

Springside School

Area of Learning -
My Physical and Well-being



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Intent

We believe in teaching our learners how to access and enjoy physical activity to promote positive health and well-being as they mature. Key to this is ensuring that learners have maximum opportunities for functional movement each day and support them in adopting a healthy lifestyle as they mature. The Physical and Well-being curriculum is comprised of five key areas;

- Play and other Natural Physical Activities
- PE, Sports and Games
- Aquatics
- Healthy Eating and Healthy Lifestyles
- Good Mental Health and Well-being

This area of learning is taught in the exploratory and Investigative phase as discrete timetabled lessons as well as being incorporated into other areas of learning taught across the school day.

My Physical and Well-being – to encourage movement in all forms to support positive health and well-being both in school and in the home environment. This includes but is not limited to; taking part in the daily mile, access to school bikes and helmets daily, access to playground climbing equipment, focused PE sessions, Maths on the Move, developing positive play skills through physical games and activities, taking part in physical activity within the community such as walking to the park, weekly swimming sessions for year 6 learners, focused PE sessions to develop skills, opportunities for mindfulness activities and yoga as well as weekly cooking sessions to learn about healthy eating and preparing healthy foods.

Coverage

This provides an overview of how we teach our learners to be independent as possible with their Physical Health and Well-being at Springside School, it should be read in conjunction with the 'Curriculum', 'EYFS', 'SMSC and Learner Voice' and 'Behaviour' policies. Whilst this provides an overview of how we teach the Area of Learning relating to Physical and Well-being, due to the nature of physical and well-being, these are also reinforced and taught within every aspect of school life.

Further information can be found within the brochures specific to each phase. This document is written to provide an overview of the overarching aims of the My Physical and Well-being Area of Learning. It should be read in conjunction with the phase brochures and policies for EYFS and each individual area of learning.

Context

Learners at Springside School have a diverse range of learning difficulties and associated special educational needs. The scheme of work utilised 'My Physical and Well-being' is not intended to be taught in a linear manner with each area covered. The scheme is utilised as appropriate to the age, developmental stage, approach to learning required, the individual's prior knowledge and specific areas required as per the Learner's EHC Plan.

Our curriculum is set in the context of Equals multi-tiered curriculum approach, recognising that differentiation from England's (or indeed any) National Curriculum, including the EYFS framework, is not sufficient to meet the needs of learners with profound, complex, severe or global learning difficulties. For these learners, who are all working consistently and over time below or very near the

start of their national curriculum, curricula need to be different rather than differentiated, because the way such learners learn is different, and often very, very different from neuro-typical, conventional developing learners for whom the national curriculum was designed.

The overarching aims are to support the holistic development of all learners in a manner, which is appropriate to their individual needs and abilities and provide a sensitive response to the challenges they face. At its core it is designed to ensure all learners are happy, healthy and safe whilst ensuring they reach their full potential having access to a broad and balanced curriculum promoting independence throughout when considering the importance of physical and mental health and well-being.

Implementation

The My Physical and Well-being Area of Learning has five sections. These are detailed within the Equals scheme of work (differentiated). Whilst there are Learning Intentions and suggested activities, by the nature of the Area of Learning and the Learners at Springside, it may be required to set individualised activities and learning intentions.

Class timetables will detail: Area of learning -> Vehicle to teach the area (Location)

Examples of how my Physical and Well-being is taught within the other areas of learning, although not the main learning objective, as follows:

EXAMPLE 1 – My Independence -> My cooking

Physical and Well-being/ Healthy Eating and Healthy lifestyles

– *Preparing a fruit salad selecting and trying new fruits to chop and add to bowl*

EXAMPLE 2 – My Independence -> My Travel Training

Physical and well-being/Play and other natural activities

– *Learners to walk to the park, increasing their level of physical movement and accessing play equipment in the community to develop their gross motor skills*

EXAMPLE 3 – My English-> Following simple instructions

Physical and Well-being/Play and other natural physical activities

– *To participate in and enjoy different forms of movement, balance and co-ordination based physical activity*

EXAMPLE 4 – My Maths -> Number

My Physical and Well-being/ Play and other natural physical activities

– *Number of laps of the bike track for the daily mile to develop coordination and increase movement*

EXAMPLE 5 – My World -> Festivals

Physical and Well-being/PE, Sports and Games

– *To take part in cultural and religious festival celebration dances - To participate in and enjoy different forms of movement, balance and co-ordination based physical activity*

EXAMPLE 6 – My Play and Leisure -> Structured games

My Physical and Well-being/PE, Sports and Games

– exploring climbing play equipment safely

EXAMPLE 7 – My Play and Leisure -> Mental health and well-being
My Physical Well-being/Good Mental Health and Well-being
- Sharing with others and finding people with similar interests to yours.
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In Discrete Physical and Well-being lessons within classes across the exploratory and investigative phase, this will look different, however the area of learning may be the same, examples of this are:

EXAMPLE 1 – My Physical and Well-being -> Aquatics -> Swimming bathys/hydro
Learning intention – To prepare for entering the water.

EXAMPLE 2 – My Physical and Well-being -> Healthy Eating and Healthy Lifestyle-> Classroom snack time
Learning Intention - To handle, experience and taste (healthy) food that might be unfamiliar to the learner.

EXAMPLE 3 - My Physical and Well-being -> Mental Health and Well-being -> classroom
Learning intention – To identify different emotions in self and others.

EXAMPLE 4 - My Physical and Well-being-> Mental Health and Well-being -> Small hall
Learning intention - To learn how to relax.

Example 5 – My Physical and Well-being -> Physical activities -> Large hall/ MUGA
Learning intention – To actively participate in a range of playground, classroom and indoor hall games.

Example 6 – My Physical and Well-being -> Physical activities -> Large hall/ MUGA
Learning intention – To develop gross motor skills using large play equipment. -> playground/ park

Learning Intentions for the lesson are taken from the scheme of work used, these include equals, the Northern Ireland Curriculum and Birth to 5 Matters - *Beyond this, each individual learner will then have an individual target/ sequence of learning to achieve.*

Objectives

Within all phases EHC Outcomes, through the Personal Learning Plan, annual objectives and termly targets will be considered, referenced and evidenced as appropriate throughout.

Impact

EHC Plans are reviewed at least once annually. These outcomes are broken into smaller, manageable steps on the Personal Learning Plans, these are assessed on an ongoing basis but formally reviewed at least once a term with parents. The progress of learners is also reviewed at least once a term in progress meetings with the Deputy Headteacher (Assessment lead). There are a vast number of skills, concepts and knowledge covered within this area of learning and these are assessed using Springside Steps on our Solar platform.

Progression

Progression within each area focuses on developing the thinking and problem-solving skills of our learners. This is supported through a reducing level of support in a 5-tiered system (further information on this can be found under 'Progression Principles).

The 5-tiered system of progression is:

- 1) Memory building
- 2) Sabotage and recognition of a problem;
- 3) Independent solutions
- 4) Generalisations;
- 5) Self-belief and confidence

These are referred to as sequences of learning on a PLP and in planning. Successfully achieving these will ensure learners meet their EHC Outcome and the learning intention for the lesson/ medium term plan.

Parents

Parents are involved in the designing of the curriculum and outcomes for their child at EHC Reviews and at least termly during progress meetings.