



Physical Education Policy

Approved by:	Katie Wyatt	Date: 10/10/2024
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Aims

The PE policy aims to provide a high-quality physical education program tailored to the diverse needs of our students. Physical activity is a vital part of the development process, contributing to the physical, social, emotional, and cognitive well-being of students. Our inclusive PE program encourages all students to participate in physical activities at a level appropriate to their abilities, fostering confidence, health, and well-being.

We aim to promote an active, healthy and enjoyable lifestyle and encourage our pupils to have the motivation, confidence, physical and social competence, knowledge and understanding to maintain physical activity throughout life.

P.E. is about introducing children to the world of fitness and sport, which, combined with an enjoyment of exercise, will hopefully provide the foundations for a healthy, active lifestyle. Physical Education lessons take place in our sports hall, our fully equipped gym and local off-site locations where applicable.

The aims and objectives of Physical Education at Maple House School are:

- To promote physical development and health among students of all abilities.
- To develop motor skills, coordination, and body awareness.
- To foster a positive attitude towards exercise and encourage lifelong physical activity.
- To support social interaction, communication, and cooperation through team activities.
- To adapt and differentiate activities to meet the individual needs of students, including those with physical, sensory, or cognitive challenges.
- To ensure students understand the benefits of physical activity for mental and physical well-being.

Curriculum

The PE curriculum will be broad, balanced, and differentiated to meet the needs of all students across various stages of development. It will include the following core areas:

1. Gross Motor Skills Development (Ages 5-8)

Focus on developing basic gross motor skills such as running, jumping, throwing, catching, balance, and coordination. Activities include:

- Obstacle courses
- Ball games (e.g., rolling, throwing, and catching)
- Basic gymnastics (balance beams, soft mats)
- Simple yoga, stretching exercises or similar

2. Multi-Sensory Physical Development (Ages 8-11)

Building on motor skills, this stage emphasizes coordination, rhythm, and spatial awareness, with activities adapted to individual sensory needs. Activities include:

- Moving with the ball, throwing, catching and passing
- Modified team sports (e.g., adapted football, basketball)
- Sensory circuits (targeting proprioception, vestibular, and tactile systems)

3. Social and Cooperative Games (Ages 11-14)

Encouraging teamwork, communication, and problem-solving through more structured activities and modified competitive sports. Activities include:

- Team sports (adapted netball, rounders)
- Simple relay races
- Cooperative games (e.g., tug-of-war, team building exercises)

4. Fitness and Functional Movement (Ages 14-16)

Introduction to basic fitness, personal goal-setting, and activities that improve strength, flexibility, and endurance. Activities include:

- Circuit training
- Walking, running, or cycling for distance
- Introduction to weight-bearing exercises (e.g., resistance bands)
- Modified fitness assessments and personalized exercise plans

5. Life Skills and Leisure Activities (Ages 16-19)

Focus on physical activity as a lifelong habit and the importance of leisure and recreation. Activities include:

- Independent fitness activities (e.g., gym sessions, adapted yoga)
- Recreational sports (bowling, adapted golf)
- Outdoor pursuits (e.g., hiking, adapted cycling)

Equal Opportunities

All pupils at Maple House School will be given equal opportunities to access the P.E. curriculum regardless of race, sex, religion, ethnic group, culture or ability (including more and less able pupils).

A well-balanced and planned P.E. programme should meet the physical and social needs of all pupils thus allowing all children across the ability spectrum to succeed.

All activities will be adapted to the physical, cognitive, and sensory needs of the students. Modifications may include:

- Using adaptive equipment (e.g., larger balls, lighter bats).
- Adjusting rules to simplify games.
- Providing additional support (e.g., one-on-one assistance, communication aids).
- Creating sensory-friendly environments (e.g., dimming lights, reducing noise).
- Allowing additional time for students to process instructions and complete activities.

By setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment, teachers will create a positive and achievement orientated learning environment.

Assessment

Assessment in PE is ongoing and formative. Children will receive feedback and support during the lessons. Assessment in P.E should provide opportunities for pupils to assess their own performance through talk and observation of peers. They should be encouraged to recognise ways of improving skills and make positive comments on their own and others work.

Progress in PE will be measured using individual learning plans (ILPs) and formative assessments. Assessment will focus on:

- Development of gross and fine motor skills.
- Increased participation and engagement.
- Improved social and communication skills in group activities.
- Demonstrated understanding of health and fitness concepts.

Each student's progress will be recorded and reviewed regularly, with adjustments made to the program based on their evolving needs and abilities.

Health and Safety

Physical Education is by its very nature a challenge to growing children. Pupils will be placed in situations where risk of an accident or injury is ever present. Therefore, it is important for teachers to be aware of the importance of safety and to plan it in their work so as to minimise the risk of accidents to both pupils and teachers. The following list is a general outline of safe practice in P.E.

- All forms of physical activity should be preceded by an appropriate warmup.
- The pupils must be given tasks which are challenging, but within the scope of their ability.
- Teachers must carry out a risk assessment of all equipment before use and give pupils disciplined strategies for safe handling of the equipment whilst the work is in progress and safe storage when the work is complete.
- Appropriate levels of lighting must exist to facilitate a safe working environment.
- The surface that the pupils are expected to work on should be clean and free of litter or other hazards that could cause an accident. The teacher should pay special attention to the suitability of the surface, after rain on the playground or on the grass as this may make the area too slippery to be safe.
- All jewellery, watches and religious symbols should be removed.
- Long hair should be always secured as appropriate to the activity.
- Appropriate clothing must be worn by pupils and staff.
- The teacher must ensure the preservation of body heat after hard physical exercise and use good methods to cool down pupils after such exercise.
- The teacher must be aware of any medical condition which may affect physical ability (e.g. diabetes or asthma) and make the appropriate adjustments in planning and implementation of the lesson to allow pupils who suffer from any conditions to take part actively but safely.
- Staff should have a working knowledge of First Aid and know when and how to summon qualified First Aid assistance.

Risk Assessment

Regular checks and risk assessments are made by all staff involved in delivering the P.E. curriculum, these checks are ongoing. Risk assessments should also be carried out on any facilities that are used for sporting activities outside of the school grounds.

Annual safety checks and repairs are carried out on gymnastic equipment and staff should check apparatus when it is being taken out for use in lessons. If a potential hazard is identified it is immediately taken out of use and reported to the P.E. Teacher.

Monitoring and Review

The effectiveness of the PE program will be monitored through:

- Regular review of student progress
- Feedback from staff, students, and parents.
- Annual review of the PE curriculum and policy to ensure it continues to meet the needs of the students.

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This policy will be reviewed annually by the school leadership team to ensure that it continues to meet the evolving needs of the students.