

PE Policy



Philosophy and purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of Physical Education. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Schemes of Work for Physical Education and the School Safety Manual which set out in detail what pupils in different Key Stage ability ranges will be taught.

At Acorns school we believe that physical education, experienced in a safe and supportive environment, is a vital contributor to a pupil's physical development and well being. We aim to provide all children with opportunities to participate in and engage with as wide a range of physical activities as possible. Progressive learning objectives, combined with sympathetic and varied teaching approaches, endeavour to provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils.

The Intent:

The aims of Physical Education are:

To develop an ability to remember, adapt and apply knowledge, practical skills and concepts in a variety of movement based activities

To promote positive attitudes towards health, hygiene and fitness

To develop a sense of fair play and sportsmanship

To enable children to develop and explore physical skills with increasing control and co-ordination;

To encourage children to work and play with others in a range of group situations;

To develop the way children perform skills and apply rules and conventions for different activities;

To increase children's ability to use what they have learnt to improve the quality and control of their performance;

To teach children to recognise and describe how their bodies feel during exercise;

To develop the children's enjoyment of physical activity through creativity and imagination.

To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

All pupils will be given access to the experience of Physical Education regardless of their gender, race or disability.

These aims are consistent with our school philosophy and take account of LEA curriculum policy and National Curriculum Statutory guidance.

Every child Matters

The policy and teaching of Physical Education in Acorns incorporates the aims of every child matters:

- be healthy
 - stay safe
 - enjoy and achieve
 - make a positive contribution
- achieve economic well-being.

Programmes of study

(Early Years KS1& 2)

Each programme of study is differentiated to allow all our pupils to access the content in a meaningful and realistic way, covering Gymnastics, Games and Dance at Key stage 1. Athletics, Swimming, Games, Dance, Gymnastics and Outdoor and Adventurous will be covered at Key Stage 2.

Early Years follow a physical activity programme linked to The Early Years Foundation Stage physical development area of learning through time tabled PE sessions, outdoor play and continuous provision. An example of the Curriculum mapping for Physical Education is kept in the PE co-ordinators subject file.

Method of delivery – The Implementation

Early Years

Physical Education is taught through time tabled PE sessions in the hall, outdoor physical activities including nature walks, welly walks, daily play times and the continuous provision in the classroom. Activities are planned relating to EYFS and ensure a range of activities to allow children to develop skills, use a variety of equipment and progress through the physical development area of learning with support if needed. Here at Acorns there is a scheme for Early Years to follow with both an experiential focus which links to development of

fundamental movement and a more structured template for more formal teaching.

Woodlands

In our Woodlands class the pupils follow a sensory PE Curriculum which includes following individual physical programmes, some access the MOVE programme, Tac Pac, Massage, Contact Dance, Wheelchair Dance, Body Awareness, Hand Awareness, use of specialist bikes and Vestibular sessions. Some children also have the opportunity to take part in sporting events outside of school including Kurling/Boccia competitions. We also provide 'clubs' on a Friday which some children can access and mix with other children in similar age groups. In addition to this Woodlands pupils attend weekly Splash sessions on a rota basis.

KS1

PE experience and activities are delivered through weekly sessions, some will be grouped to ensure children are suitably challenged and taught according to their individual needs. There is a scheme of work for Key stage 1 to follow which covers the main areas to be taught. Lessons are planned to encompass the skills as identified by the national curriculum, pupil progress can be recorded and tracked using the evidence for learning app. Class teachers plan work which contains the content differentiated learning activities and learning outcomes and resources and from which the specific focus for each lesson is taken. Additional advice is given from the PE Leader if required. The scheme also has an experiential option for those pupils who developmentally are not ready for a 'PE' lesson in the traditional sense. These focus on the development of listening and attention in pupils as well as engagement and motivation to be active. They incorporate skills to be developed by repetition, pupils will be given the opportunity to practise and consolidate their learning through fun, lively physical sessions. Pupil progress can be tracked using the Evidence for learning App.

