

# Physical Education Policy

St Vincent's School for Sensory Impairment and Other Needs



Approved by:	Mr. L. Green & Governing Body	Date: 19/09/2025
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## 1. Purpose of Policy

This policy reflects the aims and values of St Vincent's School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals. Physical Education is a vital part of our curriculum, offering all pupils, regardless of need or ability, the opportunity to explore creativity, develop self-expression, and build confidence.

The purpose of this policy is designed to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website [www.stvin.com](http://www.stvin.com).

## 2. Subject Vision

Here at St Vincent's School, our vision for PE is to ensure that every pupil experiences the joy, confidence, and wellbeing that comes from being active. Through the Complete PE curriculum and our enriched approach to sport and physical activity, we provide a wide range of opportunities that are inclusive, accessible, and adapted to meet the needs of learners with visual impairments. Lessons are carefully structured to build skills progressively, using tactile equipment, clear auditory cues, guided movement, and adapted games so that all pupils can take part fully, safely, and successfully.

The PE benefits for our pupils are holistic, as they promote physical health, coordination, and motor development while also strengthening resilience, teamwork, and communication. Participation in sport and physical activity builds confidence, independence, and a sense of achievement, supporting emotional wellbeing and fostering positive attitudes towards lifelong health. We also value enrichment beyond the curriculum, offering opportunities to experience different sports, outdoor activities, and inclusive competitions that help pupils discover new interests and develop a sense of belonging.

Our aim is for pupils to see themselves as active, capable, and confident individuals who enjoy movement, embrace challenge, and recognise the value of physical activity as an important part of a healthy, independent, and fulfilling life.

### **3. Aims & Outcomes**

#### **Aim:**

PE aims to develop pupils' physical competence, confidence, and fitness while promoting health, wellbeing, and lifelong active habits. Through PE, pupils learn to work collaboratively, communicate effectively, and demonstrate leadership, while fostering creativity, problem-solving, and tactical thinking. They gain knowledge of rules, strategies, and safe practice, and are encouraged to set personal goals, build resilience, and enjoy participation in sport and physical activity throughout their lives.

1. To identify and remedy poor physical skills and gaps in movement experiences.
2. To develop skills which will be of long-term recreational value. To promote agility of mind and body through movement.
3. To develop self-confidence and increased independence.
4. To increase kinaesthetic awareness and hand-eye co-ordination.
5. To promote and encourage the use of residual vision.
6. To motivate the visually impaired CYP
7. To prepare the child for the rigorous physical demands placed upon a visually impaired person in leading an ordinary, independent life.
8. To develop the foundations of good mobility by giving better awareness and control.
9. To try to remedy poor posture and postural defects, and to discourage "blindisms".
10. To create situations allowing the pupils to develop and practise social skills.
11. To promote periods of relaxation, as blind children are often very tense and have to be taught how to relax.
12. To assist the emotional development of the child.

The national curriculum for physical education aims 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.

## **Outcomes:**

### **Key stage 1**

Pupils should 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 [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### **Key stage 3**

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:

- use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]

- 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
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- 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.

#### Key stage 4

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils should be taught to:

- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports, [for example, athletics and gymnastics], or other physical activities [for example, dance]
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges, and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.

#### 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.

## 4. Teaching & Learning

**Physical Education (PE)** is taught in single-aged classes by PE specialist teachers or class teachers (at Key Stages 1 and 2). Lesson plans are based around the subject's long-term plan and resources available, with objectives adapted to suit the stage of development, **physical literacy**, and **skill acquisition** for the pupils in each class. The teaching of PE is completed by following a curriculum that not only incorporates the DfE National Curriculum but also includes principles from the **AfPE Health Position Statement**, the experience of organisations like the **Youth Sport Trust**, and the knowledge of highly experienced PE professionals.

