Long Term Mapping 2025– 26

KS4 – Year 10 – AQA GCSE Physical Education

Subject Intent/ Aims:

At St Philip Howard Catholic Voluntary Aided Academy, Physical Education has a unique contribution to make to the overall development of our pupils in terms of **personal, social and physical attributes**. The PE curriculum at St Philip Howard is inclusive and centred around educating the whole child, through a broad, yet focused on a range of activities, for sustained periods of time, offering competitive opportunities for all.

The curriculum will develop deep seated knowledge and understanding, linking different activities through **skills, fitness and aesthetic appreciation**. We fully intend to develop **social skills, empathy, emotional intelligence and sportsmanship** enabling pupils to grow into confident, valued members of the community, who live active healthy lifestyles in both mind and body, leading to a healthy state of well-being.

St Philip Howard pupils will be gracious in defeat, show humility in victory and have determination to succeed. We intend to deliver a high-quality physical education curriculum to inspire all pupils to succeed and excel in **competitive sport and other physically-demanding activities**. We strive to provide opportunities for pupils to become physically confident in a way which supports their **health, fitness and well-being**. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. The general and subject specific, will provide opportunities and rely upon pupil's ability to retrieve knowledge and understand that **interleaving**, especially in relation to common skills and health and fitness are common place in the curriculum.

The concept of **'Sport for All'** is very important to us and through a diverse sporting curriculum we aim to give all pupil this opportunity. If pupils choose to retain a creative attitude, then we have succeeded outside our parameters, but essentially the immediate provision, opportunity and esteem is there to be grasped in the fullness and freedom of our curriculum and extra-curricular programmes.

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Key Concepts - Advent		Key Concepts – Lent		Key Concepts - Pentecost	
• Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport.	• Health, fitness and well-being – Paper 2: Socio-cultural influences and well-being in physical activity and sport.	• Movement analysis – Paper 1: The human body and movement in physical activity and sport	• Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport.	• Sports psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport.	• NEA Coursework and Practical Evidence gathering • Retrieval, interleaving and revision

National Curriculum Coverage

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

- ✓ use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and table tennis]
- ✓ develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, trampolining]
- ✓ take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- ✓ evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- ✓ continue to take part regularly in competitive sports and activities outside school through community links or sports clubs

Components		Components		Components	
Advent 1	*Advent 2*	*Lent 1*	*Lent 2*	*Pentacost 1*	*Pentacost 2*
• Bones and the functions of the skeleton. • Structure of the skeletal system/functions of the skeleton. • Muscles of the body. • Structure of a synovial joint. • Types of freely moveable joints that allow different movements.	• The meaning of health and fitness: physical, mental/emotional and social • health- linking participation in physical activity to exercise, sport to health and well-being. • The consequences of a sedentary lifestyle. • Obesity and how it may affect performance in physical activity and sport. • Somatotypes. • Energy use.	• First, second and third class levers. • Mechanical advantage. • Analysis of basic movements in sporting examples. • Analysis of basic movements in sporting examples. • Planes and axes.	• The pathway of air and gaseous exchange. • Blood vessels. • Structure of the heart and the cardiac cycle (pathway of blood). • Cardiac output and stroke volume (including the effects of exercise). • Mechanics of breathing and interpretation of a spirometer trace. • Aerobic and anaerobic exercise.	• Skill and ability, including classification of skill. • Definitions and types of goals. • The use and evaluation of setting performance and outcome goals, including the use of SMART targets to improve/optimise performance. • Basic information processing.	• Revision of Year One content. • Mock exam. • NEA Coursework • The components of fitness

