

Intent - As evidences shows SEND pupils experience a lower level of physical activity in general, it is vital that our PE curriculum offers quality teaching, enriched with opportunities for pupils to be as active as possible during the school day. With reference to the education inspection frame work the Newman PE curriculum greatly contributes towards pupils personal development. Across the school a main focus is PFA, PE strongly supports the development and opportunity to experience two out of the four areas: good health and friends, relationships & community. The curriculum aims to improve the confidence and self-esteem of all pupils as well as their physical health and mental wellbeing. During their PE Journey at Newman pupils will be given the opportunity and support to:

- Develop motor competence to excel in a broad range of physical activities.
- Participate in physical activity for sustained periods of time relevant to their ability.
- Engage in competitive sport and activities.
- Lead healthy, active lives.

Intent - What does my subject look like in each of the pathways?

The complexity of our pupils needs means that they are not set to one pathway. They may dip in and out and move up or down, depending on their personal circumstance. Initial assessments are made to identify which pathway/pathways expectation pupils will be working at during PE lessons.

Engage	Discovery	Develop	Deepen
Pupils on this pathway are non-ambulant and have physical and or medical needs. Working closely with our physiotherapist,	Pupils on this pathway struggle with sensory processing and cognitive understanding. The brain and central nervous	Pupils on this pathway are working to PE NC expectations Year 1/2. Pupils should develop fundamental movement skills, become increasingly	Pupils on this pathway are working to PE NC expectations KS2/3/4. Pupils will develop competence to excel in a broad range of physical

<p>occupational therapist and any other external agency involved, specific motor competence areas of development are set and focused on during PE lessons. There are 3 assessment points throughout the academic year.</p> <p>The Youth Sport Trust program (My Personal Best) runs alongside their physical development areas/targets.</p> <p>Non-physical life skills are developed through physical activities and contribute to the following area: Healthy me, social me and thinking me. This supports the personal development and physical literacy journey of all pupils.</p>	<p>system work together to make sense of the world and gives pupils the tools to respond appropriately.</p> <p>Through physical activity we aim to revisit the physical development stages, focusing on the three main processing categories giving pupils the opportunity to explore, developed and embed positive experiences in the following areas:</p> <ol style="list-style-type: none"> 1. Discrimination – picking out relevant information. 2. Modulation – arousal managing levels in certain situations and environments. 3. Praxis – how the body moves. Focusing on: <ul style="list-style-type: none"> • Vestibular – balance, stability. • Proprioception – awareness of the body skin, muscles and joints. • Locomotion skills, manipulation skills. <p>National Curriculum topic areas and skills within those areas are incorporated where possible, developing motor competence.</p>	<p>competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive situations (both against self and against others) in a range of activities and challenging situations.</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	<p>activities. They are physically active for sustained periods of time and develop skills and techniques to engage in competitive sports and activities.</p> <p>Physical Education provides opportunities for pupils to become physically confident in a way which supports their physical/mental health and fitness. Opportunities to compete in sport and physical activities build character and help to embed values such as fairness and respect. Through PE we aim to help enhance a range of social skills which will benefit students in other areas of their life, preparing them for adulthood.</p>
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Swimming			
<p><i>Accessed at Newman Whiston Site</i></p> <p>Hydrotherapy / water confidence stages 1-2</p> <ul style="list-style-type: none"> • Buoyancy of the water is used to assist movement of joints. • The warmth of the water has an effect on the individual neuro-muscular junctions which results in decreased muscle tone • Hydro can increase their awareness of the limb and help with mobility - both in the water and later on dry land. • Stimulation of senses whilst calming children with sensory and learning difficulties. 	<p><i>Accessed at Newman Whiston Site</i></p> <p>Water confidence stages 1-3</p> <ul style="list-style-type: none"> • Pupils are comfortable being in the water. • Pupils actively, move, kick and splash in the water. • Pupils are comfortable holding their breath and blowing bubbles in the water. • Pupils gain independence and freedom of movement by using a buoyancy aid e.g. arm bands, float vest. • Pupils are comfortable with distance between themselves and the adult (arms reach). As confidence increase get them to swim towards you. 	<p><i>Accessed at Aston Leisure centre</i></p> <p><i>May also access hydrotherapy sessions at Newman Whiston site through EHCP targets.</i></p> <ul style="list-style-type: none"> • Perform safe self-rescue in different water based situations. • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. 	<p><i>Accessed at Aston Leisure centre</i></p> <p><i>May also access hydrotherapy sessions at Newman Whiston site through EHCP targets.</i></p> <ul style="list-style-type: none"> • Perform safe self-rescue in different water based situations. • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.

