



storyybrook

PE Policy





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1. Introduction

This policy outlines the teaching, management and organisation of Physical Education (PE) at Storybrook. It reflects our curriculum intent to develop the whole child physically, socially, emotionally and mentally whilst fostering a lifelong love of being active and healthy.

As a specialist SEMH school, we recognise the important role that movement, play and physical activity have in supporting emotional regulation, wellbeing, confidence, resilience and readiness to learn. Physical Education is therefore viewed as far more than the development of sporting skills; it is an important vehicle for promoting personal development, positive relationships and lifelong health and wellbeing.

Physical Education, School Sport and Physical Activity (PESSPA) is of the highest quality, experienced regularly and delivered in a safe and supportive environment at Storybrook.

Across the school, our aim is to develop pupils' competence as a priority because of its relationship to motivation, enjoyment and its potential to build confidence and engagement in physical activity and sport.

All pupils take part in at least two hours of PE per week. The physical activities and sports we teach are carefully selected to match the breadth and ambition of the national curriculum. Our PE programme is coherent and designed to support all pupils to know more and do more. We aim to reduce inequalities and teach the important knowledge pupils need to meet our ambitious end points, especially those from disadvantaged backgrounds or with SEND.

Staff value the important role of PE and its contribution to the whole child. They are determined that all pupils enjoy and participate in sport and physical activity and equip them with the knowledge to make informed decisions about how to live a healthy, active life.

Our approach to Physical Education is rooted in the core values that underpin all aspects of life at Storybrook:

- Behaviour is communication.
- Relationships are central.
- All practice is trauma-informed.
- Safety, belonging and trust come first.

These principles shape every PE lesson and sporting opportunity, ensuring pupils feel safe, valued and supported to participate, challenge themselves, learn from mistakes and experience success.

Through our relational approach and the Storybrook framework of:

Regulate → Relate → Repair → Reflect





pupils are supported to develop confidence, competence, resilience and independence alongside their physical skills. We are committed to ensuring that every pupil experiences an ambitious, inclusive and engaging PE curriculum that prepares them for healthy, active and successful futures.

All staff contribute to the implementation of this policy and share responsibility for ensuring high-quality Physical Education, School Sport and Physical Activity (PESSPA) across the school.

2. Understanding Physical Education in an SEMH Context

At Storybrook, we recognise that many pupils arrive with interrupted experiences of physical activity, low confidence, difficulties with emotional regulation, sensory processing differences, co-ordination challenges or negative experiences of participation in sport. Physical Education therefore plays a vital role in supporting both physical development and social, emotional and mental wellbeing.

As a specialist SEMH school, we understand that movement, play and physical activity can have a significant impact on pupils' emotional regulation, self-esteem, confidence, concentration and readiness to learn. Positive experiences of physical activity help pupils develop resilience, perseverance, self-awareness and a sense of achievement, whilst also supporting physical health and wellbeing.

Our PE curriculum provides a safe, predictable and supportive environment where pupils can experience success, develop positive relationships and strengthen their confidence as learners. Through carefully structured opportunities to move, play, compete, cooperate and challenge themselves, pupils learn to regulate emotions, manage risk, persevere through difficulty and develop a positive sense of self.

We recognise that every pupil's starting point is different. Therefore, Physical Education at Storybrook is delivered through a trauma-informed, relational and inclusive approach that enables all pupils to participate, progress and achieve success regardless of need, ability or previous experiences.

3. Our Approach to Physical Education at Storybrook

At Storybrook, we believe that Physical Education is far more than the development of sporting skills. Physical activity is an important vehicle for promoting wellbeing, developing confidence, strengthening relationships and supporting pupils to become successful learners.

Our approach is rooted in the core values that underpin all aspects of school life:

- Behaviour is communication.
- Relationships are central.
- All practice is trauma-informed.
- Safety, belonging and trust come first.





These principles shape every PE lesson and sporting opportunity, enabling pupils to feel secure enough to participate, take appropriate risks, challenge themselves, learn from mistakes and celebrate achievement.