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• How joints differ in design to allow certain types of movement. • How the major muscles and muscle groups of the body work antagonistically on the major joints of the skeleton to affect movement in physical activity at the major movable joints.	• Reasons for having a balanced diet and the role of nutrients. • The role of carbohydrates, fat, protein, vitamins and minerals. • Reasons for maintaining water balance (hydration) and further applications of the topic area.		• Recovery/EPOC. • The short and long term effects of exercise		
HO Knowledge		**HO Knowledge**		**HO Knowledge**	
Advent 1	*Advent 2*	*Lent 1*	*Lent 2*	*Pentacost 1*	*Pentacost 2*
❖ Name the bones. ❖ Correlate knowledge with location (joint). ❖ Correlate to muscles that move the bones. ❖ Apply the knowledge and understanding to prescribed movements/skills. ❖ Be able to give applied examples ❖ Apply this knowledge to sports specific skills. ❖ Apply function of bones and muscles to practical examples	❖ Link exercise to the effects on each. ❖ Apply knowledge of the terms to consequences. ❖ Specific links to how it affects the aspects of health. ❖ Application to varying sporting examples. ❖ Make links to the boxes below on what happens when too many/too little calories are consumed. ❖ Evaluation of why a balanced diet is needed. ❖ Evaluate why water intake is required, making reasoned conclusions.	❖ Link the levers to anatomical body parts (joints). ❖ Justify why one lever has a bigger mechanical advantage than another. ❖ Interpret sporting movements at the shoulder, elbow, hip, knee and ankle. ❖ Identify the relevant plane/ axes used within specified sporting movements.	❖ Characteristics and functions of the alveoli. ❖ Explain how the features/ characteristics assist with gaseous exchange. ❖ Further apply the learning to the vessels entering/ exiting the heart ❖ Correlate the chamber to the adjoining vessels. ❖ Full knowledge and understanding linked to blood vessels/systole/ diastole. ❖ Plot graphs to demonstrate heart rate data that can be explained/ analysed. ❖ Evaluate their role, eg evaluate the role of the diaphragm.	❖ Full justifications for the choices of where skills fall. ❖ Application of each point of the continua lines to sporting examples ❖ Application of the goal types to sporting examples ❖ Apply them to varying examples, ie what could a SMART target be for? ❖ Be able to explain the stages for basic skills. ❖ Link the types of guidance to the stages of learning, providing reasoned conclusions ❖ Explain the stages of the inverted U (before optimum point, optimum point and after optimum	❖ Simple recall of definitions of each. ❖ Evaluate and justify the importance of the components to varying sporting examples. Use of reasoned conclusions. ❖ Apply to mixed use, eg in games

			❖ Be able to predict what each will do based on. information/ draw continuation of the trace. ❖ Provide justified answers with reasoned conclusion as to why an activity is likely to be aerobic or anaerobic. ❖ Ability to identify the process of recovery on diagrams.	point). ❖ Apply the techniques to when/how they could be used in sporting examples ❖ Understand and explain the terms direct and indirect aggression. ❖ Explanation of the types of motivation.	

Composite Skills		**Composite Skills**		**Composite Skills**	
Advent 1	*Advent 2*	*Lent 1*	*Lent 2*	*Pentacost 1*	*Pentacost 2*
❖ Knowledge of the bones and location ➢ How the skeletal system provides a framework for movement (in conjunction with the muscular system) ➢ Identification of the muscles ➢ Knowledge of the structures of a synovial joint ➢ Identification of the types of joints ➢ Understand that types of movement are linked to the appropriate joint type, which enables that movement to take place	➢ Reasons for participation in physical activity, exercise and sport, and how performance in physical activity/sport can increase health, well-being and fitness. ➢ The definitions of sedentary and lifestyle. ➢ Students should be encouraged to explain the possible consequences. ➢ To explore how obesity may affect performance in physical activity and sport ➢ To identify the most suitable body type for particular sports (or positions within a sport) and justify their choice with reasoned conclusions. ➢ To develop knowledge on energy	➢ Identification of first, second- and third-class lever systems. ➢ Label the effort arm and load/resistance arm on the three classes of lever. ➢ Types of movement ➢ Planes (frontal, transverse, sagittal) and axes (longitudinal, transverse, sagittal) should be related to sporting actions	➢ Identification of the pathway of air ➢ Gas exchange at the alveoli – features that assist in gaseous exchange ➢ Structure of arteries, capillaries and veins ➢ Structure of the heart ➢ The order of the cardiac cycle, including diastole (filling) and systole (ejection) of the chambers ➢ Cardiac output, stroke volume and heart rate, and the relationship between them ➢ Inhaling (at rest) ➢ Identification of the volumes on a spirometer trace ➢ Link practical examples of sporting situations to	➢ Definitions of skill and ability. ➢ Basic definition of the skill classifications ➢ Basic definitions of the following types of goals ➢ Focus on SMART targets of goal setting ➢ The role of each stage (input, decision making, output and feedback) of the model. ➢ Evaluation of the use of the types of guidance with specific links. ➢ Evaluation of the use of the types of feedback with specific links to beginners and to elite level performers ➢ Definition of arousal ➢ The shape of the 'inverted-U' placed appropriately in a	➢ Definitions of the following components of fitness: • agility • balance • cardiovascular endurance (aerobic power) • coordination • flexibility • muscular endurance • power/explosive strength (anaerobic power) • reaction time • strength (maximal, static, dynamic and explosive) • speed. ➢ Understand and justify why the components of fitness (as stated above)

