



Attend - Engage - Progress

‘Reality Strikes Academy provides alternative education that combines academic learning with football coaching to help young people reengage with education, through a trauma informed, nurturing environment. The vision is to foster holistic personal and emotional growth to create positive pathways into the future for young people.’

Reality Strikes Academy

Subject Policy

Football

2025-2026

Status & Review Cycle: Non-Statutory, Annual

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1. Rationale

This policy was developed by Gurpal Singh (Group Head of Teaching, Learning and Curriculum).

This policy is intended to ensure:

- consistency, progression, guidance and accountability across all Compass Community Schools in terms of the teaching of PE in line with *Compass Intent, Implementation and Impact Curriculum Policy* and *Curriculum Offer*
- pupils fulfil their potential in all strands of PE as stated in the National Curriculum 2013 and in line with Compass Community Schools' Ethos and Vision

2. Our Aims

The PE 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

3. Entitlement

PE is part of the broader curriculum and will be designed to meet the needs of the pupils at the school. This subject encourages pupils to develop a better understanding of physical activities, comprising team and solo sports and the broader links to healthy living. Due to the Specialised nature of compass schooling and bespoke curriculums for the individual pupils, team activities are sometimes difficult to arrange. Wherever possible steps will be taken to promote a team environment however these circumstances may not follow the traditional 'Sports' model. PE provision will be designed around the facilities at the school/home, the local area and the pupil's specific needs.

4. Our Approach

Key Stage One: 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

Key Stage Two: 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.

Key Stage Three: 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.

Key Stage Four: 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.

Table 1: Primary physical education key areas for assessment

Key Stage 1 Develop fundamental movement Physically motivated and confident Socially engaged	Key Stage 2 Applies and develops movement Effective in working together Reflective learners
- Fundamental movement skills - Agility, balance and coordination - Competes with self - Competes with others - Cooperates with others - Physical confidence - Can evaluate and recognise success	- Apply skills in different ways - Link and sequence actions - Communicate - Collaborate - Compete - How to improve in sports and activities - Evaluate and recognise success

Table 2: Secondary Physical Education key areas for assessment

Key Stage 3 Physically confident Physically skilful Breadth of experiences Health and enjoyment	Key Stage 4 Self-Challenge Physical fitness Decision making
- Physically competent - Expert techniques - Apply across a broad range - Effective performance - Confident and interested - Benefits of physical activity	- Complex - Demanding - Range of activities - Personal fitness - Health

Subject Content and Organisation

Primary Phase comprising KEY stage 1 and 2

Each Compass school will provide Physical education lessons specific to the needs of each child, adhering to a stage not age philosophy. Each school will endeavour to follow the SoW when tailoring each lesson.

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. As pupils progress through the Key stages they 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.

Swimming and water safety

In line with government guidelines, The PE curriculum will endeavour to include Swimming and water safety, this will depend greatly on local facilities and the specific needs and preferences of the pupils. Should the activity of swimming be deemed as inappropriate for an individual pupil, the concept and theory of swimming and water safety will be delivered by other means.

Where possible and appropriate pupils will follow the NC guidelines 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

Secondary Phase comprising KEY stage 3 and 4

Building on skills and knowledge gained in Key stages 1 and 2 pupils will develop their broader appreciation of PE in line with NC guidelines.

Each Compass school will provide Physical education lessons specific to the needs of each child, adhering to a stage not age philosophy. Each school will endeavour to follow the SoW when tailoring each lesson.

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

Subject Delivery, Staffing and Resources

Frequency of Lessons. The PE curriculum will be delivered by a minimum of 2 hours of provision each week with a focus to enhance the time engaged in PE to 3 hours each week. The length and timing of each session will be determined by the individual school management team.

Schemes of Work (SoWs) and Lesson Planning - The SoW can be accessed through the internal network. The schemes are on the Compass network, should an individual's needs go beyond the central scheme of work, then steps should be taken to ensure caveats are logged and lesson strategies approved and recorded by the school management team concerned.

Under most circumstances, pupils who will be undertaking physical education on a given day will arrive in school in appropriate attire. PE sessions will be timetabled at the end of the school day to minimise the need for showering or changing before home time.

Where pupils do wish to shower and change after PE sessions, this will be supported via single occupancy facilities where they are available in leisure centres and sports facilities.

Compass Community School students are often highly vulnerable and may experience anxiety and distress with regards to changing in front of peers and/or members of staff. As such, wherever possible, we seek to avoid this via the above approach.

Where there are specific needs that need to be met or supported, in our larger schools we do provide changing and showering facilities. These are available to be used by specific students in a monitored and specific way in line with individual risk assessments during the school day.

Assessment

Skills knowledge and abilities will vary. However, assessment is an integral part of an ongoing quality teaching and learning cycle. Teaching and learning at Compass Community schools is underpinned by summative assessments, informative assessment and a teacher's knowledge and understanding of their individual pupils starting point, alongside clear identification and recognition of a pupils next learning steps. Please see our Assessment Policy for further details.

5. Provision, Differentiation and Inclusion

The SENCo is responsible for supporting all staff to be teachers of SEND.

Pupils with Special Educational Needs and Disabilities (SEND) and/or other barriers to learning are supported through the development of a curriculum which is personal, flexible and responsive to their needs. These pupils develop their skills in physical education in ways appropriate to their individual needs, and through activities which link their learning to their engagement with, and experience of, the world around them.

