

Physical Education Curriculum at College Park School

The curriculum of Physical Education (PE) at College Park School is based on an adaptation of the National Curriculum in England to meet the special education needs of our pupils. The main aim of this subject relays on providing learners means and tools to develop basic and more complex motor skills, postural stability, confidence, and appreciation for a healthy lifestyle, as well as to be in contact with outdoor opportunities to practise physical activity (trips, visits to leisure centres, swimming pool activities, special sports days, etc.). In this sense, we offer a range of sporting activities over the academic year that facilitates students in accessing a breadth of curriculum. Also, it's an important aspect of our school vision to equip our children and young people (CYP) with meaningful and appropriate cultural capital experiences by supporting them in accessing a range of local, national and international sporting events and activities.

In addition, we work in co-production with other specialists (special language therapists, occupational therapists, educational psychologists) to support a holistic approach to student's development.

Therefore, it is possible to differentiate three modalities of the PE curriculum according to students' needs (Formal, Semi-formal and Informal), taking into consideration all the education stages encompassed by College Park School:

❖ Early Years

❖ Key Stage 1

❖ Key Stage 2

❖ Key Stage 3

❖ Key Stage 4

❖ Post-16

Students in Early Years stage will be invited to explore different motor and coordinative patterns using varied PE equipment, as well as experience movement possibilities following music and basic dance steps. Primary groups accessing the Formal and Semi-Formal Curriculum provision will be prompted to develop basic motor and coordination skills which let them build a solid base to implement in different sport games, or activities with a higher coordination demand. They will work on motor patterns involved in running, jumping and balancing activities; lower-body and hand-eye coordination skills, such as throwing and catching a ball in different ways, kicking a ball, and bouncing skills. Staff members will follow-up their progress by consistently checking the technical performance, but also trying to address them to develop autonomy so requiring less support by the time (Fig. 1). The progression sequence will follow the steps listed below:

1. Exploring new motor and coordination skills.
2. Opening the range of possibilities within these skills.
3. Address motor and coordinative skills to some sportive specialties.
4. Blending different motor skills in a sole motor sequence.

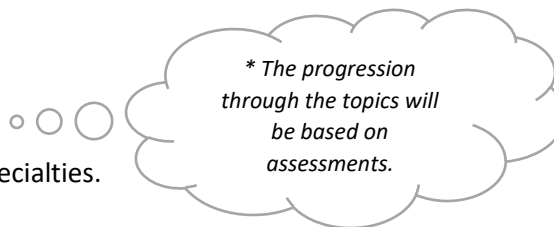
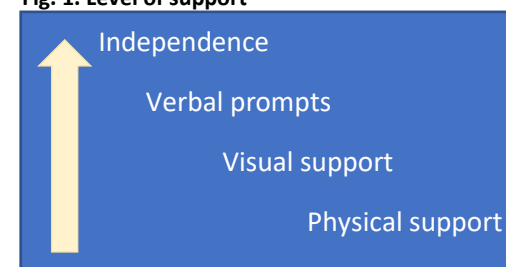


Fig. 1. Level of support



Note. Levels of support required during PE sessions.

For Secondary groups, the direction of travel will be aimed at building new more complex motor and coordination skills by combining different patterns, progressively introducing our CYP to different sportive specialties, focusing on team sports. Learners will be instructed about technical elements, scaffolding their learning journey based on the following progression:

1. Isolated instruction of specific sportive motor and coordinative patterns.
2. Practice of linked sportive elements, combining them into a whole sequence.
3. Applying different sportive elements into group dynamics.
4. Engagement in modify sportive games when appropriate.

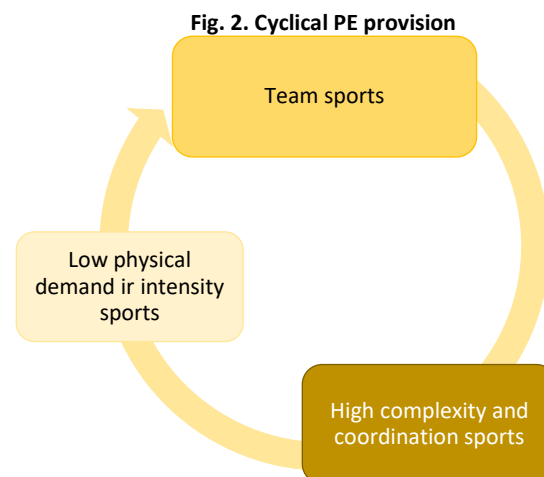
In order to achieve a balance between structuring and scaffolding CYP's learning process, this subject area will be approached with the consistency necessary to embed knowledge effectively while also offering a broad range of opportunities and experiences. To achieve this, a system based on sustained focus on the same topics during the first month of the academic year will be implemented.