	➢ To develop understanding of the consequences of dehydration ➢ Balanced Diet		aerobic or anaerobic exercise ➢ Definition of the term EPOC (oxygen debt).	graph depicting y axis (performance level – low to high) and x axis (arousal level – low to high). ➢ Link appropriate arousal level (high/low) to gross/fine skills in sporting actions. ➢ to know the meaning of the terms direct and indirect aggression, and be able to suggest examples of direct/ indirect aggression in sport. ➢ Focus on intrinsic/extrinsic motivation	may or may not be needed when performing certain physical activities and sports.

Final composition/ Deliberate Practice		**Final composition/ Deliberate Practice**		**Final composition/ Deliberate Practice**	
Advent 1	*Advent 2*	*Lent 1*	*Lent 2*	*Pentacost 1*	*Pentacost 2*
End of topic test: Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport. AO1 AO2 AO3	End of topic test: Health, fitness and well-being – Paper 2: Socio-cultural influences and well-being in physical activity and sport.	End of topic test: Movement analysis – Paper 1: The human body and movement in physical activity and sport	End of topic test: Applied anatomy and physiology – Paper 1: The human body and movement in physical activity and sport.	End of topic test: Sports psychology – Paper 2: Socio-cultural influences and well-being in physical activity and sport.	Mock exams Paper 1 and Paper 2 Coursework booklet to be started
Assessment/s (Formative and Summative)		**Assessment/s (Formative and Summative)**		**Assessment/s (Formative and Summative)**	
• Questioning • Synoptic quizzes • End of topic tests • Skills assessment • Full context and application of skills end of topic assessment • Mock exams		• Questioning • Synoptic quizzes • End of topic tests • Skills assessment • Full context and application of skills end of topic assessment • Mock exams		• Questioning • Synoptic quizzes • End of topic tests • Skills assessment • Full context and application of skills end of topic assessment • Mock exams	

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Key Terms		Key Terms		Key Terms	
Advent 1	*Advent 2*	*Lent 1*	*Lent 2*	*Term 1*	*Term 2*
head/neck – cranium, vertebrae shoulder – scapula and humerus chest – ribs and sternum / elbow – humerus, radius and ulna / hip – pelvis and femur / knee – femur and tibia (students should also know that the patella sits in front of the knee joint) / ankle – tibia, fibula and talus / support protection of vital organs by flat bones / movement /structural shape and points for attachment / mineral storage / blood cell production / latissimus dorsi / deltoid / rotator cuffs / pectorals / biceps / triceps / abdominals / hip flexors / gluteals / hamstring group (not individual names) / quadriceps group (not individual names) / gastrocnemius / tibialis anterior / synovial membrane / synovial fluid / joint capsule / bursae / cartilage / ligaments.	improves heart function • improves efficiency of the body systems • reduces the risk of some illness • able to do everyday tasks • to avoid obesity reduces stress/tension • release of feel good hormones (serotonin) • able to control emotions. opportunities to socialise/make friends • cooperation • teamwork • have essential human needs (food, shelter, clothing). improves fitness • reduces the chances of injury • can aid in the physical ability to work, eg on your feet all day/manual labour.	Fulcrum / load (resistance) / effort / flexion/extension at the shoulder, elbow, hip and knee • abduction/adduction at the shoulder • rotation of the shoulder • plantar flexion/dorsiflexion at the ankle. elbow action in pushups/football throw in • knee, hip and ankle action in running, kicking, standing vertical jump, basic squats • shoulder action during cricket bowling (overarm rotation). front somersault/forward roll/running action • 360° twist (ice skating spin)/discus thrower rotating in circle effort cartwheel.	mouth/nose • trachea • bronchi • bronchioles • alveoli. large surface area of alveoli • moist thin walls (one cell thick) • short distance for diffusion (short diffusion pathway) • lots of capillaries • large blood supply • movement of gas from high concentration to low concentration. size/diameter • wall thickness • valves in veins. carrying oxygenated/ deoxygenated blood to/ from the heart • gas exchange • blood pressure redistribution of blood during exercise (vasoconstriction and vasodilation). atria (left and right atria) • ventricles (left and right ventricles). deoxygenated blood into right atrium • then into the right ventricle • the pulmonary artery then transports deoxygenated blood to the lungs	gender • race/religion/culture • age • family/friends/peers • disability. attitudes • role models • accessibility (to facilities/clubs/ activities) • media coverage • sexism/stereotyping • culture/religion/ religious festivals • family commitments • available leisure time • familiarity • education • socio-economic factors/ disposable income • adaptability/ inclusiveness. • financial • clothing and equipment, including footwear • facilities. • Types of media: • television • radio • the press • the internet • social media • performer • sport • official • audience/spectator • sponsor/company. performer • sport • official • audience/spectator • sponsor/company. etiquette • sportsmanship • gamesmanship • contract to compete. • Students should be	agility • balance • cardiovascular endurance (aerobic power) • coordination • flexibility • muscular endurance • power/explosive strength (anaerobic power) • reaction time • strength (maximal, static, dynamic and explosive) • speed monitor improvement, starting level of fitness, requirements, norms of the group/national averages, motivate/sets goals, provide variety to a training programme.