KS2

PE experience and activities are delivered through weekly sessions, some will be grouped to ensure children are suitably challenged and taught according to their individual needs. There is a scheme of work for Key stage 2 to follow which covers the main areas to be taught: Dance, Gymnastics, games, Athletics, swimming and Outdoor and Adventurous. Lessons are planned to encompass the skills as identified by the national curriculum, pupil progress can be recorded and tracked using the evidence for learning app. Class

teachers plan work which contains the content differentiated learning activities and learning outcomes and resources and from which the specific focus for each lesson is taken. Additional advice is given from the PE Leader if required. The scheme also has an experiential option for those pupils who developmentally are not ready for a 'PE' lesson in the traditional sense. These focus on the development of listening and attention in pupils as well as engagement and motivation to be active. They incorporate skills to be developed by repetition, pupils will be given the opportunity to practise and consolidate their learning through fun, lively physical sessions. Pupil progress can be tracked using the Evidence for learning App.

In addition to PE lesson Key Stage 2 pupils also have a term of swimming usually at year 5.

Additional Physical Activity:

We also have a central resource for classes to use to increase physical activity. We call this Music & Movement here at Acorns, often the resources are used for short daily bursts of physical activity in classes.

Each class has timetabled Vestibular time in the hall for those pupils who require this type of movement experience.

Each class has been given training on Yoga and have resources to deliver this in their classes or small groups alongside their PE lessons.

There are Tac Pac sets for each Key Stage. 3 sets per Key stage to ensure pupils have a broad range of experiences throughout their school life.

Alongside curriculum PE, each class uses a bank of resources (go noodle, physikids, just dance, cosmic yoga Etc) for daily physical brain breaks/active 10 to promote readiness for learning.

We also have balance bikes and scooters to be used with our KS1 pupils throughout the week.

We run a football Club at Lunch time led by our trained staff member.

Pupils also have access to our local park for welly walks within the class groups.

We have an outdoor area for pupils to use for physical regulation with trampolines and swings.

Planning & Class Organisation

Class Teachers plan lessons

The subject, if appropriate, is also reinforced via cross-curricular means. The Subject leader will consult and offer guidance to all staff through discussion, resources and planning.

Resources:

PE equipment is stored in the PE cupboard in the hall and also in the outdoor brick shed. Equipment will be rotated to ensure the adequate teaching aids and tools needed for the varying curriculum is available in the store cupboard in the hall.

Each class has been given a list of resources available for use in the classroom to encourage daily exercise is part of the school day. Espresso & Twinkl have a selection of resources/materials for use in collaboration with PE sessions i.e. healthy eating.

All equipment is checked annually by outside agencies and on a termly basis by the PE Leader. New resources are to be bought through government funded schemes and through key stage budgets.

Information and Communication Technology

Class use iPads to record and assess during their lessons. Some lessons a laptop and projector are used for visual support. We also use our sound system to provide music to accompany lessons.

Equal Opportunities

Multi-cultural and gender aspects of Physical Education are addressed wherever it is relevant. There is regular monitoring of the language used within the classroom as well as the equipment used to teach Physical Education

Role of PE Leader

- To have a good knowledge and understanding of their subject and to keep up to date with any initiatives and developments
- Support colleagues in their development of planning, assessment and recording of activities
- To lead in policy development and the production of schemes of work designed to ensure progression and continuity throughout school
- To offer advice and support to class teachers in the purchase of resources
- Monitor progression of subject throughout school, including moderation

Assessment, recording and reporting - The Impact

The procedures for assessment, recording and reporting of pupils' progress are outlined in the policy document of the same name in relation to Physical Education, however, the following considerations apply.

Recording Achievement

Special achievements are rewarded with a certificate; star of the week with evidence displayed on the 'Wow' Board.

Assessing Achievement

Assessment against learning outcomes would be made on an individual basis to demonstrate progress. We now use evidence for Learning where pupils can be assessed using, I can statements under different headings for physical education including Dance, Gymnastics, games. We also have our sensory PE headings including Vestibular, hand awareness and massage for example. Comments are noted on examples of work against specific learning outcomes identified in short term planning. Assessment informs termly evaluation and future planning. Pupils are also working on their IEP targets (physical) which are assessed each term

Reporting Achievement

Achievement will be reported on the basis of completed evaluations. The teacher responsible for the subject delivery will report achievement via the annual report to parents. Reporting to parents is done on an annual basis through the Annual Review, which is a written report.

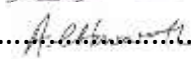
Monitoring and Evaluating PE

Monitoring and evaluating curricular strengths and weaknesses to ensure and maintain high standards in the quality of teaching and learning is a vital part of the curriculum development process. It is a process, which is the responsibility of all staff and is monitored by Senior Management and the subject leader. Opportunities are made available to subject leaders to allow them to work alongside colleagues in other classes within the school in order to monitor the balance and coverage of the physical education strategy and to evaluate the standards of teaching and learning within the school. This in turn affects future planning and delivery of the subject.

