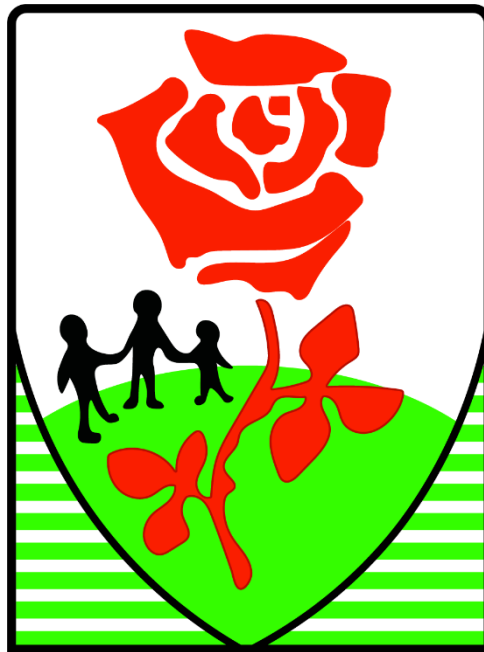


Rosehill School

Physical Education Policy



Policy Lead:	PE Lead
This policy was written on:	July 2024
Approved:	Approved at Full Governing Body Meeting 11.12.2024
It is due for review on:	July 2026

This Policy should be read in conjunction with the Intimate Care Policy. The school completes Showering & Bathing Risk Assessments and Intimate Care Management Plans as required.

Rosehill School

Physical Education Policy

Extract: Whole School Curriculum Policy

Curriculum Vision

Rosehill aims to deliver an enriching, challenging and highly personalised curriculum that promotes learners to achieve the best possible outcomes and reflects the world the children and young people live in today.

Through inclusive cross-curricular and engaging experiences, the children will foster a passion for learning, developing them academically, socially, emotionally and physically, in order to fulfil their true potential and participate fully in society.

Overview

At Rosehill, we have worked hard to tailor our curriculum to be exciting, broad, balanced and innovative, specifically designed to meet the needs of children and young people with autism. Our pupils have an extremely wide range of associated learning needs as well as a complex profile of additional needs.

Our Curriculum offers a positive and supportive framework that helps our learners receive an education that enables them to fulfil their aspirations and to become active citizens.

Key Aims

Enable learners to:

- **Communicate as confident individuals and interact with the people around them** (to become as independent as possible and enjoy being with others)
- **Stay safe and healthy as responsible citizens** (leading safe, healthy and fulfilling lives and making positive contributions to society)
- **Be successful learners and to do things for themselves and make good choices** (enjoying school and life beyond school, making good progress and achieving a range of personal outcomes i.e. qualifications)

All curriculum subject policies, ensure that these core aims are at the heart of learning and teaching plans.

Vision Statement

At Rosehill School, we pride ourselves on providing a high-quality Physical Education curriculum that inspires every child to succeed; promoting excellence and equality for all. We believe that all our children should leave the school physically literate, with a memorable experience of engaging in physical education and sports, as well as experiencing a range of challenging and enjoyable active opportunities; developing independence skills, making healthy choices, looking after our mental health and promoting positive wellbeing and developing a passion for physical activity and sport.

At Rosehill, we offer all pupils a broad and balanced curriculum that is appropriate for their needs, levels of learning and promotes lifelong involvement in physical activity. Through lessons that are planned to a scheme of work adapted to the needs of children and young people with autism each child is suitably challenged to improve their gross and fine motor skills whilst also engaging in vigorous exercise. We also see the value in developing the whole person and therefore always emphasise the need to have a focus on their personal, social, moral and emotional well-being.

Aims of Physical Education at Rosehill

- To provide opportunities for vigorous exercise and the development of core physical skills throughout the school week
- To acknowledge the importance of early developmental skills of fine and gross motor skills, agility, balance and coordination, which are the foundation stones for all other learning
- To create challenging and engaging activities, appropriate to each pupils' individual needs and abilities
- To develop a sense of fun, and talent spot individuals
- To foster an enjoyment, and promote positive attitudes towards an active and healthy lifestyle, fitness, health and hygiene
- To develop increased confidence and competence in a wide range of activities
- To foster an appreciation of physical exercise and movement activities to increase wellbeing and participation
- To maximise on pupil's individual abilities and self-esteem, and to promote working in pairs and teams
- To develop an ability to adapt and apply knowledge, practical skills and concepts in a variety of movement-based activities
- To develop communication skills, to promote effective co-operation and to communicate positively towards others
- To promote independence and safety in different areas of the school
- To teach pupils to plan and evaluate their actions and performance
- To give our pupils the opportunity to try new activities, develop new skills and grow in confidence through an outdoor education programme
- For our post-14, to extend and enhance leisure and recreational opportunities within and beyond the school setting
- To follow the Olympic and Paralympic legacy by continuing to follow the values and ethos throughout the school and maintaining a knowledge of our country's sportsmen and women, including major sporting events.