Our curriculum is also aligned with the **Ofsted research review for physical education**. This review emphasises the need to encourage **critical thinking** and **tactical discussion** about performance, fitness, and health. A key feature of our units is to support teachers and pupils in having rich, **contextual and critical**

**discussion** about the sport or activity they participate in, as well as developing their own physical competence.

Our curriculum includes traditional sports, fitness training, and activities from across the globe. We ensure an appropriate and inclusive representation of sports, activities, and role models to promote **lifelong participation** for all students.

### Teaching Methods

- **Forward planning** is very important, particularly when ensuring the availability of equipment, appropriate space allocation, and managing the physical safety of pupils.
- The **physical location, orientation, and safety of the pupil** within the activity environment is crucial, especially for pupils with **Special Educational Needs and Disabilities (SEND)** (e.g., a visually impaired pupil may require a guide runner, high-contrast markers, or auditory signals).
- **"Hands-on" practical experience (kinaesthetic learning)** is preferred whenever possible to develop motor skills and tactical understanding.
- More **discussion and analysis time** relating to complex tactics, rules, and physical responses is required, particularly for those pupils who need to conceptualize movement or tactical requirements before practical application.
- To enable the pupils to fully take part in all aspects of the PE curriculum, a wide range of **adapted equipment** will be required to ensure adequate completion of the tasks.
- Wherever possible, **clear physical demonstrations and visual cues** should be provided as 'starting points', particularly when dealing with new movement patterns or technical skills.
- **Sports Technology** will be developed and utilised when measuring fitness data, heart rate, or using **video analysis** for biomechanical feedback.
- Resource material or development points may require the use of data projection, library resources, Braille materials, IT, or Internet resources, together with performance analysis software and the use of **data capture devices** (e.g., accelerometers, heart rate monitors).
- Examples of different types and styles of performance from both subjects should be displayed in the PE changing rooms, sports hall, and around the building.

### Motor Function and Skill Acquisition

The development of **gross and fine motor function/skills** is crucial for successful participation in most physical activities. For some pupils, particularly those with physical impairments, initial motor function may be significantly behind their fully able peers, necessitating targeted intervention.

**Motor skills** are crucial for the successful completion of most activities. These include the following:

1. **Manipulating equipment** (e.g., throwing and catching various size balls, gripping a bat or racket).
2. **Controlling and coordinating large body movements** (e.g., running, jumping, balancing).
3. **Using specialized equipment** (e.g., adaptive cycle, Boccia ramp).
4. **Maintaining balance and stability** during dynamic movement (e.g., pivoting, sudden stopping).
5. **Targeting skills** (e.g., aiming for goals, hoops, or targets).
6. **Developing spatial awareness and reaction time** in game situations.
7. **Sequencing movements** (e.g., complex dance or gymnastics routines).

### Progression

Because of individual differences in **physical competence, fitness levels, motor control**, and talent, pupils will achieve certain objectives at different times and with different degrees of competence.

Progression through the curriculum will aim to ensure that **skills, understanding (tactics/rules), and experiences** are developed steadily and sequentially, and that targets set are realistic, appropriate, and achievable for maximizing engagement and long-term participation.

## 5. Curriculum Overview

### Key Stage 1 (Years 1 & 2: Ages 5-7)

The focus is on developing fundamental movement skills and coordination.

#### Aims:

- Master basic movements including running, jumping, throwing, and catching.
- Develop balance, agility, and coordination.
- Begin to participate in simple competitive and cooperative activities.

#### Core Activities:

- Developing **locomotor skills** (e.g., changing direction, stopping quickly).
- Performing basic **gymnastics** sequences.
- Performing simple movements in **dance**.
- Participating in **team games** (simple, non-contact).

### Key Stage 2 (Years 3 - 6: Ages 7-11)

Students build upon foundational skills and begin to apply them in different contexts.

#### Aims:

- Apply and develop a broader range of skills, selecting and combining them effectively.
- Understand basic **tactics and strategies** in competitive games (attack and defence).
- Compare their performances with previous ones and demonstrate improvement.

