



PE Policy – Key Stage One and above.

Ratifying Committee	Curriculum & Standards Committee
Date	June 2025
Review	Annually

Rationale

The fundamental skills of movement (FSOM) are at the heart of the PE curriculum at The Bridge School. Developing these skills (methods of movement, balance and object control) can support pupils' awareness of their own bodies, promote health and well-being, build core skills and strength and demonstrate what is needed for a healthy lifestyle.

Our PE curriculum allows pupils to follow their own natural curiosity related to movement, through child-led exploration. Pupils have access to a wide range of motivating and engaging movement based activities to facilitate their learning and develop their physical skills and knowledge. Our aim is for pupils to build self-esteem and work cooperatively with their peers, whilst developing vital gross and fine motor skills that will benefit them throughout their lives.

Within all PE lessons, pupils' focus on the importance of being active and enjoying physical activity. Pupils consistently have opportunities to extend their learning. Practitioners provide differentiated support based in line with physical development needs and scaffold pupils' next steps.

At The Bridge School, we use bespoke, sequenced, small-step descriptors that outline the key knowledge and skills within PE. These descriptors provide an easy to use, aspirational framework that ensures all pupils make progress in what they know, what they can do and what they can remember.

Across all subjects and at all key stages, the overall intent is that the pupil engages, achieves, and makes the most personal progress they can over time to enable them to have the most fulfilling, enjoyable, and independent life possible.

Intent

At all key stages, the overall intent is that each pupil engages, achieves, and makes the most personal progress they can over time to enable them to have the most fulfilling, enjoyable, and independent life possible.

The school has mapped out:

- the intended progression of fundamental key skills and knowledge for pupils working at below pre-key stage standards that are pre-subject specific (Appendix A). School defines this as working at the level of Early Development (ED). The P.E. planned units of work provide a context/theme for pupils to engage in learning and to achieve pre subject cross curricular specific skills and knowledge/targeted outcomes linked to EHCP set with parents/carers and from any advice from other professionals.
- the progression/intended sequence of learning of early foundational skills and knowledge including linked key vocabulary and concepts for P.E. (Appendix B) working towards the NC programmes of study and links to the relevant area of the EYFS Curriculum (Physical Development, PSED, Maths and Expressive Arts and Design).

For each pupil their next step will be based on their assessed previous skills and knowledge rather than for their age or year group- it will be highly personalised. Due to the particular special needs of an individual pupil, some pupils may not have an even profile and steps may be broken down and further personalised. The curriculum provides the opportunity for pupils to access a broad and balanced curriculum at a differentiated level meeting statutory requirements.

The following form the foundation of all delivery:

- engagement and enjoyment
- communication and understanding
- personal and social development including increasing awareness of self, their own emotions and relationships with others.
- independence including life-skills

Progress within the Curriculum

- For our pupils, progression is not necessarily only movement up a ladder of skills and knowledge. Lateral progression is also important in being able to apply the skills and knowledge they have learnt e.g. to different contexts, situations, with different people, in different environments.
- Retention of the foundation fundamental learned skills and knowledge to embed into the long-term memory is also important for our pupils- to know more and remember more.

The Bridge Knowledge and Skills Progression		KS1 National Curriculum Attainment Targets in PE
Fundamental Skills of Movement embedded throughout		
Non-Subject Specific (NSS)	PE - Subject Specific (SS)	
Bands 1-4	Bands 5-9+	

Implementation

- Physical development is an area that can be developed throughout the day as we use our bodies both in gross and fine motor way through everyday activities and through other subjects.
- Pupils who have delayed physical skills or who have physical disabilities may have a programme of activities recommended for home and school and school can then support where possible the implementation. This maybe a programme or use of equipment that is timetabled in a personalised way for the pupil, maybe something that can be integrated into other subject delivery or maybe within the PE session. Teachers need to liaise with Head’s of Phase to plan any impact/balance on other subject delivery or on wider PE delivery.
- P.E. is also taught as specific subject with a rolling programme of units (enabling mixed year classes to support classes with appropriate groupings and friendships) (Appendix D) enabling the lead adult to plan lessons and sequence of lessons to:
 - Support engagement in learning.
 - Consolidate existing skills and knowledge to retain them and embed in the long-term memory.
 - Work on next steps (understanding for some pupils this can be an uneven profile linked to their SEN) and break steps down further if needed.

