Games Policy

Clarity Independent School

Bridge Barn Farm
Woodhill Road
Sandon
CM2 7SG

Clarity Independent School is committed to safeguarding... "Our school is committed to our whole-school approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do, and underpins all systems, processes and policies...We promote an environment where children and young people feel empowered to raise concerns and report incidents and we work hard in partnership with pupils, parents and caregivers to keep children safe."

Clarity Safeguarding Policy September 2026

Written by Sam Powell

Written: October 2025
This is version [2.1]
Update: September 2026
Updated by: Sam Powell

Bridge Farm Barn, Woodhill Road, Sandon, Chelmsford CM2 7SG Tel: 01245 408 606 Email: admin@clarity.essex.sch.uk DfE number: 881/6073

1. Policy Statement

At our school, physical education is reimagined through the Games programme - a movement-led initiative designed to inspire joy, confidence, and creativity in every pupil. Rooted in the principles of inclusivity, playful engagement, and holistic wellbeing, Games offers a dynamic alternative to traditional PE models.

This policy supports the delivery of regular games-based sessions that priorities fun over formality, remove pressure around performance, and encourage all pupils to take part in movement that feels meaningful and accessible. Through imaginative, low-barrier activities and systemic staff-led modelling, Games provides every student - especially those with SEND, with opportunities to express themselves, connect socially, and benefit emotionally and physically from playful motion.

We recognise the powerful link between movement and wellbeing and aim to embed physical activity not only through weekly sessions but also through daily active resets - short bursts of movement designed to support focus, emotional clarity, and sensory regulation. These moments, along with seasonal outdoor events, gardening initiatives, and curriculum-linked activities, ensure movement is meaningfully integrated across school life.

Games also retains space for traditional sports formats, celebrating structure where it's welcomed, while inviting a more creative, curious approach to physical education. This policy ensures Games is delivered safely, consistently, and responsively - adapting to the evolving needs of our pupils while fostering a culture of collaboration, exploration, and joy.

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2. Aims & Objectives

Games exists to redefine physical education at our school. Not as a performance-based curriculum, but as a joyful, inclusive experience that encourages movement, curiosity, and connection. This initiative recognises every pupil's right to engage in physical activity in a way that suits their emotional, sensory, and physical needs.

Aims

- To foster a positive relationship with movement for all pupils, especially those with SEND or low confidence in traditional PE settings.
- To use play as a tool for developing emotional resilience, self-expression, and social communication.
- To increase daily physical activity in a fun, low-pressure environment, promoting mobility, mood stability, and overall, wellbeing.
- To offer pupils opportunities for active resets throughout the day, building healthy routines for focus and regulation.
- To build a culture of collaborative physical engagement, where students, staff, and the wider community contribute and participate.

Objectives

- Deliver 2-4 structured games sessions per week for every pupil, complemented by short daily movement breaks. This varies between classes sitting exams and classes that are not sitting exams.
- Maintain a living Games Resource Pack filled with adaptable, engaging activities for staff to choose from based on pupil need and energy levels.
- Encourage use of outdoor spaces - including the farm field and garden area - as extensions of the classroom, linking games with science, cooking, and seasonal events.
- Ensure all Games activities can be tailored to pupils' needs, offering sensory-friendly and inclusive variations.
- Train and empower staff through a systemic delivery model, where teaching and mentoring create a shared foundation for playful movement.
- Host termly seasonal events (e.g. Sports Days, nature walks, water games) that celebrate creativity, teamwork, and spontaneous fun.
- Retain elements of traditional sport for pupils who thrive in structure, while encouraging flexible, exploratory play for others.
- Embed feedback loops through pupil voice, staff reflection, and regular updates to practice and policy.

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3. Structure of Games

Games is designed to be a flexible and responsive movement framework, woven into the weekly rhythm of school life. The games coordinator leads all games sessions from the Games resource pack. If, during that session, pupils engage but decide the activity isn't suited to them, teaching staff are empowered to use their professional judgement and revert to a more familiar or alternative game that better suits the group's energy and needs.