#### Core Activities:

- **Games:** Applying principles for attacking and defending in various sports (e.g., football, netball, rounders).
- **Gymnastics & Dance:** Developing complex routines and linking sequences.
- **Athletics:** Running, jumping, and throwing in competitive contexts.
- **Swimming:** Proficiency in swimming at least metres and performing safe self-rescue in water.

### Key Stage 3 (Years 7 - 9: Ages 11-14)

This stage requires pupils to become more physically confident and competent, moving from "doing" to "analysing."

#### Aims:

- Use and develop a range of skills and methods to **select and apply effective strategies and tactics**.
- **Evaluate their own and others' performance** and demonstrate the ability to suggest improvements.
- Take on different roles, including leader, official, and choreographer.

#### Core Activities:

- **Competitive Games:** Using complex tactics and formations.
- **Outdoor and Adventurous Activities (OAA):** Working in a team, challenging themselves, and developing problem-solving skills.
- **Analysis:** Understanding fitness components and how different activities affect the body.

- **Deepening Skill:** Mastery of specialized techniques in specific sports.

#### **Key Stage 4 (Years 10 & 11: Ages 14-16)**

The curriculum shifts to focus on ensuring students make informed choices about leading a healthy, active lifestyle and potentially pursuing academic PE.

##### **Aims:**

- Develop knowledge and understanding of the **health and fitness benefits** of regular physical activity.
- Be **physically active for sustained periods** and choose activities that suit their own needs and interests.
- Respond to complex and demanding physical tasks.

##### **Core Activities:**

- **Non-statutory Core PE:** Students typically engage in a diverse range of activities aimed at promoting lifelong participation (e.g., fitness classes, rock climbing, racquet sports).
- **ASDAN Sport and Fitness Short Course:** Focus on vocational skills, coaching, leadership, and the researching of sport.
- **Academic Pathways:** Students can optionally study for **GCSE Physical Education**, which covers theoretical knowledge including applied anatomy, physiology, and sports psychology.

#### **Key Stage 5 (Years 12 & 13: Ages 16-18)**

This stage is primarily focused on in-depth academic study for those pursuing A-Levels or vocational qualifications (WJEC/BTEC Sport), alongside independent lifestyle management.

##### **Aims:**

- **Advanced Analysis:** Deep understanding of the scientific principles underpinning physical performance, including biomechanics, exercise physiology, and motor control.
- **Application:** Critically analyzing elite performance and applying theoretical knowledge to training programs.
- **Independent Lifestyle:** Taking full responsibility for their own physical activity, fitness, and health management.

##### **Academic Pathways (Non-Statutory):**

- **A-Level Physical Education:** Requires rigorous academic study, typically covering two main components:
  1. Physiological, Psychological, and Socio-Cultural Factors Affecting Performance.
  2. Practical Performance in Sport (as an athlete or coach) and Performance Analysis.
- **BTEC / T-Level Sport:** Focus on vocational skills, coaching, leadership, and the business of sport.

Detail of programmes of study/curriculum maps can also be found on our school website: [www.stvin.com](http://www.stvin.com)



## 5.1 Programmes of study

	Autumn term		Spring term		Summer term	
Year 1	Dance	Invasion Games	Gymnastics	Inclusion Games	Athletics	Mindfulness
Year 2	Dance	Invasion Games	Gymnastics	Inclusion Games	Athletics	Health Related Exercise
Year 3	Dance	Invasion Games	Gymnastics	Inclusion Games	Athletics	Striking & Fielding
Year 4	Dance	Invasion Games	Gymnastics	Inclusion Games	Athletics	Striking & Fielding
Year 5	Dance	Invasion Games	Gymnastics	Inclusion Games	Athletics	Striking & Fielding
Year 6	Dance	Invasion Games	Gymnastics	Inclusion Games	Athletics	Striking & Fielding
Year 7	Dance	Invasion Games	Gymnastics	Inclusion Games	Athletics	Striking & Fielding
Year 8	Dance	Invasion Games	Gymnastics	Inclusion Games	Athletics	Striking & Fielding
Year 9	Dance	Invasion Games	Gymnastics	Inclusion Games	Athletics	Striking & Fielding
Year 10	Dance	Invasion Games	Gymnastics	Inclusion Games	Athletics	Striking & Fielding
Year 11	Dance	Invasion Games	Gymnastics	Inclusion Games	Athletics	Striking & Fielding
P16	Dance	Invasion Games	Gymnastics	Inclusion Games	Athletics	Striking & Fielding

