



Park Lane School

Physical Education Policy

2024-25

Rationale

Since January 2020, subjects other than English and Mathematics have been drawn together into four key areas, called Values. These areas are Challenge (D&T, ICT and Science), Creativity (Art, Music and Drama), Individuality (P.E., PHSC and SRE) and Community (R.E., History and Geography). Park Lane appreciates the importance of Physical Education and acknowledge that it is an important vehicle for the promotion of physical activity, psychosocial development, and teaching dance, games, and sports skills. Park Lane Special School understand there is a correlation between obesity and learning difficulties with roughly 1 in 5 Children and Young People (CYP) being obese, rising to 1 in 3 by the time they leave Primary School (NHS Digital, 2021).

1. Curriculum Statement

1.1 Intent

Park Lane School appreciates the importance of Physical Education (PE) and acknowledges that it is an important vehicle for the promotion of physical activity, psychosocial and cognitive development. The intent of PE is to deliver high-quality lessons that inspire all pupils to experience, succeed and make progress in sport and other physical activities. We aim to develop a love and passion for sport and physical activity. To provide opportunities for pupils to become physically confident in a way, which supports their health and fitness, encourage lifelong learning and participation for life. We aim to provide opportunities to compete in sport and other activities that build character and help to embed values such as resilience, fairness and respect.

1.2 The aims

We fully adhere to the aims of the national curriculum for Physical Education to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities
- Lead healthy, active lives

We recognise that all our CYP are at different stages of development and have a range of complex learning difficulties. So, to ensure we achieve these aims we carefully plan, personalise and differentiate lessons to suit the needs and abilities of all our children and young people.

1.3 Implementation

Since January 2020, subjects other than English and Mathematics, have been drawn together into four key areas, called Values. These 4 areas are:

- Challenge (D&T, ICT and Science)
- Creativity (Art, Music and Drama)
- Individuality (P.E., PHSCE and SRE)
- Community (R.E., History and Geography)

PE is taught at a minimum of one session a week, and two sessions per week wherever possible, as well as being integrated where possible into other curriculum areas.

The key knowledge and skills of each topic are mapped across each year group. This ensures that children develop their knowledge of games, dance and gymnastics. The skills in these areas are also therefore developed systematically, with the programme of study for each year group building on previous learning and preparing for subsequent years. Knowledge and skills are informed and linked to enable achievement of key stage end points, as informed by the 2014 National Curriculum. We teach lessons so that children:

- 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.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- enjoy communicating, collaborating and competing with each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

1.4 Statutory Requirements

Physical education (PE) is a compulsory part of the curriculum for all pupils at every Key Stage. Although there is not statutory requirement for time engaged in PE, students will have access to one PE session per week and where possible will engage in physical activity through other areas of the curriculum. Statutory requirements for the teaching and learning of physical education are laid out in the National Curriculum (2014):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239086/SECONDARY_national_curriculum_-_Physical_education.pdf

Further guidelines to help promote a healthy and active lifestyle can be found:

2. Subject Content

2.1

EYFS

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning. There are two strands under Physical Development; Moving and Handling and Health and Self-care.

- Moving and Handling: Children learn to develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- Health and self-care: Children learn the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Children in the EYFS access time and space to enjoy energetic play daily, using large portable equipment. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. Children participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. The above skills and acquired knowledge are then be built on when children enter Key Stage 1.

Key stage 1

Pupils will 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key Stage 2

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 should be taught to:

- use running, jumping, throwing and catching in isolation and in combination

- play competitive games, modified where appropriate, develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

*Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Key stage 3 and 4

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the long-term health benefits of physical activity.

Pupils should be taught to:

- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques within a range of dance styles and forms
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs.

2.2 Multidisciplinary Teams

Staff and students will have access to Multidisciplinary teams to support their development and wellbeing. This includes and not limited to Physiotherapists, Occupational Therapists and Speech and Language. Access to these services relates to pupils clinical needs and reflects care of the child's physical and wellbeing needs both at home and in school.