Weekly Routine

- Core Games Sessions: Delivered once per week
- Daily Active Resets: Short bursts of movement integrated into morning and afternoon transitions to support emotional clarity, regulation, and focus.
- See appendix for number of sessions per class group
- Students encouraged to commit to core games sessions on a termly basis an activity a term, Danbury Outdoors/School field/in-school activities/lessons (see appendix for this form)

Seasonal & Outdoor Use

- Activities expand into natural spaces – including our farm fields to celebrate outdoor play and cross-curricular links.
- Swimming-based games feature during summer term, encouraging water confidence through fun and gentle engagement.

Delivery Model

- Games lead to select activities from the Games pack based on pupil need, mood, and environment.
- Games are adaptable - activities are designed to be reinvented, remixed, and co-created with pupils.

Complementary Learning Links

- Games support PSHE targets including teamwork, emotional literacy, and positive social interaction.

- Using outdoor spaces such as the field gives enables links to science. Particularly biology; habitats, plants etc.

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4. Inclusion & Accessibility

Games is built with accessibility at its heart. Every pupil - regardless of emotional, cognitive or physical need - is entitled to joyful movement and playful physical engagement. This programme actively seeks to remove barriers and create an environment where participation feels safe, empowering and inclusive.

Universal Design for Movement

- Activities are selected and adapted to suit a wide range of abilities, energy levels and emotional states.
- Staff are encouraged to modify games with flexible rules, simplified tasks, and creative formats that allow all pupils to succeed.
- Equipment is chosen for accessibility - such as soft balls, tactile objects, and lightweight materials that cater to different grip strengths or mobility levels.

Pupil Voice & Agency

- Students are invited to suggest variations, roles or adaptations based on comfort and confidence.
- Opt-in structures give pupils a sense of autonomy, with encouragement strategies used to gently build engagement rather than enforce participation.

Supporting Physical Disabilities

- Games include sitting, leaning, or wheelchair-friendly options, with activities adapted to allow equitable movement experiences.
- Staff maintain awareness of fatigue, pain thresholds and spatial access to ensure sessions remain empowering - not overwhelming.
- Field-based activities consider surface terrain and mobility needs in advance through proactive planning and risk assessment.

Adaptive and Creative Tools

- Multiple versions of each game are offered in the resource pack, catering to different sensory and physical requirements (see appendix for inclusive adaptations by game type)
- Where needed, games can be converted into slower-paced, collaborative challenges or role-based participation (e.g. score keeper, strategist, team motivator).

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Emotional & Sensory Accessibility

- Games supports emotional regulation through short active resets, sensory-friendly options, and imaginative formats that promote social confidence.
- Staff are trained to recognise signs of overwhelm or dysregulation and adapt their delivery style accordingly.

River & Forest Walk Area

Our access to the nearby river and forest walk area enhances Games with opportunities for nature-based movement, sensory exploration, and emotional grounding. Activities here may include guided forest walks, scavenger hunts, seasonal nature games, and quiet reset sessions in a calming outdoor setting.

Safety and accessibility are central to the design and delivery of sessions in this space. Risk assessments will be conducted prior to every planned activity, focusing particularly on:

- Uneven surfaces, tree roots, slope gradients, and changes in ground conditions
- Structures that may obstruct games such as electric fencing, animal drinking apparatus
- Weather-related risks such as muddy terrain, low visibility, or slippery paths
- Proximity to water and any potential flooding zones
- Mobility requirements and access adaptations for pupils with physical disabilities

For students with reduced mobility, staff will plan alternative access routes or adjusted pacing to support participation. A secondary area or paired game option may be provided when terrain is unsuitable. Risk assessments will include guidance on supervision ratios, first aid protocols, and clear communication with staff to respond to unexpected conditions in real time. No student is to be left behind, we either all go together, or we all stay together.

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5. Staff Roles & Delivery Model

Games is a whole-school initiative delivered through shared practice, playful leadership, and responsive collaboration.

Games Coordinator (TLR)

- Leads the vision and delivery of Games, including developing the resource pack, guiding activity selection, and overseeing inclusive adaptations.
- Chooses one feature session per week, introducing a targeted game for pupils to explore.
- Trains staff in playful pedagogy, inclusive movement, and wellbeing-led physical education.
- Oversees updates to the Games policy and ensures alignment with school priorities and pupil needs.

Flexible Delivery

- Teachers select games based on class energy, mood, and physical/emotional readiness.
- Activities can be adjusted mid-session based on pupil engagement, allowing organic shifts that respect autonomy and wellbeing.
- Staff foster student voice, inviting pupils to rename games, invent new challenges, or suggest adjustments.