Subsequently, the range of sports specialties included in the PE curriculum will be expanded, providing CYP with the opportunity to explore new motor and coordination-based sports experiences outlined in the National Curriculum. CYP will continue to practise the topics introduced during the first months throughout the school year through regular review activities. These sports specialties will be revisited at the beginning of the following academic year, allowing CYP to resume work on previously learned skills and further scaffold their knowledge.

The consistency of this cyclical approach will enable the teaching team to develop a coherent long-term learning plan. It will also help CYP to identify the phase of the school year or term they are in, and to better understand expectations.

To make PE content more accessible, sports that more readily support the development of foundational skills — such as balance, spatial awareness, lower-body coordination, and hand–eye coordination (e.g. handball, basketball, football) — will be introduced at the beginning of the academic year. Other sports included in the National Curriculum for England that involve higher levels of complexity and coordination, particularly those requiring additional equipment (e.g. rackets or bats), such as racket sports or cricket, will be introduced later in the year.

The PE department will also reserve activities with lower physical demand or intensity for the final months of the school year (e.g., boccia, bowling, sitting volleyball, table tennis). In line with expected weather conditions during this period, this approach will help manage higher temperatures more safely and minimise the risk of incidents.



Pupils accessing Informal Curriculum (IC) in Primary and Secondary groups will be offered to have a wide range of sensory equipment and stimuli, but also invited to explore different actions and movements using PE equipment, and being so provided with a rich motor and coordinative diet. All this is addressed within a person-centred approach, considering a non-subject-specific learning where the main target for those students accessing the IC and experiencing lateral progress is focused on their engagement level. From this perspective, the *Engagement Model* will be used as a vehicular mean to articulate the learning process and to present our CYP's progress. Furthermore, learning of motor and coordination skills in pupils from Secondary will be approached through basic elements from distinct sportive specialties. In a similar way as previously described for Formal and Semi-Formal Curriculum, but tailoring the process to each individual's needs, the support provided to CYP accessing IC will be addressed to develop the higher independence possible (Fig. 1). Table 1 presents the general PE curriculum adaptation at CPS.

Table 1. National Curriculum for PE adapted at CPS

	FORMAL	SEMI-FORMAL	INFORMAL
Early Years	→ Familiarisation with equipment. Facilitate young pupils to use and know the conventional P.E. equipment (balls, hoops, cones, etc.), as well as the sensory equipment (bouncing balls, pompoms, balancing chairs, etc.). → Foundational skills, “the ABC” of physical development (ability, balance and coordination). Provide students activities and opportunities to work on simple but varied motor tasks in order to develop the main basic motor skills (running, jumping, balancing). → Following basic instructions in PE dynamics. Encouraging students to take part in different activities, with the aim of getting the proper action when requested (running, jumping, using equipment, etc.).		→ Familiarisation with equipment. Facilitate young pupils to use and know the conventional P.E. equipment (balls, hoops, cones, etc.), as well as the sensory equipment (bouncing balls, pompoms, balancing chairs, etc.). → Developing of control movement, coordination, postural stability, and balance. Provide students activities and opportunities to work on simple but varied motor tasks in order to develop the main basic motor skills (running, jumping, balancing). → Perceptive and sensory work by exploring different type of equipment. <i>* Working in coordination with SLTs, OTs and psychologists.</i>
KS1	→ Developing basic gross motor skills through activities which involve running, jumping and balance, as well as lower-body coordination and postural stability. → To work on handling and upper-body movements, catching and throwing balls.	→ Simple movements, balance and coordination exercises, focussing on following instructions. → Interaction student-adult (teacher/TAs) by throwing and catching a ball. → Participation in group activities, such as races. → Perceptive and sensory work by exploring different type of equipment.	
KS2	→ Specific gross and fine motor skills, and complex balancing tasks. To link motor skills with techniques in team sport specialties, working individually and collectively. → Developing postural stability, body awareness by using instructions or music. → Exploring physical activities outdoor, developing life skills and having access to swimming and aquatic games.	→ Consistence engaging in physical activities, involving different gross and fine motor skills. → Interaction with the rest of students when performing motor tasks (throwing and catching a ball). → Developing postural stability, body awareness by using instructions, music or imitation of different elements. → Exploring physical activities outdoor, developing life skills and having access to swimming and aquatic games.	→ Basic gross and fine motor skills. To establish running and jumping as a routine, and develop postural stability and confidence in balance tasks. Development of confidence in motor patterns (catching, throwing, rolling a ball). → Perceptive and sensory work by exploring different type of equipment.

