



PURPLE OAKS ACADEMY

PHYSICAL EDUCATION POLICY

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Rationale

The Purple Oaks Academy aims to give all children an outstanding preparation for life through offering a happy, fun and stimulating all-round education. Physical Education is a practical subject that gives the students at the Purple Oaks Academy opportunities for participation, enjoyment and success. It teaches children about the importance of leading a healthy and active lifestyle, develops their enjoyment, confidence and skill in physical activity, whilst promoting personal, social, intellectual and physical development. It can also provide opportunities for all students to develop the key skills of communication, application of numbers, ICT, working with others, improving their own learning and performance and problem solving.

PE is about introducing children to a wide range of physical activities, combined with an enjoyment of exercise that will provide the foundations for a healthy, active adult lifestyle and how to use their body in a range of activities to extend their mental and physical capacities. Promoting how to be Active and Healthy is at the core of everything we do, as can be seen through our key values:

Communication

Independence

Emotional Regulation

Aims

- We offer our students a broad and balanced curriculum to inspire their physical development and to develop **communication, independence, emotional regulation**, resilience, confidence and flexibility with an ability to take risks; where they aim for the highest success.
- Our curriculum and extra-curricular activities offer the opportunities for pupils to develop the knowledge and understanding of what makes a healthy lifestyle.
- All pupils have the opportunity to take part in festivals and competitions.
- Pupils can participate in sport beyond the school curriculum.
- Students enjoy sport and physical activity.
- Students can celebrate their success and achievements they have attained in sport, in and out of school.
- Students are offered a variety of physical activities during break time and lunch time.
- We reflect the schools overall aims (**Communication, Independence, Emotional Regulation**)
- We build upon the student's natural enthusiasm for movement, teaching them to use this confidently to explore and learn about their world and to acquire new subject knowledge and skills within a range of different contexts.
- We provide students with the opportunity to be competitive and to respond to a variety of challenges in a range of physical contexts and environments.
- We provide opportunities for and encourage positive attitudes towards physical activity, as individual participants, team members and spectators, i.e. to observe the conventions of fair play, honest competition and good sporting behaviour.
- To encourage acceptance of success and failure and to develop understanding of what it takes to persevere, succeed and acknowledge others' success.
- We provide opportunities to develop self-esteem and personal characteristics like initiative, self-reliance and self-discipline.

Provision

The government recommends that all the KS1, KS2, KS3 and Ks4 students should have access to 2 hours timetabled P.E. curriculum provision per week. In addition, extra P.E. activities are provided through the school's lunch clubs and after school clubs.

We offer a wide range of sporting activities at the Academy to enhance and enrich our PE curriculum. Some of these are funded using the Sports Premium and others are financed through other Academy funds. The following are examples of how we offer high quality PE opportunities in our Academy:

- All pupils have PE lessons in school. These cover the whole range of subject movement, fitness, gymnastics, dance, games and athletics, OAA.
- Swimming takes place in Year 5. The aim is that more children will be able to swim at least 25 metres by the end of Year 6 and ensure they have sufficient safety in and around water.
- Horse riding takes place in Year 7 and 8.
- Rock climbing takes place in Middle Phase and Upper Phase
- After school clubs take place throughout the year including football , tennis, dance, fencing, etc
- We take part in local competitions and festivals as part of the Northampton School Sport Partnership, Inclusive PE& School Sport Network Programme, All Move Mencap Programme, and GAT Festivals and competitions.
- Lessons are deliver by a PE teacher and class teachers.
- Sport Coaches come into the Academy to deliver specific skills sessions such as: tennis, rugby, football, etc.

Planning

At Purple Oaks Academy we used the tragts from the students' EHCps , Val Sabin Scheme of Work and Equals Curriculum to create a good P.E. programme. 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.

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities both in and out of curriculum time. At the beginning of their school life students learn and explore basic movement skills, they develop these skills throughout their time at Purple Oaks Academy and leave as confident movers able to play a wide range of sports.

Physical Education provides opportunities for pupils to become physically confident in a way which supports their health and fitness, as well as allowing opportunities to compete in sport and other activities to build character and help to embed values such as fairness and respect.

The areas of learning include outdoor and adventurous play, multi-skills, invasion games, dance, net and wall games, gymnastics, striking and fielding and athletics.

Additional Considerations/Cross Curricular Links

We encourage our teachers to incorporate other curricular links with P.E. across their teaching and learning programme

English	Maths	Science	Theme	ICT	Music	Food Technology	RE	PSHE
Communication Speaking and Listening. Subject specific vocabulary	Speed Distance Time Measuring Recording Handling Data	Health and fitness The human body	Topic specific dances	Use of stop watches Use of digital cameras and digital video Use of internet for research	Rhythm Tempo	Healthy eating Fine motor skills	Cultural Dances i.e. Diwali dance African dance	The School Games Values

Teaching**Approaches**

Students will have the opportunity to work:

- In whole class groups
- Group Work - size dependent on age/ developmental specific
- Paired work
- Individually
- Co-operatively
- Competitively

- Teams of various sizes

Students will have the experience and opportunity:

- to lead
- to make decisions/choices about their work
- to assess their own work and the work of others
- to praise the work of others and offer constructive advice
- to use accurate and appropriate vocabulary

Inclusion

- Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.
- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Students will undertake different activities, but all will have the same opportunity to achieve the aims through an appropriate range of activities.
- For students with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
- For the purposes of competitions, all students will be given the opportunity to participate in the experience.