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6. Curriculum Links

Games is more than physical activity - it's a vibrant extension of the wider curriculum, supporting academic, emotional, and social development through movement and play.

PSHE & Emotional Literacy

- Games promotes teamwork, resilience, turn-taking, and respectful communication.
- Activities are designed to support emotional awareness, self-expression, and active resets (maintaining homeostasis) throughout the school day.

Science & Cooking

- Use of garden-based games (e.g. planting challenges, harvesting relays) links directly to food preparation and biology topics.
- Games can incorporate nature exploration, observation skills, and hands-on inquiry through movement.

Literacy & Communication

- Verbal games and role-based participation build expressive language and confidence.
- Renaming or reinventing games supports creative thinking and ownership of vocabulary.

Numeracy & Strategy

- Scoring systems and team-based logic encourage numeracy, reasoning, and tactical collaboration.
- Active math games can be built into movement routines (e.g. counting passes, target challenges).

Cross-Curricular Creativity

- Games encourages spontaneous connections across subjects e.g. designing games themed around historical events, sustainability debates, or art and music.
- Pupils may take leadership roles in planning events or modifying games to reflect classroom topics.
- Games are not limited to resources provided. Staff are encouraged to promote 'play' in lessons where appropriate

By embedding movement across learning, Games transforms physical education into a catalyst for engagement and exploration.

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7. Use of External Spaces

Games embraces the unique natural environments surrounding our school, using outdoor spaces to support movement, exploration, and curriculum-linked play. These include the adjacent farm field, garden area, swimming facilities (hired), and now—our river and forest walk access.

Farm Field Access

The adjacent field offers a large, flexible space for games sessions, seasonal events, and garden-based learning. Our outside living space may also be used for planting activities linked to cooking and science.

- Access is agreed upon with the landowner, with clear boundary guidance.
- Staff conduct visual risk assessments before each session, and any known hazards (e.g. terrain, treatments, wildlife activity) shared by the landowner are gratefully received.

River & Forest Walk Area

Our river and forest walk area opens powerful opportunities for:

- Sensory walks, scavenger hunts, and calming movement activities
- Nature-inspired games linked to science, wellbeing, and seasonal topics
- Team challenges (e.g. forest obstacle routes, riverbank relay variations)
- Emotional reset sessions in a quiet, grounding environment

Activities in this area will be designed with safety and accessibility in mind—especially for pupils with mobility needs or sensory sensitivities. Risk assessments will consider terrain, weather, proximity to water, and supervision ratios.

Swimming Games

During the summer term, swimming-based games offer inclusive, confidence-building aquatic experiences led by dedicated swimming coach.

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8. Health & Safety

Games prioritises the wellbeing and safety of all pupils and staff. While play and exploration are central to the programme's ethos, activities are always planned and delivered with clear safety standards, careful risk management, and responsive staff oversight.

Supervision & Staffing

- All sessions are led by school staff familiar with pupils' physical, emotional and medical needs.
- Staffing ratios follow school guidelines and may be increased for external or higher-risk activities (e.g. forest walks, swimming, river access).
- Staff are briefed prior to sessions and informed of relevant pupil needs including mobility, medical protocols, or emotional regulation support.

Risk Assessment Protocols

- Pre-session risk assessments are completed for all Games activities, indoors and outdoors, including regular updates based on terrain, weather, and pupil needs.
- The Games Coordinator oversees general safety protocols and supports staff with site-specific guidance and adapted planning formats.
- Known hazards identified by external space owners (e.g. field terrain, wildlife activity, recent treatments) are recorded and integrated into session planning.

- Additional assessment procedures are in place for:
    - River and Forest Walk Area: Ground unevenness, proximity to water, and accessibility challenges
    - Swimming sessions: Depth checks, water quality, qualified supervision, and pupil support plans
    - Farm Field use: Weather-related hazards, planting tools, and equipment transport

Managing Physical Disabilities

- Activities are reviewed for accessibility, with reasonable adjustments made for pupils with mobility or physical health needs.
- Staff may adapt routes, pacing, and participation format (e.g. seated or verbal roles) to accommodate fatigue, terrain limitations, or safety thresholds.
- Alternative locations or shadow sessions are offered when terrain presents excessive risk.