For further information, please see the SEND Policy.

6. Cross Curricular & Extra-Curricular Opportunities

PE is about providing opportunities for children to develop their capability. By combining their inherent physical skills and capabilities and improving them progressively. PE serves as a social yardstick by which teamwork is measured alongside individual drive and ambition.

PE is often one of a child's favourite subjects. Every opportunity should be taken to engage the pupils in Physical activities whether during timetabled lessons or after school clubs and activities or weekend activities. The social impacts of PE are immense and the concepts of teamwork, understanding, competition, fairness, goodwill, and physical health and wellbeing should be explored at every opportunity.

Our 3 I Policy (Intent, Implementation and Impact) highlights the need to support our pupils to develop their 'cultural capital' and to be confident individuals able to express their views and extend their life experiences. In line with this ambition, pupils will experience a full range of extra-curricular experiences.

PE lends itself to the culture capital side of the education. The vast array of PE outlets available give rise to the possibility of a very broad and balanced curriculum. Indeed any physical activity can have

a physical education angle and every opportunity should be taken to promote the educational side of an activity, the course can be linked in very easily with science, maths, SMSC cooking and nutrition, and more broadly to English, history and geography.

7. Equality and Opportunities

Compass Community Schools support the rights of all pupils and staff to equal access and opportunities regardless of age, culture, religion, perceived gender, social lifestyles, ability, disability or sexuality. The achievement of all pupils is highly valued. All pupils have an entitlement of access to the curriculum.

For further information please see the Equalities Policy.

8. Staff Training

A variety of training opportunities are available including:

- SLT facilitating opportunities for subject specific CPD etc.
- Subject leaders are available to deliver CPD, provide advice and guidance with regards to T&L of the subject, develop SoWs
- Where there is no subject specialist SLT will endeavour to support thorough accessing external support on a consultancy basis in order to facilitate CPD of staff in subjects
- The SENCO will provide training on differentiation and assessment for pupils with SEND
- Self-study & attendance at external training
- Moderation across Compass Community Schools and external schools where possible
- Subject specialist half termly CPD group based or individual.
- External training where required

9. References, Linked Policies and Documents

Science SoW, MATHS SoW, PSHE SoW

10. Appendices

Appendices

Appendix 1

The roles outlined below are not designed to be full or definitive Role Descriptions. Rather they seek to give an overview of the level of responsibility that the role has with regards to a specific curriculum subject. All members of staff, regardless of role, should be flexible and adaptable in their commitment to the effective and accountable delivery of subjects.

Role of Governors

- Oversight and approval of subject policy
- Oversight and approval of procedure
- Hold SLT to account with regards to the Implementation and Impact of any curricular Intent.

Role of the Regional Executive Head Teacher

- The Regional Executive Head Teacher is ultimately accountable for the Implementation and Impact of Curriculum Policies and Subject Policies and will, in turn, hold Head Teachers and Heads of School to account accordingly
- Oversight and communication of subject policy
- Oversight and communication of procedure
- Oversight and decision making with regards to subject delivery, resourcing and staffing in order to support leaders to meet local need on a national basis

Role of Heads of School and Lead Teachers

- Accountable for the Implementation and Impact of Curriculum and Subject Policy Intent in their setting
- Hold Subject Leaders and Teaching Staff to account with regards to the Implementation and Impact of any curricular Intent

- Quality Analysis of Implementation and Impact of Curriculum and Subject Policies and procedures
- Ensuring that appropriate space is protected in the timetable for
 - the delivery of the subject
 - the appropriate Planning, Preparation and Assessment (PPA) time
- Budgeting and resourcing for the delivery of the subject
- Appointing, supporting and facilitating for the CPD of subject leaders, class teachers and support staff to deliver the subject.

Role of Subject Leaders

- Development of engaging, varied, targeted and sequentially developed Schemes of Work (SoWs) across teaching phases
- Provide advice, feedback and troubleshooting to non-specialist teachers delivering the subject with regards to
 - Key concepts
 - Delivery
 - Classroom resources
 - Best practice
 - Any other appropriate and/or relevant supportive function agreed with Heads of School, Lead Teachers and the SLT.
- Provide, deliver and/or facilitate training for non-specialist staff. This may be
 - in person
 - via group skype or telephone conferencing facilities
 - by finding relevant external training opportunities where appropriate and where agreed/approved by Heads of School, Lead Teachers and the SLT

Role of all Teaching Staff

- All teachers, regardless of role, are teachers of children and not subjects
- Teachers at Compass Community Schools may not always be experts in their subject but they are experts in engaging and driving progress, both academically and holistically, with hard-to-reach learners and children who may exhibit challenging, heightened or disturbing behaviours.
- When teaching subjects which may not be their specialism, teachers should identify their CPD needs and communicate these to Subject Leaders, Heads of School and Lead Teachers
- To teach and provide support to ensure high quality education provision.

- To plan and teach within an appropriately broad, balanced, relevant and differentiated curriculum students exhibiting SEMH, in accordance with the Intent of the school and its curricular policies
- To plan, deliver, develop and enhance the quality of teaching and learning for all students
- To assess, monitor, report upon and support the overall progress and development of students
- Seek support from the SENCo where appropriate to ensure that subject delivery and progress is targeted and supportive for those with Special educational Needs and Disabilities.