Assessment, Recording and Reporting

- Assessment will be carried out by the PE teacher and class teachers using B-squared and OCR PE Entry Level specifications
- This is achieved formative and summative assessment
- A photographic/video record is sometimes used to document some of their work.
- Physical Education / physical development is included as part of the end of year reports to parents.

Staff Development

1. **Staff CPD Programme** – engage Love PE to provide CPD to enhance the delivery of PE

2. **CPD opportunities** through Northamptonshire Sports Partnership

3. **CPD for the PE Leader**

- Access a series of Central CPD days tailored to PE leaders and designed to support the enhancement of the PE curriculum.

4. **Purchase the “Sport Plan” resource.**

- 14,000 creative ideas across 18 sports. Each drill has an animated diagram, full explanation and progressions.
- 500 tried and tested ready to go lesson plans.

Resources

We have a wide range of resources to support the teaching of P.E. across the school. All equipment is storage in the P.E. cupboard. The P.E. Cupboard should always be locked and only be accessible by adults.

Ordering Equipment

P.E. equipment is purchased through the school budget, Sports Premium Funding, and Out of School Funds. If staff have a particular requirement, they should speak to the PE Lead regarding availability of funding for the purchase.

P.E. Kit

Pupils should change into a kit of short and t shirt which is different from the uniform. During the colder months, children should wear a tracksuit and suitable footwear for outside activities. Upper Phase students come to school in their PE kit.

Health and Safety

Safety Health and safety awareness is an integral part of students' learning in PE and Sport. The safety of children in PE and sport lessons is of paramount importance. As well as teachers and teaching assistants considering health and safety during PE lessons, the children should be taught to consider their own health and safety and that of others.

Equipment safety

- The apparatus must be annually safety inspected and before use to ensure it is in good working order.
- Apparatus in need of repair should be marked accordingly and put away where it cannot be used until repaired.
- Apparatus should be carried from place to place rather than being dragged, thus preserving the apparatus, and minimising the risk of damage to the floor.
- Apparatus should not be placed too near to walls, radiators etc-sufficient space should be left for pupils landing, slowing down etc

Pupils must be taught to handle apparatus correctly, although such handling should only take place with the teacher's permission, under the teacher's supervision and be checked by the teacher prior to use.

- Ensure that floors are clean and dry and clear of litter etc. before starting a lesson.

- Check that the hall is adequately heated and well-lit and that the surrounding chairs tables, and objects, etc are safely stored and well clear of any fire exits.
- Try to restrict the activity to one metre boundary from the surroundings.
- Children must be supervised when getting equipment out and putting it away but adults should get equipment out where possible.

Pupil Safety

- All participants should wear appropriate PE kit, suitable to each activity. Students are expected to wear the Academy PE kit, consisting of a purple PE polo shirt with logo, black shorts with logo, socks and plimsolls or suitable training shoes.
- All long hair should be tied back.
- No jewellery should be worn. If the students cannot remove any items of jewelry, they are not allowed to take part in P.E. lessons.
- In the event of a child having newly pierced ears and studs which cannot be removed for six weeks, the child must arrive at school wearing tape or a parent/carer must come and put the tape on before a PE lesson, as adults in school or other children are not permitted to do so.
- Gymnastics and Dance should always be done in bare feet.
- Teachers should be aware of any children with medical conditions, asthma etc. which should be noted in class register. The inhaler should be with the student during the Physical activities in the Hall and outside.
- All staff and pupils should be aware of school's First Aiders. Temporary or supply teachers should know where first aiders can be found before teaching a PE lesson

Students not taking part

Students not taking part in the P.E. lesson should bring a note to school from their parent or carer explaining the reason why participation is not possible. If they do not have a note the teacher should use their own discretion as to whether the pupil is fit enough to participate. The student's parent or carer should be spoken to at the earliest opportunity where a note has not been provided by a parent or carer.

Students not taking part physically can be encouraged to take on an observational role in the lesson. This provides the child with an opportunity to critically analyse the lesson in which they are not participating in.

Accidents

For minor injuries such as bruises or bumps, the students should be encouraged to continue where possible but to sit and wait if necessary. For small cuts or grazes, the child should be sent to receive first aid treatment. For serious accidents (head injuries, serious cuts or a suspected fracture) the teacher should remain with the child and send two responsible students or a Support staff to inform the school office. After a serious accident, the teacher must complete an accident report form that is available from the school office.

Monitoring and Evaluation

- The subject leader will oversee the continuity and progression within annual and medium term plans.
- They will also monitor the quality of teaching and learning through observations.
- The leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice

Review

September 2025