				taught sporting examples of these terms.	
Literacy/ Numeracy/ Cross-Curricular Links		**Literacy/ Numeracy/ Cross-Curricular Links**		**Literacy/ Numeracy/ Cross-Curricular Links**	
Term 1	*Term 2*	*Term 1*	*Term 2*	*Term 1*	*Term 2*
Physical Literacy Skills (Speed, Balance, Coordination, Power, Flexibility & Core strength), Numeracy Skills (HR and intensity percentage, measuring distances, collating data & comparing recordings against other bests), Citizenship (sportsmanship & cooperation), Computing (Use of ICT and digital stills)	Physical Literacy Skills (Speed, Balance, Coordination, Power, Flexibility & Core strength), Numeracy Skills (HR and intensity percentage, measuring distances, collating data & comparing recordings against other bests), Citizenship (sportsmanship & cooperation), Computing (Use of ICT and digital stills)	Physical Literacy Skills (Speed, Balance, Coordination, Power, Flexibility & Core strength), Numeracy Skills (HR and intensity percentage, measuring distances, collating data & comparing recordings against other bests), Citizenship (sportsmanship & cooperation), Computing (Use of ICT and digital stills)	Physical Literacy Skills (Speed, Balance, Coordination, Power, Flexibility & Core strength), Numeracy Skills (HR and intensity percentage, measuring distances, collating data & comparing recordings against other bests), Citizenship (sportsmanship & cooperation), Computing (Use of ICT and digital stills)	Physical Literacy Skills (Speed, Balance, Coordination, Power, Flexibility & Core strength), Numeracy Skills (HR and intensity percentage, measuring distances, collating data & comparing recordings against other bests), Citizenship (sportsmanship & cooperation), Computing (Use of ICT and digital stills)	Physical Literacy Skills (Speed, Balance, Coordination, Power, Flexibility & Core strength), Numeracy Skills (HR and intensity percentage, measuring distances, collating data & comparing recordings against other bests), Citizenship (sportsmanship & cooperation), Computing (Use of ICT and digital stills)

SMSC	**British Value**	**RSHE**
✓ One of the biggest things we promote in sport is enjoyment; this partly achieved through students understanding their own strengths and using these in sport to gain an advantage. Also, through watching and appreciating the work of other students in school and the wider world. Students are encouraged to reflective on their own work in all PE lessons in order to promote skill acquisition. Students are encouraged to be creative in their sports performances and team strategies: whether this is playing a competitive match or performing a routine. ✓ All lessons- reflecting on own performance and how it can be improved ✓ All lessons- enjoying being part of a team and being creative	**Democracy** ✓ Pupils know how to behave in PE in a way that is acceptable socially. ✓ Pupils understand and accept the roles of captain, vice captain, team players, coaches and volunteers. ✓ Pupils can work individually and in teams and make informed choices. ✓ Pupils are fully engaged in all lessons ✓ The extra-curricular programme is inclusive and activities are well attended. **The Rule of Law** ✓ Pupils can play within the rules in any activity. ✓ Pupils can understand the need for rules, adhere to them and	✓ The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise ✓ How and when to seek support including which adults to speak to in school if they are worried about their health ✓ The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress ✓ The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cardio-vascular ill-health ✓ To have the best chances of establishing and maintaining

