

ST PERS SCHOOL PE CURRICULUM

Curriculum Statement

Physical Education remains a compulsory national curriculum subject in all 4 key stages. The new National Curriculum has:

- Greater emphasis to core knowledge and skills only.
- Is overall, less prescriptive and gives more flexibility to choose the range of activities through which students can acquire and develop skills. It offers a baseline to build and develop a more bespoke curriculum.
- Greater emphasis on physically demanding activities and sustained physical activity.
- Greater emphasis on fundamental movement skills: movement agility, balance and co-ordination.
- Strengthened the place of swimming and how it must be taught.

St Piers School students following our Physical Education programme receive a minimum of two hours PE per week and participate in outdoor adventurous activities, trampoline, gymnastics, games, athletics, swimming, fundamental movement skills and health related exercise. Our extensive outdoor programme includes canoeing, boating, hiking, cycling, team building, archery, orienteering and ropes course.

Progressive schemes of work/units are linked to PE equals schemes. Where appropriate, students will achieve external accreditation through National Governing Bodies (NGB's) award schemes and programmes.

Physical education has many cross-curricular links, and plays an important role in the development of our student's literacy, numeracy, PSHE and ICT/computing skills. In addition to monitoring core subject targets progress made on individual EHCP outcomes are recorded.

We have at our disposal excellent resources and facilities which allows the delivery of some fantastic learning opportunities and experiences for all our students. Robust risk assessments ensure students have equality of opportunity and safe access to a broad, balanced and challenging PE curriculum. Students are encouraged to collaborate and take an active role in any risk assessment as this will support their well-being now and in the future.

Physical education at St Piers School provides students with a platform from which they can build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes. We believe it will have a motivational impact on our students, increasing their self-esteem and general wellbeing. All students are given many opportunities to succeed and develop a positive attitudes toward physical activity, as this will provide the greatest motivation for them to adopt healthy active lifestyles.

We encourage students to develop essential social skills such as concentration, self-discipline, cooperation and to be aware of the need to think of others. We encourage students to respect diversity, and listen to and value opinions and to actively integrate with others.

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Our broad and balanced curriculum focuses on the most appropriate activities for the student's developmental level and needs. Activities are planned to enable our students to become physically literate whilst developing individual skills to encourage them all to lead and enjoy a healthy and active lifestyle. Some activities are functional, sensory and experiential where repetition is important for the physical and cognitive tasks to be internalised.

Through using a range of onsite and offsite leisure facilities, students are learning functional life skills in community settings. It is intended that this strategy will prepare students for the opportunities, responsibilities and experiences of life outside and after they have left Young Epilepsy. Socially appropriate behaviour is modelled and encouraged at all times and students are taught how to access the facilities appropriately and as independently as possible.

There is an extensive sports events calendar which includes attending a host of inter school events within Surrey. Representing the school at these events gives the students an identity and a sense of belonging, whilst also further increasing integration opportunities. It is also important, in terms of increasing the range of activities and competitive sport opportunities available to our students. We also believe that having a broad range of experiences will promote aspects of the student's spiritual, moral, social and cultural development.

Students are encouraged to do well and any achievements are celebrated and rewarded. All have the opportunity to gain weekly and yearly Olympic Star awards. Additionally, students making excellent progress can be part of our Olympic group. This encourages the students to self-motivate and that their hard work and effort is rewarded and is an example of how we use data to inform our teaching and planning. Within this group we aim to help our higher attaining students to fulfil their potential, by providing them with extra enrichment and extension activities and further responsibilities that will develop them, not only in a sporting sense, but as an all-round individual.

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CURRICULUM 1 (SLD/PMLD) - ADAPTED PHYSICAL EDUCATION

- Curriculum 1 focuses on the most appropriate activities for the student’s developmental level and needs. The curriculum is based on activities that are functional, sensory and experiential, whilst providing stimulating and challenging learning environments.
- School students following Unit 1 will participate in Outdoor Adventurous Activities (Hiking, adapted cycling & canoeing), Trampoline, Functional Gymnastics, Games & Swimming.
- The focus of teaching physical education in this curriculum is to give the students opportunities to:
 - Develop simple single actions and use a number of these actions consecutively.
 - Develop and improve basic control and co-ordination of these actions and movements.
 - Develop a small range of reactions to different stimuli and respond more consistently.
 - Begin to develop an element of purpose or intent in some actions.
- Progressive schemes of work/units linked to PE equals schemes. (Relevant units in brackets).
- Where appropriate students will achieve external accreditation through National Governing Bodies (NGB’s) award schemes.
- The functional nature of the activities will hopefully enhance the lives of the students for life out with and after Young Epilepsy.
- Repetition is important to allow the student’s to internalise the physical and cognitive tasks.

Key Stage	Year Group	CURRICULUM 1 UNITS			
ALL	ALL	Swimming Activities and Water Safety <i>(Units 1.8, 2.19, 3.16, 3.17)</i>	Trampoline & Functional gymnastics <i>(Units 1.6, 2.5, 3.13)</i>	Adapted games <i>(Units 1.3, 1.4, 1.5, 2.9)</i>	Outdoor Adventurous Activities Hiking, paddlesport, adapted cycling, low ropes & orienteering. <i>(Units 2.22, 3.14)</i>
Award schemes	Swim Teachers Association (STA) Rockhopper scheme	Winstrada Trampoline			Bikeability Canoe England Paddlepower

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CURRICULUM 2 (MLD/SLD)

- Curriculum 2 follows the programmes and breadths of studies outlined in the National Curriculum and QCA guidance.
- Progressive schemes of work/units linked to PE equals schemes. (*Relevant units in brackets*).
- School students following Unit 2 will participate in: Outdoor Adventurous Activities (ropes course, cycling, hiking, canoeing, archery, orienteering & team building), Trampoline, Educational Gymnastics, Swimming, Health Related Exercise (HRE), Games & Athletics.
- Fundamental Movement Scheme (FUNS) will be delivered alongside many of the units to develop balance, agility and coordination.
- Key Stage 4 students will access off-site community facilities for some activities.
- Where appropriate students will achieve external accreditation through National Governing Bodies (NGB's) award schemes.
- Dance is delivered through creative arts and assessed using PE dance assessments on B squared. In addition, Surrey special schools day of dance and visiting dance companies.