Through our relational approach, pupils learn to work collaboratively, communicate effectively, manage competition positively and develop increasing independence. Staff create predictable routines, high levels of support and clear expectations so that pupils can experience success whilst developing resilience and confidence.

PE is delivered through the Storybrook framework of:

Regulate → Relate → Repair → Reflect

By supporting pupils to regulate emotions, build positive relationships, learn from experiences and reflect on their progress, Physical Education contributes directly to pupils' personal development, emotional wellbeing and readiness to learn.

Through a consistent, inclusive and ambitious approach, we aim to ensure that every pupil develops the confidence, competence and motivation to participate in physical activity both during their time at Storybrook and throughout their lives.

4. Regulation and Wellbeing

At Storybrook, we recognise the important role that movement and physical activity play in supporting emotional regulation, concentration, wellbeing and readiness to learn. Many pupils with social, emotional and mental health needs benefit from opportunities to move, explore and engage physically as part of developing self-awareness and emotional resilience.

Through Physical Education, active play and wider physical activity opportunities, pupils develop a greater understanding of their bodies, emotions and responses. They learn strategies to manage challenge, cope with setbacks, regulate emotions and build confidence in their own abilities.

Positive experiences of physical activity contribute to improved self-esteem, resilience, engagement and overall wellbeing. Physical Education also supports pupils to develop a sense of achievement, belonging and success, helping them to participate positively in school life and become increasingly independent in managing their own wellbeing.

We recognise that physical wellbeing and emotional wellbeing are closely connected. Through a broad, inclusive and engaging PE curriculum, pupils are supported to develop healthy habits, positive attitudes towards physical activity and an understanding of how movement can support both physical and mental health throughout their lives.

Positive experiences of physical activity also support attendance, engagement and pupils' sense of belonging within the school community.





5. Physical Literacy

At Storybrook, we recognise physical literacy as a fundamental element of both physical development and personal development. Physical literacy encompasses the confidence, competence, motivation, knowledge and understanding that enable individuals to value and engage in physical activity throughout their lives.

Many of our pupils arrive with varied experiences of physical activity and differing levels of confidence in their physical abilities. Through a carefully sequenced and inclusive curriculum, we aim to develop pupils' movement competence, physical confidence and enjoyment of being active, enabling them to experience success and develop positive attitudes towards participation.

Physical literacy is developed progressively through a wide range of activities, including fundamental movement skills, gymnastics, dance, games, athletics, outdoor and adventurous activities, swimming and fitness. Pupils are supported to apply these skills in increasingly challenging contexts whilst developing resilience, perseverance, self-awareness and independence.

By developing physical literacy, we aim to ensure that pupils leave Storybrook with the confidence, competence and motivation to engage in physical activity beyond primary school. This contributes not only to their physical health, but also to their emotional wellbeing, self-esteem, social development and lifelong readiness to lead healthy and active lives.

6. Substantive and Disciplinary Knowledge

At Storybrook, our Physical Education curriculum develops both substantive and disciplinary knowledge, enabling pupils to know more, remember more and do more over time.

Substantive Knowledge

Substantive knowledge refers to the key facts, concepts, rules and information that pupils learn about Physical Education. This includes:

- movement techniques and fundamental movement skills
- rules and conventions of activities and sports
- tactics and strategies
- health, fitness and wellbeing concepts
- safety principles
- body awareness and movement control
- the benefits of physical activity for physical and mental health

This knowledge is carefully sequenced and revisited throughout the curriculum to support retention and progression.





Disciplinary Knowledge

Disciplinary knowledge refers to how pupils think, work and behave as physically educated learners. This includes:

- evaluating performance
- applying tactics and strategies
- analysing strengths and areas for improvement
- solving movement challenges
- making decisions during activities
- adapting skills to different situations
- working collaboratively with others
- leading and supporting peers
- reflecting on progress and identifying next steps

Through opportunities to practise, apply and refine these skills, pupils become increasingly confident, resilient and independent learners.