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Equipment Safety

- Games equipment is checked regularly for wear and suitability.
- Any storage units are locked securely, with clear staff access guidance.
- Water-based or seasonal tools (e.g. balloons, buckets, gardening implements) are risk-assessed for use and storage.

Emergency & Medical Protocols

- First aid kits are carried during all outdoor sessions.
- All staff are trained in basic response protocols, including heat, cold, injury, and emotional distress.
- Staff first aiders present for outdoor sessions
- Clear communication systems are in place for remote areas (e.g. mobile devices).
- Emergency contact procedures are reviewed for each external space prior to use.

Weather & Seasonal Guidance

- Outdoor sessions are adjusted or postponed based on weather warnings, temperature, and visibility.
- Seasonal hazards (e.g. ice, mud, heat) are considered in advance and may lead to activity redesign or relocation.
- In the case where outdoor sessions need to be postponed or cancelled, they will be replaced with indoor games.

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9. Behaviour & Participation

Games is a structured part of the school curriculum, and all pupils are expected to make a meaningful attempt to participate in sessions. Games are designed to be flexible, inclusive, and enjoyable - with adaptations available for physical, emotional, sensory and social needs. Staff actively support engagement through encouragement, scaffolding, and pupil choice wherever possible.

Where pupils show no attempt to participate in Games without a sufficient reason, this is treated as a behaviour concern. Staff will explore the barrier with the pupil, apply support strategies, and log the incident where necessary using standard behaviour recording procedures.

Acceptable Reasons for Non-Participation May Include:

- Documented physical injury or illness that prevents safe engagement
- Fatigue or pain related to long-term medical or mobility conditions
- Sensory overwhelm that has been identified and supported by a regulation plan
- Emotional distress or dysregulation that prevents safe or respectful participation
- Temporary exclusion based on unsafe behaviour in the lead-up to the session
- Disagreement with a particular game format that is respectfully communicated and followed by engagement in a suitable alternative

In all cases, staff aim to restore engagement through relational support and clear communication, respecting the pupil's voice while upholding curriculum expectations. Declining for reasons that fall outside of the acceptable parameters - particularly those involving persistent opposition, unsafe disruption, or declining without communication - will be managed in line with the school's behaviour framework. See participation response flowchart in appendix.

Games is a joyful and protective space. Our goal is not enforcement, but empowerment and our behaviour guidance reflects that balance.

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10. Equipment & Resources

Games rely on adaptable, inclusive equipment that invites movement without pressure or complexity. Materials are chosen to suit diverse physical abilities, sensory profiles, and creative learning styles.

Core Equipment Types

- Lightweight items: ping pong balls, balloons, bean bags, soft foam balls
- Target tools: hoops, cones, buckets, tactile rings
- Motion supports ropes, mats, water guns, parachutes
- Garden-based gear: small trowels, watering cans, plant labels, tubs
- Water play supplies: sponge balls, splash stations, water balloons (seasonal use only)

Equipment is selected for ease of grip, safety, sensory variety, and versatility across settings.

Accessibility & Adaptations

- All items are vetted for inclusive use, including seated games and those for pupils with reduced mobility.
- Staff are encouraged to adapt existing equipment creatively—for example, turning a bean bag toss into a storytelling challenge or using rings as movement markers.
- Pupils may assist with equipment setup and adaptation to build ownership and creativity.

Resource Pack & Staff Access

- The Games Resource Pack includes game ideas, material lists, and suggested adaptations.
- Staff are invited to contribute new ideas, trial tools, and remix familiar formats.
- Pack updates are coordinated by the Games Lead, with seasonal additions and sensory tool suggestions.

Storage & Logistics

- Equipment is stored on-site in shed in playground
- Outdoor equipment is checked after use for wear, safety, and transport suitability.
- Staff are responsible for returning equipment and reporting any damage or suitability concerns.

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11. Monitoring & Review

To ensure Games remains responsive, effective, and inclusive, we commit to ongoing monitoring and reflection. Monitoring isn't just about formal data - it's to provide meaningful insight, collect pupil voice, and promote staff collaboration.

Monitoring & Review

- The Games Coordinator will lead an annual review of the Games policy, resource pack, and delivery model.
- Termly feedback is collected from staff and pupils to identify areas of strength and improvement (see appendix for pupil feedback sheet)
- Pupil participation, engagement, and wellbeing will be observed informally and shared through reflection rather than rigid tracking.

