

Intent Document

Physical Education

February 2024



Intent Statement

At Inclusion School, our PE Department provides an inclusive and nurturing learning environment tailored to the specific needs of students with Social, Emotional, and Mental Health (SEMH) challenges. Our intent is rooted in the belief that a supportive and engaging PE Curriculum is essential for developing physically and mentally well individuals. Our unique child-centered approach has transformed how PE has previously been taught, allowing learners to remove any associated trauma to physical activity.

Within PE, Inclusion School utilizes the Real PE platform to support practical ability and cognitive ability, whilst supporting OT and EHCP targets.

The holistic approach to our curriculum design focuses on preparing learners to engage

1. Inclusive Curriculum Design

Within the PE department, we recognize the diverse needs of our learners and have designed a curriculum that is inclusive and responsive to learner's individual strengths and challenges. Our intent is to create an accessible curriculum that can be accessed via both practical and theory tasks, allowing all learners to flourish in a personalized but challenging way for all.

Over time, through Physical Education, learners will develop their knowledge, skills and understanding, so that they can perform with increasing confidence and competence in a range of physical activities. (*These may differ per learner*).

Personalised Learning Pathways

Understanding that every student has a unique learning journey, our intent is to provide personalised learning pathways within the PE Curriculum. Through differentiated instruction, tailored resources, structured task plans and ongoing assessment, we aim to ensure that each learner can progress at their own pace, building confidence and a sense of achievement—essential skills for navigating future challenges and improving mental health.

2. Assessment

At the heart of our Assessment and Reporting framework is an understanding of how Mental Health, ACE's (Adverse Childhood Experiences) and Trauma can impact learning. Combined with our PACE approach (Playful, Acceptance, Curiosity and Empathy), Inclusion School promotes secure attachments which enables our learners to reflect on their thoughts, behavior's and learning without feeling judged. It is only once this has occurred, our learners progress and flourish.

In PE at KS3, we assess learners' ability and engagement each half term across our topic benchmarks which align with the National Curriculum in most areas. Learners are assessed across 6 pillars which streamline again curriculum planning. They are, Physical Activity, Creativity, Social Capacity, Cognitive Demands, Personal Target Setting and Health and Fitness.

The National Curriculum for PE can be found here: [National Curriculum - Physical education key stages 3 and 4 \(publishing.service.gov.uk\)](https://www.gov.uk/national-curriculum/physical-education)

In PE at KS4 we assess learners' each half term, however the mode of assessment differs per pathway and programme of study.

Within PE we complete the following pathways and examinations:

- V (Vocational Pathway) – Health and Fitness, ASDAN Short Course (and/or) AQA Unit Accreditations.
- I (Inclusion Pathway) - Within PE, we have a bespoke 1-9 assessment grid which allows staff to track individual progress in the following areas: Applying Skills, Personal Target Setting, Social Capacity, Cognitive Demands, Creativity and Knowledge in Health and Fitness.
- G (GCSE Pathway) – At present, learners do not take part in GCSE PE.

3. Emphasis on social and emotional wellbeing

The PE Department is committed to promoting social and emotional wellbeing through practical and theoretical tasks. These are assigned based on individual need academically as well as pastorally.

Our intent is to create an ambitious curriculum that builds upon the skills and knowledge of a healthy lifestyle which is supported by effective communication, confidence and resilience.

4. Integrated Support Service

Collaboration with support services is integral to our intent across the whole Curriculum at Inclusion School. We work closely with Mental Health Leads, Speech and Language Therapists, Occupational Therapists and Educational Psychologists to provide a holistic approach to the emotional and mental health needs of our students, preparing them to navigate the challenges of life beyond

5. Engaging Pedagogy

Our teaching strategies are designed to be engaging, interactive, and responsive to the SEMH and EHCP needs of our learners. At Inclusion School, we have developed our own approach to lesson structure and delivery which is known as '*The Inclusion Way*'. In every lesson, staff and learners use our 'Golden Threads' support accessibility, progression and consistency. Research based pedagogy (*EEF*) is embedded within lesson planning, structure and marking which supports staff personalising and utilising a variety of teaching methods, including project-based learning, experiential activities, and technology integration.

(If you wish to discuss our Intent in more detail, please do not hesitate to contact our Deputy Head Teacher, Quality of Education at julia.bray@inclusionschool.org.uk)