Responding to pupil’s needs when teaching Physical Education

The importance of physical education to pupils with learning difficulties Physical education (PE) gives all pupils opportunities to develop their physical skills and to apply those skills in different situations. It also enables personal and group achievements to be acknowledged. In particular, PE offers pupils with learning difficulties opportunities to:

• develop their skills of coordination, control, manipulation and movement

• enhance appropriate areas of health and fitness and contribute towards their physical development

• develop their personal qualities of commitment, fairness and enthusiasm

• develop their thinking, appreciation and evaluation skills

• compete against themselves and others, and take part in challenging activities

• develop their ability to express themselves and be creative

• work individually and as part of a team

• build their self-confidence and self-esteem.

In response to these opportunities, pupils can make progress in PE by:

• Consolidating, securing, tuning and developing fluency in whatever movements and skills they acquire and develop

• increasing the range of skills they use in activities

• improving the control and manipulation of objects

• improving appropriate areas of health and fitness

• knowing the different purposes of different types of activity.

***Acquiring and developing skills***

Acquiring and developing skills begins with pupils becoming aware of themselves and their bodies, tolerating and accepting passive movement, and knowing the different positions and movements they can make. Acquiring and developing skills across the key stages can help pupils to:

• explore, develop and establish basic movement patterns and actions they can make, for example, the development of travelling skills that involve moving from one place to another

• develop coordination and control of their bodies and increase the range of gross and fine skills and movements, for example, whole or part body actions where movements or actions are performed without travelling, manipulative skills that involve the handling and use of objects and equipment

• combine and then sequence movements, linking them fluently

• move spontaneously and improvise in a range of different activities.

***Selecting and applying skills, tactics and compositional ideas***

Selecting and applying skills, tactics and compositional ideas begins with pupils exploring the body movements they can make, developing them and applying them to particular purposes. Selecting and applying skills, tactics and compositional ideas across key stages can help pupils to:

• make choices about what to do and how to do it

• learn to react to stimuli and move appropriately 23046 PE.qxp:23046 Guidelines 6/3/09 09:18 Page 5 6 PHYSICAL EDUCATION

• copy and then repeat actions, for example, using mirrors to watch different parts of their bodies move

• play, use and understand cause and effect games, for example, predicting their own actions, in games such as skittles, boccia and polybat

• perform, then combine and sequence actions and change their performance, for example, responding appropriately to different music and tempos, such as relaxing, fast/slow

• follow and then understand rules

• use equipment safely for a purpose.

***Evaluating and improving performance***

Evaluating and improving performance begins with pupils being aware of what movements they can make, what they can achieve through those movements, and then tuning the movements and varying what they can do with them. Evaluating and improving performance across key stages can help pupils to:

• improve the quality of their own performance and presentation

• develop their skills in communicating thoughts about an activity using their preferred mode of communication and appropriate vocabulary

• develop their listening skills and the ability to collaborate with others and share ideas when exploring different options and possibilities

• adapt and change actions and responses

• become aware of the needs of others

• improve their personal best and develop ideas further

• recognise and cope with personal success and limitations

• appreciate and acknowledge others’ good work

• explore and improve the quality of group work and the monitoring and recording of their own progress.

***Knowledge and understanding of fitness and health***

Knowledge and understanding of fitness and health begins with tolerating pain, maintaining good physical posture and correct positioning, and a willingness and desire to move and exercise.

Developing knowledge and understanding of fitness and health across key stages can help pupils to:

• become aware of the range of activities, including exercise and movement, necessary for their own health and personal well-being, for example, eating, sleeping, hygiene

• establish and develop positive attitudes to exercise and regularly take part in physical activity

• understand the importance of getting ready for, and recovering from, exercise and activity, for example, using repetitive warm up and cool down exercises, getting changed, washing.