Evaluation of Impact

- Staff share reflections in team meetings, pastoral discussions, and CPOMS entries where relevant.
- Impact on emotional regulation, teamwork, and classroom readiness will be reviewed via SEND team dialogue.
- Case studies may be developed showcasing positive change or creative adaptations for specific pupils or groups.

Sustainability & Development

- Seasonal updates to games and tools ensure freshness and adaptability.
- Staff contributions are recognised and celebrated - helping grow the pack in ways that reflect the spirit of the whole team.
- Equipment requests and physical resource development are submitted annually in line with budget planning.
- The inclusive ethos remains central as pupil needs evolve, with SEND team involvement embedded into all development.

This policy will be updated annually in accordance with relevant guidance and regulations.

Overall responsibility for (name the policy e.g. exam contingency) in Clarity Independent School rests with the Head Teacher, Debbie Hanson.

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12. Appendices

12.1 Games Resource Pack index (Found in games folder)

12.2 Desired session numbers per class group

12.3 Participation response flowchart

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12.1 Games Resources - Active Resets



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Introduction

Games is our school's vibrant alternative to traditional PE, a space where playfulness leads the way. Designed to nurture joy, exploration, and self-expression through physical activity, Games invites every pupil to move in ways that feel natural and exciting. By shifting focus from structured sports to imaginative, inclusive games, we unlock the energy within each student—fostering teamwork, creativity, and confidence with every splash, sprint, or giggle. This resource pack offers staff accessible, adaptable ideas to inspire participation and make physical education a highlight of every child's school experience.

With the introduction of the games program, we aim to encourage pupils to participate in games related activities **daily**. Utilising morning and afternoon regulation periods, staff can readily implement these resources to best suit the needs of their pupils. Bringing a fresh set of activities to One Plan sessions to help achieve targets and maximise students' ability to reach their personal goals.

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How to use this resource

Each page in this Clarity Games resource pack is a doorway into a world of playful movement and inclusive engagement. We've designed every activity to be adaptable, accessible, and fun—so staff can confidently choose options that best suit their students' physical, emotional, and social needs.

- **Activity-Based Layout**: Each page focuses on a specific game or exercise. You'll find a description, required materials (if any), setup tips, and variations to adjust for different needs and energy levels.
- **Inclusive and Flexible**: Feel free to modify games to suit your class. Whether it's simplifying instructions, changing team formats, or allowing creative freedom with movement—adaptation is encouraged.
- **Encourage Student Voice**: Invite students to help name new versions of games or suggest twists—they're often brimming with brilliant ideas.
- **Focus on Joyful Participation**: Clarity Games prioritises enthusiasm over competition. Aim to create a space where every pupil feels empowered to take part, no matter their ability or confidence level.
- **Pick What Fits**: Use the activities freely! You can follow the suggested progression or choose games spontaneously, based on your group's interests, the day's energy, or specific goals (teamwork, emotional expression, movement styles).

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Emotion Statues



Equipment: None (optional music player or speaker)
Group Size: Whole class or small groups
Accessibility: Fully adaptable – suitable for standing, seated or wheelchair users

Instructions

1. Play music while pupils move freely around the room.
2. When the music pauses, they freeze in a pose showing a chosen emotion (e.g. joy, anger, worry, excitement).
3. The teacher can call out an emotion or allow pupils to choose spontaneously.
4. Restart music and repeat 3–5 rounds.

Learning Links

- Emotional literacy: exploring body language and feelings
- Social awareness: observing how others express emotion
- Movement freedom: low-pressure, improvisational engagement

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Balloon Bounce



Equipment: 1 balloon per group
Group Size: Individuals, pairs, or teams
Accessibility: Adaptable – standing, seated, visual or tactile cues

Instructions

1. Pupils must keep the balloon in the air using any body part except hands.
2. Work together to count consecutive bounces.

Learning Links

- Reaction time and spatial awareness
- Coordination and teamwork

Variations

- Use feet or elbows only
- Add “bounce and move” rules (e.g. shuffle after each tap)

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Dice Dash



Equipment: Large foam die or printed dice sheet

Group Size: Whole class

Accessibility: Fully inclusive – simple movements, adjustable intensity

Instructions

1. Roll the die and complete a movement linked to each number (e.g. 1 = hop, 2 = stretch). Allow students to choose the actions and write them on the board.
2. Repeat for 3–5 rolls or assign a pupil to be the roller.

