

Physical Education

Intent

Bringing Learning to Life through PE

At Welburn, Learners from Early Years to Key Stage 5 participate in weekly PE/ Physical Development sessions. We follow the National Curriculum with some adapted sessions for the more pre-formal classes. These sessions aim to be high energy and develop learners' health, fitness, strength, flexibility, coordination, gross motor skills and planning. Pupils acquire, develop and apply locomotor, non-locomotor and manipulative skills. Learners also have rich opportunities to develop their sensory regulation and communication skills, through their preferred communication. We here at Welburn, aim for all learners to develop a love for self-care, wellbeing and mental fitness. Sessions also support learners' social skills, teamwork and respect for themselves and others. We also provide opportunities for inter and intra school competitions through our Sports Partnership Scheme. Pupils have opportunities to participate in a wide range of activities including Games, Gymnastics, Dance, Athletics and Outdoor Education.

Swimming

At Welburn learners develop water confidence through play, developing on specific swimming techniques and survival. Swimming can support muscle development, healthy heart and lungs, posture, coordination and overall emotional regulation coupled with lifesaving skills. More competent swimmers take part in competitions and swim for stamina and fitness.

Rebound Therapy

Rebound Therapy is an activity that uses a trampoline to provide opportunities for movement and therapeutic exercise. The phrase 'Rebound Therapy' describes a specific methodology, assessment and programme of use of trampolines to provide opportunities for enhanced movement patterns, therapeutic positioning, exercise and recreation for a wide range of users with additional needs. Rebound Therapy is used to facilitate movement, promote balance, promote an increase or decrease in muscle tone, promote relaxation, promote sensory integration, improve fitness and exercise tolerance and to improve communication skills. Sessions are needs led for individuals, groups and cohorts and are delivered by a qualified in school Rebound Therapist. We follow the Winstrada program of Rebound Therapy from grades 1-10.

Outdoor Environment

Welburn has a high quality outside environment including large play equipment, climbing frame and swing, trim trail equipment, bikes and trikes, fitness apparatus and space to move. Learners have access to bicycles and tricycles to promote balance and stability; sporting equipment to promote basic sports skills; cross curricular equipment to bring their class learning to the outdoors. All learners have regular access to our woodland area where they participate in a wide range of activities including den building, swinging/ moving and archery, following our outdoor learning curriculum in our beautiful spacious grounds.

For pupils working in our Semi formal pathway, PE units are taught using a cross curricular themed approach within curriculum areas such as How Our Bodies Move through a more practical sensory approach. This will also be used as a regulation tool for these students. These learners will also use the outdoor areas within school to develop movement.

Our more Formal learners will develop understanding and skills specific to sports/games or may access skills within the sports, based on their needs, interests and motivation. Formal learners will follow the national curriculum KS2 and KS3 and will focus very much on the skill-based learning of throwing, catching, balance, running, hand-eye co-ordination. Learners are challenged further by delving further into each area of PE. Learners begin to access more specific sports such as basketball and inclusive sports such as Boccia. Learners are increasingly exposed to rules, teams and competition. The Formal learners also learn how to evaluate and analyse their own and other students' performances in a variety of sports, using a set of clear success criteria.

Please note our 'Nurture group' curriculum is tailored to the needs of the pupils whose main barrier to learning is their social, emotional and mental health needs. Functional communication, interaction and cognitive skills will be covered in a meaningful way that enables pupils to thrive in their learning. The team will plan by using objectives and opportunities from a pathway below which is relevant to the pupil, depending on age, needs and individual barriers to learning.

