



Tuition, Medical and Behaviour Support Service

Curriculum Policy - Primary Physical Education

Harlescott Education Centre

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1. Aims and Principles

Physical Education is the aspect of the curriculum concerned with the development of physical skills, knowledge and understanding in games, gymnastics, dance, outdoor activities and swimming. It provides opportunities for students to be creative, competitive and to face up to different challenges as individuals, in groups and teams.

We believe it is vital that **All** students are given equal opportunities to access a broad, balanced curriculum, encompassing a wide variety of physical activities, therefore enabling all students to achieve their full potential through the development of their physical competence and confidence. At TMBSS we believe physical education is an important avenue for raising self-esteem and well-being through improved fitness, participation, success and enjoyment. This is why it is part of both our Shared Placement and Six-Day Provision Offer.

2. Delivery

TMBSS Primary Physical Education Offer

The 'Tuition, Medical and Behaviour Support Service' (TMBSS) exists to meet the needs of students aged between 5 and 16 across Shropshire who cannot be taught in school for a short period of time. Our key purpose is to provide a high-quality learning experience appropriate to the needs of the individual student. Ultimately, we are a short-term intervention.

TMBSS Primary operate from Harlescott Education Centre which caters for students in Years 1 to 6. Children can access two different models at Harlescott, depending on their circumstances. These are the Sixth Day Provision Model (for permanently excluded students) and the Shared Placement Model (alongside a mainstream school) accessed via the Inclusion Advice Forum.

The Shared Placement Model is for morning and afternoon students who attend for 4 sessions weekly and have a partner school. Shared Placements are 16 weeks in length. In Key Stage 1, the Sixth Day Provision Model is part-time with students attending a morning session, with the remainder of their education being provided by local authority sourced alternative provision. In Key Stage 2, the Sixth Day Provision Model is full-time and students access additional PE time at lunch time via a range of physical activities. They also access a range of enrichment activities, which often include a physical activity. The Sixth Day Provision placements are 13 weeks in length. Due to the short-term nature of placements at TMBSS Primary, we strive to provide a broad, balanced PE curriculum although it is not covered in the same depth as it would for a student accessing fulltime mainstream/specialist education.

Details of both offers are contained within the Medium and Long-Term Curriculum Plans. Students will access at least 1 weekly session of PE regardless of which Model they access.

Once students are on an integration plan, attending their mainstream school for full days, they may not be attending TMBSS on the day PE is taught.

The DFE guidance for Alternative Provisions states that Physical Education is not a 'Core Subject' but it is taught as part of our Shared Placement and Six-Day Provision offer. Students will be taught PE once each week. PE is taught by a Specialist External Teacher and supported by TMBSS staff. Once Shared Placement students are on an integration plan they may not be attending TMBSS on the day Physical Education is taught.

3. Purpose of Study

The **national curriculum** for physical education aims to ensure that all students:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

At TMBSS, our aims in teaching PE are that all children will:

- Be physically active and find enjoyment in physical activity;
- Develop physical skills, habits and interests that will promote healthy lifestyles, physical and mental strength and good posture;
- Develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour and the ability to cope with success and failure;
- Learn how physical exercise affects the body;
- Understand the need for safe practice in physical activities and know how to achieve this.
- Develop a progression of skills in different strands of PE (gymnastics, dance, athletics, invasion games, fielding games and swimming).

We will promote physical activity and healthy lifestyles by teaching students:

- To be active through regular cardio-vascular work and with an emphasis placed on personal progress and individual challenges.
- Correct posture and appropriate use of their body according to their gross motor dexterity.
- To participate in activities which develop balance, coordination, flexibility, strength, stamina and communication skills.
- To find their favourite, or a talent within, a sport or physical activity, which we will encourage them to persevere.
- The importance of personal hygiene.

We will promote physical activity and healthy lifestyles by teaching students:

- To understand and observe the conventions of fair play and good sporting behaviour as individuals, team-members and spectators; co-operating with, encouraging and considering others.
- To cope with both success, failure and limitations in performance and increase self-confidence and self-motivation. To accept that there are winners and losers and become stronger in how we accept losing graciously.
- To work consistently to the best of their ability, respond positively to coaching, and always look for improvements.
- To be mindful of others and their environment.
- To improve social, creative and physical skills.

We will promote physical activity and healthy lifestyles by teaching students:

- The importance of appropriate rules and safety procedures for all activities in all situations.
- The importance of wearing appropriate clothing, footwear and protection for different activities.
- How to lift, carry and place and use equipment safely.
- The importance of warming up & stretching before physical exertion.

To enable all students to fulfil their physical potential by:

- Ensuring that the provision is challenging and appropriate and that support is allocated in every lesson to allow all students to reach their full potential.
- Ensuring 100% inclusion for all students to access a range of opportunities available for high quality PE and sport.
- Improving the levels of progress in PE for all our students and the opportunities available to them.
- Ensuring that provision is fully inclusive, engaging, innovative and inspiring.

4. Provision

We believe that a range of styles of teaching are necessary for the teaching of physical education. PE is a foundation subject in the National Curriculum but we hold it in high esteem. The benefits of physical education in schools are far-reaching, including both increased student physical health and improved mental health. Physical education is more than just running around a track or kicking a ball. It teaches children key life skills alongside improving their health and wellbeing. This is why it is part of our 'Core Offer'.

5. What we teach

This is the **Long-Term Planning** for Harlescott Education Centre:

PE Long Term Planning KS1 and KS2

Term 1	Term 2	Term 3
Ball Skills	Tag Rugby	Cricket
Gymnastics	Dance	Athletics

6. Teaching

PE is taught through a mix of co-operative group work, individual work and whole class teaching.

Groups are usually of mixed ability and mixed gender.

Lessons will follow the same basic format and include the following elements:

1. Stretch.
2. Warm up activities.
3. Exploratory / skills development.
4. Plenary.

The importance of a warm up and cool down will be explained to children. Exploratory/skills development activities will be differentiated by task or by outcome, as appropriate to the child and lesson.

7. SEND students

All children will be given equal access to the curriculum by:

- Deployment of additional teaching assistants for individual and/or small group coaching.
- Use of differentiated tasks to accurately address individual children's needs.
- Use of adapted and suitable equipment.
- A high Student/adult ratio.

8. Assessment

Assessment is used to inform planning although records should be selective and brief.

These summative assessments are achieved by:

- Discussion with students
- Observation of students
- Questionnaires (for students and parents)

Feedback to students about their own progress in Physical Education is achieved through discussion between child and teacher in the context of the PE lesson.

9. PE Kit

All students are expected to come in to their TMBSS Centre with a PE kit, which will be in school and available during PE lessons and possibly at other times. We can store student PE kits in centre. If students on a shared placement have PE at their mainstream school

10. Monitoring and Evaluation

This is achieved by the PE coordinator through:

- monitoring and evaluation of students' work;
- lesson observations;
- monitoring of planning.