✓ Students are taught the laws of the games they take part in and are expected to respect these whilst playing. They are also encouraged to take on the role of officials to actively reinforce the laws. Cheating and consequences are also explored. ✓ All lessons- laws are taught and reinforced throughout ✓ All students work in groups or as part of a whole team to promote social skills, such as communication, teamwork, leadership. They must learn to respect their teammates and the opposition; showing tolerance for the less able and how to make those individuals included. Students are taught the importance of sportsmanship and how to effectively resolve conflict. Students often volunteer to as sports leaders for primary festivals and other wide community events. ✓ Sports Leaders- leading primary festivals for all abilities ✓ All Lessons- social skills promoted ✓ All lessons- British values the rule of law, respect and tolerance ✓ During Sports lesson the students are exposed to different activities from around the world and teachers draw students attention towards countries that perform on the world stage. ✓ Extracurricular clubs allow students to play against students from diverse backgrounds to their own. By doing so students learn to accept and respect cultural differences. ✓ Examples of athletes from different background to promote elite role models	can develop rules for activities that they create. ✓ Pupils adhere to and understand the rules of safety. ✓ All pupils can solve problems on their own or with others. ✓ Pupils demonstrate good social skills. ✓ Pupils know and adhere to the rules and social etiquettes related to any type of competition. **<u>Individual Liberty</u>** ✓ Pupils respect individual differences and are confident to express their opinions and respect others' views. ✓ Pupils are able to make judgements about their own and others' performances. ✓ Pupils feel safe in curricular and extracurricular activities and during off site visits. ✓ Pupils use the buddy and mentoring system to build confidence and this is apparent in how they work together **<u>Mutual respect and Tolerance</u>** ✓ Pupils avoid stereotyping groups. ✓ Pupils can articulate their own beliefs. ✓ Pupils respect PE equipment and school buildings/facilities. ✓ Pupils respect the countryside and venues during off site visits. ✓ Pupils know the values of the school and PE, contribute to their development, and accept rewards and sanctions. ✓ All pupils can access competition within and outside of the school and demonstrate appropriate behaviour and regard for rules and regulations	physically active lives both across a broad range of activities and in the long term, pupils will develop secure foundations for movement. To do this, they will build on prior years adequate levels of fundamental movement skills (FMS)

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Adaptive Curriculum Content	Adaptive Curriculum Content	Adaptive Curriculum Content
Applied Anatomy and Physiology (Paper 1: The Human Body and Movement in Physical Activity and Sport) 1. **Accessible Learning Materials** • Provide simplified diagrams and visuals to illustrate anatomical structures and physiological processes. • Offer alternative formats such as audio recordings or tactile models for students with diverse learning needs. 2. **Practical Application** • Incorporate hands-on activities and demonstrations to reinforce key concepts, such as muscle actions and joint movements. • Offer adapted laboratory experiments or simulations for practical exploration of physiological principles. **Health, Fitness, and Well-being (Paper 2: Socio-cultural Influences and Well-being in Physical Activity and Sport)** 1. **Personalized Wellness Plans** • Develop individualized fitness and wellness plans based on students' interests, abilities, and goals. • Provide support for students to track their progress and make informed choices about their health and well-being. 2. **Inclusive Discussions** • Foster open discussions about socio-cultural influences on health and well-being, considering diverse perspectives and experiences. • Create a supportive learning environment where students feel comfortable sharing their thoughts and concerns.	**Movement Analysis (Paper 1: The Human Body and Movement in Physical Activity and Sport)** 1. **Adapted Movement Assessments** • Modify movement analysis tasks to accommodate students with physical limitations or mobility challenges. • Provide alternative assessment methods, such as video analysis or verbal descriptions, for analyzing movement patterns. 2. **Functional Movement Training** • Incorporate functional movement exercises and drills to improve students' understanding of biomechanical principles. • Offer adapted movement tasks that focus on everyday activities and functional fitness goals. **Applied Anatomy and Physiology (Paper 1: The Human Body and Movement in Physical Activity and Sport)** 1. **Accessible Learning Materials** • Provide simplified diagrams and visuals to illustrate anatomical structures and physiological processes. • Offer alternative formats such as audio recordings or tactile models for students with diverse learning needs. 2. **Practical Application** • Incorporate hands-on activities and demonstrations to reinforce key concepts, such as muscle actions and joint movements. • Offer adapted laboratory experiments or simulations for practical exploration of physiological principles.	**Sports Psychology (Paper 2: Socio-cultural Influences and Well-being in Physical Activity and Sport)** 1. **Emotional Regulation Strategies** • Teach practical techniques for managing stress, anxiety, and emotions during sports performance. • Provide opportunities for students to practice mindfulness, visualization, and relaxation exercises. 2. **Motivational Techniques** • Explore strategies for enhancing motivation, goal-setting, and self-efficacy in sports and physical activities. • Offer personalized support and encouragement to help students overcome barriers and stay motivated. **NEA Coursework and Practical Evidence Gathering** 1. **Individualized Project Plans** • Support students in developing NEA coursework projects that align with their interests, abilities, and available resources. • Provide guidance on project design, data collection methods, and ethical considerations. 2. **Flexible Assessment Formats** • Offer alternative assessment options for practical evidence gathering, such as video portfolios, oral presentations, or written reflections. • Ensure assessment criteria are clear and adaptable to accommodate diverse project outcomes.