Signed By:

.....  Headteacher

Date: September 2021

.....  Chair of Governors

Date: September 2021

Next Review Date: September 2022



ACORNS SCHOOL PRESTON

Woodlands PE Scheme of Work

Themed Curriculum

Woodlands is our PMLD class here at Acorns, they follow a thematic approach to the curriculum and the physical development aspect of learning is firmly embedded throughout. The children have a varied and broad experience during their time in Woodlands to help to promote, improve and develop their physical skills. Every term pupils experience Sensory PE through the following activities:

Hand/Body Awareness (Body awareness is the sense that we have of our own bodies. It helps us know where the body parts are, how they move and work, and even how they feel. Body awareness develops as gross motor and fine motor development occur.)

Massage (individual targets/aims for the session based on specific need and ability)

Tac Pac (combining the sense of touch & music through social interaction, targets and aims for each pupil)

Fine Motor Skills (daily activities to promote hand awareness, strength, control, co ordination)

MOVE Program – embedded through daily routines, progressive targets set for individuals

WC dance - (experience of movement to music through WC dance, shared experience, change in speed/direction, positions, developing spatial awareness)

Music & Movement (opportunity to enjoy free movements to music and exploring various props – bells, scarves etc. Pupils stretch, reach, sit, lie, roll, crawl, grasp, reach. Aims vary for each child, learning is specific to their need)

Vestibular (developing of the vestibular sense through exploring a range of motions – rocking – side to side, forwards and backwards, swinging – fast/slow, spinning/rotating promoting balance, co ordination, improve spatial awareness, helps with sensory processing)

Splash (targets set for pupils and review after each block of sessions.)

Floor time – to work on specific targets i.e. moving from one side of the room to the other, independent sitting

Inclusive Games/Competitions: Kurling/Boccia – learning skills, rules, participation in team games, termly class competitions, intra school competitions – representing Acorns School

In addition pupils work on IEP's every opportunity and follow their own daily physical programs as set out by Physiotherapists – use of standing frames/walkers/prone boards/splints



ACORNS SCHOOL PRESTON
Early Years Foundation Stage PE Scheme of Work

Aim for all pupils is also 30 minutes daily activity: 5 mins - "get up & move", use of bikes/scooters/balls at break times, welly walks, action song & rhyme time and community visits

	Autumn	Spring	Summer
1 (Sensory/experiential)	<i>Colours 1 – Music & Movement</i>	<i>Animals – Music & Movement</i>	<i>Beach Party – Music & Movement</i>
2 (sensory/experiential)	<i>Colours 2 - Music & Movement</i>	<i>Animals – Music & Movement</i>	<i>Beach Party – Music & Movement</i>
3 - Reception	<i>Let's Move!</i> Fundamental skills	<i>Let's Move!</i> Fundamental skills	<i>Let's Move!</i> Fundamental skills
Hall Time	Time to explore a variety of apparatus to develop movement skills, co ordination, balance, spatial awareness, gross and fine motor control. Elements from the plans can be taken and used to suit need of the group. Perhaps a warm up/ cool down and more free choice of equipment to explore with staff observing progress and providing appropriate next steps and challenges for individuals. NB Some pupils may need to build up to working in the hall as a group.		
Extra/ Additional Physical opportunities	Tac Pac 1 Bikes Vestibular Massage Welly Walks/ Adventure walks Treasure hunts Parachute play	Tac Pac 2 Space Sessions (multi sensory) Vestibular Massage Welly Walks/adventure walks Treasure hunts Parachute play	Tac Pac 3 Bikes Vestibular Massage Park visits Play centre visits – climbing/balance

These lessons are designed to last roughly 30 mins each & 1 lesson per term on "how to lead a healthy lifestyle" - powerpoint provided
 Time should be taken to develop dressing skills before and after each lesson.
 These lessons will be based on a mixture of the EYFS outcomes & Lancashire County Council EYFS PE Scheme of Work



ACORNS SCHOOL PRESTON
Key Stage 1 PE Scheme of Work

Aim for all pupils is also 30 minutes daily activity: 5 mins - "get up & move", use of bikes/scooters/balls at break times, welly walks and our activity groups at lunchtimes