Learning Links

- Numeracy and movement pairing
- Listening and response

Variations

- Use tactile dice or gesture cards
- Seated pupils can do adapted versions (e.g. arm circles, chair tap)

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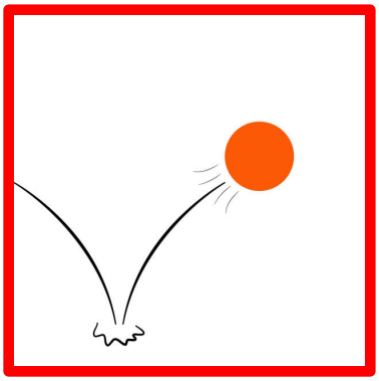
Ping Pong Bounce



Equipment: Ping pong ball, standard table or smooth surface

Group Size: Pairs

Accessibility: Can be adapted for seated players, wheelchair users, or adjusted table height

Instructions

1. Two pupils sit opposite each other at a table.
2. Begin by bouncing the ping pong ball once across the table—one bounce per person, aiming for controlled passes.
3. If successful, the next round increases the bounce count: two bounces per person, then three, and so on.
4. The goal is to see how many consecutive bounces you can build together.
5. If the ball is dropped or bounces the wrong number of times, restart from one bounce each.

Learning Links

- Hand–eye coordination
- Focus, timing, and rhythm
- Collaboration and persistence

Variations & Adaptations

- Use a larger ball or softer bounce if pupils need more control
- Allow verbal counting or cueing for sensory regulation
- Shorter target rounds for quick resets (e.g. aim for “5 bounce victory”)
- Teams can cheer or track each pair’s progress—build competition or celebration element

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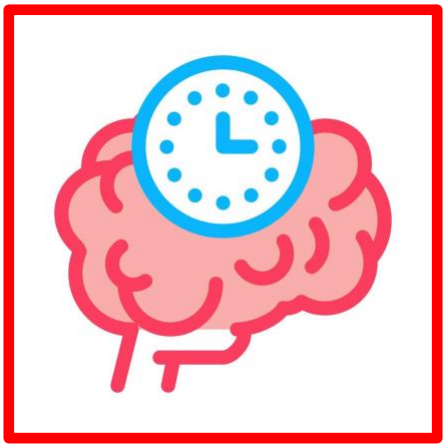
Reaction Time



Equipment: Ping pong or tennis ball per pupil

Instructions:

1. Pupils hold the ball at shoulder height and try to touch the floor and catch it before it bounces twice.
2. Adjust timing and posture based on ability.

Variations:

- Try from seated position
- Add timer or obstacle (e.g. spin before drop)
- Use tennis ball - have one student hold two tennis balls with arms outstretched facing down. Other student places hands on top of their hands and must catch the tennis balls when randomly released by their partner

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Playdough Toss Target



Type: Low impact throwing and aiming

Equipment: Playdough pots, bin/hoop/tape

Instructions:

1. Each pupil given a small pot of playdough, one colour each
2. Pupils roll playdough into small balls
3. Gently toss them towards a goal (e.g. bucket, hoop, taped square).
4. Try underarm throws, bounce shots, or partner challenges.

Supports: Hand–eye coordination, seated accessibility, fine motor play

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Rapid Mould Challenge



Equipment: Small pots of playdough or modelling clay, word or theme cards

Group Size: Small groups or pairs
Accessibility: Fully adaptable for seated use, non-verbal learners, and fine motor variation

Instructions

1. Split pupils into pairs or small teams.
2. One pupil picks a **word card** (can include objects, actions, emotions, curriculum themes) and has 45 seconds to sculpt the item using playdough.
3. Their teammates must **guess the word** before time runs out.
4. Rotate sculptors for multiple quick-fire rounds.

Learning Links

- Vocabulary and conceptual understanding
- Collaboration and expressive sculpting
- Emotional literacy if themed around moods or social scenarios

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One Touch Circle



Equipment: 1 football

Group Size: 2-6 pupils standing or seated in a circle

Instructions:

1. Stand or sit in a circle
2. Pupils pass the football around using only one touch each—no trapping or controlling.
3. If the ball stalls or goes astray, restart the count.
4. Challenge: How many clean one-touch passes can your group manage?

