

PE

We believe in ourselves and each other



We all belong in our community

Become

Everyone becomes the best they can be

Believe • Belong • Become

Vision

Our aim in school is to ensure we truly understand the pupils we teach.

Our school values

We believe in ourselves and each other.

We all belong in our community.

Everyone becomes the best they can be.

Longford Park is a school for pupils with identified social, emotional and mental health difficulties, and its policies must reflect this. Whilst this is a primary diagnosis for the majority of pupils here, our pupils can be best summarised as having 'multiple vulnerabilities'. Due to the nature of the difficulties experienced by all of our pupils, the curriculum has to be flexible and adaptive to individual needs.

A great deal of emphasis is placed upon the social and emotional development of the pupil, the ability to co-operate, share, to tolerate each other, respect themselves and each other and to contribute to a positive atmosphere within the school. The school is dedicated to creating a safe and secure learning environment with the intention of raising the pupils' self-esteem and eradicating any feelings of worthlessness and failure. In order to reach these goals, the school encompasses a variety of teaching methods and learning styles.

The curriculum provided is flexible in its approach and delivery. This is to facilitate learning at all levels, accommodating pupils who have not had recent experience of the National Curriculum. In response to this, each overview for the core curriculum areas is a basic framework from which to work from so as to allow for the needs of a changing pupil population.



Aims

At Longford Park School, the curriculum is designed to recognise children's existing knowledge. Within each subject, we have identified a very succinct outline of the knowledge that pupils need to acquire by the end of each year. As a result of careful planning, pupils consistently relate back to previous learning when exemplifying learning related to their current topics or themes. Through carefully considered first hand learning experiences, we will allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Our curriculum is a powerful vehicle utilised to maximise the potential of each individual and overcome all barriers to learning.



Our Curriculum Drivers



Believe, Belong, Become



Problem solving



*Mental health
and well-being*



Vocabulary



Our Curriculum Drivers



Believe, Belong, Become

In order for our pupils to Believe, Belong, Become, our curriculum offers opportunities for pupils to express themselves appropriately in various different ways; therefore developing their emotional intelligence alongside their academic skills. When pupils feel unsettled, they need to have reassurance from their key adult to help with emotional regulation. Using psycho-educational interventions from their Class Team, pupils are able to receive the bespoke support they need to so that pupils are ready to learn.

We have the same academic aspirations for our pupils as our mainstream friends, so pupils are expected to learn the National Curriculum, but with lessons that are tailored to the needs of pupils. To do this, we have to make sure pupils understand how their learning now links to their future. Pupils, parents and staff are expected to have the highest possible aspirations for their futures.

We believe in ourselves and each other, we belong to our school's community and we become the best we can be.

Problem solving

Enabling children to express themselves supports their wellbeing. Social skills and the ability to communicate and cooperate with others is also a key life skill which our children need support to develop in order to feel a sense of belonging throughout their lives. We feel our pupils greatly benefit from learning the key Mathematical and English skills through real-life activities, for example shopping, café, cooking or role play situations within school. This will help pupils to see the purpose of their learning whilst also motivating them and enabling them to learn life skills at the same time.

Finding answers for ourselves makes learning exciting!



Our Curriculum Drivers



Mental health and well-being

Discussing mental health and well-being is a part of daily life at LPS, for staff and pupils. As well as recognising what we can do to help ensure good mental health, it is important pupils can recognise the full spectrum of their own emotions and have the appropriate, age-related

vocabulary to discuss these. Well-being is taught about within the wider context of building self-esteem, emotional well-being, relationships and healthy lives. This begins in EYFS and develops through to Year 6. The intention of our work in this area is to prepare our pupils for the opportunities, responsibilities and experiences of adult life.

We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the values underpinning it and to deliver an effective programme that meets the needs of our pupils, taking into account their SEMH and complex needs.

I understand I might experience different emotions at different times and can use the words to talk about how I feel.

Vocabulary

When teaching vocabulary, it is important for pupils to learn the meaning of the word. This is called semantics. Pupils also need to learn the sound pattern, which is called phonology. Once pupils are confident in using the words, they then need to learn how to write it down. This is called orthography. Using appropriate vocabulary is useful for not only academic progression, but this is also essential for the acquisition of inter-personal skills.

It's important I learn the right words so that people understand what I say. This is important not only for me when I speak, but also when I write.



