



Physical Development Curriculum Overview

Curriculum Intent

Physical Development, Education and Activities

Physical Development (PD) experienced in a safe and supportive environment, is vital and unique in its contribution to our pupils' physical, social, intellectual and emotional development and well-being. From the starting points of developing fundamental movement skills, our individualised therapy programmes and the PE Curriculum aim to increase pupils' awareness and control of their bodies so they become confident movers in a variety of situations.

In accordance with the ethos of the Learn to Live Federation, in PD:

Everyone will be the best that they can be

- Pupils have the opportunity to take part in physical activities that enable them to maintain, develop and improve mobility, gain fitness, improve stamina, learn and develop physical skills and health
- Pupils are provided with opportunities to take part in competitive sport individually and as members of a team, learning co-operation, leadership, fair play, resilience and sportsmanship
- Pupils are signposted towards community-based activities in specific sports for which they show special interest or ability

No-one is excluded

- Pupil groupings and lessons allow for suitable activities to be effectively planned and differentiated which engage and motivate.
- Pupils have access to extra-curricular enrichment and Outdoor Learning opportunities which allow pupils to try new challenges in many different settings.

Everyone has a voice

- Pupils are able to request to participate in physical activity – this may be in class lessons, at lunch times, out of school, and at inter-school events
- In Key Stage 4 and above, students are able to choose which physical activities to participate in during structured PE lessons, playing inclusive sports, being part of a walking group, using the fitness gym, or carrying out individualised therapy programmes
- Pupils have a voice to influence their physical development through their EHCP Annual Reviews – this may include fitness, additional activity session, learning to ride a bike



Physical Development Curriculum Overview

Building on prior learning

Across the federation we focus on enabling and teaching our pupils to constantly build on the skills that they have already learnt.



In Early Years, pupils have the opportunity to explore and develop fundamental movement skills through apparatus circuits sessions in the school hall, outdoor PE sessions and active play-times to build coordination, strength and stamina.



In Key Stage 1, pupils start to expand and have access to a wider range of equipment, building on those fundamental movement skills which they explored in EYFS with an increased emphasis on working as a team.



In Key Stage 2, pupils will start deepening their understanding of the importance of physical education in more structured PE lessons, this enables students to learn and develop physical skills and apply them in the different areas of games, gymnastics, dance, outdoor activities and team-building, and athletics.



In Key Stage 3 & 4, the PE curriculum focuses on broadening sport specific skills and knowledge, and using and applying these in a range of team games. There are many opportunities for taking part in competitive sport through our involvement with the Exeter School Sport Partnership and in liaison with other local special schools.



At Key Stage 5, students may opt to transfer and attend Sport and Leisure sessions during their timetabled social time; each week they choose a sport they all enjoy playing, with many accessing physical education in the community.



Physical Development Curriculum Overview

Curriculum Implementation

Teaching and Learning Framework

All Key Stages offer a minimum of 1 timetabled lesson per week specifically focused on Physical Education (PE). However, PE provides an excellent vehicle for support applied English, Maths and PSHE development.

We have developed our own Learn to Live PE Developmental Framework which teachers will be using to track the progress of each pupil, this can also be shared with pupils to show the small steps needed to build upon a skill they already have and learn new skills. These frameworks consist of; games, swimming, cycling, dance, athletics, gymnastics and outdoor education. Each framework clearly shows the progression of each skill, catering to pupils of all abilities which can be monitored through EFL and assessed against Home School Agreement targets in line with each pupils EHCP.

Swimming

Swimming and Outdoor Learning are integral parts of pupils' physical learning opportunities. Developing confidence in and around water, becoming aware of water safety and learning to swim takes place in sessions in the school hydrotherapy pool and at other pools in the local area. The Swim England programme of Alpha Step, Duckling, Learn to Swim and Personal Survival Awards form the basis of target setting and monitoring progress for individual students. Students are taught body awareness and management in the water, water skills and confidence, swimming with aids leading to swimming unaided, stroke technique, personal survival and basic water rescue skills, working towards nationally recognised awards.

