

## **PE Intent**

### **Intent**

The intent of this Physical Education (PE) program at Wargrave House School is to foster the holistic development of students by promoting physical activity, social interaction, confidence, resilience, and emotional regulation through carefully designed indoor and outdoor education activities. These activities will be integrated alongside the National Curriculum to ensure a well-rounded educational experience.

### **Core Aims of the PE Program:**

#### **1. Physical Development:**

- a. To enhance students' motor skills, coordination, strength, flexibility, and endurance.
- b. To provide opportunities for students to develop physical confidence in varied and stimulating outdoor settings.

#### **2. Social Skills & Communication:**

- a. To encourage collaborative teamwork through outdoor challenges that promote social interaction, communication, and peer relationships.
- b. To create an inclusive environment where students can practice turn-taking, leadership, and cooperative problem-solving skills.

#### **3. Emotional Well-being & Self-regulation:**

- a. To use outdoor physical activities as a means of emotional regulation, allowing students to manage stress and anxiety in a controlled environment.
- b. To build resilience and self-esteem by overcoming physical challenges and reflecting on personal progress.

#### **4. Sensory Processing:**

- a. To provide sensory-rich experiences through outdoor learning environments that help students with sensory processing differences.
- b. To support students in navigating natural landscapes, which offer varied sensory experiences compared to the classroom setting.

#### **5. Curricular Integration:**

- a. To link outdoor activities with relevant aspects of the National Curriculum, enhancing understanding of geographical, scientific, and physical concepts through hands-on, real-world learning experiences.

## Implementation

### KS1-4

All our learners from KS1-4 access two lessons of Physical Education each week. Learners access the stage of learning appropriate to their cognition level which should link to their initial baselining tasks.

These are the topic areas that each phase explores throughout the year in a stage appropriate manner linked to our SOLAR spirals:

AGE – DEPTH						
Physical Education Key Stage 1 Standard						
STAGE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
1						
2	Swimming Dance	Swimming Gymnastics	Swimming Invasion Games	Swimming Net Games	Swimming Orienteering	Swimming Athletics/ Strike and Field

Physical Education Key Stage 2 Standard						
STAGE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
3						
4	Swimming Dance	Swimming Gymnastics	Swimming Invasion Games	Swimming Net Games	Swimming Orienteering	Swimming Athletics/ Strike and Field
5						
6						

Physical Education Key Stage 3-4 Standard						
AGE	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
7	Invasion Games Dance	Net Games Gymnastics	Rock climbing	Orienteering	Rafted canoeing	Athletics Strike and Field
8						
9						

10	Invasion Games Dance	Net Games Gymnastics	Rock climbing	Orienteering	Rafted canoeing	Athletics Strike and Field
11						

Invasion Games	Strike and field	Net games	Athletics
Basketball	Rounders	Badminton	Sprint
Football	Cricket	Tennis	Relay
Netball	Kick cricket	Table tennis	Hurdles

Rugby	Soft ball	Volleyball	400m
Hockey	Bowling	Dodgeball	Javelin
			Shotput
			Discus
			Long jump
			High jump
			Triple Jump

The PE program is structured to ensure progressive development, clear learning outcomes, and a safe, supportive learning environment. The outdoor education activities selected (cycling, gorge walking, rock climbing, abseiling, orienteering, and archery) have been carefully chosen to meet the individual needs of students with autism while offering engaging, challenging, and rewarding experiences.

#### 1. Cycling:

- a. **Learning Outcomes:** Improving balance, coordination, and physical endurance. Promoting independence and spatial awareness.
- b. **Special Focus:** Structured, visual supports for students to understand safety rules, route planning, and cycle skills.

#### 2. Gorge Walking:

- a. **Learning Outcomes:** Developing resilience, teamwork, and problem-solving. Enhancing awareness of the natural environment.
- b. **Special Focus:** Clear, consistent verbal and visual prompts to support students' understanding of terrain, safety, and walking techniques.

