

PE Policy



Acorns School is a primary special school for children with generic learning difficulties, this includes; Moderate learning difficulties, severe learning difficulties, profound and multiple learning difficulties, visual and hearing impaired and children with Autistic Spectrum Disorder. Some pupils also exhibit challenging behaviour and find it difficult to regulate themselves in order to access learning.

Philosophy and purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of Physical Education. Our school values lie at the heart of what we aim to do.

Acorns School Values –

We **care** for each other

We **welcome** everyone

We create **opportunities**

We are always **positive**

We **celebrate** each other and our achievements.

“Individually we grow, together we thrive”

It will form the basis for the delivery and development of Physical education at Acorns School. It gives guidance on planning, teaching and assessment.

The Intent:

Our PE Curriculum is designed to promote a positive attitude towards physical education and sport. We believe that physical activity is an essential component to our pupils social, emotional and mental well being. We want our pupils to develop their physical literacy to help on the path to leading healthy and active lifestyles. We want to develop confidence, competence and enjoyment of physical activity and sport. Physical education should be motivating, appropriate and with the correct amount of challenge to suit the individual's needs. We want to ensure all pupils develop their physical potential through a variety of activities and opportunities.

Here at Acorns School we provide a broad and balanced PE and Physical curriculum that is fully inclusive to all our pupils.

We aim to improve their mobility, motor skills, stamina, co ordination, balance, creative expression, body awareness and promote knowledge, understanding and skills necessary for healthy living, participation and competition.

Equality Act:

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

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 that are developmentally appropriate. 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 Aims:

To Promote physical development

To develop physical literacy through mastering fundamental movement skills

To experience and participate in physical activity

To develop physical competence and confidence

To engage in activities that develop cardio-vascular health, flexibility, muscular strength and endurance

To encourage good posture and appropriate use/control of the body, improving co ordination

To encourage body awareness through a wide range of physical activities

To respond readily to instructions and signals within established routines.

To observe the conventions of fair play, good sporting behaviour and cope with both success and failure.

To work effectively individually, with partners and within a team

To provide opportunities for all pupils to develop their physical skills in a way that is meaningful and appropriate for their individual level of ability

To enable all children to experience physical activities/skills with increasing control and coordination;

To develop a range of physical skills, strength and stamina and knowledge of the body

To enable children to develop emotionally, learning to cope with success and failure, developing a sense of fair play and sportsmanship

To develop an ability to learn 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 the way children perform skills and apply rules and conventions for different activities

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.

Implementation

Teaching & Learning:

Physical Development in the Early Years

Physical development is embedded throughout the school day, with opportunities to practice and refine physical skills both inside and outside the classroom. These activities form part of continuous provision and are tailored to the current needs and abilities of each class group. Planned experiences are designed to be fun, engaging, and appropriately challenging, ensuring that all pupils can progress at their own pace.

In addition to classroom-based opportunities, early years pupils access the school hall weekly to explore movement in a larger space. Here, they continue to develop fundamental movement skills through activities that encourage climbing, balancing, and spatial awareness. Equipment is used to provide varied challenges, enabling children to navigate space, adjust speed, and overcome obstacles safely and confidently.

In addition to continuous provision and weekly PE sessions pupils also access our outdoor areas around school including :

The trim trail, the trampoline area, bikes/scooters and forest school. They also take nature walks around the local park.

Some pupils in the EYFS access a more sensory based PE curriculum which may include: – massage, body awareness, vestibular and tac pac, physio programmes, rebound, MOVE and splash sessions.

Woodlands (pre formal, non subject specific learners)

Woodlands pupils follow a sensory-based Physical Education curriculum tailored to individual needs. Provision includes:

- Individual physical programmes (standing frames, walkers, wheelchairs, specialist bikes, vestibular activities, physio therapy).
- MOVE Programme targets embedded in daily routines, with an annual MOVE celebration day.
- Sensory activities such as Tac Pac, massage, contact dance, body and hand awareness, music & movement, vestibular, sensory circuits.
- Specialist interventions including Rebound Therapy and “Splash” sessions.
- Opportunities for inclusive sport (e.g., Kurling, Boccia, Sensory Orienteering, winter Olympics, Dance) and participation in annual Sports Day.
- Weekly MATP sessions and hall access for structured physical activity.
- GLD events – MATP Celebration event, WC Dance, Sensory Orienteering

This provision ensures pupils experience meaningful physical engagement, promoting mobility, sensory stimulation, and well-being.