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y10 Sport (Asdan)</b>	Sports Participation	Health, Fitness & Nutrition	Researching Sport	Sport in the Community	Coaching & Officiating	Working In Sport
<b>P16T HL&amp;F (WJEC)</b>	Creative Activities (Dance)	Frequent and Regular Physical Activity for Health, Fitness and Well-Being	Working Towards Goals	Choices & Decisions	Preparing for sporting activity	Healthy Living  Making the most of leisure time
<b>P16I HL&amp;F (WJEC)</b>	Frequent and Regular Physical Activity for Health, Fitness and Well-Being	Frequent and Regular Physical Activity for Health, Fitness and Well-Being	Food & Health	Food & Health	Making the most of leisure time	Making the most of leisure time

## 6. Cross-Curricular Links

The complete Physical Education (PE) curriculum is rich with cross-curricular links, offering practical application for concepts learned in other subjects. For pupils with Special Educational Needs and Disabilities (SEND), these links are particularly valuable as they provide concrete, embodied ways to understand abstract concepts.

**Mathematics** - PE provides countless opportunities for practical application of quantitative skills:

Measurement: Calculating distances (throwing, jumping), measuring time (running, holding a balance), and determining angle/force (shooting, striking).

Data Handling: Recording, tallying, and charting scores, points, personal bests, and wins/losses. For SEND pupils, this can involve using simple visual charts or technology to track progress.

Geometry/Spatial Awareness: Understanding angles (the trajectory of a pass or shot), perpendicular and parallel lines (court boundaries, formation), and symmetry (body shapes in gymnastics).

Time: Managing time limits, rest periods, and understanding the concept of a sequence (ordering a routine or drill).

**Science** - PE is the direct application of biological and physical science concepts to the human body:

Biology (Physiology): Understanding how the body works during exercise, including measuring heart rate, discussing the need for oxygen (respiration), and recognizing the link between physical activity and wellbeing/sleep.

Physics (Mechanics): Concepts like force (how hard to throw a ball), friction (the grip on a shoe), gravity (how a ball lands), and momentum (carrying speed through a movement).

Health and Fitness: Learning about the importance of warm-ups (preventing injury), hydration, and nutrition as fuel for activity. For SEND pupils, this links directly to functional life skills.

Reaction Time: Conducting simple experiments to measure and improve reaction speed (e.g., in catching, starting a race).

**English & Communication** - The PE setting requires constant use of verbal, written, and analytical communication skills:

Instruction & Explanation: Clearly explaining rules, demonstrating techniques, and delivering instructions to peers (essential for KS4/5 leadership objectives).

Analysis & Evaluation: Using descriptive language (adjectives, adverbs) to provide constructive feedback (e.g., "Your jump was *powerful* but your landing was *messy*").

Sequencing & Composition: Writing out a gymnastics or dance routine or a cricket game plan in a logical order (using steps, numbers, or visual aids).

Listening Skills: Actively listening to instructions, following multi-step directions, and responding appropriately to verbal calls (e.g., "Pass!", "My ball!").

**Art, Design & Music** - The aesthetic and creative elements of PE connect directly with the arts:

Design & Composition: Creating aesthetically pleasing gymnastics shapes and dance routines, focusing on flow, contrast, and visual impact.

Music & Rhythm: Synchronizing movements and routines to a beat or tempo (rhythm and timing are crucial motor skills).

Costume/Uniform Design: Understanding the function and aesthetics of sports equipment and clothing.

