

## PE and Wellbeing – On the Move

### **Rationale**

The intention of the *Move it* PE lessons is to foster the enjoyment of and engagement in physical activity for students attending a pupil referral unit. Content is designed to accommodate the diverse needs and interests of these students and to be inclusive.

PE is recognised as a subject that can contribute significantly to the social and emotional development of individuals. Students in a referral unit are likely to arrive from mainstream education with quite different experiences of physical education. Attitudes to the subject are liable to vary according to their prior learning, their perception of their competence and the level of success they have achieved. As such, the *Move it* lessons focus on enabling all students to succeed, whatever their prior learning or aptitude. This success should in turn generate positive attitudes towards physical activity and improve students' self-esteem.

In designing the tasks, the objective was to expose students to a broad range of activities that they will hopefully enjoy, many of which they may not have encountered in their mainstream school. Atypical activities, such as scooting and non-contact kick boxing, provide a similar starting point for lessons and are intended to promote curiosity and encourage participation.

Due essentially to low pupil numbers in most lessons, there are few opportunities in these settings for the students to actually play recognised sports. However, these lessons introduce them to a variety of the fundamental skills needed to play sports such as basketball, football, tennis, etc., as well as to many of the offensive and defensive tactics needed in invasion, striking and fielding and net games. So, when the opportunity arises, these students should be in a good position to put these transferrable skills into practice and participate in a range of sports.

### **How do the lessons fulfil the three pillars of progression as outlined by Ofsted?**

- 1. Motor competence** – the activities comprise a range of fundamental movement skills, including locomotor skills (e.g. *KS1 Jump to it*), stability skills (e.g. *KS4 Swiss ball and step*) and manipulation skills (e.g. *KS2 Throw, bounce, catch*). Progression in these fundamental skills has been considered as part of task design. For example, *KS1 Aim it*, *KS2 Throw, bounce, catch* and *KS3 On Target 1* develop the fundamentals of throwing and catching.
- 2. Rules, strategies and tactics** – tactical and strategic thinking are built into many of the activities, e.g. in orienteering students need to think about strategies for success. Links are regularly made to the skills and tactics associated with sports such as tennis, volleyball, etc. Whilst few of the activities involve actually playing these recognised sports and following their associated rules, many of the tasks require students to follow simple rules or to create their own.

- 3. Healthy participation** – the *Move it* tasks encourage participation. Many of the activities can be pursued beyond school thereby increasing the chances of students leading active, healthy lives now and in the future. The questioning that is part of every lesson helps students to understand the body's response to physical activity.

### **Context of the lessons**

The lessons take into consideration the typical context in which PE is likely to be taught in a pupil referral unit, i.e. one to one or in small groups. The fact that a non-specialist will often take PE lessons has also been considered in task design. Activities offered include both indoor and outdoor options.

### **Each lesson plan will:**

- state what students will know (declarative knowledge) and be able to do (procedural knowledge) by the end of a lesson
- list challenging Tier 2 and 3 vocabulary for explicit instruction
- outline the phases of instruction, i.e. warm up, stretches, main activity, application of skills, cool down
- suggest adaptations (support and challenge)
- include examples of how to make tasks cooperative or competitive (for students with significant social and emotional needs, the pressure of competition may be too much, so a cooperative context may be more suitable)
- provide questions to challenge students' thinking
- make connections to the wider curriculum and / or make cultural references.

### **Summary**

The *Move it* lessons are therefore consistent with the aims of the National Curriculum for Physical Education which are to ensure that all students:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- have the opportunity to engage in competitive sports and activities
- lead healthy, active lives.