KS1 & 2:

Physical education is taught discreetly at least once a week and through a variety of planned physical activities. For these sessions some pupils will be grouped to ensure the children are suitably challenged and taught according to their individual needs.

We endeavour to follow the national curriculum requirements in PE. However, due to the complex and changing needs of our children, it is carefully adapted to make it accessible and appropriate for our children. This allows staff to cater to the needs and abilities of each individual child.

Some pupils will follow a more personalised/ sensory based approach to PE which focuses on developing their individual physical skills through planned activities including use of the therapy bikes, massage, body awareness, welly walks. During these sessions pupils will work towards improving physical skills in a developmentally appropriate way.

KS1

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, teacher observations and recording over the term. 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.

Pupil progress can be tracked using the Evidence for learning App and Bsquared

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.

Pupil progress can be tracked using the Evidence for learning App and Bsquared

In addition to PE lesson Key Stage 2 pupils also have a term of swimming usually at year 5/6

Additional Physical Activity:

As part of our PE offer we promote physical activity and pupils access a wide range of activities:

Daily movement opportunities – dough disco, parachute time, wake up and shake up, regulation activities

Music and Movement – central resource for classes to use to increase participation, engagement and motivation for physical activity.

Rebound – identified pupils weekly sessions

Trampoline session: weekly as part of sensory regulation

Yoga – weekly sessions for identified pupils across school

Trim trail – weekly timetabled sessions for class groups, use at play times and for individual pupils as part of their regulation.

Outdoor Trampoline/ Swing Area – used by classes and pupils as part of daily regulation sessions

Bikes/Scooters/Go karts – daily use at lunch times – pupil voice for active playtimes. Class timetabled sessions weekly. Some pupils access as part of daily regulation.

Regulation Walks: Daily walk around the local park twice daily – regulation/readiness to learn.

Sensory Circuits: Some pupils access sensory circuits daily to support regulation.

Regulation Resources: Tac Pac, Let's Listen & Move, scooter board area

Swings/Vestibular: daily use of swings and vestibular equipment for identified pupils

Active Playtimes: Focus areas for pupils to access at break times – Pupil Voice

Swimming: In addition to the curriculum swimming and Splash sessions. We also have 2 weekly sessions for regulation.

Interventions –

As well as discreet lessons of physical education Acorns school delivers interventions. Many children at Acorns require sensory processing activities to enable them to be 'ready to learn', these are often linked to physical activity – sensory circuits, heavy work activities, bounce sessions and regular movement breaks. Some pupils may also access MOVE, splash(hydro), rebound and swimming, yoga. Coaches are hired to deliver specific physical activities – bike ability, tots on tyres, dance, rugby, tennis

Extra – Curricular activities

Pupils within school have access to educational visits to activity centres, parks, horse riding, skiing, sensory play centres and sporting events throughout the year through the GLD sports link. They also have a residential to Bendrigg Lodge.

Planning & Class Organisation

Class Teachers plan lessons

PE is also reinforced via cross-curricular means. We encourage 'active learning' sessions through use of our outdoor areas – forest schools, play ground, local area and in the classroom where possible. 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
- Training to staff where appropriate. This will be in line with the needs identified in the school development plan.

- 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
- Deep Dives/Learning Walks

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; "MOVEr of the week" and our "Active Sports Award"

In the upper Key Stage 2 classes the children are working towards gaining the Young Leader Awards – they can achieve Bronze, Silver and Gold awards by meeting criteria.

Assessing Achievement

Assessment against learning outcomes would be made on an individual basis to demonstrate progress. We use evidence for Learning where pupils can be assessed under PE, Gross motor and fine motor skills. Pupil progression can be tracked via these areas and also under Sensory/Physical in IEP targets linked to the pupils ECHP's. These are assessed each term. Comments are noted on examples of work against specific learning outcomes identified in short term planning. Assessment informs termly evaluation and future planning. Bsquared tracks the progress of learners undertaking and developing PE skills.

MOVE specific assessment for pupils accessing the MOVE programme and Rebound also has its own assessment criteria that is recorded for pupils accessing sessions.

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.