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What does my subject look like in each of the pathways, for each of our drivers?

	Engage	Discovery	Develop	Deepen
Communication	<p>The range of communication abilities for the pupils with in this path way is extremely vast. All pupils are working to develop their physical strength in different areas.</p> <p>Some pupils are fully verbal and can communicate their understanding of the task or activity in hand. They can explain how their body feels during this time and can identify their strengths and weaknesses. They have full understanding of the long and short term effects of PE.</p> <p>No verbal pupils communicate through participation and expressing their enjoyment. They use communication aids,</p>	<p>Pupils are developing their fundamental movement skills, regulation of feelings/emotions and their responses in different circumstances.</p> <p>They will communicate through levels of participation/engagement, expressing their enjoyment and interaction with others. Their method of communication is dependent on the individual e.g. aids, gestures, signs and symbols, words that are within the pupils vocabulary.</p>	<p>Pupils are learning to regulate their feelings and emotions, communicating them in an appropriate manner using the form of communication they are comfortable with and use across the school.</p> <p>They can follow basic instructions explaining and demonstrating their understanding. They are developing turn taking and working with others.</p>	<p>Pupils will be able to communicate their knowledge/understanding of skills and techniques used in a variety of circumstances. They will be able to explain rules, regulations and scoring systems for a range of sports and physical activities.</p> <p>Pupils will successfully work in pairs and small groups to achieve a set goal or outcome. Pupils can reflect on their own others performances, highlighting strengths and areas for development.</p>

	gestures, signs and symbols, words that are within their vocabulary.			
Independence	Pupils will start to engage in physical activities which are adapted and personalised to focus on their targeted area of development. They will work in a PE environment amongst their peers of a similar ability. They will show interest in activities that they enjoy and begin to explore using different muscle groups and move in new ways. They will become confident, developing their strength, stamina and range of movement, developing their independence for life after Newman School.	Pupils will start to independently engage and in various physical activities. They will show interest in different objects and equipment. Pupils will use and develop the appropriate fundamental movement skill to explore participating in the activity. Pupils will start to transfer the skills acquired in PE lessons into other situations in everyday life.	Pupils will try new things and explore using different equipment. They can express their likes and dislikes and begin to build interest in particular topic areas. They transfer their motor competence and fundamental movement skills to sporting games and activities. Pupils understand the importance of safety and follow rules and instruction. Pupils are aware of how their body feels during and after physical activity and can communicate any concerns/worries.	Pupils confidently demonstrate their physical abilities with some control and constancy. They use their knowledge and understanding to select the appropriate movement or action for the given situation, applying these skills with minimal support. Pupils are able to accept teacher and peer feedback making relevant adjustments to further progress. They self-assess their own and others work, being able to identify appropriate strengths and areas for improvement.
Resilience	Pupils may find tasks difficult and physically demanding on their bodies, but with the right support from staff and their own enthusiasm pupils will learn	Pupils continue to develop and improve the three main processing categories. They will begin to pick out relevant information in order for them to understand and repeat	Pupils begin show resilience when they find tasks difficult and understand the importance of practicing skills to improve. They accept teacher and peer constructive	Pupils will deepen their understating of skills and techniques, terminology, rules and regulations in a wide range of sports and activities. They will use their skills and

	the value of resilience. They will understand that by improving their strength and stamina this is helping prepare them for adulthood. Furthermore improving their independence, physical health and mental wellbeing.	instructions and movements. Manage their arousal levels when faced with new situations and working with different equipment. Finally developing the fundamental movements necessary to successfully carry out participate in physical activity, revisiting learning to embed those learning pathways.	feedback and use this to improve their performance. Pupils work towards goals and targets and are beginning to accept failure in competitive situations.	knowledge in competitive games, competitions and situations amongst their peers. Pupils will aim to achieve their best potential striving for the best possible outcome. The competitive nature of the subject also develops pupils resilience and acceptance of failure, equipping them with qualities that are needed in the community and in social situations.
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Implement - What does my subject look like in each of the Newman sites?

Whiston	Dinnington	NAR
Newman main site at Whiston is home to our EYFS and primary pupils. The vast range of pupils physical and cognitive abilities means that all three pathways are on offer to meet pupils individual needs. Our hydrotherapy swimming pool is based at this site.	Newman Dinnington site is home to our KS3, KS4 and KS5 pupils. PE is part of the KS3/KS4 curriculum and the KS5 PFA curriculum. Again the vast range of pupils physical and cognitive abilities means that all three pathways are on offer to meet pupils individual needs.	NAR is home to our pupils aged 10 – 19 who need an individualised SEMH, low sensory environment. Some of the pupils follow the develop pathway but the majority follow deepen pathway. The trampoline for rebound therapy is based at this site.

