
















Physical Education Curriculum Rationale

	Intent		Implementation		Impact
 <p>Curriculum</p>	<p>The school follows an adapted PE programme of study (using materials from Equals as this provides a comprehensive range of activities that are both age appropriate and sufficient to meet the needs of the whole ability range for pupils. https://equals.co.uk/) We use the published Val Sabin Programme for Dance. Swimming is provided in Key Stage 2, using the ASA SEND Programme.</p> <p>Multi-sensory activities, including sensory circuits and Rebound Therapy are also delivered as well as classroom-based activities such as Activate and Wake & Shake. Outdoor and adventurous activities are provided through activities on the school grounds and during offsite experiences including Swimming. The school also offer enrichment clubs across the year i.e. multi sports.</p> <p>Rosehill have 6 pathways which have been designed to ensure pupils have received a varied and engaging input over time that is age appropriate, even when they remain in the same cognitive pathway, to ensure that skills and knowledge are consolidated and new learning is acquired which links to Discovery Curriculum, Explorers Curriculum and Investigators Pathway.</p>	 <p>Pedagogical Approaches</p>	<p>We ensure that key learning and outcomes are identified before the lesson. These, along with key terminology, are shared with the children before the lesson and referred to throughout. Lessons always begin with a warm up. The teaching sequence begins with the revision of skills learnt in previous lessons. It then moves on to the modelling and practicing of new skills which are then applied independently in a more challenging way (such as a game in games, or a sequence of movement in gymnastics or dance). The lesson always ends with relaxation to help the pupils regulate before returning to class.</p>	 <p>Approach to Assessment</p>	<p>The approach to assessment incorporates findings of observations and ongoing teacher formative and summative assessments to ensure children are keeping up with the curriculum and their understanding is enhanced and developed.</p> <p>A range of assessment to be used, including learning walks, observations, work scrutiny, monitoring of the learning environment, questionnaires and feedback, case studies, impact reports and evidence of learning i.e. photos and PE lesson plans.</p>
 <p>End Points</p>	<p>Through our strong focus on mental health and wellbeing and being active, pupils develop their self-confidence and foster an enjoyment, and positive attitude to physical activity in and out of school. The Sports Coach works across all Key Stages to promote positive attitudes towards mental health, hygiene and fitness.</p> <p>Within Key Stages 1-2, the focus is on trying new activities, developing fundamental and gross motor skills, and confidence building. By the time pupils move on to Key Stage 3, they will be able to apply and develop a range of skills.</p> <p>Pupils are able to share ideas, and take part with increased confidence, recognising their own success by the end of Key Stage 3.</p> <p>Through LIVE, Careers, AQA, ASDAN, work-related learning and Princes Trust, which includes opportunities to foster an appreciation of exercise and movement to increase wellbeing and participation, pupils are able to adapt and apply knowledge.</p>	 <p>Teachers' Knowledge</p>	<p>The demonstration of good subject and curriculum knowledge is a requirement in the DfE teaching standards. We have an experienced Sports Coach who delivers many aspects of our Sports across the school. There are regular opportunities for CPD through our local sports partnership, Sports Coach and external providers (EPIC/ Dance Equation/ Rebound Lead/ Occupational Therapists).</p> <p>In addition to subject and curriculum knowledge, training on health and safety is also addressed.</p>	 <p>Performance Data & Pupil Progress</p>	<p>Performance data is collected in PE, the data collected is for swimming in KS2 and rebound therapy throughout the school. This is required for the Sports Premium annual report. The school tracks data through the Earwig Assessment Scheme which links in to Pathways and EHCP targets. Pupils are tracked by teachers to ensure they are working within the curriculum expectations for their Pathway (Impact reports and curriculum examples).</p>

	practical skills and concepts in a variety of physical activities, by the end of Key Stage 4-5.				
 Sequencing	In order to ensure there is progression and continuity through school, the PE scheme has been carefully sequenced to provide to develop an enjoyment of physical activities, which will lead to improved lifelong health and self-confidence as well as social interaction.	 Enabling Environment & Pupil Voice	We use a variety of environments for PE. We use the sports hall, dance studio, outdoor gym, quad and heart spaces. Throughout the lesson, children are encouraged to work collaboratively to plan, adapt, improve and evaluate their own performance and the performance of others. Pupil voice/feedback is promoted through discussion and questioning which enables learners to share ideas and develop their skills.	 Pupils' Work	Photographs of sporting events appear in the school newsletter, and impact reports and on the news section of the website. Additionally, pupil work is displayed in communal areas and classrooms as well as in their learning folders.
 The Need of all Pupils	<p>Studies have shown that children with SEND are less likely to be actively involved in physical education compared to their peers because of difficulties with issues such as gross motor skills, motor planning and development and more time needed to process instructions. The school's proactive approach to PE and sports includes, engaging and listening to all children about their interests and aspirations, building confidence and independence from a young age by offering a wide range of sporting activities i.e. cycling, multi-sports, creating enabling environments i.e. outdoor sensory circuits, and supporting and encouraging parents to help their child to live an active life. By breaking down barriers, and encouraging inclusion at an early age, we aim to help to build lifelong habits and ensure more children enjoy an active future.</p> <p>The Sports Premium and Pupil Premium funding are used to provide opportunities for activity and competition within the school day for those that would otherwise be at a disadvantage.</p>	 Knowing More and Remembering More	Teachers identify and share the key vocabulary and learning for the lesson. With support, many children are able to use this vocabulary when planning, adapting, improving and evaluating their own performance and the performance of others. Pupils choose which activity they enjoy the most in the lesson (use of symbols). Displays and celebrations of pupil's work provides a platform for revisiting and embedding learning.	 Talking to Pupils	<p>The Sports Coach talks to pupils about their learning as part of the monitoring process to ensure that learning is being taken place and allow pupils to have their own voice and show their understanding.</p> <p>Sports week and sports related projects and special events i.e. Mental Health and Wellbeing Week, Outdoor Learning Week, offer further opportunities towards building independence and confidence.</p> <p>Pupils have the opportunity to share feedback about their work and understanding of the lessons. Their responses will be used to inform teaching and cross-curricular plans.</p>
		 Assessment	Teachers, through observation on a lesson-by-lesson basis, measure impact. This is judged against the outcomes highlighted at the beginning of the lesson and is shared throughout the lesson.		

Links:

Association for PE: <https://www.afpe.org.uk/physical-education/>