



RIVERSIDE COMMUNITY SPECIAL SCHOOL PHYSICAL WELLBEING POLICY

At Riverside School we see physical wellbeing as a valued and essential part of children's development. We ensure all children are engaging in a range of physical activity, from curriculum PE to daily outdoor learning, in accordance with their abilities and physical needs. We develop the cultural capital for our pupils by providing challenging and stimulating experiences, including 'a wide ranging and meaningful curriculum with an emphasis on communication and language skills (Riverside School Value Statement). Physical Wellbeing is integral to the Riverside vision for our pupils, with children able to 'achieve' through the development of new skills, 'belong' to teams and take part in group activities, and 'celebrate' through certificates and sharing achievements with home.

The DfE state that 'the aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Perhaps even more importantly, 'Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa' (DfE 2021). For this reason this policy sits alongside The Riverside Pupil Mental Health and Wellbeing Policy and has been outlined as such at INSET training.

Intent

We intend our PE curriculum to be progressive by allowing children to develop fundamental skills and apply them to a variety of sports and activities. Best practice and relevant theory tells us that when our pupils are physically active, this can have a positive impact on their physical and mental wellbeing, and ultimately their learning in the classroom. Physical breaks, including sensory activities, and regular outdoor learning are therefore incorporated within our school day.

At Riverside we encourage children to develop a love of sport and physical activity that can be pursued outside of school and in future life. This can be demonstrated by football coaching at lunchtimes, a designated bike timetable and additional swimming lessons. This provides opportunities for children to become physically confident in a way that supports their health and fitness.

We aim to foster an understanding of the values and importance of fair play and being a good sportsman, as well as encouraging children of all abilities to engage and succeed in a range of sports, that may include competitive sports.

We are aware that the pandemic may have led to gaps in pupils knowledge, learning delays and a wider range of starting points. To support pupils during periods of home learning a variety of videos were uploaded to our learning platform to help children engage in physical activities at home. Practitioners also understand that the PE

curriculum must be tailored to best support the developmental needs of their children, as outlined in the following implementation section.

Implementation

We achieve this by:

- Providing opportunities to participate in a wide range of activities both in school and the wider community. These include, but are not limited to: dance; cricket; swimming; yoga; play schemes; intra- and inter-school tournaments and inclusive sports festivals; football; horse riding; athletics; multi-skills; cycling; bouldering; gymnastics and accessible sports such as boccia and new age curling. PE funding is a key vehicle in providing a variety of different opportunities.
- Planning engaging sequences of lessons and tailoring activities to maximise enjoyment and develop key skills through play;
- Understanding how physical activity can be part of our everyday life;
- Using play and break times as an active tool for learning and provision for physical activity;
- Increasing the children's knowledge and understanding of eating a varied and balanced diet, which contributes to a healthy lifestyle. This links with PSHE topics and activities, including themed weeks;
- Ensuring that physical activity provision in school is fully inclusive and allows for the cultural, physical and medical needs of the children. This may include physical exercise breaks throughout the day, adapted equipment and a range of opportunities.
- Using Seesaw online learning (e.g. Clever Bodies videos) to support our physical wellbeing portfolio.

Riverside School actively promotes and provides a wide range of opportunities for physical activity during the school day in the following ways:

- Staff model in a range of play skills and activities;
- Play and sporting equipment is provided at break and lunchtimes;
- Providing opportunities for drama and role play;
- Class exercise / wellbeing targets;
- Educational visits, including residential visits for year 6 pupils and outdoor activity centres;
- Access to an 'adventure playground' and / or 'step and stretch';
- Weekly timetabled slots for bikes and scooters, as well as a designated bike track;
- A minimum of two scheduled PE activities or lessons a week;
- Football club with lunchtime coaching provided by Havant and Waterlooville FC;
- Regular swimming sessions for KS2 pupils to build water safety, confidence and skills;
- Using the outdoor environment - Andy's Wood and the school grounds, in all weathers, with boots, raincoats and sun hats available;
- Whole school initiatives, such as 'Walktober', to promote healthy lifestyles in conjunction with our school travel plan;
- Physiotherapy programmes and occupational therapy programmes;

- Regular hand gym to develop fine motor skills
- Sensory integration.