**Personal, Social, Health and Economic (PSHE)** - The social and emotional learning in PE is perhaps its strongest cross-curricular link, particularly for SEND pupils:

Emotional Regulation: Learning to manage feelings of frustration, excitement, and disappointment (resilience) during competition or difficulty.

Teamwork and Cooperation: Practicing sharing, taking turns, encouraging others, and conflict resolution (e.g., in team sports like basketball or Boccia).

Self-Esteem and Confidence: Building confidence through achieving personal goals, mastering new skills, and receiving positive affirmation from peers and adults.

Inclusion and Empathy: Understanding and practicing adaptation and modification of rules and equipment to ensure *everyone* can participate (a core theme in the SEND curriculum).

Leadership: Taking responsibility for a group, leading a warm-up, or acting as an official.

## **Assessment, Recording & Feedback**

### **7.1 Assessment**

St Vincent's School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

#### **Formative assessment**

- Teacher Observation
  - Monitoring engagement, effort, and technique during practical work.
  - Assessing how students use materials and respond to feedback.
- Workbook / Folder Reviews
  - Evaluating the development of ideas, research, experimentation, and annotation.
  - Encouraging self-reflection and documentation of progress.
- Questioning and Class Discussion
  - Informally assessing understanding of techniques, concepts, and art history.
  - Checking for depth of thought, vocabulary use, and analysis skills.
- Peer and Self-Assessment
  - Students reflect on their own work or critique classmates' work.
  - Encourages independent learning and critical thinking.
- Feedback (Verbal and Written)
  - Regular, specific feedback from the teacher during lessons.
  - Often recorded in sketchbooks or digital platforms (iTrack).

#### **Summative assessment**

- Project Outcomes
  - Final pieces assessed against clear criteria (e.g., creativity, technique, relevance to theme).
- End-of-term or end-of-year grades
  - School-based levels – through iTrack).

At the end of each school term pupils will be assessed within 1 of the following bands:

- Emerging

- Developing
- On Track
- Secure
- Exceeding

Please see the below linked policies for further details:

- Assessment policy
- Teaching and Learning Policy

## **Marking**

Children receive regular feedback and St Vincent's School marking follows the school's marking policy. More information can be gathered in our marking and feedback policy.

## **7.2 Recording**

In P.E. pupils will record their learning in the following ways:

- Topic books or folders
- Photos or Video
- Online assessment-based tool – iTrack

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

We will provide regular targets for pupils and provide termly verbal reports against these at parents' evenings. Pupils will receive a written report twice per year, once at Annual Review and once at Monitoring Evening.

# **8. Resources**

## **8.1 Textbooks and other equipment**

The PE Department provides a wide range of materials and equipment to support learning across all key stages. This includes access sporting tools and apparatus including sound balls for adapted sports. Resources are maintained to ensure health and safety standards, and are used purposefully to support curriculum delivery, skill development, and individual expression. The department aims to ensure all students have equal access to quality materials, regardless of background or ability.

## **8.2 External speakers, local museums, trips**

Trips and external speakers are integral to enriching the Art curriculum. They provide real-world context, inspire creativity, and develop students' cultural understanding.

### **Educational Visits**

- Visits to galleries, exhibitions, and cultural sites are linked directly to curriculum content and support practical and critical outcomes.

- Trips are planned with clear learning objectives and follow school procedures for risk assessments, consent, and safeguarding.
- Post-visit reflection is encouraged through sketchbooks, discussions, or creative outcomes.
- Financial support will be considered to ensure trips are accessible to all students.

#### **External Speakers and Artists**

- Visiting artists and speakers bring industry insight and specialist skills into the classroom.
- Sessions may include talks, workshops, demonstrations, or collaborative projects, and must align with curriculum goals.
- All visitors follow school safeguarding procedures and are supervised at all times.

The impact of trips and guest sessions is reviewed through student feedback and staff evaluation to inform future planning.