Adaptations: Use hands for seated players; keep ball low and slow for controlled tempo, name things from a category with each touch

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Straw Shot Showdown



Equipment: Ping pong balls, straws (1 per pupil), small goals (e.g. paper cups, plastic hoops, taped squares)

Group Size: Pairs or individuals

Accessibility: Adaptable for seated players; great for oral motor control and focused energy release

Instructions

1. Pupils use their straws to blow a ping pong ball across the table or floor toward a small goal.
2. The goal can be a paper cup, hoop, or taped square—placed 1–2 metres away depending on space.
3. Challenge: How many goals can be scored in 60 seconds? Or turn it into a head-to-head race.

Learning Links

- Oral motor control and breath regulation
- Focus, accuracy, and fine movement coordination
- Turn-taking and playful competition

Variations & Adaptations

- Add “dribble zones” where pupils steer the ball through cones before scoring
- Use themed goals (e.g. emotion zones, answer targets for curriculum links)
- Try obstacle scoring—must curve ball around objects en route
- Team formats with relays or passing challenges
- For sensory-sensitive students: allow quieter solo practice or remove straw element

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Hand Swap Catch



Equipment: One tennis ball per pupil

Instructions:

1. Pupils toss the ball gently in the air and catch it with alternating hands.
2. Round 1 = toss and catch with dominant hand, round 2 = switch mid-air
3. Round 3 = add a clap or spin before catching.

Focus: Coordination, ambidexterity, concentration

Adaptations: Alter depending on age/ability, students may even want to try and juggle more than one ball, students simultaneously pass ball between them

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Emoji Expression Toss



Equipment: A selection of squishy emoji balls (at least 4–6 with different faces), basket or hoop

Group Size: Individuals, pairs, or small teams

Accessibility: Fully adaptable—great for seated players, non-verbal learners, and sensory regulation

Instructions

1. Place all emoji balls in a central spot. Each pupil chooses one based on how they feel or just for fun.
2. One at a time, pupils toss their chosen ball into a basket or designated goal (e.g. a hoop, box, taped zone).
3. After scoring, the pupil names or describes the emotion shown—or shares a time they felt like that.
4. For team rounds, pupils guess each other's chosen emotion based on movement style (e.g. joyful toss vs angry slam!).

Learning Links

- Emotional recognition and expression
- Turn-taking and focus
- Gross motor coordination and sensory feedback

Variations & Adaptations

- Use colour zones or floor mats to match emoji emotions after the throw
- Add storytelling prompts: "Tell me when you felt like this emoji!"
- For non-verbal pupils, use emotion cards or gesture-based responses

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Rice Scoop Relay



Equipment: Dry rice (in bowls or trays), small spoons or scoops, target containers (cups, jars, or paper shapes)

Group Size: Individuals or teams

Accessibility: Great for seated players, fine motor development, and sensory regulation

Instructions

1. Pupils race to transfer rice from a start bowl to a target container using only their scoop.
2. Each round has a challenge—e.g. using a non-dominant hand, working in pairs, racing the clock.
3. Count scoops or measure rice volume for scoring (or just celebrate effort!).

Learning Links

- Fine motor control and coordination
- Focus and pacing (calming or energising, depending on challenge)
- Sensory input and regulation through texture and repetition

Variations & Adaptations

- Use coloured rice to match themes or emotions (e.g. red = fast challenge, blue = calm focus)
- Add obstacle elements—e.g. scoop through a maze or around cones
- For non-verbal or sensory-sensitive pupils, offer quiet solo rounds with gentle music
- Partner version: one scoops, one supports or directs movement with verbal cues

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Sound Step Memory Path



Equipment: Rubber sensory mats (multiple textures or colours), optional sound cards or visual cues

Group Size: Whole class or small groups

Accessibility: Fully adaptable – seated participation, non-verbal communication, and sensory-friendly options included

Instructions

1. Pupils work together to build a pathway around the classroom using sensory mats. Each pupil takes turns placing one mat.
2. When placing their mat, they assign a **sound or sound effect** to that mat—can be vocal (e.g. "boing!"), physical (e.g. clap), or mimicry (e.g. animal noise, instrument).
3. As the path grows, pupils must follow the sequence from the beginning—stepping or moving from mat to mat and recreating each sound in order.
4. Each round adds a new mat and sound, creating a cumulative memory challenge. Game ends when all mats are placed or the full path is memorised.

