

## **Stephen Hawking School Physical Education Policy**

### **Physical Education:**

*'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.'* (National Curriculum, 2014)

### **Rationale: Why we do PE at Stephen Hawking School.**

Stephen Hawking School strives to be a healthy school and PE plays an important role in this. PE is a practical subject that enables all pupils to participate in enjoyable, exciting and challenging physical activities. These, in turn, generate good health, fitness and feelings of contentment. PE provides opportunities for the development of physical, personal, social and intellectual skills and it encourages positive thinking, positive actions, co-operation, tolerance and respect for others. PE promotes the undertaking of exercises that can be continued into adulthood as part of a healthy lifestyle.

### **In particular it offers pupils the opportunity to:**

- develop their skills of coordination, control, manipulation and movement
- appreciate and enjoy moving and achieving in physical activities.
- 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 in different settings
- develop their ability to express themselves and be creative
- work individually and as part of a team
- build their self confidence and self esteem'

### **Differentiation in Curriculum Delivery:**

At Stephen Hawking School we, continue to ensure there is flexibility in the way that we plan and organise PE groups to allow all pupils to be in receipt of high quality lessons that challenge them and are safe but which take account of the varying needs of the school population. Activities and units of work are developed from within the inclusion spectrum model.

### **Curriculum Delivery at Early Years**

Physical development is one of the three prime areas of learning and development in the Early Years Foundation Stage. These three areas are described as being

‘particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive’.

The EYFS Developmental Matters document explains that:

‘Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food’.

There are 2 aspects of Physical Development:

**Moving and handling:** children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

**Health and self-care:** children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

The children in Early Years classes encounter daily opportunities to pursue and be supported in play based activities that include a focus on physical development. We recognise that all areas of learning and development are important and inter-connected and physical development is integrated across the curriculum both inside the classroom and outside in the playground. The EYFS documentation emphasises that:

‘learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.’

Children’s personal physical developmental needs are met in lessons which incorporate their IEP for physical development or independence, therapy programmes such as physiotherapy stretches, and other multi-disciplinary input such as sensory integrations programmes or work with a movement therapist.

One PE session a week is planned for a group of children from nursery and reception classes. Independently mobile children (not necessarily walking) attend a session in the hall where specific skills can be developed. There are opportunities for moving in different ways and negotiating space in a larger environment are provided through gross motor play and some adult led games and activities.

Less mobile children take part in sessions aimed at developing body awareness and opportunities for different movement experiences through co-active movement with adults and the use of equipment.

Some children in Early Years classes have specific sensory integration programmes which take place in the classrooms or in the sensory circuit.

All children in Early Years classes are offered a swimming session every week which develops their confidence alongside their physical skills. Specific hydro-therapy goals may be carried out following the advice of a physiotherapist.

### **Curriculum Delivery at Key stage 1 and 2**

- PE is taught as a discrete subject and programmes of study are modified to ensure all pupils are given relevant and appropriately challenging work. Pupils in Key Stage 1 and 2 follow the programme of study laid out in the School scheme of work.. Our PE scheme of work provides a broad basis for planning work and indicates content. This takes into account progression, continuity and differentiation.
- Class teachers are responsible for planning the lessons they deliver with guidance from the PE co-ordinator and where appropriate physiotherapists.
- Class teachers combine similar ability groups for specific units of work if this is felt to afford the most effective teaching platform and after giving consideration for health and safety issues.
- The PE Co-ordinator is responsible for monitoring standards and quality in PE, this is done by monitoring through lesson observations and feedback sessions with teachers.
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Physical Education in Key Stage 1 and 2 covers all requirements of the National Curriculum and long term planning ensures skill consolidation over the cycle. Areas under study are:

**Dance:** While pupils are supported in developing specific movement skills and combining these into sequences, planning is open to facilitate individual physical interpretations by students to the music they hear. Dance allows pupils of widely different physical abilities to develop skills alongside each other.

**Gymnastics:** This area focuses on development of formal movement skills such as travelling, balancing, use of apparatus following pathways and working with a partner.

**Games:** These sessions challenge students to follow simple rules in playing adapted competitive games as part of a team.

**Athletics:** Inter school competitions are a forum in which we aspire to ensure Key Stage 2 students can use their skills in fun and exciting ways in different forums.

**Swimming:** Stephen Hawking School has its own swimming pool and offers all children swimming at least once a week. The pool is also used by the Physiotherapy team when conducting Hydrotherapy.

**Outdoor and Adventurous Activities.:** All year 6 pupils will be expected to go on a 2 night school journey in a rural location that will include adventurous activities accessible to all.

### **Integration of therapy**

Pupils with profound and multiple difficulties and pupils who are non-ambulant will follow programmes that include regular and specific physiotherapy routines aimed at maintaining and developing movement. Where appropriate Physio programmes are integrated within PE

sessions as well as within other areas of the curriculum. Parallel and modified activities are integral elements to physical education sessions.

### **Health and Safety when delivering the PE Curriculum**

- At the very minimum, staff and pupils must wear appropriate footwear when undertaking any physical activities inside. If this is not possible (and it is safe to do so) then staff and pupils will follow the lessons in bare feet.
- When pupils are using apparatus and moving above floor level then mats must be provided and placed in appropriate positions around the equipment.
- The pupil's abilities and needs must be a key element in safely planning PE sessions.
- Teachers are expected to be aware of medical/physical barriers to individual pupil participation in certain planned activities.
- Swimming lessons will only take place with a swimming instructor or teacher in attendance.
- Outdoor and Adventurous activities that extend the children's experiences significantly will be pursued with trained on site staff.

### **Assessment, Recording and Reporting.**

All pupils are assessed by teacher assessment. Assessment, Recording and Reporting of achievements in Physical Education will be carried out in line with the schools A.R.R policy.