	Autumn		Spring		Summer	
<i>CEDAR</i> Main PE Lesson One hour per week	Gymnastics Stretching, balancing – on the spot/ on equipment/different body parts Rolling – log roll Travelling – fast/slow/high/low Using apparatus – benches mats	<i>Autumn Theme- Dance</i>	Fundamental skills Walking, running, hopping, skipping, jumping, throwing, catching		Games Using some skills – competitions Team games Assault courses	Look what I can do! - Athletics
1 hour per week	Active 15 (Mon – Thurs)					
<i>ELM</i> Main PE Lesson 1 hour	Animal Boogie Dance	Fundamental skills Walking Running Skipping Hopping throw & catch	<i>Gymnastics</i> rolling Jumping Balance Travelling Use of apparatus	Games Attacking Defending Use of fundamental skills	Best of Balls! – Multi skills	Parks/ treasure hunts – Orienteering – Outdoor challenges
1 hour per week	Active 15 (Mon – Thurs)					
Sensory & or	<i>I'm Special</i> - Music & Movement		<i>Carnival</i> – Music & Movement		<i>Bouncing balls</i> – Music & Movement	

experientia IPE	Outdoor PE - Parks/adventure walks- fundamentals	Outdoor PE -	Outdoor PE - races, challenges, treasure hunts
Extra/ Additional Physical opportunities	Tac Pac 1 Welly Walk Bikes/ scooters Outdoor trampolines Vestibular Body Awareness – <i>This is Me!</i> Massage (Autumn)	Tac Pac 2 Welly Walk Bikes/scooters Outdoor trampolines Vestibular Body Awareness – <i>Spring is Here</i> Massage (Winter)	Tac Pac 3 Welly Walk Bikes/scooters Outdoor trampolines Vestibular Body Awareness – <i>Life's a beach!</i> Massage (Summer)

*1 hour PE lesson per week using the hall & 1 lesson per term on “how to lead a healthy lifestyle” – powerpoint provided
1 Hour to be taught across the week 4 x 15min sessions - daily
Time should be taken to develop dressing skills before and after each lesson.
In addition pupils will have the opportunity to try school sports during club times
They will also take part in various physical activities throughout the week as highlighted above. For some of our pupils a sensory PE option would be beneficial - these must be targeted and assessed. They would work best if linked to their IEPs.
Sensory PE includes – body awareness, massage, vestibular, tac pac, outdoor walks where children can explore and develop fundamental movement skills in a bigger space – running, walking, jumping(in puddles/over puddles/off logs or stumps), take balls and bean bags out and about to practice those important skills. There is a model lesson plan for outdoor PE session at Key Stage 1 (please add to this and adapt for your pupils)*



ACORNS SCHOOL PRESTON

Lower Key Stage 2 PE Scheme of Work

Aim for all pupils is also 30 minutes daily activity: 5 mins - "get up & move", use of bikes/scooters/balls at break times, welly walks and our activity groups at lunchtime

	Autumn		Spring	Summer	
Willow	Gymnastics <i>Travelling, balance, shapes rolling, travelling on apparatus – levels Jumping</i>	Dance <i>This can be linked to topics/themes</i>	Skills & Games <i>Throwing - under arm, over arm – distance, rolling, catching, skipping, jumping, hopping, running, attack and defence techniques Games ideas: hockey, dodgeball</i>	Athletics <i>Races, discus, Javelin - technique throwing for distance – measure & record</i>	Orienteering - <i>teams – school grounds parks</i>
	Active 30 sessions x 2 weekly <i>Skill based, progressive and linked to individual education plans where possible</i>				
Ash	Gymnastics <i>Travelling, balance, shapes, rolling, travelling on apparatus -levels jumping</i>	Dance <i>This can be linked to topics/themes</i>	Skills & Games: <i>Throwing - under arm, over arm – distance, rolling, catching, skipping, jumping, hopping, running, attack and defence techniques Games ideas: skittleball, basketball</i>	Orienteering <i>Teams – school grounds parks</i>	Athletics <i>Races, relays, discus, long jump, Javelin</i>
	Active 30 sessions x 2 weekly <i>Skill based, progressive and linked to individual education plans where possible</i>				
sensory/ experiential 1	Let's Move 1 Body Awareness Massage Tac Pac 1 Vestibular		Let's Bounce! 1 Body Awareness Massage Tac Pac 2 Vestibular	Let's Play 1 Body Awareness Massage Tac Pac 3 Vestibular	
Extra/ Additional Physical opportunities	Daily physical activity Vestibular Bikes/Go Carts Adventure Walks Welly Walks Scooters Outdoor trampolines		Daily Physical Activity Vestibular Trampolining Welly walks Bikes/scooters/go karts Adventure walks yoga/zumba	Daily physical activity Vestibular Bikes/Go Carts Adventure Walks Welly Walks Scooters Outdoor trampolines Park Visits	