Relevant training is offered to staff to support pupils needs eg: to demonstrate appropriate stretches/ movements prior to learning activities and re the use of positional equipment e.g. a child may use a standing frame whilst accessing an art-based learning activity. Teaching staff and teaching assistants support individual physiotherapy/ OT and SaLT programmes.

There is ongoing liaison between staff. Our specialist knowledge is shared and observations are discussed with class teachers and parents. Individual learning goals are planned together for each child reflecting each staff's professional knowledge.

2.3 Swimming/hydrotherapy and water safety

Park Lane provides all students either swimming instruction or hydro sessions at all key stages including the 6th Form.

- A teacher must accompany each group of children in any changing area.
- Each sessions must be adequately staffed
- A spotter satisfying the authorities of the pool must be on the side.
- Staff must be aware of pupils with epilepsy

3. Planning, delivery, and assessment

The Physical Education Co-ordinator will ensure that each class teacher has access the platform 'Jasmine PE'. Further details will be laid out in Individuality schemes of work. Teaching staff will be responsible for delivering and adapting sessions based on the needs and abilities of their learners. Teaching objectives are set out by the platform. Teachers can adapt or focus on a particular learning objective based on the needs of the student and their individual personal learning goals. The co-ordinator will liaise with other professionals as appropriate.

3.1 Monitoring and delivery

At the end of each academic year the PE coordinator will analyse pupil's progress to ascertain what effect the curriculum has had on pupils learning. They will provide help when required to class teachers in the delivery PE sessions that are at a level appropriate to the needs of the pupils and help to ensure that the monitoring process allows the teacher to set targets, with reference to the statement objectives and the PLG's.

3.2 Strategies for teaching and learning

Teachers will employ a variety of teaching and learning styles, allowing pupils to observe, explore and discover, thereby enhancing the developmental process. Learning will be through a pupil-centred approach in an environment conducive to learning. Pupils are active participants in the process and the language used by adults is such that pupils understand what is expected of them. Effective learning will be dependent upon pupils and staff having a "sense of purpose" and using the opportunities provided to develop the 'whole' child. They will learn through working both individually and with others as part of a team. They will be encouraged to make appropriate use of information and evaluate their own work and that of others.

Effective teaching and learning will be dependent on:

- teachers having high expectations
- teachers providing challenging and motivating activities and experiences
- providing a variety of experiences, resources and equipment which gives pupils the opportunity to discover their abilities and maximise their potential
- planning and using time and resources effectively
- giving opportunities to solve problems through the movement of their bodies
- managing pupils well and achieving high standards and discipline
- setting specific tasks which can be adapted and simplified so that success can be achieved

- providing opportunities to learn new skills by breaking them down into small achievable steps, followed by practise and repetition
- setting realistic, achievable and challenging targets for pupils with regular recording, monitoring and reviewing
- using assessment to inform future planning
- planning which includes differentiation based on each pupil's individual needs
- making good use of opportunities to repeat, practise, modify and consolidate physical skills.
- show an ability to explore, experiment, problem solve, improvise and perform a sequence of activities

4. Assessment

Assessment will take place in the line with whole school policy. Assessment, recording and reporting will be based upon teachers and where possible, pupils' judgements of achievement and will provide information on attainment and pupil progress. Assessment and engagement is recorded using Evidence for Learning. It is a continuous process, identifying pupils' strengths and needs and will form the basis of future planning. It will also inform parents, school staff and external agencies about pupil attainment and progress. All activities provide opportunities for assessment. Collecting evidence of pupils' attainment will be via observation, in conjunction with video and photographic evidence. The reporting of pupils' achievements and experiences is included in all statutory reports and each pupil's Record of Achievement.