1 Year Cycle Engage - 1 year cycle Discovery - 2 year cycle Develop – 3 year cycle Deepen

	Engage	Discovery	Develop	Deepen
Autumn 1	My personal best topic – Healthy me Self- belief, honesty, courage,	Movement focus - Co-ordination Sensory focus – Muscle tone	Theme: Team building	Theme: Health and fitness / Team building

	resilience Physio targets – 1	NC link – Health & Fitness/Team building	Media: Cycle 1 – Team building games/activities – turn taking, communication skills Cycle 2 - Team building games/activities – communication, tactical thinking, team work	Media: Cycle 1 - fitness testing / physical games & activities turn taking, communication skills Cycle 2 – circuit training / problem solving games Cycle 3 – boxercise / skill focused games & activities
Autumn 2	My personal best topic – Healthy me Integrity, self-discipline, self-motivation, responsibility. Physio targets - 1	Movement focus- Balance Sensory focus – Special awareness NC link - Dance/Gymnastics	Theme: Gymnastics Media: Cycle 1 – Floor skills – (stability skills) - balance, roll, travel, jump. Apparatus skills - (stability skills) - balance, roll, travel, jump Cycle 2 – Movement to music	Theme: Movement / Gymnastics Media: Cycle 1 – Gymnastics floor and apparatus skills / yoga Cycle 2 – Dance patterns, sequences and routines Cycle 3 – Trampolining level 1/2 skills
Spring 1	My personal best topic – Social me Gratitude, empathy, fairness, trust Physio targets - 2	Movement focus - Agility Sensory focus – Emotional security NC link – Invasion games	Theme: Invasion games Media: Cycle 1 – Manipulation skills - throwing catching, stopping, rolling, kicking, dribbling Cycle - Locomotor skills – running, jumping, hopping, leaping, dodging	Theme: - Invasion Games Media: Cycle 1 – netball & basketball Cycle 2 – football & hockey Cycle 3 – handball & rugby
Spring 2	My personal best topic – Social me Respect, communication, encouragement, cooperation.	Movement focus – Co-ordination Sensory focus – Resilience/attention span	Theme: Net and Wall Media: Cycle 1 – manipulative - sending and receiving an object	Theme: Net and Wall Media Cycle 1 – volleyball Cycle 2 – tennis

	Physio targets - 2	NC link - Net & Wall	Cycle 2 – locomotor skills - change of direction/agility, change of speed	Cycle 3 – badminton
Summer 1	My personal best topic – Thinking me Curiosity, imagination, concentration, resourcefulness. Physio targets - 3	Movement focus – Agility Sensory focus – Visual awareness NC link – Striking and fielding	Theme: Striking and fielding Media: Cycle 1 – Manipulation skills – throwing and catching, striking with hands/equipment Cycle 2 - Locomotor skills – change of speed, side stepping	Theme: Striking and Fielding Media: Cycle 1 – cricket Cycle 2 – rounders Cycle 3 – softball
Summer 2	My personal best topic – Thinking me Reflection, problem-solving, evaluation, decision making. Physio targets - 3	Movement focus – Balance Sensory focus – Body awareness NC link - Athletics	Theme: Athletics Media: Cycle 1 - Manipulative skills – throwing, swinging, pushing Cycle 2 – stability skills – jump/landing, twist/rotate, stretching, turning	Theme: Athletics Media: Cycle 1 Field events: shot put, javelin, discus, standing long jump Track: sprint Cycle 2 Field events: shot put, javelin, discus, standing long jump Track: sprint, medium endurance Cycle 3 Field events: shot put, javelin, discus, standing long jump Track – sprint, long distance

Additional physical activates on offer

Sensory circuit – A number of pupils at Newman have a sensory processing issues. Working closely with the NHS Occupational Therapist team and the Schools PE lead, sensory circuits are part of our therapeutic and physical development offer. It involves a sequence of physical activities that are designed to alert, organise and calm the pupil. The sensory circuit aims to facilitate sensory processing to help pupils regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning. Sensory circuits are on offer to pupils as an intervention. Some pupils may have a sensory need highlighted as part of their EHCP target, so during EHCP time pupils are given the opportunity to focus on these particular areas. Staff are trained to identify behaviours and needs of pupils and respond in the most appropriate way as part of a sensory diet, to help the pupil effectively regulate throughout the school day.