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		Retrieval, Interleaving, and Revision 1. **Adaptive Study Strategies** • Teach effective study techniques, such as retrieval practice and spaced repetition, tailored to individual learning preferences. • Provide resources and tools for organising and reviewing course materials, such as study guides and concept maps. 2. **Collaborative Review Sessions** • Facilitate peer-led review sessions where students can share and discuss key concepts, questions, and insights. • Encourage active participation and engagement through group activities, quizzes, and discussions.

Adaptive Implementation Practices

This is a summary of the practices used throughout the curriculum.

The 'STEP' framework will be used where suitable in practical lessons
(Space / Task / Time / Equipment / People)

1. **Individualised Instruction**
   - Assessment of Abilities: Conduct initial assessments and mock exams to understand each student's abilities and needs.
   - Personalised goals: Set individual goals that are achievable for each student based on their physical capabilities.

2. **Modifying Equipment**
   - Adaptive Equipment: Use specialized equipment such as lighter or larger balls, adjustable nets, or modified bats to accommodate different abilities.
   - Assistive Devices where necessary: Provide equipment like walkers, wheelchairs, or prosthetics that aid in mobility and participation.

3. **Differentiated Instruction**
   - Task Variation: Offer multiple variations of the same task to match different skill levels. For instance, varying the distance for a throwing activity.
   - Flexible Grouping: Group students by skill level or create mixed-ability groups where students can support each other.

4. **Environmental Adaptations**
   - Space Adjustment: Modify the playing area to be smaller or more confined for students with limited mobility.

- Safety Considerations: Ensure the environment is safe for all participants by removing hazards and providing soft surfaces where necessary.

5. **Alternative Activities**
   - Activity Modification: Adapt traditional sports and activities to be more inclusive. For example, using a balloon instead of shuttlecock in Badminton
   - Inclusive Games: Implement activities specifically designed to be inclusive

6. **Use of Technology**
   - Microsoft Teams: Use of Microsoft Teams to complete and review their assignments
   - Video Modelling: Use video demonstrations to show proper technique and execution of activities.
   - Feedback Tools: Use apps and devices that provide immediate feedback using the HHH assessment model on performance to help students improve.

7. **Peer Support**
   - Buddy System: Pair students with a buddy who can assist and encourage them during activities.
   - Peer Teaching: Encourage students to teach and help each other, fostering a supportive environment.

8. **Instructional Strategies**
   - Clear Instructions: Provide clear, concise instructions and check for understanding. Use visual aids and demonstrations as needed.
   - Positive Reinforcement and rewards: Use positive reinforcement and praise to motivate and build confidence in students.

9. **Inclusive Curriculum Design**
   - Universal Design for Learning (UDL): Design curriculum that considers the needs of all students from the start, incorporating multiple means of engagement, representation, and expression.
   - Variety of Activities: Include a wide range of activities in the curriculum to cater to different interests and abilities.
   - Additional extra curriculum clubs: Include extracurricular clubs that promote our curriculum and also offer further opportunities in some sports that may be more inclusive - boccia

10. **Professional Development**
    - Ongoing Training: Ensure that PE teachers receive regular training on adaptive PE strategies and inclusive practices.
    - Collaboration: Work with SENCO and staff who specialise in SEND needs to develop and implement effective adaptive PE programs and initiatives