



PE Policy 2025-2027

Intent of our PE curriculum At Stepping Stones Short Stay School

We recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning. Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure 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.

Implementation and Teaching and learning

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school. The curriculum planning in PE is carried out in three phases (long-term, medium-term and short term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

All children have equal access to the PE curriculum. Children with Special Educational Needs will participate in all activities as far as possible according to his/her abilities. The National Curriculum sets out three principles that are essential to developing an inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment of individuals and groups of pupils

These principles are considered by teachers when planning for individuals and groups of pupils. Where appropriate, in all activities, resources, task, groupings, support and teaching method will be adapted.

SEN/Inclusion and the PE Curriculum

To provide physical activities that are appropriate to the learning experiences of the individual children it is necessary for the teacher to be aware of the statements/individual educational programmes that apply to children in the class that they are teaching. Teachers take account of the three principles of inclusion that are set out in the National Curriculum. These principles are related to how teachers plan and teach the curriculum through:

- Setting suitable learning challenges.
 - Responding to the diverse learning needs of pupils.
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- These principles are considered when developing the chosen units for use in PE.

Roles of the subject leader

The role of the PE subject leader is to;

- Take the lead in policy development and the production of schemes of work designed to ensure progression and continuity in PE throughout the school.
- Support colleagues in this development of planning, their implementation of the scheme of work and in assessment and record keeping activities.
- Monitor progress in PE and advise the head teacher on action needed.
- Conduct work sampling regularly focussing on different aspects of teaching and learning.
- Take responsibility for the purchase and organisation of central resources for PE.
- Keep up to date with developments in physical education and disseminate information to colleagues as appropriate.
- Provide an annual action plan to maintain an effective and developing PE curriculum.
- Raise and maintain the profile of PE across school.