Planning

- Classes follow a curriculum plan to ensure pupils participate in a variety of sports and have opportunities to develop their skills appropriately and thoroughly throughout their time at Riverside.
- The Physical Education curriculum for KS1 and SLD classes follows an early development programme, aimed at developing key skills using a cyclical programme to support physical development.
- The Physical Education curriculum for KS2 is adapted and developed from the Val Sabin schemes of work, with additional resources used to enhance children's learning experience.
- Whole school weekly timetables are used to allocate slots for PE in the hall and bikes on the track.
- Weekly plans are written by teachers for their own classes. Best practice in the classroom shows that small group activities, with appropriate visual and adult support, can help support focused, accelerated learning, and this is therefore encouraged in PE.
- Additional outside specialist providers are employed to deliver specific lessons (e.g. yoga, Boogie Mites, gymnastics etc) and to enhance the skillset of Riverside staff.

Impact

At Riverside School we attempt to measure the impact of our physical wellbeing policy by using key indicators, which support our understanding of children's individual development and allows for personalised learning.

The following areas are monitored:

- Pupil's motor skills and co-ordination form part of their EHCP where appropriate. This is monitored and planned for through the Annual Review process;
- Pupil's development of skills is assessed during lessons, and at the end of each unit of work, through peer review, internal competitions or teacher assessment for learning. This then informs future planning to develop skills in a progressive manner;
- Pupil's understanding of safe practice is consistently monitored by staff during PE lessons;
- Pupil's development of a sense of fair play and sportsmanship, alongside co-operation and teamwork, is measured through PSHE Learning Steps;
- Sensory Integration programs are provided for specific pupils and their successful impact measured by the adult designated to deliver the program;
- The positive impact of hand gym on fine motor skills is measured through handwriting learning steps.

Pupils with severe and complex needs

At Riverside School we have an acute understanding of the needs of our children, including those with increasingly complex needs. We ensure that PE for children in KS1, or with complex needs (Discovery Pathway), contains the content that has been identified as most relevant to them, and ensure that this content is taught in a logical progression through our early development programme.

Teachers are empowered to teach activities in a cyclical progression, allowing practitioners to address gaps in children's learning and also ensure progression through the activities. This cycle is intended to allow pupils to transfer key knowledge to long term memory, developing on prior learning and working towards clearly defined learning objectives. For some children this may include the use of key skills in competitive sporting situations, such as annual cricket tournaments. For children with more complex needs this may include functional physical skills, that will support their communication, creativity, development and success in day to day life.

Written: June 2022

Shared with Governors T&L committee Autumn 2022.

Next planned review date: June 2024

Shared with staff:

Review:

Appendix

Health and Safety

- P.E. Lessons are expected to be conducted in a secure, supportive and safe manner, whether inside or outside, that demonstrates positive behavior and mutual respect.
- Pupils should learn the green choices (rules) for various activities that will keep them safe.
- Depending on age and ability and where appropriate, pupils should engage in a warm-up and recovery period when exercising.
- Pupils should be appropriately dressed to ensure that they are safe to use the equipment provided in the lesson (children's sensory processing needs should be allowed for and adaptations made accordingly).
- Pupils individual needs are taken into account when planning and delivering any lesson.
- Large gymnastic equipment should be assembled and removed safely by a competent person who has been shown how fixtures and fittings operate.
- Swimming is completed at appropriate facilities and with a trained swimming teacher.
- Bikes are used in small groups and only when pupils are wearing correctly fitting helmets. Hi-viz jackets and elbow/knee pads are also available.
- Bikes are to be safely stored in the bike container and are only removed and replaced with adult supervision.
- Staff trained to Bikeability Level 1 to run enjoyable and safe sessions using correct safety terminology (ABC - Air, Brakes, Chain) to help support children's independence on bikes.

Please see also the Health and Safety policy and attached Physical Wellbeing risk assessment. Swimming risk assessments are written by class teachers.