Important Terms

Curriculum drivers shape our bespoke curriculum. They are derived from evaluating the SEN and themes of our pupils, our beliefs about addressing barriers to learning, mental health awareness and our core values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities underpinned with mental health understanding.

Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for children's experiences to bring learning to life.

*Our curriculum distinguishes between subject topics and **golden threads**. Curriculum threads are the specific aspects of subjects that are woven throughout the subjects to build and strengthen the concepts being taught and reinforce progression over time.*

Vocabulary is how we teach pupils to learn about words; including mental health and subject specific vocabulary. We enable pupils develop the language and interpersonal skills needed throughout life.

Core values are how we underpin the curriculum with the believe, belong, become core values. We believe in ourselves and each other, we belong to our school's community and we become the best we can be. Pupils can reflect daily on how their SEMH need has been addressed by linking to the core values.

Mental health is how our specialist teaching of SEMH supports the learning of individuals who have SEMH needs through teaching useful strategies, such as; social skills, emotional wellbeing, and mental health. Teaching children how to recognise the signs of positive and problematic mental health and knowing how to get the support in an effective way.

Problem solving is engaging with our pupils at the initial signs of encountering a problem. SEMH needs may manifest through challenging behaviour or low mood. Our specialist teachers maximise the potential of children by working with them to overcome their barriers to learning, and on how recognising and explicitly teaching the specific skills needed to support identified individuals.

Pedagogy is the method and practice of teaching, especially as an academic subject or theoretical concept. Staff have a shared pedagogy of supporting children with SEMH and complex needs and core values that align with a unique skill set and understanding for our pupils, often fed by latest research and up-to-date training.



Intent

The Physical Education (PE) curriculum aims to provide opportunities for pupils to become physically confident and understand the importance of healthy active lifestyles.

The curriculum aims to develop pupils fundamental movement skills as well as providing an opportunity for all children to access competitive sport and physically-demanding activities.

Through our curriculum we intend for our pupils to not only have opportunities to be active within the school day but also access physical activity outside of school, whether through social or competitive sport. The curriculum is aimed to provide the building blocks for our pupils to continue to lead healthy active lifestyles throughout their lives.

The PE curriculum aims to challenge our pupils, build resilience whilst developing cooperation, teamwork and communication skills. Alongside this, we want to the children to understand the importance of physical activity as a means of developing positive mental health.



Implementation

The PE curriculum at Longford Park School is based upon the National Primary Curriculum and then adapted to suit the needs and abilities of pupils throughout the school.

There are four aims which run throughout:

- ⇒ 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 lifestyles*

Pupils develop their PE knowledge and skills by revisiting and building upon previous learning across six key areas which align with the national curriculum aims. These areas are:

- ⇒ Invasion Games*
- ⇒ Agility, Balance and Coordination*
- ⇒ Gymnastics and Dance*
- ⇒ Throwing and Catching*
- ⇒ Striking and Fielding Games*
- ⇒ Athletics*



