



Physical Development @ West SILC

Physical Education / Physical Development Intent, Implementation, Impact:

Intent	Implementation - Informal Curriculum	Implementation - Semi-Formal and Formal Curriculum	Impact
<ul style="list-style-type: none"> To develop and improve the fundamental skills needed to access physical activity To understand the importance of an active and healthy lifestyle and the role that physical activity plays in achieving this To develop a love of sport and physical activity and inspire learners to become lifelong active people To understand the importance of healthy competition against either themselves (personal best) or other learners Where possible, develop the ability to swim, basic survival skills in water and life skills such as team work, independence and resilience. 	<ul style="list-style-type: none"> Aim for functional sitting, standing and walking. Sitting, standing and walking activities for all learners in some form (e.g. walking may be replaced by functional mobility such as rolling, crawling, commando crawling etc). Learners formally on the MOVE programme have specific sitting, standing and walking outcome they work towards. Learners are encouraged to be as independent as possible and apply their independent sitting, standing and walking skills throughout the day in different contexts. Learners participate in weekly PE sessions following the format of the Motor Activities Training Programme. PE lessons are built on the PLP small steps that are drawn down from the physical outcomes from the Learners' EHCPs; MATP sessions are built around these steps using sport specific activities to teach differentiated motor skills. 	<ul style="list-style-type: none"> PE is adapted when necessary to ensure it is fully inclusive and all learners are engaged. PE sessions across the SILC focus on learners being as active as possible and developing their agility, balance and co-ordination so they can move independently and safely. Real PE is used to support the teaching of PE with activities and games structured in a holistic way. The long-term map outlines the Units to follow. Some classes will work through the year group materials most appropriate to their class and follow the units as written. Other more complex classes will look at the unit across the age groups and 'cherry pick' the games and activities that best suit the needs of their class. Learners are taught directly how to risk assess movements where appropriate. Learners from CCA attend soft play (when lockdown lifts and the centre re-opens) to enable them to experiment in a safe environment to learn their limitations and be able to make mistakes and fall without injuring themselves. A weekly activity club at lunchtimes gives learners opportunities to be active in their free time. Learners attend swimming sessions either at Pudsey Leisure Centre or in the hydrotherapy pool at the SILC main site to develop water awareness, learn the dangers of water, how to move in water and, where possible, to float and swim in the water. Learners attend local community clubs (Farsley Celtic, Leeds West Activity Centre, Local Gym (Powerhouse), John Charles Centre Adapted Bikes (Hollybush) as part of the school day developing awareness of local community sports and activity opportunities. Leadership work is done through PE for Post-16 Learners developing their interaction and feedback skills through PE. Learners are encouraged to attend sporting events and festivals with preparation in PE lessons developing a sense of fun and self-motivation in relation to physical activity that will continue after leaving school. 	<ul style="list-style-type: none"> Learners participate in high quality PE sessions on a weekly basis. Learners are physically active at regular points throughout each week including PE sessions, lunch clubs and festivals and events. Learners develop awareness of their physical limitations and are able to move safely as a result. Learners develop skills that underpin life such as teamwork, sportsmanship, self-motivation, resilience and independence. Where appropriate learners develop awareness of the dangers of water and learn to how to move in water and how to swim if appropriate. Learners in the Post-16 groups develop knowledge of physical activity opportunities in the local community through community clubs or an understanding of how use community facilities such as gyms and leisure centres. Learners leave school having a love of sport and physical activity both in and out of school, with this continuing into later life Learners with physical disabilities learn how to use the physical skills to the best of their ability and make consistent progress with regards to motor development. Learners develop functional sitting, standing and walking skills to the best of their abilities enabling them to participate in school and family activities enriching their quality of life MATP events enable parents to see their children showcasing their motor skills achievements prompting the participation in similar activities at home.