The development of both substantive and disciplinary knowledge enables pupils to participate successfully in a wide range of physical activities whilst also supporting wider outcomes such as self-regulation, communication, teamwork, resilience and personal development.

7. Adaptive and Inclusive Practice

At Storyybrook, we are committed to ensuring that all pupils can access, participate and achieve success in Physical Education regardless of their starting points, needs or previous experiences.

Teaching is responsive to the needs of individual pupils and reflects our trauma-informed, relational and inclusive approach. Staff recognise that barriers to participation may include social, emotional and mental health needs, sensory differences, communication needs, physical difficulties, co-ordination challenges, anxiety or additional SEND. Lessons are therefore carefully adapted to promote inclusion, engagement and achievement for all learners.

Staff use a range of adaptive strategies to support participation and success, including:

- clear routines and expectations
- explicit modelling and demonstration
- visual supports and prompts
- graduated levels of challenge
- adapted equipment and resources
- scaffolded learning opportunities
- supported risk-taking
- structured opportunities for choice and independence
- positive relational approaches
- sensory and environmental adaptations where appropriate





The STEP principle (Space, Task, Equipment and People) is used to adapt activities and ensure all pupils can access learning at an appropriate level whilst maintaining high expectations.

Opportunities for choice, supported challenge and scaffolded competition enable pupils to develop confidence whilst experiencing success and achievement. Staff work proactively to identify and remove barriers to participation, ensuring that every pupil develops a sense of belonging, competence and enjoyment within Physical Education.

Through adaptive and inclusive practice, pupils are supported not only to develop physical competence but also to strengthen resilience, communication, self-awareness, emotional regulation and independence.

8. Aims of a PESSPA Programme

The aims of our Physical Education, School Sport and Physical Activity (PESSPA) programme are aligned with our curriculum intent. We aim to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities, to become physically confident in a way that supports their health and fitness, and to build character through values such as fairness, respect and resilience.

- Develop physical competency in a wide range of physical activities that provide appropriate challenge with acceptable risk
- Build confidence and resilience to try hard and make progress across all activities
- Enjoy learning in and through the subject across the domains of physical skills, creative and thinking skills, and social, personal and leadership skills, and be able to apply those skills across their wider learning and beyond school
- Be highly motivated and understand how to plan, organise and lead their own healthy, active lifestyles as well as influence those around them
- Develop their physical well-being through increased stamina, strength and suppleness, and recognise the positive impact on their emotional well-being and health from engaging in physical activity on a regular basis
- The impact of our PE curriculum is measured through pupil outcomes, attitudes and engagement, character development and readiness for the next stage. Children develop secure knowledge and skills across a wide range of sports, demonstrate enthusiasm and resilience, and leave Storybrook with confidence and respect for others.

9. Planning the Physical Education Programme

We have a clear rationale for prioritising what physical activity we include on our PE curriculum and when it is taught. The national curriculum ambition leads our curricular planning but we determine exactly what pupils need to be taught and sequence it so that they can develop competence over time.

We have selected clear, specific and ambitious end points and staff plan pupils' learning objectives and outcomes to suit the needs of their class. We work hard to identify any gaps in motor competence and address these quickly, particularly fundamental movement skills.





Pupils with social, emotional and mental health (SEMH) needs, sensory differences, communication needs, physical needs and additional special educational needs and/or disabilities (SEND) are supported to achieve success in Physical Education. Staff have a clear understanding of individual pupils' strengths, needs and barriers to participation and use this information to adapt teaching, learning environments, equipment, activities and levels of challenge appropriately.

Through a trauma-informed, relational and inclusive approach, all pupils are supported to participate, progress and achieve success regardless of their starting points. Staff utilise a range of adaptive strategies, including visual supports, clear routines, modelling, graduated challenge, movement breaks, sensory considerations and scaffolded learning opportunities to ensure equitable access to the PE curriculum.