Semi-Formal Pathway			
Primary	KS3	KS4	College

<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Offer pupils the opportunity to explore how their bodies move through practical and sensory experiences. • Enable pupils to follow the KS1 curriculum. • Promote regulation through moving the body. • Provide REAL PE opportunities to develop skills. 	<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Enable students to follow the KS2 National curriculum. • Enable students to develop 6 main skills throughout the year -Gymnastics/Games Invasion/Dance/Games Net and Wall/Athletics/Outdoor Learning. • Provide REAL PE opportunities to develop skills. • Develop individual and team skills 	<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Enable students to follow the KS2/3 National curriculum. • Students will develop 6 main skills throughout the year- Gymnastics/Games Invasion/Dance/Games Net and Wall/Athletics/Outdoor Learning. • Provide REAL PE opportunities to develop skills. • Develop individual and team skills through games and individual skills sessions. 	<p>Whilst PE is not on the college timetable, physical education will be embedded via cross-curricular links.</p> <p>Our curriculum will...</p> <ul style="list-style-type: none"> • Enable students to engage in various physical activities. • Enable students to develop a deeper understanding of the importance of a healthy lifestyle. • Encourage students to develop a lifelong interest and involvement with physical exercise.
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<p>Learning Opportunities and Cultural Capital and SMSC:</p>			
<ul style="list-style-type: none"> • Rebound therapy • Hydrotherapy • Sensory circuits • Outdoor learning • Physical therapy programmes from specialist occupational therapists • Visits to the local area • Collapsed curriculum days • Visitors to school • School Farm 	<ul style="list-style-type: none"> • Rebound therapy • Hydrotherapy • Sensory circuits • Outdoor learning • Physical therapy programmes from specialist occupational therapists • Visits to the local area • Collapsed curriculum days • Visitors to school • School Farm 	<ul style="list-style-type: none"> • Rebound therapy • Hydrotherapy • Sensory circuits • Outdoor learning • Physical therapy programmes from specialist occupational therapists • Visits to the local area • Collapsed curriculum days • Visitors to school • School Farm 	<ul style="list-style-type: none"> • Rebound therapy • Hydrotherapy • Visits to the local area • Collapsed curriculum days • Visitors to school • School Farm • Access to the school grounds (lake, woodland, river, grassland)

<ul style="list-style-type: none"> • Access to the school grounds (lake, woodland, river, grassland) 	<ul style="list-style-type: none"> • Access to the school grounds (lake, woodland, river, grassland) 	<ul style="list-style-type: none"> • Access to the school grounds (lake, woodland, river, grassland) • Map opportunities – within the school grounds • Visits from other sporting professionals to run workshops/classes e.g. dance classes. 	
<ul style="list-style-type: none"> • Explore how their bodies move. 	<ul style="list-style-type: none"> • Explore how their bodies move and how this links to their own regulation. 	<ul style="list-style-type: none"> • Develop skills of a variety of games – catching/throwing. • Explore and develop skills through gymnastics. • Develops skills in kicking and controlling the ball and can apply these skills within a team game. • Explore the use of the outdoor learning environment. 	<ul style="list-style-type: none"> • Enjoy sports for pleasure. • Begin to understand the basic rules of team games. • Develop skills in travelling with a ball. • Understand why it is important to have a healthy lifestyle. • Be willing to participate in physical activity which interests the student.

