



Whole School Intent

We inspire by enabling all pupils to be as physically independent as possible. Pupils' physical strengths and goals are identified by families, class staff, MOVE coordinators, physiotherapists and/or occupational therapists. Through providing engaging lessons suited to all individual needs, taking part in rebound therapy, hydrotherapy and local physical events, through the Derby Opportunity Area, Derby University and the MOVE programme. We also participate in the Motor Activity Training Programme which encourages students to understand they are all athletes at every level of ability. We are aspirational in ensuring pupils can explore their world, mastering purposeful movements and fundamental physical skills, such as head control, sitting, standing and walking.

We nurture by ensuring the physical curriculum is an everyday part of our learners' lives, providing opportunities to move and access a range of physical activities both in school and the wider community, such as hydrotherapy, swimming, soft play, dance and yoga. We support our students with regular positional changes to engage in lessons through the day. Massage is used alongside stretches and positional changes as an activity to support with loosening of muscles and easing stiffness, it also supports body understanding and proprioception.

We empower our students to be as physically independent as they can be by developing fundamental movement skills, supporting students to become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others to promote a healthy active lifestyle. These opportunities instil a love of PE, promoting social inclusion, improving children's health fitness and mental wellbeing as well as supporting cognitive and communication development.

Intent

EYFS	Key Stage 1 / 2		Key Stage 3		Key Stage 4 / 5	
	Pre-formal	Semi-formal	Pre-formal	Semi-formal	Pre-formal	Semi-formal
Children begin their physical development journey in EYFS where pupils start with consolidating	Pupils are supported to learn new knowledge and skills and to explore their world by	Pupils are encouraged to learn new knowledge and skills to progress their physical abilities. Pupils are	Pupils are supported to develop and maintain purposeful movements. We encourage independence, support students to	Pupils are encouraged to learn new skills becoming competent and confident athletes. Pupils	Pupils are supported to develop and maintain purposeful movements, regardless of	Students will develop competence and interest in a broad range of physical activities with a focus on



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<p>and mastering their existing physicals knowledge skills. Where appropriate, pupils are supported to learn new knowledge and skills. We encourage our pupils to be curious and confident movers, who explore different objects and environments as independently as possible</p>	<p>beginning to develop purposeful movements. Pupils are encouraged to develop their independence, protect their body shape and improve general health and morale. The physical curriculum is an everyday part of our learners' lives and will include; eye/hand coordination and fine motor control, posture, spatial awareness and orientation and movement.</p>	<p>encouraged to develop purposeful and fundamental physical skills such as sitting, standing and walking. Pupils will begin to develop basic movements such as, running, jumping, throwing and caching. They will begin to develop their balance, co-ordination and agility.</p>	<p>protect their body shape and improve general health and morale. The physical curriculum is an everyday part of our learners' lives and will include; eye/hand coordination and fine motor control, posture, spatial awareness and orientation and movement.</p>	<p>will participate in group activities to begin to develop concepts of fairness and of personal and social responsibility. Pupils are encouraged to develop basic movements such as, running, jumping, throwing and caching. They will begin to develop their balance, co-ordination and agility. They will begin to apply this knowledge in a range of contexts, taking part in competitive sporting events.</p>	<p>success in a variety of engaging contexts in and out of school. We encourage independence, support students to protect their body shape and improve general health and morale. The physical curriculum is an everyday part of our learners' lives and will include; eye/hand coordination and fine motor control, posture, spatial awareness and orientation and movement.</p>	<p>independence. To empower our students to lead healthy, active lifestyles. To participate in group activities and team games and negotiate space and obstacles safely, with consideration for themselves and others.</p>
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Implementation						
EYFS	Key Stage 1 / 2		Key Stage 3		Key Stage 4 / 5	
	Pre-formal	Semi-formal	Pre-formal	Semi-formal	Pre-formal	Semi-formal
Physical activities are embedded into the daily routine of all pupils. Children at the earliest stage will need to have movements presented to them in a familiar environment with support and reassurance from well-known staff. Physiotherapy programmes including standing and mobility where applicable. Children will have opportunities to practice fine	Pupils will have opportunities to proactively control the world around them using their bodies. Robust and detailed physiotherapy programmes including standing and mobility. The exploration of materials such as through art activities offers the opportunity for our learners to work on things such as grasp, manipulation, feel, taste etc. which form the focus of the	As pupils become more aware of their bodies and what they can do to control the world around them the range and variety of movements is increased. Pupils will have access to soft play sessions and take part in the MOVE programme. All pupils will participate at least once a week in the school Daily Mile and begin to take part in basic games to begin to develop their	Pupils will have opportunities to proactively control the world around them using their preferred methods. Robust and detailed physiotherapy programmes including standing and mobility. The exploration of materials offers the opportunity for our learners to work more independently on things such as grasp, manipulation, feel, taste etc. which form the	Pupils will be given opportunities to participate in a variety of gymnastic, athletic, dance, games and swimming activities. All pupils will participate at least once a week in the school Daily Mile and take part in games to develop their balance, co-ordination and agility. Robust and detailed physiotherapy programmes including	By having physical education as a key part of our curriculum we can help to maintain pupil's physical abilities, hopefully improve movement problems and support students explore the world for themselves. All students will participate at least once a week in the school Daily Mile. Robust and detailed physiotherapy programmes including	Pupils will be given opportunities to participate in a variety of gymnastic, athletic, dance, games and swimming activities including working with outside agencies e.g. dance teachers and within the local community. All students will participate at least once a week in the school Daily Mile and take part in games with a focus on independence