All teachers teach their own class for PE, not only to develop pupils' substantive and disciplinary knowledge but also because teachers know their pupils' personal, physical, social and emotional needs and can make meaningful cross-curricular links wherever possible.

Each unit of work is adapted using the principles outlined within the school's Adaptive and Inclusive Practice approach, ensuring that all pupils can access, participate and make sustained progress whilst experiencing appropriate levels of challenge. The learning objectives are made clear to pupils at the beginning of each lesson and revisited throughout the session.

Explicit learning about safety is annotated on the plans where appropriate and teachers monitor students' understanding of safe-practice principles and ability to apply them effectively. Teachers also conduct their own risk assessments, and plan adapted learning tasks and assessment opportunities and ensure these are noted on their short-term plans.

Where appropriate, pupils are also taught some of the mental and social benefits of participating in physical activity and encouraged to articulate similarities and contrasts between different activities.

There are purposeful links between PE, PSHE, RSHE, Science and the wider curriculum. Pupils develop knowledge of healthy lifestyles, emotional wellbeing, self-regulation, resilience and positive life choices through meaningful cross-curricular learning opportunities.

Each lesson includes a warm-up and cool-down relevant to the main activity and learning environment/ weather conditions and all pupils should be physically active for sustained periods of time in every lesson.

Progressively, they learn about the components of fitness and how to perform warm-up and cool-down exercises, paying attention to the principles of safe exercise practice.

The use of visual aids and ICT is strongly encouraged to enhance learning.

10. Swimming and Water Safety





Swimming is a statutory area of the PE national curriculum and all pupils at Storyybrook have access to swimming instruction in KS2

The national curriculum aims are to teach pupils to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively such as front crawl, backstroke and breast stroke
- perform safe self-rescue in different water based situations.

Swimming takes place for Years 3-6 pupils.

Lessons are planned and delivered by the pool provider's swimming instructors and class teachers are strongly encouraged to support the sessions. Our school has a good oversight of what is taught and how it is taught. The instructors provide pupil assessments at the end of each term. Water Safety is also taught by the swimming instructors and also by class teachers as part of our PSHE curriculum.

11. Time Allocation

At Storyybrook, PE is delivered throughout the whole day. We make maximum use of our limited facilities. Not all of our pupils learn to participate in physical activity or sport beyond PE lessons so it is important we use our timetabled lessons strategically to teach all pupils the important knowledge they need to make informed decisions about how to live a healthy, active life.

All classes have at least two hours of PE each week.

In KS1 and KS2 is separated into an indoor session and outdoor session. The lessons are planned to enable the development of more complex skills, knowledge and understanding, such as compositional work using gymnastics apparatus and applying strategies through playing games. All class teachers will seek opportunities to develop the learning through a cross-curricular approach.

12. Pedagogy

- The PE curriculum sets out clear knowledge progression across year groups.
- Staff use this to inform planning, teaching approaches and assessment.
- High-quality PE provision enables pupils to:
 - Retain knowledge long term
 - Develop competence in physical activity
- Staff are supported to develop subject expertise to ensure the best outcomes for pupils.
- Teachers:
 - Identify and address misconceptions quickly
 - Provide clear explanations, modelling, practice and feedback
 - Plan frequent opportunities to check understanding
- High expectations are set to promote engagement and progression.
- Support is reduced as pupils demonstrate greater independence.
- Curriculum design ensures:
 - Breadth and depth of coverage
 - Sufficient time to build knowledge and proficiency before moving on





- Modelling is central to teaching. Staff:
 - Demonstrate movements and patterns clearly
 - Encourage the use of precise vocabulary
 - Promote recall and application of substantive and disciplinary knowledge
 - The STEP method is used to adapt activities, particularly to support pupils with SEND.

13. Assessment

Assessment begins with identifying pupils' prior knowledge, understanding and physical competence and continues throughout each unit to inform teaching, learning and curriculum progression.