Policy written By: Sophie Martindale (PE Subject Lead)

Signed By:

L Hall

Headteacher

Date: October 2025

S Jukes

Chair of Governors

Date: October 2025

Next review date: October 2026



ACORNS SCHOOL PRESTON
Woodlands PE Scheme of Work
(pre formal non subject specific learners)
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

Inter – school events/links – Sensory Orienteering, WC Dance

Rebound Therapy – opportunity to enhance movement, improve circulation, improved respiratory function, improve balance, co ordination, muscle tone, stamina, posture and enjoyment and participation

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
Continuous Provision	Pupils to access a range of gross and fine motor based activities through the continuous provision both in and outside the classroom. Activities will be differentiated by ability and children will be appropriately challenged to improve and build on skills		
Hall Time	Time to develop fundamental movement skills, co ordination, balance, spatial awareness, gross and fine motor control in a larger space. Use of a range of equipment to practice skills.		
Extra/ Additional Physical opportunities	Tac Pac Bikes Vestibular Massage Welly Walks/ Adventure walks Treasure hunts Parachute play	Body awareness Space Sessions (multi sensory) Vestibular Massage Welly Walks/adventure walks Treasure hunts Parachute play	Tac Pac 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 (semi formal Learners)

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>	Fundamental movement skills Games	Dance	Gymnastics & fundamental skills	fundamental skills games	Look what I can do! - Athletics
<i>Maple</i>	Fundamental movement skills Games	Dance	Gymnastics & fundamental skills	fundamental skills games	Look what I can do! - Athletics
<i>Elm</i>	Fundamental movement skills Games	Dance	Gymnastics & fundamental skills	Fundamental skills Games	Treasure hunts Outdoor & Active
Sensory Learners	Planned lessons to work on their Individual Physical & Sensory targets (changed and assessed termly) incorporate work on fundamental movement skills within these lessons if appropriate. Follow Individual Physio Programmes daily. Contact Dance, WC Dance, Body Awareness, Massage, TACPAC, splash sessions – identified pupils MOVE programmes, Vestibular, Individual Physio Programmes, Floor time – working on personal targets. Swimming, Rebound, sensory circuits				
Physical Activity 1 hour across the week	Planned Sessions: Welly walks, use of bikes, scooters, go karts, Rugby Tots (some pupils), massage, use of outdoor facilities – trim trail, trampoline area, forest school, park visits, splash sessions(some pupils) Music & Movement Sessions				
30 Active minutes	Active 30 minutes daily – wake up and shake up, music and movement, dough disco, break times, use of trim trail, football club, yoga, multi skills club – Friday, sensory regulation activities & sessions				



ACORNS SCHOOL PRESTON

Key Stage 2 PE Scheme of Work (semi formal/formal learners)

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	Skills & games – (aiming, throwing, finding space) dodge ball, safe zone games, tails)	Dance	Gymnastics	Outdoor & Adventurous	Athletics	
Ash	Skills & games – attacking and defending – hockey, football, netball, skittle ball	Dance	Gymnastics	Outdoor & adventurous	Fielding & Batting games	Athletics
Pine	Skills & Games – stations – Games- Relay Racing, retrieving games, target games (skittles/Curling/Boccia)	Gymnastics	Dance	Athletics	Outdoor & Adventurous	
Oak	Skills & Games – Net Games – Badminton, Tennis, balloon Volleyball	Gymnastics	Dance	Outdoor & adventurous	Summer games	Athletics
Sensory Learners	Planned lessons to work on their Individual Physical & Sensory targets (changed and assessed termly) incorporate work on fundamental movement skills within these lessons if appropriate. Follow Individual Physio Programmes daily. Contact Dance, WC Dance, Body Awareness, Massage, TACPAC, splash sessions – identified pupils MOVE programmes, Vestibular, Individual Physio Programmes, Floor time – working on personal targets.					
Physical Activity 1 hour across the week	Planned Sessions: Welly walks, use of bikes, scooters, go karts, Rugby Tots (some pupils), massage, use of outdoor facilities – trim trail, trampoline area, forest school, park visits, splash sessions(some pupils) Music & Movement Sessions					
30 Active minutes daily	Active 30 minutes daily – wake up and shake up, music and movement, dough disco, break times, use of trim trail, football club, yoga, multi skills club – Friday, sensory regulation activities & sessions					

