

PE at ADDINGTON

OUR ETHOS

Physical Education and sport at Addington is a dynamic and developing area within the school, which enjoys success in high participation rates, inter and intra school activities and the positive attitudes of our students. The high expectations we hold for all our students is evident in their approach to learning, standard of kit and enthusiasm for the subject.

At Addington PE provides opportunities for the development of physical, personal, social and intellectual skills. Through physical activities pupils will gain experiences in co-operation, tolerance, respect for others and positive thinking and actions. From Early Years Foundation stage right through to Post 16 we provide a curriculum which enables participation and meets the needs of the full range of abilities of our pupils. This includes pupils with learning difficulties, severe and complex needs, autism as well as those with specific physical disabilities.

We use PE and sport as a motivational tool to increase self - confidence and self - esteem. We want all our pupils to enjoy PE, learn new skills, challenge themselves and improve their level of ability. We hope to lay down the foundations which will encourage our pupils to continue to participate in physical activity once they leave school, as well as understand the necessity to lead a healthy lifestyle.

In lessons and inter school sport competition we foster a sense of fair play and sportsmanship. We develop communication skills, encouraging the use of correct terminology, to promote effective co-operation. We enable students, where possible, to work towards independence and to communicate positively towards others. Students are given opportunities to develop and practice leadership skills. Opportunities are given to students to try new activities and develop new skills, particularly in offsite PE.

By developing, selecting and applying skills pupils are encouraged to develop a positive attitude to achieving personal success. Individual skills and abilities are nurtured to enable progression and achievement across the ability range. Assessment for learning is embedded and the use of digital assessment is commonly used.

Our curriculum is diverse and tries to cater for individual needs. New initiatives are brought in to try and engage all students at our school. These include activities such as: cycling, scooting, archery, scooter hockey, seated volleyball and rebound therapy. Rebound therapy is the most inclusive activity we offer and is enjoyed by most students in the school.

Rebound Therapy is the therapeutic use of the trampoline to develop and promote motor skills, body awareness, balance, co-ordination and communication. It improves health and fitness and encourages independence, fun, enjoyment and opportunity to succeed.

The child benefits from Rebound Therapy in the following ways:

- Active functional physiotherapy working on the child's muscles, joints, ligaments, leading to improved bodily function, co-ordination, head control, balance and saving reactions.
- Improved cardio-vascular fitness.
- Increased or decreased muscle tone.
- Improved lung function, lymphatic, drainage and cough reflex.

The four strands of Physical Education at Addington

Key stage 1 & lower key stage 2 pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. They learn to take turns and learn how to behave in a practical lesson. By watching, listening and experimenting, they develop their skills in movement and coordination, and enjoy expressing and testing themselves in a variety of situations. Agility, balance and co-ordination are developed through the following activities: gymnastics, multiskills and trampolining. The emphasis is on developing skills and confidence rather than learning specific sports.

Upper key stage 2 pupils and **lower key stage 3 pupils** - enjoy being active and using their creativity in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. Intra and inter school competitions help to foster competition outside of lesson times. They develop an understanding of how to succeed in different activities and begin to learn how to evaluate and recognise their own success. More sport specific skills now begin to be developed. Balance, agility and co-ordination is further developed through dance, trampolining, health related fitness, athletics and striking and fielding.

Upper key stage 3 pupils and **lower key stage 4** become more expert in their skills and techniques, and learn how to apply them in different activities. They start to understand what makes a performance effective and how to apply these principles to their own and others' work. They learn to take the initiative and make decisions for themselves about what to do to improve performance. Intra and inter school competitions help to foster competition outside of lesson times. They start to identify the types of activity they prefer to be involved with, and some begin to take on leadership and officiating roles. More sport specific skills are further consolidated. Balance, agility and co-ordination is further consolidated through dance, trampolining, health related fitness, athletics and striking and fielding. They begin to explore new sports and opportunities through offsite PE.

Upper key stage 4 and Key stage 5 begin to tackle more demanding activities applying their knowledge of skills, techniques and effective performance. They start

to decide whether to get involved in physical activity that is mainly focused on competing or performing, promoting health and well-being, or developing personal fitness. They start to develop these ideas by being exposed to offsite PE. Intra and inter school competitions help to foster competition outside of lesson times. They also decide on roles that suit them best including performer, coach, choreographer, leader and official. The view they have of their skilfulness and physical competence gives them the confidence to get involved in exercise and activity out of school and in later life.

Knowledge, skills and understanding

STRAND 1 - Acquiring and developing skills

Key stage 1 & lower key stage 2, PMLD and less able students in key stage 3, 4 & 5

- Experience, explore basic skills, actions and ideas with increasing understanding.
- Remember and repeat simple skills and actions with increasing control and coordination.

More able students in upper key stage 2 pupils and lower key stage 3

- Start to consolidate their existing skills and gain new ones.
- Begin to perform actions and skills with more consistent control and quality.

More able students in upper key stage 3 pupils and lower key stage 4

- Begin to refine and adapt existing skills.
- Start to develop them into specific techniques that suit different activities and perform these with consistent control.

More able students in upper key stage 4 and 5

- Begin to develop and apply more advanced skills and techniques.
- To apply them in increasingly demanding situations.

STRAND 2 - Selecting and applying skills, tactics and compositional ideas

More able students in upper key stage 2 pupils and lower key stage 3

- Explore how to choose and apply skills and actions in sequence and in combination.
- Vary the way they perform skills by using simple tactics and movement phrases.
- Apply rules and conventions for different activities.

More able students in upper key stage 3 pupils and lower key stage 4

- Plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small-group and small-team activities.

- Develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness.
- Apply rules and conventions for different activities.

More able students in upper key stage 4 and 5

- Use principles to plan and implement strategies, compositional and organisational ideas in individual, pair, group and team activities.
- Modify and develop their plans.
Apply rules and conventions for different activities.

STRAND 3 - Evaluating and improving performance

Students in upper key stage 1 & key stage 2

- Describe what they have done.
- Observe, describe and copy what others have done.
- Use what they have learnt to improve the quality and control of their work (more able).

Students in key stage 3 & 4

- Identify what makes a performance effective.
- Suggest improvements based on this information (more able)

More able students in key stage 4

- Be clear about what they want to achieve in their own work, and what they have actually achieved.
- Take the initiative to analyse their own and others' work, using this information to improve its quality.

More able students in key stage 5

- Make informed choices about what role they want to take in each activity.
- Judge how good a performance is and decide how to improve it.
- Prioritise and carry out these decisions to improve their own and others' performances.
- Develop leadership skills.

STRAND 4 - Knowledge and understanding of fitness and health

Students in upper key stage 1 & key stage 2

- How important it is to be active.
- To recognise and describe how their bodies feel during different activities.

Students in key stage 3 & 4

- How exercise affects the body in the short term.
- To warm up and prepare appropriately for different activities.
- Why physical activity is good for their health and well-being.

- Why wearing appropriate clothing and being hygienic is good for their health and safety.

More able students in key stage 3 & 4

- How to prepare for and recover from specific activities.
- How different types of activity affect specific aspects of their fitness.
- The benefits of regular exercise and good hygiene.
- How to go about getting involved in activities that are good for their personal and social health and well-being.

More able students in key stage 5

- How preparation, training and fitness relate to and affect performance.
- The importance of exercise and activity to personal, social and mental health and well-being.
- How to monitor and develop their own training, exercise and activity programmes in and out of school.