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<p>motor movements will come through switch work and through the manipulation of any materials and objects that are motivating to our pupils, whatever they are.</p>	<p>activity as opposed to the production of artwork, it is the exploration and the physical practice that's important. Opportunities to practice fine motor movements will come through switch work and through the manipulation of any materials and objects that are motivating to our pupils. Massage, physical literacy and movement to music in school, for example, through Physibods, supports with building muscle</p>	<p>balance, co-ordination and agility. Robust and detailed physiotherapy programmes including standing and mobility.</p>	<p>focus of the activity as opposed to the outcome, it is the development of exploration and the physical practice that's important. Opportunities to practice fine motor movements will come through switch work and through the manipulation of any materials and objects that are motivating to our pupils. Massage, physical literacy and movement to music in school supports with building muscle memory and improvement of both gross and</p>	<p>standing and mobility.</p>	<p>standing, walking in a pacer, box sitting and other mobility programmes.</p>	<p>to develop their balance, co-ordination and agility. Robust and detailed physiotherapy programmes including standing and mobility.</p>
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Physical Development Curriculum



	memory and improvement of both gross and fine motor control.		fine motor control.			
Impact						
EYFS	Key Stage 1 / 2		Key Stage 3		Key Stage 4 / 5	
	Pre-formal	Semi-formal	Pre-formal	Semi-formal	Pre-formal	Semi-formal
Students will have opportunities to begin to explore physical movement, both structured and non-structured and to develop their confidence in moving and exploring using their bodies. Where appropriate, the pupils will begin to tolerate new positions in and out of a wide range of	Students will access a wide range of physical experiences which will help to maintain good postural management. They will experience a range of sporting and physical activities, relevant to the age and ability of the pupils. Pupils will be encouraged to practice new positions in and out of a wide	Pupils will experience engaging and fun physical sessions, in the classroom, hall, playground and within the local community. All pupils are given opportunities and support to demonstrate improvement and to achieve their personal best.	All students will be assisted to maintain postural care management. To develop or maintain gross and fine motor control, mobility and/or transitions and to access meaningful physical activity and sport. Pupils will begin to practice new positions in and out of a wide range of equipment and wheelchairs.	Providing a physical outlet supports mental health and wellbeing — while interaction and involvement through team games with other students will help to give children a sense of accomplishment and confidence, thus improving self-esteem.	Students will be encouraged to develop mental, emotional, physiological and spiritual wellbeing and to have a sense of belonging. Being healthier in mind and body can assist students to become more resilient and improve wellbeing. Pupils will continue to tolerate new positions in and out of a wide range of	Students become proud of sporting achievements and are encouraged to become active adults to support with their wellbeing. Students will have access to new sport games/activities that they may wish to pursue in the future as part of their preparation for adulthood.



Physical Development Curriculum



equipment and wheelchairs.	range of equipment and wheelchairs.				equipment and wheelchairs.	
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