- For some pupils exposing them to the foundations of higher skills as pupils may have particular strengths or motivations and it may lay foundations for later learning.
- Work on the application of the skills and knowledge e.g. using in a different context, with different materials, with different people or applying within a different task.
- Work on early underpinning foundational knowledge that build into different types of knowledge (e.g. substantive, disciplinary and procedural - see Appendix E)
- To have varied content to widen engagement and experiences of pupils.
- P.E. skills can also be consolidated in delivery through other subjects.
- High quality teaching with engagement strategies outlined in Support Plans and EHCP outcomes, communication systems and integration of therapy advice where relevant.
- Time in a lesson if required to target and consolidate a specific skill, this may include a skill covered in a previous unit that may be learned or mastered with continued repetition but not covered in the current unit.
- Correct modelling by staff and addressing of any misconceptions linked to P.E.
- Exciting, motivating and varied content to support engagement with opportunities taken to enhance cultural capital within curriculum delivery in school and out of school when possible.
- Special Olympics MATP (Motor Activity Training Programme) is used across school for pupils with physical disabilities and includes the four key skill areas (Mobility- gross motor skills, Dexterity- fine motor skills, Kicking- lower body skills and Striking- upper body skills)
- Time Allocations:
 - There is no specific time allocation given by the DFE but it recommends that children and young people access at least 60 minutes of physical activity per day with 30 minutes of this being completed during the school day.
 - Most classes in each key stage have a weekly lesson. For pupils who are working at pre-subject specific levels and pupils in specialist classes, teachers may reduce content and cover reduced units to enable other priority areas including therapy programmes to be implemented.
- There are annual sports events held within each phase and school also join in with national events just as Sports Relief and Sports Week. Throughout many themed days and events P.E. knowledge and skills are used.
- There are planned work packs to support remote learning and the Lead adult of the class can provide specific work linked to the pupil and skills as needed.
- Primary and Secondary phase have a coordinator linked to the P.E. curriculum. EYFS has a coordinator for the linked area of the EYFS curriculum. The Primary and Secondary phase coordinators alongside the Heads of Phase (who oversee the phase curriculum)- See Appendix F for roles and responsibilities
- Some pupils may have specific needs that need to be carefully considered and planned for to support their access the P.E. curriculum, for example, physical disabilities, sensory impairment or sensory issues such as tactile defensiveness. Through the planning and delivery process the coordinator may need to consider the following:
 - Alternative access e.g. use of software programmes
 - Use of adapted tools
 - Providing opportunities to participate and engage with adult support to ensure pupil has access to any relevant curriculum opportunities based on prior assessment

The Primary Phase accesses the yearly Sports Partnership Premium and uses this additional funding to support the quality and ongoing development of PE and physical activity. The additional funding is used flexibly dependent on the needs of pupils, whole school development relating to PE and physical activity, specific training of staff etc. Every year a report is written with intended targets and spending evidenced against outcomes which is available on the school website.

Swimming

Pupils in KS1 and above access a block of swimming sessions throughout each year. The key focus is developing water confidence, stamina and fitness. Pupils work on initial water skills steps and then skills are broken down into an additional 5 further levels.

Pupils within specialist class bases access one warm swim session weekly. Primary pupils with a physical disability (not in a specialist class base) will access warm swim session weekly during their assigned block (one term) as agreed with SLT.

