



# STEPHEN HAWKING SCHOOL

## CURRICULUM POLICY

### Physical Education Policy

#### Introduction

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.

#### **During Key Stage 1...**

*"Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations"*

#### **During Key Stage 2...**

*"Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success."*

*Programme of study DfE 2013*

#### **Legal Requirements**

At Stephen Hawking School all children are in receipt of National curriculum statutory directives as stated in DfE guidance of 2013.

In addition children receive appropriate water based instruction throughout their career at school. This includes formal swimming instruction, activities to develop water confidence and activities pursued as an extension of Physiotherapy and Hydrotherapy programmes.

### **During Key Stage 1 pupils should be taught to:**

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

### **During Key stage 2 pupils should be taught to:**

- use running, jumping, throwing and catching in isolation and in combination..
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- perform dances using a range of movement patterns.
- take part in outdoor and adventurous activity challenges both individually and within a team.
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Programmes of study 2013

### **Aims & Objectives**

The Physical Education Curriculum aims to provide pupils with 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'

### **Implementation**

### **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 in the Early Years Foundation Stage.**

“Physical development in the Foundation stage is about improving skills of co- ordination, control, manipulation and movement” -QCA 2001

“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.....”

Statutory Framework EYFS 2017

In the Early Years Foundation Stage (EYFS), all pupils encounter daily opportunities to pursue and be supported in play based activities that include a focus on physical development. These sessions take place both in the classroom and as part of outdoor sessions.

Physical Development is one of the prime areas of learning and development in the EYFS It consists of two areas:

- **Moving and Handling:** developing children's control and co- ordination in large and small movements; moving in a range of ways and beginning to negotiate space safely; handling equipment and tools.
- **Health and self-care:** keeping healthy and safe; developing personal care and basic hygiene skills

Learning is developed through planned, purposeful play and through a mixture of adult –led and child initiated activity. All areas of learning are considered inter-connected and physical development is integrated across the curriculum both inside and outside.

Children's personal physical development needs are met through the incorporation of their Physical Development IEP, therapy programmes such as physiotherapy stretches and other multi-disciplinary input such as sensory integration programmes which support individual children's physical

development and wellbeing.

One physical play session per week is planned where EYFS classes may join together. Planning for children who are independently mobile provides opportunity for specific skills to be developed and opportunities for moving in different ways and negotiating space in a larger environment are provided through gross motor play and adult led games and activities. Planning for children who are not independently mobile children includes sessions that are aimed at developing body awareness and opportunities for different movement experiences through co-active movement with adults and the use of equipment. Specific therapy goals may also be focused on.

### **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.

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.

### **Inclusion:**

The following diagram describes the way in which we adapt and differentiate physical activities to meet children's individual needs as part of a group:



## 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 pupils' 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**

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.

## **Review**

This policy will be reviewed in line with the school's agreed review schedule.