The Importance of Physical Activity

Regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being. Regular physical activity reduces the risk of premature death in general and of heart disease, high blood pressure, colon cancer and diabetes. Promoting a physically active lifestyle among children and young people is important because (Department of Health):

- It can help increase pupils' capacity to learn
- It improves coordination skills, endurance capacity, muscular strength, body weight, and blood pressure
- It helps lay the basis for being regularly active throughout life.

For children and young people with autism, physical activity has particular importance in dispersing excess energy and releasing endorphins into the body boosting confidence and a sense of well-being. Physical activity at Rosehill focusses on developing fundamental skills of body awareness, agility, balance and coordination as well as improving fine and gross motor skills, social skills such as turn taking, communication and teamwork. It also has a key role in developing and stimulating neural pathways which in turn can improve memory, concentration and impulses, therefore meaning they increase their readiness to learn in the classroom and maintain on-task behaviour patterns.

Every pupil should therefore have access to PE every week, as well as the opportunity to take part in other physical activities outside of the curriculum.

Physical Activity at Rosehill School

At Rosehill all pupils across the school (EYFS – KS5) receive at least 2 hours of physical activity per week, meeting the government requirements. In most cases they take part in more, and to do this physical activity is provided by the following:

1. School ethos
2. Delivering of PE across the whole school
3. Physical Education lessons
4. Cross curricular links and special events
5. PE Schemes of Work
6. PE lesson structure
7. Assessment of PE
8. PE kit
9. Hall and outdoor running and Wake and Shake
10. Rebound Therapy
11. Sensory Circuits
12. Swimming lessons for KS2
13. Outdoor and adventurous activities
14. Outdoor gym (onsite)
15. Staff Continued Professional Development
16. Accessibly plan and adequate facilities
17. Celebrating successes and achievements (e.g. through assemblies, certificates, rewards)
18. Monitoring and evaluating

School Ethos

Every pupil at Rosehill will have the opportunity to be physically educated. They will develop fundamental skills and improve their knowledge and understanding of sport, physical activity and health, whilst also maintaining and improving their physical fitness through vigorous exercise. They will be suitably challenged with activities and tasks that are appropriate to them as individuals and as a group, thus being inspired to enjoy being active and lead an active healthy lifestyle.

Physical Education Lessons at Rosehill

Each pupil has 1 hour of timetabled Physical Education a week delivered by trained staff, including a PE specialist who is qualified in Rebound Therapy. PE lessons have a clear focus on the fundamental movement skills, as well as a need for vigorous exercise. Once achieved pupils will aim to work in pairs and develop sport specific skills and an understanding of rules of games, and health and fitness.

All pupils are able to access PE lessons through learning objectives and tasks that are appropriate to their stage of learning enabling them to progress in gross and fine motor skills which support many actions they need to develop for adulthood. With the support staff and resources, we aim to develop an enjoyment of activities which lead to improved lifelong health and self-confidence as well as social interaction with others.

PE throughout the year is broken up into 6 modules, 1 for each half term. They are led by the PE specialist who works in conjunction with the class teacher and support staff. They are based on the fundamental movement skills of travelling, balance, coordination and spatial awareness. Where appropriate pupils should concentrate on strengthening these core skills before they progress onto ball skills, games, specific sports and tactics. This therefore is the main focus at the start of the year to prepare the pupils for the units later on. Staff must feel confident to focus on core skills for pupils who have particular gross motor skills weaknesses. A fundamental skill-based delivery is an ideal way of improving our young people's physical abilities because they are singular concepts, child-centred, and can be very repetitive which helps them to develop their basic skills.

Across Key stages 1-4 the National Curriculum for Physical Education sets out to deliver the following in terms of developing skills and knowledge.

- a) Develop competence to excel in a broad range of physical activities
- b) Are physically active for sustained periods of time
- c) Can engage in competitive sports and activities
- d) Lead healthy, active lifestyles

By the end of each key stage pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant program of study.

In accordance to our children and young people at Rosehill this means 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.

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.

Later on, 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.

Pupils at this stage 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].

- 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.