Coaches

Key Stage 2 pupils attend sessions run by external sports coaches who provide an additional offer of sports such as tennis, dance, cricket, multi sports, Boccia and NAK. Year 3-5 will have the opportunity to access one of these activities for half a term. Year 6 pupils will access sessions on a half-termly basis throughout the year.

Secondary pupils access the sports coaches during their club day. Throughout the year the pupils will access outside coaches linked to the curriculum area.

TWSSP

The Bridge School are members of Telford and Wrekin School Sports Partnership which provides CPD, Sporting events and competitions throughout the academic year. PE Co-ordinators attend regular PE networking meetings.

Health and Safety

Staff should work in accordance with the School Health and Safety Policy and risk assessments. The School also had a PE Health and Safety Policy to be followed.

- Lead staff member alongside all staff are responsible for checking that there are no obvious breaches of Health and Safety guidelines.
- Lead staff member will take into account pupils individual risk assessments and their ability level when planning use of tools and equipment. Staff to assess hazards and risks specific to individual pupils' pupil.
- All staff will dynamically risk assess throughout delivery and seek advice or stop if they have concerns.
- Risk assessments in relation to equipment will be followed but with an understanding that the risks for each pupil in relation to pupil's individual profile need to be dynamically risk assessed.
- Visits risk assessments need to be completed and agreed.

- Lead adult needs to ensure that COSSH assessments have been carried out and known for materials use- see Health and Safety Support Assistant
- Electrical item checks should be carried out as per risk assessment. Visual checks on equipment and environments for safety before use should be carried.
- Lead adult ensures assessments are compiled and followed for all visits and permission has been granted.
- All health guidelines are followed when handling substances that could be harmful to health.
- Sensory rooms are used appropriately and guidelines followed.
- All pupils are aware of safety issues when using accessing equipment – at a level appropriate to their learning needs and understanding
- All staff understand hazards and risks when using tools and equipment

Impact

The aspiration for all pupils who attend the Bridge School is they achieve their potential in all aspects of their development and live the most independent life possible. All pupils who attend the Bridge School, have severe/ profound learning difficulties. Many pupils have additional needs such as autism, physical disabilities, sensory impairments, complex medical needs etc. We work in a determined way to ensure that all pupils can achieve the most they can.

The outcome of the curriculum is highly individual. All achievement and progress is celebrated. Progress for our pupils can be demonstrated by:

- Pupils making progress towards/achieving their intended outcomes set with parents/carers for 12 months within the EHCP annual meetings. These outcomes are informed by any relevant professionals working with the pupils.
- Pupils making progress towards outcomes when reviewed in 6 month review meetings with parents/carers.
- Pupils making progress/achieving in the P.E. curriculum planned by teachers either demonstrating pre subject cross curricular skills and knowledge or subject specific skills and knowledge. Progress and achievement in all subjects are within reports to parents in either EHCP (Annual Review) report or annual Curriculum report.
- Achieving external accreditation for secondary aged pupils e.g. OCR accreditation.
- Using existing skills in a wider range of contexts.
- Supported transition within, in and out of the setting.

NB

- *Please note that the intended skills and knowledge are on school tracking documents and may have been updated. If there have been any revisions this will be updated in this policy when it is reviewed annually.*
- This policy is set alongside the Curriculum (Key stage one and above policy), Teaching and Learning Policy, Engagement Policy, Planning Assessment and Reporting Policy (EYFS / Primary / Secondary) and subject curriculum policies.

Appendix A/B

Early Development (ED) and Subject Specific (SS) descriptors are detailed on our online assessment system – Onwards and Upwards, and within the Curriculum Booklet – T:\Bridge\Bridge K Drive\POLICIES & DOCUMENTS\A SCHOOL SUBJECT POLICIES\Curriculum Progression Booklet.

Appendix C

P.E. National Curriculum

The national curriculum for P.E. aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets for National Curriculum

Key stage 1 – Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of P.E. techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Key stage 2 – Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of P.E. techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
- about great artists, architects and designers in history.