	FORMAL	SEMI-FORMAL	INFORMAL
KS3	→ A combination of different techniques of team sport specialties. → To perform competitive and cooperative physical activities, working individually and collectively. → Creative dance. Developing body awareness by copying basic dance steps and bringing out new ones. → Exploring physical activities outdoor, developing life skills.	→ Working on a combination of specific gross and fine motor skills, as well as complex balancing tasks. To link motor skills with simplified techniques of team sport specialties. → Developing postural stability and body awareness by following instructions, copying basic dance steps, and imitation of different animals/vehicles. → Exploring physical activities outdoor, developing life skills. Moving from the school to a concrete venue and being aware of the process (taking a bus, the underground, etc.).	→ Basic gross and fine motor skills. To consolidate running, jumping, and performing different movements following adults' instructions as a routine, and develop postural stability and confidence when performing complex balancing tasks. Development of confidence in handling motor patterns (catching, throwing, rolling a ball). → Perceptive and sensory work by exploring different type of equipment. → Simple group physical activities dynamics.
KS4	→ To apply different techniques of team sport specialties in adapted games. → To take part in competitive and cooperative outdoor physical activities, developing independence and life skills. → Creative dance. Developing body awareness by copying basic dance steps and bringing out new ones.	→ Consolidation of sport and motor skills. Working on different sport techniques analytically and through games. → Exploring physical activities outdoor, developing life skills. → Creative dance. Developing body awareness by copying basic dance steps and bringing out new ones.	→ Working on fine and gross motor skills, implementing more complex motor pattern in the tasks to perform. Following instructions. Consolidating confidence in complex balancing tasks. Consolidate upper-limbs motor patterns (catching and throwing a ball). → To link sensory equipment with motor tasks. Basic body awareness and dancing activities. → Simple group physical activities and simple interaction among students in P.E. dynamics.
Post-16	→ Real and adapted games of different sports. To apply different motor skills and techniques learnt during the previous stages into team sport games. → Attending competitive and cooperative outdoor physical activities, developing independence and life skills. → Body awareness and creative dance.	→ Consolidation of sport skills and motor skills. Working on different sport techniques analytically and through games. → Attending outdoor physical activities, to develop independence and life skills. To perform competitive and, specially, cooperative physical activities, working individually and collectively. → Creative dance. Developing body awareness by copying basic dance steps and bringing out new ones.	→ Working on a combination of specific gross and fine motor skills, as well as complex balancing tasks. To integrate lower-body and upper-body coordination tasks into a sole motor task. To link motor skills with simplified techniques of team sport specialties. → Promotion of group physical activities and interactions among students in P.E. dynamics. → To link sensory equipment with motor tasks. Basic body awareness and dancing activities.

As a part of our commitment with CPS's values, vision and mission, professionals at school are constantly seeking to improve our CYP's learning journey. In this context, some case studies have been undertaken by the PE department in the last years; exploring how physical activity could have a positive impact in students' emotional regulation, or examining differences in needs and learning development rates in this subject area.

Additionally, in order to provide CYP accessing formal curriculum with an accreditation system, the Unit Award Scheme (AQA) was implemented at CPS from the school year 2024/2025, creating personalised units to recognise our CPS's achievements in different sport modalities.

COLLABORATION

POSITIVITY

SUCCESS