- Assessment is fully aligned to the PE curriculum.
- Substantive and disciplinary knowledge underpin assessment and curriculum progression
- Staff use consistent methods to assess learning, including:
 - Observation and questioning
 - Pupil feedback and self-target setting
 - ICT portfolios to evidence progression and performance
- Assessment information is used to:
 - Revisit insecure content
 - Address misconceptions before they are embedded
- Clear end points are identified and broken down across units.
- Pupils understand:
 - What they are learning
 - What they are working towards
- Progress is recorded at the end of each unit, providing a clear overview across the academic year.

14. Recording and reporting

We record and monitor pupils' progress to evaluate attainment, participation and curriculum progression over time. Assessment information supports teachers, leaders and parents in understanding pupils' achievements, identifying next steps and ensuring continuity of learning across year groups and key stages.

Baseline assessment is used to identify pupils' prior knowledge, understanding and physical competence at the start of a unit of learning. Assessment information is gathered throughout lessons through observation, questioning, pupil reflection and practical performance.

Progress is reviewed throughout each unit and evaluated against intended learning outcomes at the end of the learning sequence. Assessment information is used to celebrate achievement, identify next steps, address misconceptions and inform future planning.

Assessment records and pupil outcomes are maintained through the Get Set 4 PE assessment system, providing a clear overview of progress, attainment and curriculum coverage across the academic year.





15. Monitoring standards of Teaching and Learning .

Subject monitoring and evaluating is carried out by the subject leader with support from the school leadership team where appropriate. The school will utilise the following strategies and measures in order to evaluate standards in PE.

- observation of teaching and learning, including support staff and coaches, to assist in the identification of strengths and development needs
- assessment of pupil progress and achievement
- pupil interviews
- self-evaluation of the subject/Quality Mark application

Monitoring Activity	Purpose	Evidence Reviewed	Frequency
Lesson visits	Evaluate implementation	Teaching, participation, adaptation	Half-termly
Pupil voice	Assess impact	Confidence, enjoyment, knowledge	Termly
Assessment review	Monitor progress	Skills progression and attainment	Termly
Planning scrutiny	Evaluate curriculum coverage	Sequencing and progression	Termly
Staff discussions	Identify support needs	CPD and consistency	Ongoing
Participation review	Monitor inclusion and engagement	Attendance, participation and engagement	Termly
PE action plan review	Monitor priorities	Impact against targets	Termly

16. Active Lunch Times

At lunchtimes pupils are supervised by TAs and lunch time supervisors, who provide purposeful skill and health enhancing activities that aim to improve behaviour, attitudes to learning and healthy living.

17. Staff Development

We adopt a strategic approach to developing staff’s subject knowledge, and how to teach it, through continuing professional development. All staff receive effective training in teaching our planned curriculum. We also provide appropriate professional development in health and safety matters on a regular basis to ensure staff are confident and competent in all the areas of activity taught.

18. Leadership and Management

The PE subject leader is responsible to the head teacher and will ensure that the following tasks associated with the role are carried out where appropriate:





- developing good classroom practice
- managing the budget, based on the needs identified through the monitoring and evaluation of the subject, staff audit and the whole-school development plan.
- auditing, ordering and reviewing the efficiency of equipment, learning resource and accommodation management to ensure all pupils are well taught
- attending courses to further their own professional development and providing information, support and appropriate continuing professional learning for colleagues
- monitoring classroom practice and planning, auditing needs for continuing professional learning to ensure high quality delivery and impact on the children is achieved
- making all resources available to all staff, including health and safety policy, schemes of work, assessment materials and resources to support learning
- carrying out risk assessments in line with employer procedures
- extending relationships and contacts beyond the school and in the local community
- keeping up to date with and implementing any national, employer and local developments as appropriate

Leaders monitor participation rates, pupil engagement, assessment information, pupil voice and attendance patterns to evaluate the impact of Physical Education on both physical development and personal development outcomes.