Long Term Plan

Early Years Foundation Stage (EYFS) pupils follow the Early Learning Goals (ELG's) for physical development with a focus on gross motor skills.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2							
Year 1 (KS1)	Invasion Games NC: Participate in cooperative team games, developing simple tactics for attacking and defending. Developing fundamental movement skills. Master basic movements and apply these in a range of activities.	Agility, Balance and Coordination NC: Developing agility, balance and coordination. Developing fundamental movement skills. Master basic movements including running, jumping.	Gymnastics and Dance (Basic Movements) NC: Developing balance, agility and coordination. Perform dance using simple movement patterns.	Throwing and Catching NC: Developing fundamental movement skills. Master basic movement including throwing and catching.	Striking and Fielding Games NC: Participate in cooperative team games. Master basic movements including running, jumping, throwing and catching.	Athletics (Fundamentals) NC: Master basic movements including running and jumping. Developing agility, balance and coordination. Developing fundamental movement skills.	Year 4 (KS2)	Invasion Games NC: Play competitive games including basketball and football modified where appropriate. Apply basic principles of attacking and defending.	Agility, Balance and Coordination NC: Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Gymnastics and Dance NC: Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate	Throwing and Catching NC: Use running, jumping, throwing and catching in isolation and in combination.	Striking and Fielding Games NC: Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate (cricket and rounders). Take part in outdoor activity challenges both individually and within a team.	Athletics NC: Use running, jumping and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Year 2 (KS1)	Invasion Games NC: Participate in competitive team games, developing simple tactics for attacking and defending. Master basic movements and apply these in a range of activities.	Agility, Balance and Coordination NC: Developing agility, balance and coordination. Master basic movements including running, jumping.	Gymnastics and Dance (Basic Movements) NC: Developing balance, agility and coordination. Perform dance using simple movement patterns.	Throwing and Catching NC: Developing fundamental movement skills. Master basic movement including throwing and catching.	Striking and Fielding Games NC: Participate in cooperative team games. Master basic movements including running, jumping, throwing and catching.	Athletics (Fundamentals) NC: Master basic movements including running and jumping. Developing agility, balance and coordination. Engage self-competitive activities.	Year 5 (KS2)	Invasion Games NC: Play competitive games including football, basketball and hockey modified where appropriate. Apply basic principles of attacking and defending.	Agility, Balance and Coordination NC: Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Gymnastics and Dance NC: Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Throwing and Catching NC: Use running, jumping, throwing and catching in isolation and in combination.	Striking and Fielding Games NC: Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate (cricket, tennis and rounders). Take part in outdoor and adventurous activity challenges both individually and within a team.	Athletics NC: Use running, jumping and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Year 3 (KS2)	Invasion Games NC: Play competitive games, modified where appropriate. Apply basic principles of attacking and defending.	Agility, Balance and Coordination NC: Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and	Gymnastics and Dance NC: Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns.	Throwing and Catching NC: Use running, jumping, throwing and catching in isolation and in combination.	Striking and Fielding Games NC: Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where	Athletics NC: Use running, jumping and catching in isolation and in combination. Compare their performances with previous ones and demonstrate							
Year 6 (KS2)	Invasion Games NC: Play competitive games including basketball, football and hockey. Apply basic principles of attacking and defending.	Agility, Balance and Coordination NC: Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Gymnastics and Dance NC: Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Throwing and Catching NC: Use running, jumping, throwing and catching in isolation and in combination.	Striking and Fielding Games NC: Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate (cricket and rounders). Take part in outdoor and adventurous activity challenges both individually and within a team.	Athletics NC: Use running, jumping and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.							

Click here to view our long term plan for this academic year

Impact

The impact of learning in PE is continually monitored through the use formative and summative assessment.

Personal best data is captured to allow the pupils to see their progression and strive to continually improve their times/score.

By participating in a wide range of activities, pupils can enjoy different sports that can be accessed outside of school utilising club links, after school sports clubs and providers who have been into school.

Activities are chosen to engage all learners and encourage healthy active lifestyles.



Cultural Capital

PE in Longford Park School enables pupils to build confidence in a wide range of activities. This is further built upon through access to sporting events in the local area. Through membership of the Trafford School Sports Partnership (TSSP) our pupils have access to trips to competitive and inclusive sporting events in the Trafford and Manchester area.

Many of these events are hosted or have links with local sports clubs providing opportunities for our children to access sport outside of the school day.

Other opportunities include attending the Manchester City Foundation events which are held at the Etihad training campus. This allows our pupils to visit and access world class facilities and is extremely inspiring for the children.

Key stage 2 pupils have the opportunity to travel outside of the local area to experience outdoor and adventurous activities in the summer term.



Use of Technology

iPads are used to gather and record evidence for children's progress in PE. This can include photographs, scores and times.

Computers are used for research, video demonstrations and assessment recording.

Other equipment children use include stop watches and pedometers.



British Values

Democracy	Rule of Law	Individual Liberty	Tolerance	Mutual Respect
<p>Values such as respect & tolerance of others' opinions is promoted through the digital literacy strand of computing.</p>	<p>Pupils are taught to consider the consequences, advantages and disadvantages of things such as hacking, cyber bullying, privacy, copyright law & ethical decisions relating to how ICT is used.</p>	<p>Choices in terms of education, employment and careers are discussed.</p> <p>Limitations on individual liberty, for example, by complying copyright laws and analysing 'fake news'</p>	<p>Tolerance of others' opinions is promoted through the digital literacy strand of computing.</p> <p>Pupils are encouraged to evaluate and analyse information presented or shared via technology for accuracy and reliability.</p>	<p>Offer support and advice to others .</p> <p>Discuss and reflect on each other's work constructively.</p> <p>Mutual respect is strongly focussed upon within Digital Literacy strand and E-safety elements of the curriculum.</p>



Pupil Voice

PE keeps us fit and healthy.

I love after school sports club.

We learn different sports .

I love PE because it wakes my body up.

I like PE because it makes me out of breath.

I like PE because it takes stress out.