Outdoor Learning

Physical Development links closely with our Outdoor Learning provision. The Outdoor Learning aim is simple – to get pupils out of the classroom, support them to be happier, healthier and more motivated to learn. Our target audience includes those individuals who find the classroom environment challenging and are more motivated to learn outdoors, who may have low self-esteem and resilience, those who have particular sensory processing needs, and who have particular skill sets and interests relating to the outdoors and adventure!

By taking pupils out of their comfort zone, we will challenge them in ways they have not been challenged before, give them strategies and skills that they can use at school and home, meet their sensory processing needs, and harness their individual abilities. Opportunities may include cycling, moor walking, kayaking, climbing and conservation work.

The impact is wide ranging, but evidence suggests that through outdoor and adventurous learning, children and young people will become more confident, develop their ability to engage and focus, be more resilient, improve their self-perception, and have a greater awareness and understanding of responsibility and consequence. We hope to foster and develop a love of the outdoors and nature and help our learners aspire to greater things.

Physiotherapy

The PE curriculum helps to promote development of physical skills, co-ordination, ball skills, postural stability and balance alongside body and spatial awareness. Physiotherapy advice and /or specific



Physical Development Curriculum Overview

individual programmes run in conjunction with adapted PE activities for those pupils who are identified as needing additional physiotherapy support in this area. Pupils may be identified as requiring hydrotherapy, rebound therapy or specific targeted physiotherapy input to help their physical development; these individual programmes are followed as advised by their physiotherapist and outlined in their EHCP. At Ellen Tinkham College & Bidwell Brook School, students in Upper School have access to a fitness gym to work on individual fitness programmes; all class groups are able to access the gym on a rota basis.

Extra-curricular and Enrichment activities

Across the federation we offer a wide range of extra-curricular and enrichment activities to ensure that we offer a broad range of activities within our curriculum, these activities include;

- Horse-riding sessions
- Trampolining taster sessions
- Advanced Trampolining sessions
- Walking groups
- Intra and inter-school matches and competitions
- Key Stage 3 & 4 football teams
- Scooter, tricycle and bike riding
- Gym Club
- Walking and exploring on Dartmoor
- Climbing – including clip n’ climb
- Free running/Parkour
- Conservation work with the Devon Wildlife Trust
- Swimming

Subject Leadership

Physical Development is overseen by Subject Leaders in each school. The PD Subject Leader has an annual subject leader action plan and provides a point of support for all staff with regards to ongoing PE curriculum and developments. Subject Leaders meets termly with a member of SLT with a focus on Curriculum and Assessment. They are part of the Energise E-Team.

Sports Premium

Sports Premium is a sum of money which is used by the school to spend on improving the provision that we have in place, ensuring that it is going above and beyond. The Sports Premium has been spent on; Break times/play leader, the KS2 outdoor playground, playground developments, clothing and footwear, swimming and additional coaches. Detailed information can be found on the website under the ‘about’ tab.

Teaching and Learning Resources

Across the federation there are many different resources on offer for all pupils to access, both Bidwell Brook and Ellen Tinkham have a cupboard full of teaching resources which include gymnastics equipment and sporting equipment. These are consistently being updated to ensure the equipment is in appropriate condition and is accessible for all.



Physical Development Curriculum Overview

Curriculum Impact

Assessment

Teachers assess pupils on their Physical Development using Earwig alongside the L2L PE Developmental Framework, for example, if a class is focusing on football, they will be assessed against our 'games' framework which breaks down many skills within the sport.

Baselines and initial assessments are carried out at key phases throughout the pupils' journey at the school. This is carried out through ongoing observations and teacher judgements. Their physical, medical and learning needs are monitored continuously and provision is adapted as their needs change. This is reflected in the annual review of their EHCP. Home School Agreement Targets are assessed and evaluated throughout the year, and a data capture is conducted twice a year to ensure pupil progress and identify trends.

Monitoring arrangements

Subject Leaders monitor the way their subject is taught throughout the school by regular:

- Planning scrutiny
- 'Dip Ins'
- Book/ work scrutiny
- Evidence for Learning
- Moderation
- Contributing to the Executive Head Teachers Report
- Subject meetings and training
- Pupil Voice