Key Stage	Year	CURRICULUM 2 UNITS					
1 & 2	1 - 6	Swimming Activities and Water Safety (Units 1.8, 2.19, 2.20)	Gymnastics Activities & Trampoline (Units - 1.6, 1.7, 2.5, 2.6, 2.7, 2.8)	Fun circuits	Games Activities (Units 1.5, 2.9, 2.13, 2.14, 2.15)	Athletics Activities (Unit 2.17, 2.18)	Outdoor Adventurous Activities (unit 2.2) <ul style="list-style-type: none"> • Orienteering, low ropes • Teambuilding activities
3	7 - 9	Swimming (stroke development) Water Safety (Units - 3.16, 3.17, 3.18)	Gymnastics Activities & Trampoline (Units 3.12 & 3.13) Fundamental Movement Scheme (FUNS)	Health Related Exercise (ONSITE) <u>Year 7</u> - Gym <u>Year 8</u> - Gym & circuits <u>Year 9</u> - Gym (dist challenge) & body pump	Games Activities <u>Year 7</u> - Uni-hoc/Basketball-invasion (Units 3.6 & 3.7) <u>Year 8</u> - KwikCricket-striking/fielding (Unit 3.10) <u>Year 9</u> - Badminton - net/wall (Unit 3.9)	Athletics Activities (Units - 3.1 & 3.2) Aviva sports hall athletics scheme Fundamental Movement Scheme (FUNS)	Outdoor Adventurous Activities (3.14, 3.15) <ul style="list-style-type: none"> • Canoeing • Low ropes • Functional Teambuilding
4	10 & 11	Swimming and Personal Survival (Unit 4.14 & 4.14)	Trampoline -BG trampoline awards accreditation (Units - 4.10 & 4.11) Fundamental Movement Scheme (FUNS)	Health Related Exercise (OFFSITE) <u>Year 10</u> - Personal CV fitness programme <u>Year 11</u> - Personal CV & Resistance programme	Games Activities <u>Year 10</u> - Rounder's - striking/fielding (Unit 4.8) <u>Year 11</u> - Racquetball - net/wall (Unit 4.6) FUNS Scheme	Athletics Activities (Unit 4.1) Fundamental Movement Scheme (FUNS)	Outdoor Adventurous Activities (unit 4.12) <ul style="list-style-type: none"> • Canoeing • Archery • Blacklands farm outdoor centre
Award schemes		STA Rockhopper /Academy ASA National Learn to Swim Framework	Winstrada British Gymnastics FUNS		BISI Badminton FUNS	English Schools Athletics Association British athletics awards	British Cycling Bikeability Canoe England Paddlepower

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SIXTH FORM SPORT & LEISURE

The sixth form curriculum allows students to experience and participate in a range of sporting activities including team and individual activities, whilst gaining accreditation within a sport related course. Students will experience and develop the necessary skills relating to using offsite leisure and recreation facilities and gain an understanding of how to access these facilities as a part of a healthy lifestyle. Preparation for life out with and after Young Epilepsy is vital so it is important these life skills are developed.

The following activities are offered throughout the academic year and some students will choose an option from two choices every half term. This gives the student's ownership of their programme and allows them to specialise in a certain activity area if they wish.

1. Outdoor Education - Team Building, Cycling, Paddlesport, Archery, Outdoor Activity Centre							
2. Fitness	3. FUNS	4. Trampoline	5. Swimming	6. Athletics	7. Dance	8. Games	

Activities are linked to the Equals moving on curriculum. Each of the five moving on programmes provides accreditation opportunities for at least two activities under each unit. Also, activities link into the sixth form curriculum map supporting accreditation in other subjects such as PSHE, numeracy, science, BTEC etc. In addition, students can also gain accreditation through a variety of National Governing Bodies award schemes

Moving on Programmes follow a five year rotation, with changeover at the start of the summer term.

EQUALS MOVING ON										
PROGRAMME	Year 1		Year 2		Year 3		Year 4		Year 5	
	Explorer		Traveller		Voyager		Globetrotter		Adventurer	
SUBJECT AREA	LEISURE AND RECREATION									
UNIT	<ul style="list-style-type: none"> Swimming Hydrotherapy or Gym. 		<ul style="list-style-type: none"> Team sports Community leisure Physiotherapy and sensory environments 		<ul style="list-style-type: none"> Sport in the Community. Using technology for leisure Therapy 		<ul style="list-style-type: none"> Joining a club Competitive Sport Health Action Plan 		<ul style="list-style-type: none"> School clubs Dance Therapy 	
ACCREDITED ACTIVITIES	Swimming	Fitness	Games	Cycling Teambuilding	Trampoline Games	FUNS	Games Athletics	Fitness	Dance	Swimming Trampoline