19. Equity and Inclusion

Every child is taught to be the best they can be in PE. We are aware of pupils who come from disadvantaged backgrounds and provide equitable learning environments. Support is provided to ensure each child can succeed.

We contextualise the learning environment for the pupils focusing on adapting the content, teaching models and approaches, learning tasks and equipment/resources to cater for all pupils.

The way PE is taught is central to ensuring enjoyable, positive, and meaningful experiences for all pupils.

Teachers should ensure that all pupils are welcomed into PE and should adopt specific strategies for including all pupils. Stereotyping through gendered activities and approaches should be challenged to ensure that all pupils are able to participate without fear or prejudice.

As a specialist SEMH school, we recognise that barriers to participation may include emotional regulation difficulties, anxiety, sensory processing differences, communication needs, physical needs, motor co-ordination difficulties or previous negative experiences of physical activity. Staff work proactively to identify and remove barriers to participation, ensuring all pupils experience success, develop confidence and feel a sense of belonging within Physical Education.

20. Health and Safety





We follow the PESSPA guidance provided by the Association for Physical Education (afPE); '*Safe Practice in Physical Education, School Sport and Physical Activity*'.

21. Risk Assessment/Managing Risk

In PESSPA, safe teaching is achieved where there is a balance between appropriate challenge and acceptable risk and the likelihood of injury occurring is minimised.

A logical and structured approach to preparation, referred to as “**forethought**”, is an essential part of effective teaching, managing and learning. Where this process reveals a risk that cannot be sufficiently managed, then the planning needs to be reviewed.

During the thorough risk assessment of the school, which is carried out on a termly basis (in line with the statutory requirements under the Management of Health and Safety at Work Regulations 1999), significant risks are reported to the head teacher.

22. Indoor and outdoor clothing and footwear

School PE KIT should be worn throughout the year with weather-dependant modifications.

Long hair worn by students should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.

For classroom-based movement in a limited space or **playground activity** (eg “wake and shake” type activities), it is acceptable for children to remain in their school uniform. During this type of activity, children work within a small area or on the spot, and safety concerns linked with slips, trips and falls are reduced.

23. Religious and cultural clothing

To maximise safe and meaningful participation, the school and staff will use sensitive management when dealing with any concerns arising from the wearing of certain items of clothing specific to religious requirements.

24. Personal effects, Jewellery and cultural jewellery

Personal effects, such as jewellery (including body piercings), religious artefacts, watches, hair slides, and sensory aids (including glasses) should be removed to establish a safe working environment.

Ongoing risk assessment needs to determine what action will be appropriate. Staff should always try to avoid complete exclusion from a lesson due to a student being unable to remove personal effects.

Disclaimers from parents about the wearing of any item of jewellery by a student will be declined.





25. Links to Other Policies and Documents

This policy should be read alongside the following Storyybrook policies, procedures and curriculum documents:

- Curriculum Policy
- Teaching and Learning Policy
- SEMH Policy
- Behaviour and Relationships Policy
- SEND Policy
- Assessment Policy
- Accessibility Plan
- Equality Information and Objectives
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Educational Visits Policy
- Attendance Policy
- PSHE Policy
- Relationships, Sex and Health Education (RSHE) Policy
- First Aid Policy
- Staff Wellbeing Policy

Physical Education contributes significantly to pupils' physical development, emotional wellbeing, personal development and readiness to learn. As such, the curriculum is delivered in alignment with the school's trauma-informed, relational and inclusive approach, ensuring that all pupils experience safety, belonging, success and inclusion.

The PE curriculum also supports the wider aims of the Storyybrook curriculum by promoting physical literacy, positive mental health, healthy lifestyles, self-regulation, resilience, independence and preparation for life beyond primary education. Through a consistent whole-school approach, pupils are supported to become active, confident and healthy individuals who are equipped for future success.

26. Review of Policy

The review of our PESSPA policy takes place every year or if any incidents or significant changes occur.

Policy agreed by: PE Subject Lead

Date: May 2026