Learning Links

- Memory and sequencing
- Auditory processing and creative expression
- Turn-taking, collaboration, and sensory regulation

Variations & Adaptations

- Use visual prompt cards for pupils who prefer cues over sound
- Create themed sound sets (e.g. jungle noises, emotion sounds, science concepts)
- Seated version: mats placed on table or passed hand-to-hand, with gesture or noise linked to each
- Reverse challenge: pupils listen to a sound sequence and place mats to match

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Steady Strength Circuit



Equipment: 1–5kg weights (dumbbells, weighted balls, or even filled water bottles)

Group Size: Individuals or small groups

Accessibility: Fully adaptable—can be done seated, standing, or with resistance substitutions

Instructions

1. Pupils complete **three slow, controlled strength movements** using their weights:
    - **Press & pause** – lift weights overhead and hold for 3 seconds
    - **Twist & Tap** – rotate side to side while holding weights at chest level
    - **Lift & Lower** – slow bicep curl with full stretch
2. Perform each movement 5–8 times, focusing on breath and form—not speed.
3. Optional: add a **music timer or mood cue** (e.g. "calm flow" or "fierce power") to set the energy tone.

Learning Links

- Body awareness and proprioception
- Emotional grounding through breath and pacing
- Controlled movement improves focus post-break

Variations & Adaptations

- Seated version: use lap or hand-held weights with guided breathing
- Use resistance bands or light bean bags for gentler load
- Add emotion-themed rounds (e.g. "strong confidence," "soft focus")
- Partner mirror challenge—copy each other's movements with slow precision

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Alphabet Category Challenge



Equipment: Whiteboard or large display, markers or alphabet printed cards

Group Size: Whole class or small groups

Accessibility: Fully adaptable for verbal, written, and gesture-based responses

Instructions

1. The teacher or pupils choose a **category** (e.g. animals, emotions, foods, countries, hobbies).
2. Write the full **alphabet across the top** of the whiteboard (or display using printed letter cards).
3. One by one, students take turns filling in a word related to the chosen category under each letter.
    - Example: Category = "Emotions" → A = Angry, B = Brave, C = Calm...
4. You can add physical responses: for each word added, pupils perform a movement that matches the word (e.g. mimic "angry" pose for A).
5. End the round with a full-body alphabet stretch or skip through the list with active gestures.

Learning Links

- Vocabulary building and category sorting
- Alphabet sequencing and critical thinking
- Movement–language pairing for enhanced retention
- Emotional literacy and self-expression (if using feelings/emotions)

Variations & Adaptations

- Use tactile alphabet cards and themed symbol cards for non-writers
- Students work in pairs or small teams to complete the board collaboratively

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12.3 Desired hours per class group

	AM active rest	PM active rest	Core (PM)
Stingrays KS3	2	2	1
Horses KS3	2	2	1
Tigers KS4	1	1	1

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12.4 Participation Response Flowchart

1 Pupil shows reluctance or declines to participate

⬇ **Staff response**:

- Gently encourage involvement
- Offer adapted version or role (e.g. seated option, team motivator)
- Clarify that participation is part of the curriculum

⬇

2 Does the pupil communicate a reason?

🔄 If **yes**, go to Step 3 ⛔ If **no**, or response is dismissive/disruptive, log behaviour in line with policy and begin supportive follow-up

⬇

3 Evaluate the reason:

Is it one of the following?

✅ Injury or medical need

✅ Physical fatigue or long-term condition

✅ Sensory overwhelm (on an agreed regulation plan)

✅ Emotional distress or dysregulation

✅ Temporary exclusion due to prior unsafe behaviour

✅ Respectfully voiced discomfort with format (followed by alternative engagement)

⬇

4 If the reason is valid

🟢 Support pupil with adapted role or rest

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🟢 Log as supported non-participation

🟢 Offer reconnection opportunities in future games

⬇

5 If reason is not valid or declining persists

🔴 Treat as behaviour concern

🔴 Log using CPOMS

🔴 Communicate with pastoral or SEND lead if needed

🔴 Follow up with relational support and expectations reminder

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