



PE in the EYFS Physical Development Curriculum Pathway

Wilson Stuart School
A Special Academy



Rationale:

Physical Education (PE) and Physical Development (PD) are a fundamental part of education at Wilson Stuart School, it is made up of three strands across the curriculum: PE/PD Lessons, Swimming and Physical ME in 45. It is more than just physical activity it about is educating each student through the physical and developing their understanding and skills. Its focus is specifically on improving and embedding essential life skills that will support each student to becoming as independent as potentially possible.

"To provide quality experiences that grow young people's confidence, competence and motivation to be physically active for life, in a way which supports their health, wellbeing and supports them to meet the demands of their environment."

It is our INTENT to deliver child centred PE curriculum which has an emphasis towards a fundamental skills-based approach, to develop their sensory and motor building blocks for learning to support them with their development towards adulthood. Students will be encouraged to develop an understanding for a healthy active lifestyle through a broad and balanced programme of adapted sports, activities and physical development programmes which will aim to engage and include all students to work and achieve together, developing transferable skills which can be applied to all areas of their learning journey.

We will be committed to inspire and challenge our children to become as independent learners as possible who value and respect themselves and others. All the intent links to the bigger picture of our school aims and values of preparing each student for adulthood and their individual personal development through our golden thread CIRCLE.

This knowledge, skills and positive character strengths will be IMPLEMENTED and developed in a PE supportive environment, with positive role models facilitating their learning through a broad and balanced curriculum that is personalised for their individual needs.

The IMPACT of pupil progress and success will be achieved by knowing each child's needs, making them feel safe and valued to learn at their own pace and level, ensuring that as they learn they know how to improve and realise what they need to do to be physically literate.

Physical Development in the 'EYFS' Pathway

Intent	Implementation	Impact
<p>Through the EYFS Pathway, we aim to ensure that students are:</p> <p>Encouraged to be curious and confident movers, who explore different objects and environments as independently as possible.</p> <p>Provided with a safe and supportive environment for them to flourish in a range of different physical and mental activities which are essential in supporting their physical, emotional, social and cognitive development.</p> <p>Happy and comfortable when working with staff when developing their physical ability, for example, physio, standing and mobility.</p>	<p>Having a daily routine of physical movement and development – reinforcing the characteristics of good physical and mental health/exercise and going outdoors.</p> <p>Physical Development (Using the Move Programme) and Play</p> <p>Students are encouraged:</p> <ul style="list-style-type: none"> • To develop control over the body, particularly muscles and physical coordination. • To learn new skills in a safe environments. • To explore their own body and senses. • To develop kinaesthetic senses. • To explore the surrounding world. • To develop fine and gross motor skills. • To participate in Physio programmes including standing and mobility where applicable. • To experience interaction with others. • To learn about social interaction. • To make friends. • To have fun. 	<p>The impact of the EYFS Pathway provision is demonstrated through the development of students who:</p> <ul style="list-style-type: none"> • Are developing their confidence in moving and exploring using their bodies • Tolerate new positions in and out of a wide range of equipment and wheelchairs. • Enjoy being physically active. • Will have opportunities to begin to explore. physical movement, both structured and non-structured. • Will travel confidently and safely around their environments. • Will be willing to try new physical activities. • Have begun to embed their fundamental fine and gross motor skills. • Will be confident when exploring large body movements.