## **9. Roles & Responsibilities**

### **9.1 Senior Leadership Team**

The Senior Leadership Team at St Vincent's school will:

- › Support the subject leader but also hold them to account for the effectiveness of the subject
- › Support staff through the provision of training and resources
- › Monitor the planning and delivery of the subject
- › Ensure the requirements of the National Curriculum are met
- › Ensure this policy is reviewed according to the timescales set out

### **9.2 Subject leader**

The subject leaders at St Vincent's school will:

- › Prepare and review subject policy and curriculum plans
- › Promote the study of the subject throughout the school
- › Monitor the teaching and assessment of the subject
- › Attend appropriate CPD
- › Stay informed regarding developments in the study and teaching of the subject
- › Evaluate resources
- › Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- › Assess the impact of the subject curriculum on pupils' learning and development

### **9.3 Link governor**

The link governor responsible for monitoring the curriculum at our school will:

- › Monitor the impact of the subject across the school and on pupils
- › Monitor teacher workload and professional development
- › Ensure subject action plans are suitable

- › Monitor the quality of resources
- › Keep track of pupil and parent engagement with the subject
- › Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

## 9.4 Classroom teacher

Classroom teachers at our school will:

- › Teach and assess the subject according to the principles laid out in this policy
- › Report to the curriculum manager / Assistant Headteacher
- › Maintain subject knowledge and appropriate CPD

## 9.5 Parents

The parent community at our school will follow the responsibilities set out in the Home School Agreement.

# 10. Inclusion

All pupils are entitled to a broad, balanced and relevant curriculum which enables them to make progress in relation to their priority needs.

Pupils at St Vincent's may have additional needs – sensory, physical, emotional, behavioural or additional learning difficulties.

For these pupils there is a need to provide further modifications to the teaching programmes. As a school we ensure we follow the SEND Code of Practice (2014, updated April 2020) and the Education Health Care Plans (EHCP). Teachers will plan lessons so pupils with visual impairment and/or sensory need can study Art, wherever possible, and ensure that there are no barriers to every pupil achieving.

### Differentiations for Levels of Ability

- All PE lessons will be taught in class groups.
- Large class groups such as Y10 & P16 will be taught in splits
- 16+ will have the option to take art/Design
- Pupils follow a broad and balanced PE curriculum where the structure:
  1. Apply their knowledge and understanding and then reflect critically when evaluating outcomes.
  2. Show an awareness of health and safety.
  3. Progresses developmentally across the Key Stages, moving from simple, foundational motor skills and safety (KS1) to complex, applied tactics and performance analysis (KS4/5).
  4. Encourages maximum participation and inclusivity by offering a diverse range of activities (e.g., invasion games, gymnastics, creative movement, and individual challenges) and utilizing adaptation and modification strategies, particularly for pupils with SEND.
  5. Focuses equally on the three domains of learning: Psychomotor (physical skill and technique), Cognitive (understanding rules, tactics, and health science), and Affective (social skills, sportsmanship, and emotional regulation).

6. Promotes cross-curricular links, allowing pupils to apply knowledge from subjects like Maths (data analysis, spatial awareness), Science (physiology, biomechanics), and English (communication, analysis, and evaluation).
7. Fosters a lifelong enjoyment of physical activity, equipping pupils with the knowledge and motivation to lead a healthy, active lifestyle and transition successfully into community sport or leisure activities.

### **Classroom Approaches**

The classroom approach is based on:

- Encouragement of pupils to be interested in both subjects.
- Providing suitable experiences where pupils are encouraged to explore new ideas.
- Exposition by the teacher:
  - a. To a small teaching group
  - b. To an individual pupil.
- High level of specialist LSA support for pupils.
- Encourage a relaxed teaching environment in which all participants can experience its various forms of investigating and making, using a wide variety of materials and techniques.

The above list is not exhaustive and should be adapted for each individual pupil.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **11. Links To Other Policies**

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and Feedback policy
- SEND policy

## **12. Monitoring & Review**

This policy will be reviewed by staff and governors every year.