#### 3. Rock Climbing:

- a. **Learning Outcomes:** Building self-confidence, strength, and flexibility. Encouraging determination, focus, and mental clarity when faced with challenges.
- b. **Special Focus:** Scaffolding learning through step-by-step instructions. Ensuring the safe, gradual increase of difficulty according to individual abilities.

#### 4. Abseiling:

- a. **Learning Outcomes:** Overcoming fear, enhancing trust in instructors and peers, and building upper body strength.

- b. **Special Focus:** Visual aids and structured routines to ensure understanding of equipment and techniques. Use of positive reinforcement to promote self-efficacy.

#### 5. Orienteering:

- a. **Learning Outcomes:** Developing navigation skills, problem-solving, and spatial awareness. Encouraging independence and self-directed learning.
- b. **Special Focus:** Visual maps, clear instructions, and collaborative activities designed to improve communication and teamwork.

#### 6. Archery:

- a. **Learning Outcomes:** Improving concentration, hand-eye coordination, and focus. Encouraging patience and mindfulness.
- b. **Special Focus:** Step-by-step guidance, use of sensory calming techniques before engaging in activities, and promoting a supportive group environment.

Our PE program, integrating outdoor education with the National Curriculum, provides an engaging and supportive environment for learners with autism to develop essential life skills. By participating in activities such as cycling, gorge walking, rock climbing, abseiling, orienteering, and archery, learners will improve not only their physical health but also their emotional, social, and cognitive development. This approach aligns with the school's mission to create an inclusive, nurturing, and empowering educational experience for all learners.

#### Assessment

The progress of each learner will be tracked through:

**Individualized Education Plans (IEPs):** These will track physical, social, and emotional goals, ensuring that each student's specific needs and abilities are met.

**Teacher Observations:** Teachers will use observational assessments during outdoor activities to gauge learner progress in various areas such as teamwork, communication, self-regulation, and physical abilities.

**Self-Reflection:** Learners will be encouraged to reflect on their learning experiences, noting their successes, challenges, and personal growth.

**Peer Feedback:** Collaborative activities will provide opportunities for peer feedback, helping students develop a sense of community and empathy for others.

#### Enrichment

To enrich our learners' access and appreciation of physical exercise, healthy living and regulation, we have developed further opportunities to embed, reference and apply this knowledge to their everyday lives. Therefore, we have introduced the following: enrichment club three times a week that

includes a variety of regulation, mindfulness and physical activities; swimming at an autism friendly venue for year 4 learners and other learners, where possible; Bendrigg residential on a yearly basis; access to N-rich orienteering sessions; Didim smart playground; access to twinkle House sensory areas and sensory areas and soft play zones on site.

### **Community learning**

To develop our learners' functional understanding of how to access community leisure & health facilities, we have embedded opportunities for learners to access

### **Preparation for life**

To develop our learners' functional understanding of careers and employability, we have developed our own bespoke preparation for life framework. This supports the development of specific targets outlined in a learners' EHCP to prepare them for adulthood, in particular employability. This may include the following:

- Dangers and hazards in the workplace
- Enterprise
- Places of work
- Roles and responsibilities
- Safety at work
- Teamwork

They all have 34-41 assessment criteria.

### **Capital of culture**

To develop our learners' careers knowledge, understanding and experiences further, our learners access information from a variety of community-based sources through careers' fayres, provider access days, careers week through different representatives from different sectors and by attending college and university events.

### **Complimentary courses**

All learners in KS4, engage in a Btec pre-vocational studies - Entry to vocational studies course at E1-L2 level. Whichever level of course is being accessed, all learners participate in a variety of modules, designed to deepen their understanding of different work sectors and employability skills.

