



# Sunningdale School

## **Subject Overview: Physical Wellbeing**

The school is ambitious in its pursuit of the best possible outcomes for its pupils. Sunningdale School is committed to providing a broad and balanced curriculum that remains wholly appropriate to the needs of each learner. A multi-tiered curriculum model is utilised so that content and pedagogy can be closely matched to the needs of pupils. This approach is arranged across 3 theoretical pedagogical pathways that begin on transition from the Early Years Foundation Stage and run through Key Stages 1 and 2 until the pupils' transition to relevant secondary provisions at the end of year 6. The pathways are the Pre-formal Pathway, the Semi-formal Explore Pathway and the Semi-formal Play Pathway.

The subjects taught within each curriculum pathway are closely matched to the developmental needs of the learners accessing that pathway, enabling them to develop the appropriate baseline level of knowledge, understanding and the skills required to access the next pathway approach or to prepare them for life beyond the school, secondary school and adulthood.

Our Physical Wellbeing curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge to build on prior learning and prepare pupils for their next steps. Strong links are made with Preparation for Adulthood (PfA) outcomes and Physical Wellbeing builds cumulatively towards supporting these: Employment, Independent Living, Community Participation, Friendships & Relationships.

The Physical Well-being curriculum is designed to maximise opportunities for functional movement, whenever and wherever possible, continually through each day whilst building the knowledge and skills necessary to support the concept of a healthy lifestyle around how we move, eat, sleep and relax. The emphasis is on developing learners' ownership of decisions which support a healthy active lifestyle.

The key skills and knowledge we want to develop in Physical Wellbeing, are:

- Physical Wellbeing: Pupils choosing to be active and equipping them to be able to make healthy choices throughout their lives. (See Scheme of work)
- PE, Sport Games and Aquatics: Pupils develop physically across a range of sports and activities, applying their understanding and playing sport. (See Scheme of work)
- My Dance: Pupils will have an awareness of self and their bodies and will begin to refine their movements and develop expressive qualities. (See Scheme of work and Sherbourne Schemes of work) *This also appears in Expressive Arts.*
- Physical Activities: Pupils will have fun when taking part in inter and intra competition opportunities. They will be able to use their relationships within the activity and take pride and responsibility in their work and achievements. (See scheme of work)
- Healthy Eating and Healthy Lifestyle: Pupils will have an awareness of healthy choices in relation to food and lifestyle. (See Scheme of work) *This also appears in RSE and Independence.*
- Mental Health and Wellbeing: To recognise and value oneself, recognise differences in people, develop self-esteem and self-confidence. (See Scheme of work) *This also appears in RSE*
- Therapeutic input (for individual pupils): Physiotherapy, Rebound Therapy, Hydrotherapy.

Understanding/Developing Physical Wellbeing supports pupil's development and understanding of British Values. The school promotes British Values through our spiritual, moral, social and cultural learning that permeates through the school's curriculum and supports the holistic development of the child so that they can 'be more'.

Physical Wellbeing supports pupils' ability to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. Physical wellbeing supports this through giving the pupils varied experiences with a variety of different peers and promoting inclusion. We use the School Games Values of **respect**, **teamwork**, **honesty**, determination, passion, and self-belief to underpin the PE and Games section of the curriculum linking to British values.

## **Our Curriculum Intent: Physical Wellbeing**

The Physical Wellbeing curriculum has been carefully designed and sequenced to provide pupils with a secure, coherent knowledge of:

- The concept of a healthy lifestyle based around how we Move, Eat, Sleep and Relax.
- How to develop gross motor skills.
- How to participate in and enjoy different forms of movement, balance and co-ordination based physical activity.
- How to participate in and enjoy different formal, competitive sports.
- How to feel safe, happy, and confident in water
- How to develop a strong, positive, and robust self-image.

At all stages, the curriculum links to previous content and concepts and identifies later links.

The Physical Wellbeing curriculum is carefully planned to ensure concepts are taught in optimal order to support children's understanding. Medium term plans are tailored to the needs of each class, adapting the learning areas and opportunities to the interests, needs and level of learning of the class. They consist of basic mapping of concepts, resources, activities and content link to the termly curriculum connector theme. This is actioned at a pupil level through the use of a highly personalised planning system supported by specific Personalised Learning Plans (PLPs). PLPs are used these to set very small stepped targets across a range of areas (including communication, interaction, emotional development and social skills) so that pupils make consistent progress towards their aspirational targets outlined in their Education Health and Care Plan (EHCP) and linked to Preparation for Adulthood outcomes.

At the earliest stages, the sequence of learning begins with exploring movements. This will be taught following a specific whole school physical development overview. Alongside this taught session these pupils will be developing these skills across the school day and the entire curriculum. At this level these skills will be highly individualised for each pupil. These skills may also link to individual therapy plans.

As Physical Wellbeing becomes more developed the pupils can attend and interact, apply their learnt knowledge and understanding and know how to play a range of specific sports and then put this into practice. At this level the pupils will understand the importance of a healthy and active lifestyle.

Physical Wellbeing prepares pupils for future learning and transition to Key Stage 3 by working towards the preparation for adulthood outcomes. These outcomes will be relevant for the pupils entire lives.

- Learner will be equipped with the knowledge to make healthy physical and mental lifestyle choices in how they move, eat, sleep and relax.
- Learner will access regulatory activities to support them to concentrate and maintain focus in the classroom, into secondary school and adulthood.
- Learner will participate in physical activity they enjoy in accordance with their physical/medical capabilities.
- Learner will be able to participate in sport, team games, after-school clubs and weekend activities they enjoy in accordance with their physical and medical capabilities.