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What PE Looks Like for our Key Stage 2 Pupils:

1 hour PE lesson per week using the hall & each half term powerpoint lesson – “How to have a healthy lifestyle”

1 Hour to be taught across the week - 2 x 30 min sessions a week or 3 x 20 mins

Time should be taken to develop dressing skills before and after each lesson.

In addition pupils will have the opportunity to try school sports during club times

They will also take part in various physical activities throughout the week as highlighted above. For some of our pupils a sensory PE option would be beneficial - these must be targeted and assessed. They would work best if linked to their IEPs.

Sensory PE includes – body awareness, massage, vestibular, tac pac, outdoor walks where children can explore and develop fundamental movement skills in a bigger space – running, walking, jumping(in puddles/over puddles/off logs or stumps), take balls and bean bags out and about to practice those important skills. There is a model lesson plan for outdoor PE session at Key Stage 1 (please add to this and adapt for your pupils)



ACORNS SCHOOL PRESTON

Upper Key Stage 2 PE Scheme of Work

Aim for all pupils is also 30 minutes daily activity: 5 mins - "get up & move", use of bikes/scooters/balls at break times, welly walks and our activity groups at lunchtime

	Autumn		Spring	Summer	
Pine	<i>Gymnastics</i>	<i>Dance</i>	<i>Skills & Games</i> <i>Throwing - under arm, over arm – distance, rolling, catching, skipping, jumping, hopping, running, attack and defence techniques</i> <i>Games ideas: Protect the pin, tee ball, skittleball</i>	<i>Athletics</i>	<i>Orienteering</i>
Active 30 sessions x 2 weekly <i>Skill based, progressive and linked to individual education plans where possible</i>					
Oak	<i>Dance</i>	<i>Gymnastics</i>	<i>Skills & Games:</i> <i>Throwing - under arm, over arm – distance, rolling, catching, skipping, jumping, hopping, running, attack and defence techniques</i> <i>Games ideas: football, goalball, dodgeball</i>	<i>Orienteering</i>	<i>Athletics</i>
Active 30 sessions x 2 weekly <i>Skill based, progressive and linked to individual education plans where possible</i>					
sensory/ experiential 1	<i>Let's Move 2</i> Body Awareness Massage Tac Pac 1 Vestibular		<i>Let's Bounce! 2</i> Body Awareness Massage Tac Pac 2 Vestibular	<i>Let's Play 2</i> Body Awareness Massage Tac Pac 3 Vestibular	
Extra/ Additional Physical opportunities	Daily physical activity Vestibular Bikes/Go Carts Adventure Walks Welly Walks Scooters		Daily Physical Activity Vestibular Trampolining Welly walks Bikes/scooters/go karts Adventure walks	Daily physical activity Vestibular Bikes/Go Carts Adventure Walks Welly Walks Scooters	

	Outdoor trampolines	yoga/zumba	Outdoor trampolines Park Visits
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What PE Looks Like for our Key Stage 2 Pupils:

1 hour PE lesson per week using the hall 1 lesson per term on “how to lead a healthy lifestyle” – powerpoint provided
1 Hour to be taught across the week - 2 x 30 min sessions a week or 3 x 20 mins

Time should be taken to develop dressing skills before and after each lesson.

In addition pupils will have the opportunity to try school sports during club times

They will also take part in various physical activities throughout the week as highlighted above. For some of our pupils a sensory PE option would be beneficial - these must be targeted and assessed. They would work best if linked to their IEPs.

Sensory PE includes – body awareness, massage, vestibular, tac pac, outdoor walks where children can explore and develop fundamental movement skills in a bigger space – running, walking, jumping(in puddles/over puddles/off logs or stumps), take balls and bean bags out and about to practice those important skills. There is a model lesson plan for outdoor PE session at Key Stage 1 (please add to this and adapt for your pupils)