Rebound Therapy – Trampoline exercise therapy which uses a full sized trampoline to provide opportunities for movement, therapeutic exercise and recreation for pupils across virtually the whole spectrum of special needs. Rebound therapy at Newman is delivered as an intervention and during EHCP time at the NAR site. It is used as a regulation tool or a development programme using the Winstranda assessment scheme. Pupils can progress through grades 1, 2, and 3 of the programme based on the accreditation and approved "Eddy Anderson Model". When working with pupils with profound or complexed needs, progress can be accurately measured and recorded using the Huddersfield functional index in conjunction with the Winstranda Programme. Rebound Therapy can provide a huge number of potential benefits, including:

Medical and Physical

- Develop overall fitness
- Eyesight and brain stimulation
- Strength of limbs
- Relaxation
- Co-ordination
- Balance
- Reaction
- Freedom of movement
- Elimination of toxins
- Relieve constipation

Learning and Emotional

- Patience
- Spacial awareness
- Self confidence
- Height and depth perception
- Fun
- Cross curricular
- Social awareness
- Communication
- Sense of achievement
- Eye contact

Swimming lessons - Swimming and water safety is a statutory element of the national curriculum for physical education in England. Every 11-year old child should leave primary school with the skills to keep themselves safe while enjoying swimming with friends and family. Swimming and water safety lessons are part of the curriculum at Newman for pupils in KS1/2. This provision gives pupils the opportunity to learn the skills to carry out the following: Perform safe self-rescue in different water based situations, swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.

Hydrotherapy swimming – Newman has its own Hydrotherapy pool on the Whiston main site. The water temperature is usually 33–36°C, which is warmer than a typical swimming pool. It is an alternative to occupational therapy and physiotherapy that involves the use of water for pain relief and treatment. A broad range of approaches and therapeutic methods are used to take advantage of the physical properties of water, such as temperature and pressure, for therapeutic purposes, to stimulate blood circulation. Focused exercises are used to help the range of movement focusing on specific area of the pupils individual needs. The sessions are generally more focused on slow, controlled movements, relaxation and regulation.

Accreditations/Qualifications within the subject:

AQA Unit Awards	Entry Level	Level 1	GCSE /Level 2
<p>740 units relates to sport, physical and leisure activities.</p> <p>Units covered related to curriculum topic.</p>	<p>OCR Entry Level Certificate in Physical Education</p> <p>Specification code: R463 Qualification number: 603/0100/4</p>	<p>Cambridge national Sports studies - Award Specification code: J829 Qualification number: 603/7107/9</p> <p>Pearson BTEC Level 1 Tech Award in Sport Qualification number: 603/7068/3</p> <p>Sports leaders level award</p>	<p>Qualification in community sports leadership SC2Q05056/23 CSL2 level 2</p> <p>Cambridge national Sports studies – certificate Specification code: J829 Qualification number: 603/7107/9</p> <p>Pearson BTEC Level 2 Tech Award in Sport Qualification number: 603/7068/3</p> <p>AQA - GCSE Physical Education Qualification number :601/8279/9</p> <p>WJEC – GCSE Physical Education Qualification number: 601/8148/5</p>

Progression: By end of KS1, KS2 & KS3

Engage	Discover	Develop	Deepen	
		Formal NC Year 1/2	Formal NC KS2/3	Formal NC KS3/4
<p>Pupils will work comfortably in a practical working environment.</p> <p>Pupils use appropriate equipment and apparatus to support their movement e.g walking frame, wedge, back support.</p> <p>They are used to working around and with their peers.</p> <p>Pupils are motivated to make progress in their physical abilities. They are aware of the benefits of physical activity and healthy life style.</p>	<p>Pupils will work and stay in the expected working area, adapting to routine and boundaries.</p> <p>They will seek out and engage in the activities set out for the session, using different forms of communication e.g sign, PECS, Widget symbols.</p> <p>They are comfortable working around and with their peers.</p> <p>Pupils begin observe demonstrations and listen to explanations. They will make individual expected</p>	<p>Pupils will have mastered basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform simple movement patterns.</p> <p>Pupils are competent at running, jumping, throwing and catching.</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Perform movement routines using a</p>	<p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Play competitive games and apply basic principles for attacking and defending, modified where appropriate; badminton, basketball, cricket, football, hockey, netball, rounders and tennis.</p> <p>Pupils use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</p> <p>Develop their technique and improve their performance in competitive sports.</p>	<p>Pupils use and develop a variety of tactics and strategies to overcome opponents in team and individual games</p> <p>Develop their technique and improve their performance in competitive sports or other physical activities</p> <p>Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.</p> <p>Evaluate their performances</p>

