, either individually or as a group
- Be encouraged to persevere in a range of challenging situations in order to build resilience.
- Increase fitness levels by engaging in physical activity for a sustained period of time
- Be encouraged to lead a healthy, active lifestyle

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- PFA links
- Cultural Capital links
- Reading opportunities
- Key Vocabulary

Class groups are based upon English ability; therefore, each PE group has a wide range of abilities. With this in mind, each activity planned has a set of progressive and sequenced skills and knowledge objectives at three levels, **Basic, Intermediate and Advanced**. This allows us to differentiate, challenge and extend all of our children in each class no matter their ability.

Curriculum Intent Statement

Long Term Physical Education plan.

The curriculum that is in place is based upon two things:

1. Sports and activities that lead to achieving **the school's intent** - to deliver a curriculum which is accessible to all and will inspire happy, confident, independent learners who are prepared for adulthood.
2. Sports and activities **support diverse learning needs**. A large majority of our children have ASD and DCD as well as other learning disabilities , the PE curriculum has been planned to reflect this and make it fully inclusive.

In order for us to achieve this, we have based our scheme of work on the following **3 Key statements**.

1. To develop skills which will enable individuals to manage /cope with everyday tasks and expectations by leading a healthy active lifestyle.
2. To be able to solve problems both individually and with others, demonstrating leadership skills which will be needed in working life.
3. To have an appreciation for rules and fair play in sport and society.

1-year Overview - Phase 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Multi Skills	Gymnastics	Tri - orienteering/Martial Arts	Inclusive Tennis	Athletic Activities	Summer games

1-year Overview - Phase 3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Invasion games	Trampoline	Health Related Fitness	Tennis Activities	Athletic activities	Sports Leadership

Curriculum Intent Statement

At Epina school there are a range of pupils with complex needs. 30.4 % of pupils are diagnosed as having a primary or secondary need in ASD. ASD is a developmental disability that can cause significant social, communication and behavioural challenges. It affects how a person acts and interacts with others, communicates, and learns.

For this reason sports have been carefully chosen to reflect this. ASD pupils generally have difficulties in the following areas:

- Processing information- organising ,sequencing and prioritising.
- Social and Communication Skills - Pupils may have difficulty reading social cues and knowing when to speak or listen, and facial expressions can be impossible to read resulting in social isolation.
- Children on the autistic spectrum often have difficulties with posture, balance, coordination and motor planning.

Because of this, the scheme of work has been designed to ensure pupils can develop these areas, while also ensuring that PE at Epina is inclusive for all learners, and that they can take part in all activities with a varied degree of differentiation and support.

A rationale as to why each sport is offered is therefore included, whilst also looking at progression of skills and knowledge throughout each phase. We are mindful that in mixed ability classes there are pupils of varying abilities in PE, therefore pupils will progress through the skills at a pace suitable to the individuals, with the overall aim being that they are working towards the 3 key PE statements

Progression of skills and knowledge

Phase 1. Children work towards meeting the Early year's foundation goals

Phase 2 & 3 Children build on the skills knowledge gained in phase 1 and work through progressive objectives aimed at; acquiring and developing skills,selecting and applying skills and tactics and compositional ideas, improving skills and knowledge of fitness and health within each sport /activity. Children will develop progressive skills of evaluation of performance.

Phase 4 Children are in a place to use the skills and knowledge gained in Phase 2 and 3 to begin a qualification route, this may be Entry level certificate, Btec or GCSE dependent upon ability. Pupils who do not choose a qualification route will access a core practical PE session where the main aim will be to expose pupils to activities which encourage a healthy, active lifestyle in preparation for adulthood. This will include taking part in sessions which they will be able to access once leaving school, such as fitness sessions, whilst also having opportunities to continue using PE as a means of developing teamwork skills, following rules and becoming more resilient.

Phase 5 Children are in a place to use the skills and knowledge gained in Phase 4 to achieve a higher level of qualification.

Curriculum Intent Statement

Pedagogy

In PE, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we chose to use in enabling pupils to know more, understand more and remember more. In PE, the following approaches will be used, and be evident during practical activities, in order to ensure that the PE Learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their PE experiences in school:

Teaching Sequence in PE	Big picture: Start with what the children know, understand, are able to do and able to say from previous learning	Possible pedagogical approaches used in PE	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration
	Review most recent learning in PE		Constructivism	Skill development through inquiry based learning
	Specify key vocabulary to be used and its meaning		Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction
	Specific key skills to be used		Liberationism	Pupil-led learning; opportunities for skill development
	Opportunities to work actively		Learning working and talking about PE with confidence	Being introduced to the key vocabulary and physical skills relating to the PE so that all children can perform and compete with confidence. Develop the ability to take on an active role through discussion and leadership. Encourage the importance of leading a healthy active lifestyle. Be introduced to rules in sport which will prepare them for functioning in society in later life.
	Opportunities to review performance of themselves or others'.			
	Discuss suggestions of how performance can be improved			

In order to assess against the scheme of work, objectives have been taken from the PE National Curriculum, and widened to include important aspects of PE which are not only linked to physical performance, but the development of pupils all round learning within the subject. A progressive assessment tracker maps the key skills and knowledge children have developed against the scheme of work. **Impact** is measured via teacher assessment during the delivery of lessons and recorded electronically. We would expect to see knowledge communicated through:

- Discussion
- Demonstration of skills in isolation
- Application of skills in activities
- Performance

Curriculum Intent Statement

- Leadership
- Written theory tasks