5. Resources

The provision of resources is linked to the school development plan. Teachers in their planning will identify which resources are required for each half-term and inform the Physical Education Co-ordinator if they require additional equipment. The Physical Education Co-ordinator will allocate school-wide resources as effectively as possible to meet all needs. Planning will take into account resources available towards minimising demand on specific resources by several staff at any one time. Any resources not available in school will either be purchased from the PE budget or given to the Head Teacher as a curriculum priority request.

6. Cross - curricular links

Physical Education has links with the following curriculum areas:

- Personal, Social, Health & Citizenship Education (social integration, teamwork and working co-operatively with others, promoting healthy lifestyles)
- Creative & Performing Arts (performing and being active)
- Science (physiology)
- Literacy (development of fine & gross motor skills, speaking & listening skills)
- Numeracy: (number, problem solving, shape space measure, using & applying)
- Geography (outdoor education)

7. Preparing for Adulthood

Preparation for adulthood is not something we should only think about at school transitions such as the end of each key stage or post-16 planning. Preparation for adulthood should be a continual process for the child and young person that happens at the end of each lesson, topic, unit of study and school day.

8. Community links:

Park Lane School endeavours to make new links and strengthen existing links with the community. This includes use of local swimming pools, leisure centres and stables. Involvement of the local community in school is also encouraged. For example, the school hydrotherapy/swimming pool is used by the NHS service during school hours. Walks in the local area, both on pavements and footpaths are used as a curriculum activity for some pupils. This provides further access to physical activity and also access to local shops and amenities where students can practice life skills.

9. Parental involvement

Strong home/school links are encouraged at Park Lane School. There are many opportunities to foster this collaboration including home/school books, open evenings, working alongside school staff, and annual review meetings. Parents are encouraged to foster healthy/active lifestyles with their children and are supported by physiotherapists and occupational therapists where appropriate.

10. Health and Safety

In line with the schools Health and Safety Policy, it is the responsibility of all staff to be aware of health and safety, to foster safe practices and to report any specific issues to the Head Teacher. Health and safety is also an area of learning and pupils are taught to care for and respect themselves, others and the environment. In addition to the general health and safety guidelines staff must be aware of and comply with additional regulations for specific activities, and safety regulations specific to community provision, such as local swimming pools. Particular issues are addressed below:

11. Outdoor Education

- The school follows East Cheshire LEA policy recommendations
- At the beginning of each school year each class teacher will send out permission slips to parents to cover all 'usual' planned weekly activities
- Additional permission will be sought for each activity which is not mentioned in the September permission slip.
- The teacher will be responsible for planning safe staffing levels and a safe location where necessary visiting the place before hand.
- The teacher is to arrange the following: a) emergency medication b) mobile phone when it is available c) emergency medical details and contact numbers d) Signing group out correctly
- The teacher is responsible for arriving back in good time and should contact the school office if for any reason this is not possible
- The school has adopted the East Cheshire Administration of Medicines Code of Practice. Therefore, staff who volunteer to administer medication when on a visit out of school are 'covered' by the County liability scheme as long as they have received instruction from the school nurse within the prescribed time period.

12. Criteria for evaluating the success of the policy:

The policy will be reviewed annually by the curriculum co-ordinator who will address the following points:

- does the rationale reflect the current practice in school
- has school been successful in meeting the aims
- are pupils experiencing breadth and balance
- can the co-ordinator demonstrate that the arrangements for planning and monitoring have been effective
- is there evidence that the strategies for teaching and learning are effective
- does the allocation of resources allow for effective implementation of the curriculum
- do the assessment, recording and reporting arrangements clearly identify pupil achievement and fulfil statutory requirements
- is there evidence of sound cross-curricular links, community links and parental involvement
- are pupils achieving and enjoying this subject
- are health and safety arrangements being consistently implemented

Monitoring & Review

This policy and its implementation will be regularly evaluated by the Governing Body and will be formally reviewed as part of the school development process.

Policy Development

This policy was produced in consultation with the entire school community, including school staff and governors.

This document is freely available to the entire school community.

It will be reviewed on an annual basis.

Review date: September 2024.....

Signed..... (Head teacher)

Date.....