Key Stage 3- Pupils should be taught:

- to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.
- to use a range of techniques and media, including painting
- to increase their proficiency in the handling of different materials
- to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
- about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

KS4 P.E. is module based with external accreditation through OCR. It is a continuation of skills and knowledge studied at KS3.

Appendix D

Rolling Programme of PE Units

In all units, there are planned multi-sensory activities, communication and interaction and personal development to enable the teacher to work in the earlier stages and progression in the schools intent

Term	Autumn	Spring	Summer
Programme 1	FSoM Roll, hit, goal	FSoM Can you kick it?	FSoM I like to move it

Specialist Classes

Appendix E

Different types of knowledge

Substantive knowledge. This is about learning established facts. For pupils with severe and profound learning difficulties this may be pupils understanding core words and concepts linked to the subject, e.g. knowing how to move (balance, throw, catch, jump etc) and understanding movement concepts (speed, direction, coordination).

Procedural knowledge. This is the understanding of how something is done, the series of steps or actions taken to accomplish a goal. This will be important for pupils with severe and profound learning difficulties in learning how to do something e.g. as a life-skill. This may need to be broken down into small steps building forwards or backwards in a sequence. It may be that a pupil is supporting with step-by-step instructions or visual information. In the context of PE, this could include knowing how to perform specific movements or sequences, requiring multiple steps, e.g. throwing a ball (holding ball, bringing the ball back, stepping forward with opposite foot and releasing the ball).

Disciplinary knowledge. This relates to individual's understanding of subject matter concepts and how these concepts relate to form a larger body of knowledge. This requires an understanding of how substantive knowledge is gained. At the earliest level it may involve, asking relevant questions, problem solving, decision making, experimentation and reflection – all linked to different sports/movements.

Appendix F

Roles and responsibilities – P.E. Co-ordinator

- Ensure that the curriculum meets the statutory requirements

- Ensure the rolling programme provides coverage of the key aspects required
- Ensure the planned units are reviewed prior to delivery in relation to the breadth of ability, the special educational needs of pupils in relation to their access to the curriculum, any progression in technology/research and any internal data.
- Review the intended skills and knowledge progression in relation to any changes to the school population, research, advice from professionals and teacher/parent/carer feedback.
- Ensure that they are professionally up to date in their subject area including self-identifying required training opportunities.
- Provide training for teachers and support staff including highlighting any common misconceptions.
- Liaise with the schools ECF coordinator/mentor to provide training and support for newly qualified teachers.
- Liaise with Head of Phase to support new teachers.
- Work with whole school assessment coordinator on internal moderation.
- Work with Heads of Phase on use of curriculum coordinator time to observe practice and carry out deep dives in Art and Design.
- Ensure that the unit delivery is well resourced including online shared resources.
- Complete annual self-evaluation reviews to inform whole school improvement planning.
- Liaise with the EYFS coordinator for the linked area of the curriculum.
- Design and deliver training to parents/carers as part any agreed parent offer.

Teachers:

- Ensure that they have current subject knowledge to effectively teach their designated group of pupils.
- Ensure that they follow the medium-term planning for P.E. and liaise with subject coordinators over any content or specific resources.
- Ensure they differentiate the P.E. curriculum in the units of work and set appropriate unit objectives/lesson targets in line with pupils assessed levels and the intended skills and knowledge.
- Extend unit content/context for their designated group of pupils if necessary and feed back to the P.E. coordinator.
- Ensure that P.E. work in other subjects links to the pupils assessed level of skills and knowledge.
- Ensure that they contact coordinators or Heads of Phase for any specific advice or to ask questions.
- Ensure they assist their support staff in their understanding of the P.E. curriculum and their subject knowledge.
- Complete assessment, recording and reporting in relation to whole school policy.

Support staff:

- They engage with training and self-identify if they require further training, advice and support in relation to the delivery of P.E. to their designated group of pupils.
- They implement the teachers planning and direction and follow the whole school policy on assessment