PE Schemes of Work

PE lessons are planned according to their key stage and ability levels. We use the Equals Scheme of work for whole school. Often lessons are repeated with small adjustments to enable the pupils to familiarise themselves with the activities and expectations and over time we will see progress.

Equals- Scheme of Work

This Schemes of Work have been written by teachers who have expertise in Special Education. It focuses on pupils working with the full range of the P Scales and the early levels of the National Curriculum. The information has also been developed by groups of teaching professionals, including Head Teachers and School Inspectors. It looks at more sport specific activities with an underlying focus on developing fundamental movement skills.

PE Lesson Structure

PE lessons have a rigid structure supported with PEC symbols and clear guidelines of the activities the pupils will be engaged in. At the start of each lesson pupils enter the changing rooms calmly and are encourage to change independently into their PE kits. Once changed the pupils are escorted to the hall where they take part in a 3-part lesson, as follows:

1. Warm up and stretching
2. Main focus activity and holing activities
3. Cool down

Once the lesson is complete pupils in middle and upper school are escorted to the changing rooms where they are expected to shower and change encouraging independence. At Rosehill we believe that the time spent in the changing rooms is vital in order to develop life skills that will aid them through school and ultimately into adulthood. We value educating the pupils about personal hygiene and expect all pupils to have a change of kit for PE and to have a shower after.

Delivering PE at Rosehill School

A summary of key issues to be faced:

- Sensory Issues: Children and young people with autism may experience initial difficulties in physical activity programs because of inability to cope with the variety of auditory, visual, and tactile stimuli in wide-open spaces.
- Environment: As well as the sensory issues from wider, open spaces, pupils will it hard to define the space, therefore leading to unpredictable behaviour (in the hall/ gym and changing rooms).
- Gross Motor Difficulties: Balance and coordination are often areas of weakness for our pupils, and so copying actions can be a very complex task.

- Social Difficulties: Co-operation, turn-taking, sharing, negotiation and understanding rules present challenges to our pupils. Social skills need to be modelled during PE as well as the physical skills to be practiced.
- Speed and Skill Acquisition: Due to the nature of autism, acquiring, practising and retaining skills can take a very long time; the curriculum has been developed to reflect the need for some pupils to focus on a small selection of skills each year.
- Communication: Interpreting requests and processing instructions will often take longer for pupils; some ideas such as balance shapes may seem very abstract.
- Difficulties with Generalisation: Some skills may need to be re-learnt in the PE environment as the ability to transfer skills learned in the classroom can be limited.

It also may be useful to think of breaking a task down using the following elements of the task;

STEP:

- **Space** – where is the activity happening –can I create spaces to make the pupil feel secure, and know what they should be doing? Is the space appropriate for the activity taking place?
- **Task** – what is happening, are the tasks appropriate for the ability of the pupil? Have I broken the activity down to the skill level of the pupil?
- **Equipment** – what is being used? Is the size, shape, weight of the equipment appropriate for each pupil? Have I provided a range of equipment to vary the task and make it accessible for all pupils in the class?
- **People** – who is involved? Does the pupil need any specific equipment or support? What type of learner are they? Have I provided enough support visually and verbally?

When teaching PE, and even more so to those with special needs, modelling and demonstrations are essential. It is therefore very important pupils can see how it is done. It may also be appropriate to manipulate the student so they can feel the right way to achieve the learning outcomes. The children at Rosehill often have difficulty with their proprioception and kinaesthetic awareness and therefore struggle feel the right way to move their bodies. By doing this repeatedly pupils will be able to build up muscle memory.

Assessment of PE

Assessing pupils with autism can be varied. Pupils with autism tend to make small steps which are why lessons are often repeated or varied slightly.

Lessons are assessed according to national curriculum guidelines where pupils acquire and develop new skills and try to implement them into small group games. PE lessons are based around fundamental skills using sport as a vehicle to improve their balance, coordination, agility and strength. We also try to develop their social skills such as communication, learning to wait their turn and ability to follow instructions. These also form part of the assessment process. Pupils are assessed in Rebound, they work from level 1-7.

PE kit for pupils

All pupils are required to bring a PE to school to wear for PE lessons. This must be a change of clothes to what they wear to school as during PE they are likely to sweat.

The pupils are expected to bring:

- Plain white t-shirt
- Dark coloured shorts or tracksuit bottoms
- Trainers
- Sports jumper/jacket if it is cold

Jewellery must not be worn during PE lessons for health and safety reasons.

PE kit for staff

All staff are required to wear appropriate sports wear and trainers for PE lessons.