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<p>Pupils show interest in activities and engage in competitive activities.</p> <p>Pupils make individual expected progress.</p>	<p>progress in their physical abilities and EHCP targets.</p>	<p>range of actions and patterns.</p> <p>Take part in adventurous activity challenges both individually and within a team.</p> <p>Are aware of and can point to basic parts of the body. Pupils can explain some changes that happen to their bodies when exercising.</p>	<p>Perform dances using advanced dance techniques in a range of dance styles and forms.</p> <p>Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.</p> <p>Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</p> <p>Know and can identify the main body parts and in some cases the bones/muscles. Can explain the changes that happen in their body when exercising.</p>	<p>compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best.</p> <p>Continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.</p> <p>Know and can identify the names of the main muscle and bones of the skeletal system. Can explain the difference in they feel in their body before during and after exercise. Can explain the importance of a healthy active life style.</p>
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Impact – How are children achieving in each of the pathways? How do you know, quantitative and qualitative? What actions are you taking as a result of the analysis? How are you ensuring that staff have the subject knowledge to teach your subject?

Engage	Discovery	Develop	Deepen
<p>Qualitative - Pupils will develop their individual range of movement. They will become stronger, resilient and more independent when working on specific motor skills, improving core motor that will contribute to their independence as adults. Pupils will work alongside and with their peers in appropriate learning environments for physical activity. Pupil will show interest in a range of games and activities, being able to regulate their feelings and emotions effectively whilst communicating with others. Overall pupils will enjoy PE lessons contributing to higher</p>	<p>Qualitative – Pupils will activity follow the structure and routine of a PE Lesson. They are happy working in a different working environment and will remain in this space for a sustained period of time. Pupils will independently explore and participate in a range of physical activities, expressing their feelings and emotions in a regulated manner. They observe demonstrations whilst listening to instructions and repeat the actions/movements. Pupils work alongside their peers and occasionally interact with each other in pairs or small groups. Overall pupils gain confidence in motor competence, enjoy participating in physical activity and</p>	<p>Qualitative – Pupils adapt to the routine and boundaries of PE lessons. They enjoy participating in physical activity and can regulate their feelings and emotions throughout the different situations and experiences. Pupils have a broad range of fundamental movement skills and are beginning to apply them to game situations. They are confident to try new and things that may be challenging. Pupils are comfortable working individually, in pairs small groups. They take turns and encourage each other. They have the reliance to accept constructive feedback to further develop their skills, knowledge and understanding.</p>	<p>Qualitative - Pupils participate in sustained periods of physical activity and have the awareness of the importance of exercise and a healthy lifestyle. Pupils are aware of how exercises can be an outlet for releasing tension/anxiety and can improve confidence and self-esteem. They have the adequate motor skills, specific skills and techniques to successfully participate in a wide range of sport and physical activities. They also have knowledge and understanding of the rules and regulations for these activities. Pupils have strengthened peer relationships and experienced moral development, leadership and cooperating/communicating with</p>

<p>self-esteem and mental health and wellbeing.</p> <p>Quantitative – Pupils physical progress will be monitored based on Physio/teacher assessment at the end of each term (3 x per year). Evidence and evaluations can be found on the Physio input PE tracking document. Photos and videos evidence will be stored on EvidenceMe in the PE file and linked to PFA targets if relevant.</p> <p>My personal best booklets will contain the individual progress of pupils, showing the achievement of each topic area.</p> <p>Videos and photos will be sorted on EvidenceMe in pupils PE folders, alongside the termly objective in PE.</p>	<p>can follow simple instructions.</p> <p>Quantitative - Pupils will be assessed based on NC PE age expectations and levels (expectedly working lower than age related expectation). Some activities carried out in PE may relate or contribute to pupils individual EHCP targets and can be recorded on this document to evidence progress.</p> <p>Videos and photos will be sorted on EvidenceMe in pupils PE folders, alongside the termly objective in PE.</p>	<p>Quantitative – Pupils will be assessed based on NC PE age expectations and levels. Assessments will take place at the end of every term (3 x per year). Evidence will be photo and video based and can also be found on EvidenceMe in the PE and linked to PFA targets. Videos and photos will be sorted on EvidenceMe in pupils PE folders, alongside the termly objective in PE. Individual EHCP targets may link to PE topics. Evidence of progress can be monitored on this document.</p>	<p>others.</p> <p>They have experience in setting goals and show resilience in working towards them.</p> <p>Quantitative – Pupils will be assessed based on NC PE age expectations and levels. Assessments will take place at the end of every term (3 x per year). Evidence will be photo and video based and can also be found on EvidenceMe in the PE and linked to PFA targets. Videos and photos will be sorted on EvidenceMe in pupils PE folders, alongside the termly objective in PE.</p>
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Curriculum document under development