



Tuition, Medical and Behaviour Support Service

Curriculum Policy Health, Fitness and Wellbeing

Reviewed:	September 2020
Next Review:	September 2021
Responsibility:	Paul Street

Health, fitness and lifestyle includes a range of activities which aim to promote physical activity and a healthy lifestyle.

In these lessons we aim to stretch and challenge our pupils while meeting their individual needs. We recognise the differences between our pupils and employ the planned use of those differences to maximise learning.

Differentiation is achieved by:

- Use of as wide a range of teaching styles and equipment as possible within the constraints of the activity
- The careful grading of task to pupil
- The amount of individual guidance and support given
- Personalised Programme – Each centre is responsible for organising an individual learning programme as appropriate to the learning needs of the pupil e.g. Involvement in targeted girls physical education programme.

Differentiation will also be apparent in the outcome achieved by the pupil in the set practical activities.

The Importance of Health, fitness and lifestyle in the Curriculum.

This area makes a significant contribution to young people's entitlement to five hours of physical activity, including sport, each week. Success for some pupils will be in their involvement in physical activity for its own sake and for the benefits to their health and wellbeing.

It gives students an understanding of the important role physical activity plays in a balanced, healthy life. By experiencing a range of activities. A high-quality programme helps students appreciate the positive effect physical activity can have on their overall feeling of wellbeing. It gives students the knowledge, skills and understanding they need to participate safely and effectively both as individuals and when working in groups and teams.

It helps students understand that physical activity can stimulate their minds, give them a sense of wellbeing and have a positive impact on their lives.

It provides many opportunities for students to get involved positively in the life of the school and in the wider community. Students gain the confidence to develop their skills and specialisms outside school by joining local clubs.

Physical education has many health benefits, particularly for young people who may otherwise be reluctant to participate in exercise. Pupils participate in a variety of physical activities and learn about the healthy aspects of exercise. They develop an understanding of safety issues and team work in a variety of physical environments. Pupils enjoy the range of activities provided, and achieve confidence and skill, as well as assessed awards in some areas.

Cross Curricular Links

We will provide the opportunity to address issues such as personal and social skills, health education, outdoor education, speaking and listening, literacy and numeracy.

This subject area helps to develop transferable skills valued by prospective employers, and pupils may follow personal interest into FE courses linked to health, leisure and sport.

Purpose of study

-To allow pupils to understand the importance of physical activity and its contribution to overall health and wellbeing

-To learn the history of sports, study icons and inspirational sports people and look at health and wellbeing strategies.

- Opportunities to compete in sport and other activities build character and help to embed
- Values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- 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 lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand a range of skills and processes.

Key Stage 3

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

Key stage 4

Pupils should be taught to:

- 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
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or

This subject area will be taught in mixed ability and mixed gender groups.

The sessions are generally run in small groups and allow for individual coaching as well as group work. All students are encouraged to participate and positive group and individual choices are reinforced.

Where appropriate external providers are utilized in this instance the provider records the students' personal, academic and placement specific progress as agreed with the centre. The service takes note of this information and includes it in the routine tracking of the students' overall progress. The service triangulates this with data such as overall attendance, behaviour and progress to evaluate the impact of the provision on the outcomes for the students.

Planning

The content is based on Education Centre provision for health and safety reasons. TMBSS aims to provide Physical Education at each of the secondary Centres. Individual pupils may be encouraged to participate in local opportunities for physical exercise, depending on health needs.

The content of the programme at each Education Centre is planned around the availability of local facilities e.g. hall for indoor football, gym, and is dependent on pupils' previous experience, staffing, weather conditions and availability of activities. Account is taken of pupils' individual needs, particularly medical

Assessment

Assessments are usually practical. Photographs may be used for recording events.

Awards may be offered as appropriate, e.g. ABA Boxing Awards, Junior Football Organisers Award (Football Foundation).

KS3 pupils will be assessed in line with the TMBSS assessment tracker.

Resources

All safety equipment and specialist resources are provided by the session provider. Non-specific resources are provided by the Education Centre. A camera and means of recording are most commonly provided by the Centre.