Promoting Personal Hygiene (Showers)

All pupils in middle and upper school are expected to have a shower after PE lessons. This is an essential part of their routine, and as a life skill makes pupils to be aware of their health and hygiene readying them for life outside of school and thus making them more independent.

The school will provide towels, shower gel/ soap and body spray/roll on. If parents wish for their child to use a specific soap (for allergy reasons for example) this should be provided by home. We may also provide pupils with hair gel but this is not essential.

See Intimate Care Policy and Showering and Bathing Risk assessment for details regarding health and safety in relation to personal hygiene routines.

Hall and Outdoor Running, Wake and Shake and Activate

Physical exercise is an integral part of Rosehill School life to help improve fitness and concentration levels. The following activities are incorporated into the daily timetable:

- **Hall Running:** Held in the school hall each year group has a timetabled slot to take part in the week. Sometimes, this is also held outside if the weather allows it to. Pupils are required to take part in running and stretching activities to prepare pupils for the day ahead.
- **Wake and Shake:** Held in school department clusters pupils take part in a movement to music activity to encourage improvements in fitness, coordination and concentration levels. Using action songs and carefully choreographed music it is also fun improves social awareness.
- **Activate:** Held in classrooms in the morning and afternoon the school uses a Val Sabin Scheme of Work with videos and music played on the interactive smartboards. These pieces of work encourage the pupils to stretch and improve their coordination.

Rebound Therapy

Rebound therapy is therapeutic exercise for individuals with a range of physical and learning disabilities on a trampoline. It is provided by an experienced, specially trained instructor.

Rebound therapy is a physical therapy which utilises a trampoline in order to develop and promote motor skills, body awareness, balance, coordination and communication (Rollings 2005).

Used as part of PE lessons as well as forming an important part of the day for those pupils on an individual timetable and with particular proprioceptive needs, Rebound Therapy, using the trampoline, is an extremely motivating activity. Its strengths are many; it is used to facilitate movement and coordination skills, promote balance, increase or decrease muscle tone, promote sensory integration, improve communication skills and improve fitness levels. It is beneficial for all abilities, for those who prefer to sit down to practice skills, or those who can aspire to different types of jumps and routines.

Rebound Therapy is taught by our PE Coach who is a fully qualified rebound member of staff who take a lead role in the session, however non-qualified staff are encouraged to support the children either on the trampoline or as a spotter.

The following rules are adhered to when taking Rebound Therapy sessions:

- 2 spotters are used on the long side of the trampoline
- End decks are used
- Crash mats are placed around the outside of the trampoline
- Socks are worn at all times by those on the trampoline
- Jewellery is not allowed to be worn on the trampoline
- Entry onto and off the trampoline is by the steps only

Swimming Lessons for KS2 pupils

Swimming at Rosehill School is considered very important for pupils' development. Swimming lessons have a focus on improving water confidence and swimming ability. We also see huge benefits in targeting sensory needs, for example buoyancy and more freedom to move limbs in the water.

Pupils in KS2, 3 and 4 have access to allotted swimming session once a week for two terms. The swimming scheme of work is based on the ASA School swimming program of work which are used by Nottingham City Council, however it has been adapted to meet the needs of the pupils at Rosehill School. School staff supports the pupils in the water following objectives set by the lead teacher/staff. Pupils work towards school swimming program certificate. (See Swimming Scheme of Work for more details).

Accessible and Adequate Facilities

The school endeavours to ensure the cost-effective provision of adequate spaces, facilities, equipment, supplies, and operational budgets that are necessary to achieve the objectives of the physical activity program.

Celebrating Success

Celebrating success is an important part of school life so pupils are able to identify what they have done well. It is important to increase their self-esteem, confidence levels which in turn will make them more motivated to take part, which is something pupils with autism can lack.

We celebrate success in many ways including through the giving of certificate, focussed assemblies, celebration events. We also have sports day and inter school's sports day where the children access a variety of sports.

Monitoring and Evaluating

The Physical Education lead provides leadership and management to develop and monitor the Physical Education Policy.

The coordinator will monitor levels of participation, and activity inside and outside the curriculum regularly and make appropriate adjustments. They will consult with pupils and staff to identify barriers to participation and ensure that a broad curriculum is available that promotes physical activity for all pupils to participate in.

The school has in place, a comprehensive Primary PE Sports Funding Grant Action Plan. The action plan is monitored and outcomes are reported to the school community on an annual basis. Follow this link for further details [Rosehill School - Pupil Premium, PE and Sports Premium and Other Grants](#)