



Physical Education Policy

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This policy sets out the procedures and responsibilities for Physical Education at the Leading Futures Alternative Provision.

Statement of Intent

When our learners leave us we aspire for each individual to enjoy being life-long, ambitious learners equipped with a curiosity and resilience to discover and work out future challenges. We aim to provide them with the necessary skills, knowledge and experiences for their life journey. We want our learners to be mentally and physically confident about themselves and to be able to socialise with their peers and adults alike. We want our learners to treat people and their environment with kindness and honesty that shows respect to everyone.

Introduction

At Leading Futures we are dedicated to providing all learners with learning opportunities to engage in Physical Education. This policy sets out a framework for all staff to follow and gives an outline of Key Stage 4 planning, teaching and assessment documents.

The policy has been developed through a process of consultation with Leading Futures staff and Directors who have given their full agreement to the information drawn out within this policy. The implementation of this policy is the responsibility of all staff who support the delivery of physical education opportunities off site at local sporting venues. Responsibility for monitoring and review however remains with the Director of SEND through the Holistic Evaluation Tool.

What is PE?

Physical Education is planned, progressive learning that takes place in the provisions curriculum time and which is delivered to all learners. This involves both “learning to move” (becoming more physically competent) and “moving to learn” (learning through movement, a range of skills and understandings beyond the physical activity, such as co-operating with others). The context for learning is physical activity, with learners experiencing a broad range of activities, including football, golf and walking.

Aims

The aims of the PE curriculum are:

- To develop competence to excel in a broad range of physical activities.
- To be physically active for sustained periods of time.
- To engage in competitive sports and activities.
- To lead healthy, active lives.
- To swim competently, confidently and proficiently over a distance of at least 25 metres.
- To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- To perform safe self-rescue in different water-based situations.

The aim of physical education is to develop physical competence so that all learners are able to move efficiently and safely and understand what they are doing. The outcome -physical literacy- is as important to a learner's overall development as literacy and numeracy.

Implementation of the curriculum

Key Stage 4

Learners 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.

Learners 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 opportunities].
- 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.

Inclusion

At our alternative provision we offer PE opportunities to all learners, whatever their ability and individual needs. This is in line with the provisions curriculum policy of providing a broad and balanced education to all learners. Through our PE opportunities, we provide learning that will enable all learners to make good progress. We strive to meet the needs of those learners with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

For further details see our *SEND Policy* and *SEND Information Report*.

We recognise the fact that we have learners of differing ability in all our classes. We believe that the curriculum should be accessible to all learners. This is made possible through the use of scaffolded support such as adult support and small group work.

Progression and Continuity

The activities in PE build upon the prior learning of the learners. Whilst we give learners of all abilities the opportunity to develop their skills, knowledge and understanding, we ensure continuity and progression so that there is an increasing challenge for the learners as they move through the Key Stage.

We encourage learners to explore possible careers in sport for post 16 pathways.

Curriculum Planning

Our Curriculum is carefully planned to engage and excite all our learners, in order to provide the provision with a high-quality curriculum, it is the driving force for our planning. Our long-term and medium-term plans map out the skills and themes covered each term for the Key Stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Impact - Assessment and Recording

At Leading Futures, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of a learner's work is ongoing to ensure that understanding is being achieved and that progress is being made.

Teachers use methods such as quizzes and knowledge organisers to regularly check on learners' understanding. Learners are encouraged to recall facts during every lesson. Feedback is given to the learners as soon as possible.

Roles and Responsibilities

The work of the Directors is to monitor and support colleagues in the delivery of PE opportunities, providing a strategic lead and direction for the PE at Leading Futures. The subject is led by the staff as a whole and each year time is set aside to review standards, monitor curriculum provision and ensure training and resources are up to date.

Health and Safety

Safety should be paramount when planning and delivering PE activities. Learners should develop their own abilities to assess risks. First aid equipment should be available and staff should know what to do and who to call for assistance in the event of an accident. Inhalers for learners suffering from asthma must be readily accessible and brought to lessons. Regular checks should be made on all equipment. The staff should

make frequent visual checks for wear and tear of equipment, and all staff should be responsible for reporting to the Directors when any items need replacing or repairing. Any items constituted a danger should be taken out of use immediately.

In order to minimize these risks all staff and learners in PE activities are required to take note of the following:

- All lessons are planned following a clear progression of developing skills and take into account the age, abilities and special needs of the learners.
- Learners should be made aware, understand and follow all safety requirements related to the use of specific equipment, appropriate clothing and the following of instructions when in a lesson.
- Learners should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult.
- Teaching staff should ensure equipment is safe and in a good condition and suitable to the needs and abilities of the learners. Any faulty equipment should be reported to the Directors or centre lead who will then repair or replace the faulty equipment.
- Learners should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.
- Learners should be made aware of safe practice when undertaking any PE activity (e.g. not running or jumping in front of others and stopping when asked).
- Teaching staff should ensure and expect high standards of engagement, performance and participation in all lessons.
- Teaching staff should follow the provisions engagement plan at all times.
- Learners should be made aware of the importance of stretching in physical activity and how to use the correct technique.
- Teachers should conduct a visual risk assessment of the learning environment and PE equipment as well as the learner's clothing; particularly footwear, before proceeding with any PE activity.
- Learners should be responsible for their own inhalers and always have them with them.
- Learners should warm-up and cool-down at the start/end of each session.
- New staff have an induction on how to support the delivery of PE activities and equipment safely.

Resources

Physical education resources are used by learners and staff in a number of ways including:

- To enable them to create and perform dances.
- To enable them to play and make up a range of games and to develop their skills in various games.
- To provide opportunities to take part in and improve their athletic skills.

PE resources are stored in the storage cupboard, located on the ground floor.

All staff are encouraged and expected to: treat the resources with respect; keep them in the appropriate areas; ensure all resource storage areas are kept tidy and report any faulty or unsafe equipment to the Directors, who is then responsible for having it repaired or disposed of.

Monitoring and Review

The Directors are responsible for the monitoring of the implementation of this policy. The Directors are responsible for monitoring the standard of learners' work and for the quality of teaching in line with the provision's monitoring policy.

This may be through supporting colleagues in the delivery of PE activities, being informed about current developments in PE, and providing a strategic lead and direction for the delivery of PE activities offsite.

The Director of SEND is responsible for monitoring the learner's progress in PE through lesson observations and assessments and by completing an annual audit and subsequently creating an action plan at the of each academic year.

This policy document will be reviewed every twelve months to assess its value as a working document.