Formal			
Primary	KS3	KS4	College

<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Enable students to follow the KS2 National curriculum • Develop 6 main skills throughout the year Gymnastics/Games Invasion/Dance/Games Net and Wall/Athletics/Outdoor Learning • Offer REAL PE opportunities to develop skills. • Develop individual and team skills through games and individual skills sessions. 	<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Enable students to follow the KS2/3 PE National curriculum. • Develop 6 main skills throughout the year Gymnastics/Games Invasion/Dance/Games Net and Wall/Athletics/Outdoor Learning. • These skills will become more transferable to other games and activities. • Offer REAL PE opportunities to develop skills -this involves more coaching and training others. • Development individual and team skills through games and individual skills sessions attend quality sessions delivered by other professionals. 	<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Enable students to follow the KS2/3 PE National curriculum. • Develop 6 main skills throughout the year Gymnastics/Games Invasion/Dance/Games Net and Wall/Athletics/Outdoor Learning • These skills will become more transferable to other games and activities and at this stage students have the opportunity to choose what sports they would like to take part in. • Offer REAL PE opportunities to develop skills- this involves more coaching and training others. Students coach and teach small groups. • Develop individual and team skills through games and individual skills sessions; pupils will attend quality sessions delivered by other professionals. 	<p>Our curriculum will...</p> <ul style="list-style-type: none"> • Enable students to follow the KS2/3 PE National curriculum. • Develop 6 main skills throughout the year Gymnastics/Games Invasion/Dance/Games Net and Wall/Athletics/Outdoor Learning. • These skills will become more transferable to other games and activities and at this stage students have the opportunity to choose what sports they would like to take part in and will be accredited within OCR PE scheme. • REAL PE opportunities to develop skills this involves more coaching and training others. Students coach and teach small groups and model correct techniques. • Develop individual and team skills through games and individual skills sessions- students will attend quality sessions delivered by other professionals.
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Learning Opportunities including Cultural Capital and SMSC:			
<ul style="list-style-type: none"> Rebound therapy Sensory circuits Outdoor learning Physical therapy programmes from specialist occupational therapists Visits to the local area. Collapsed curriculum days Visitors to school School Farm Access to the school grounds (lake, woodland, river, grassland) Map opportunities – within the school grounds using a compass Visits from other sporting professionals to run workshops/classes – e.g. dance classes. 	<ul style="list-style-type: none"> Rebound therapy Sensory circuits Outdoor learning Physical therapy programmes from specialist occupational therapists Visits to the local area Collapsed curriculum days Visitors to school School Farm Access to the school grounds (lake, woodland, river, grassland) Map opportunities – within the school grounds using a compass Visits from other sporting professionals to run workshops/classes e.g. dance classes. 	<ul style="list-style-type: none"> Rebound/trampoline sessions Sensory circuits Outdoor learning Physical therapy programmes from specialist occupational therapists Visits to the local area Collapsed curriculum days Visitors to school School Farm Access to the school grounds (lake, woodland, river, grassland) Map opportunities – within the school grounds using a compass Visits from other sporting professionals to run workshops/classes e.g. dance classes 	<ul style="list-style-type: none"> Visits to the local area Collapsed curriculum days Visitors to school School Farm Access to the school grounds (lake, woodland, river, grassland) Organised sporting events Sports leader Award opportunities (play -times lunch time)

	<ul style="list-style-type: none"> • Sports partnership to develop skills and teamwork 	<ul style="list-style-type: none"> • Sports partnership to develop skills and teamwork 	
<p>The Impact of our P.E curriculum will be that pupils:</p>			
<ul style="list-style-type: none"> • Begin to develop basic skills in catching and throwing to a partner and in small games. • Understand how to control a ball with simple footwork. • Explore the outdoor learning areas using maps and trails. • Work hard on individual skills within a range of sports. • Develop physical fitness and begin to understand the term stamina. • Understand what a healthy amount of exercise per week is. 	<ul style="list-style-type: none"> • Begin to start basic skills on catching and throwing in small games – understand how we move within the games. • Understand how to control a ball with more complex footwork. • Explore the outdoor learning areas using simple maps. • Work hard on individual skills but starts to adapt them into team games. • Develop physical fitness and begin to understand the term stamina and how to maintain a healthy lifestyle. • Understand what a healthy amount of exercise amount per week is. 	<ul style="list-style-type: none"> • Develop skills of a variety of games – catching/throwing. • Explore and develop skills through gymnastics • Develop skills in kicking and controlling the ball and can apply to a team game. • Explore the use of the outdoor learning environment. • Develop maps skills through play and following more complex trails and keys. • Begin to understand how to work as a team and the importance of teamwork. • Understand how communication is important in team games. • Start to use body language and other hand signals to communicate with team-mates. 	<ul style="list-style-type: none"> • Become confident at catching and throwing in a variety of situations/games. • Confidently put together gymnastic routines – use floor and gym apparatus. • Advances skills in kicking and controlling the ball, can dribble and control ball. • Explores the use of the outdoor learning in a range of different environments – e.g. woodlands, rivers, countryside. • Develops maps skills using orienteering maps and compasses etc. • Understand how to work as part of a team, recognises the importance of teamwork and how to win in a competitive situation. • Understand how communication is important in team games.

		<p>Qualifications – OCR PE qualification – to be able to analyse a performance and talk through a skill.</p>	<ul style="list-style-type: none">• Use body language and other hand signals confidently to communicate with team-mates.• Use clear success criteria to grade performances. <p>Qualifications – OCR PE qualification – to be able to analyse a performance and talk through a skill. Begin to act as a coach/mentor.</p>
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