At Entry level 1, the learners can cover the following modules:

Pearson BTEC Entry Level 1 Subsidiary Award in Pre-vocational Study			
Unit reference	Unit title	GLH	Type
	<b>Optional unit</b>		
1	Engaging in New Situations	30	Optional
2	Following Given Instructions	30	Optional
3	Handling Own Money	30	Optional
4	Preparing a Meal for Yourself	30	Optional
5	Going on a Prepared Visit	30	Optional
6	Engaging in Personal Health and Wellbeing	30	Optional
7	Helping with an Event	30	Optional
8	Contributing to a Customer Service	30	Optional
9	Developing Digital Communication Skills	30	Optional
10	Participating in a Performance	30	Optional
11	Communicating with Others	30	Optional
12	Participating in a Sports Activity	30	Optional
13	Producing a Product	30	Optional
14	Taking Part in a Creative Activity	30	Optional
15	Exploring an Enterprise Activity	30	Optional
16	Exploring Future Options in the Local Community	30	Optional
17	Engaging in a Team Activity	30	Optional
18	Working Towards a Given Target	30	Optional
19	Producing a Basic Document	30	Optional
20	Navigating from One Place to Another	30	Optional

At entry level 2, the learners can cover the following modules:

Pearson BTEC Entry Level 2 Subsidiary Award in Pre-vocational Study			
Unit reference	Unit title	GLH	Type
	<b>Optional unit</b>		
1	Adapting to New Situations	30	Optional
2	Following Instructions to Carry Out a Task	30	Optional
3	Handling Money Transactions	30	Optional
4	Preparing a Meal for Others	30	Optional
5	Participating in a Visit	30	Optional
6	Understanding Personal Health and Wellbeing	30	Optional
7	Contribute to Running an Event	30	Optional
8	Providing a Customer Service	30	Optional
9	Using Digital Skills	30	Optional
10	Contributing to a Performance	30	Optional
11	Communicating with Others	30	Optional
12	Contribute to a Team Sport Activity	30	Optional
13	Create a Product	30	Optional
14	Being Creative	30	Optional
15	Contribute to an Enterprise Activity	30	Optional
16	Planning for the Future	30	Optional
17	Being Part of the Team	30	Optional
18	Working Towards an Agreed Target	30	Optional
19	Create a Document	30	Optional
20	Using Public Transport	30	Optional

At entry level 3, the learners can cover the following modules:

Pearson BTEC Level Entry 3 Subsidiary Award in Entry to Vocational Study			
Unit reference	Unit title	GLH	Type
	<b>Mandatory unit</b>		
1	Skills for Learning	30	Mandatory
	<b>Optional units</b>		
3	Finding Out About a Topic	40	Optional
4	Designing a Product	40	Optional
5	Creating a Product	40	Optional
6	Presenting to Others	40	Optional
7	Making an Event a Success	40	Optional
8	Providing Customer Service	40	Optional
9	Going on a Visit	40	Optional
10	Financial Awareness	40	Optional
11	Living with Online Technology	40	Optional
12	Using Technology for a Purpose	40	Optional
13	Supporting Other Individuals	40	Optional
14	Communicating with People	40	Optional
15	Problem Solving by Thinking Creatively	40	Optional
16	Contributing to the Community	40	Optional
17	Managing Time	40	Optional
18	Responding to a Situation	40	Optional
19	Health and Wellbeing for the Workplace	40	Optional
20	Using Guidance	40	Optional

## Impact

By engaging students in outdoor education activities alongside the National Curriculum, we aim to achieve the following:

**1. Increased Physical Fitness & Well-being:**

- a. Students will experience significant improvements in their physical health and fitness levels, as they participate in challenging yet achievable activities that promote cardiovascular health, strength, and stamina.

**2. Enhanced Social Skills & Peer Relationships:**

- a. Activities will encourage students to work together, communicate more effectively, and build positive relationships with peers, teachers, and external instructors.

**3. Increased Emotional Resilience:**

- a. Through challenging and overcoming outdoor activities, students will develop a greater sense of emotional resilience, learn self-regulation techniques, and feel a sense of pride and accomplishment in their achievements.

**4. Improved Engagement with Learning:**

- a. Students will connect with various aspects of the National Curriculum in a meaningful and practical way. They will develop an understanding of natural environments, geographical features, and ecological concepts while participating in hands-on, experiential learning.

**5. Greater Independence & Self-Esteem:**

- a. By building skills in a structured yet flexible outdoor setting, students will become more independent in managing personal tasks (e.g., cycling, climbing) and in working with others. This will significantly increase their self-esteem and confidence.