

## DURANTS SCHOOL - CURRICULUM POLICY DOCUMENT

### Physical Education

#### INTRODUCTION

At Durants, Physical Education is the responsibility of the PE teacher and all teachers. Physical Education lessons are taught mainly by the PE teacher as well as class teachers with Learning Support Assistants providing valuable support in the delivery of a range of sporting activities.

This policy is written primarily for staff but also for the information of both parents and School Governors.

The subject will be taught ensuring that all students have access to Physical Education, using different teaching approaches to provide equality of opportunities for all.

#### THE IMPORTANCE OF PHYSICAL EDUCATION

The Importance of Physical Education description taken from the QCA guideline for Teaching PE to students with Learning Difficulties (2000), states that PE gives all students the opportunity to develop their physical skills and to apply those skills in different situations. It also enables personal and group achievements to be acknowledged.

In particular Physical Education offers pupils with learning difficulties opportunities to:

- Develop their skills of co-ordination, control, manipulation and movement
- Enhance appropriate areas of health and fitness and contribute towards their physical development
- Develop their personal qualities of commitment, fairness and enthusiasm
- Develop their thinking, appreciation and evaluation skills
- Compete against themselves and others and take part in challenging activities
- Develop their ability to express themselves and be creative
- Work individually and as part of a team
- Build their self-confidence and self-esteem
- Develop the ability to share and take turns.

#### PRINCIPLES

- All Durants students follow a Physical Education Curriculum throughout their school life.
- All students' Physical Education Curriculum is based on either the Physical Education National Curriculum (1999), and post 16 Equals curriculum.

- For most students, the Physical Education Curriculum will contain activity areas outside the National Curriculum, these provide appropriate alternative physical development activities necessary to meet the students' needs. .
- For each Physical Education Curriculum activity area there will be a scheme of work. The scheme of work will then be adapted and differentiated to meet the individual student's needs.
- All pupils will have two weekly Physical Education lessons, one of these lessons being swimming.
- Durants aspires to provide 2 hours of PE per week with one hour of extended physical activity.

### PROCEDURES

The Physical Education National Curriculum (PENC) states which activity areas are to be taught in which Key Stage. Durants School's Physical Education Curriculum is based on this structure, however it is changed and adapted to meet the individual student's needs. The Physical Education Curriculum contains **all** the activity areas of the Physical Education National Curriculum:

- Games
- Gymnastic Activities
- Dance
- Athletic Activities
- Outdoor and Adventurous Activities
- Swimming

An Alternative Curriculum is extra to the above:

- Intensive Interaction
- Trampolining and Rebound therapy
- Yoga
- Walking projects when 'Out and About'
- Body Awareness & Self-Help Skills (Movement therapy)

### PHYSICAL EDUCATION CURRICULUM

The Key Stages used for each department will be correct for the relevant ages however the working level and assessment of the students will be carried out using P Levels and set levels for the Equals curriculum in most cases. The activity areas will be changed and adapted to make the Physical Education Curriculum relevant to the students' needs. (**Not all students** will take part in all activity areas suggested).

- Gymnastic Activities
- Dance
- Game Activities
- Swimming
- Play

- Alternative Curriculum
- Outdoor Play
- Trampolining and rebound therapy

### **Post 16 Curriculum**

A focus for Post 16 PE curriculum is the Duke of Edinburgh Award - Bronze and Silver Awards Expedition. The focus is on fitness and orienteering, keeping fit and healthy and maps.

For the pupils on the Exploring Learning Pathway the focus is

- Leisure and Recreation
- Boccia & trampoline
- Music & Movement.

### **GOOD PRACTICE**

Four Key strands are used throughout the PENC to ensure that students receive a well rounded education. The level of applying these Four Key Strands will vary from student to student, with more emphasis being placed on their potential performance.

**The Four Key Strands are:**

#### **Acquiring and Developing Skills**

Acquiring and developing skills begins with pupils being aware of themselves and their bodies, tolerating and accepting passive movement, and knowing the different positions and movements they can make.

#### **Selecting and Applying Skills, Tactics and Compositional Ideas**

Selecting and applying skills, tactics and compositional ideas begins with pupils exploring the body movements they can make, developing them and applying them to particular purposes.

#### **Evaluating and Improving Performance**

Evaluating and improving performance begins with pupils being aware of what movements they can make, what they can achieve through those movements, and then tuning the movements and varying what they can do with them.

#### **Knowledge and Understanding of Fitness and Health**

Knowledge and understanding of fitness and health begins with tolerating pain, maintaining good physical posture and correct positioning, and willingness and desire to move and exercise. (QCA, PE Guidelines, 2001)

**Foundation Stage (p100, 2000)** states that to give students the best opportunities for effective physical development, we will:

- Plan activities that offer appropriate challenges;
- Provide sufficient space, indoors and outdoors;
- Provide time and opportunities for students with physical disabilities and motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists;

- Provide time, equipment and resources that can be used in a variety of ways or to support specific skills;
- Introduce the language of movement to students, alongside their actions;
- Encourage increased social and physical independence through a progressive programme of adult support.

The **QCA guidelines (2001)** suggests there are three main **Principles of Inclusion** are as follows:

#### Setting suitable learning challenges

- Teachers should aim to give every student the opportunity to experience success in learning and to achieve as high a standard as possible

#### Responding to students' diverse learning needs

- Teachers need to be aware that students bring to school different experiences , interests and strengths which will influence their learning.
- Create effective learning environments
- Use appropriate assessment approaches

#### Overcoming potential barriers to learning and assessment.

- Teachers must make provision to support individuals to enable them to participate effectively, in the Curriculum and Assessment activities.

In the PENC (1999), it states that with **Pupils with Special Educational Needs** you should ensure that:

- Teachers should, where appropriate work closely with representatives of other agencies who may be supporting the pupil, (Physiotherapists, Occupational Therapists etc).
- Curriculum planning and assessment for the students must take into account the type and extent of the difficulty experienced by the student.

#### **PE DRESS CODE**

- All students are encouraged to wear appropriate sports clothing and trainers.
- Pupils will change clothing for special sporting events both in and out of school.
- No jewellery will be worn.
- Long hair will be tied back.

#### **P Levels and Assessment**

P levels and set levels will be used to assess the students at Durants School. The PE instructor will record pupils' level using B-Squared. However, the PE instructor will use ongoing assessment of pupil's performance in lessons to plan and deliver future sessions.

#### **Health and Safety/Hygiene**

Schools must meet the requirements laid down by governors and their local education authority and take account of the national guidance, **SAFE PRACTICE IN PHYSICAL EDUCATION**, published by BAALPE (British Association of Advisors and Lecturers in PE).

All staff involved in PE and Swimming will be familiar with the following policies:

- Health & Safety
- Hygiene
- Safety Procedure for use of the Swimming Pool
- Changing Room Safety Procedure
- PHSE
- Healthy Schools Information

**This policy was agreed by the Governors' Curriculum Sub Group on 25.05.2011 and will be reviewed bi-annually.**

Original Policy - May 2011  
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