

PE Policy

Approved by:	Stivichall Governing Body	**Date: PENDING**
Last reviewed :	September 2025	
Next review due by:	September 2028	

Learning at Stivichall is a passport for life

Introduction

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, cooperative and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes toward healthy and active lifestyles.
Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.
National Curriculum for England and Wales; Physical Education

Stivichall seeks to provide a full, varied and interesting Physical Education curriculum which challenges, engages and excites staff and pupils alike. Our overview will ensure children receive a broad and balanced range of sports within those stated in the National curriculum. One lesson a week will be taught from the Real PE scheme of work that focuses on fundamental skills and has a whole school holistic approach. We see Physical Education as a vital part of the education experience as a whole.

We aim to:

1. Stimulate and maintain pupil interest and enjoyment in PE and to promote health and fitness for current and future lifestyles.
2. Enable pupils to be familiar with a body of knowledge, principles and vocabulary to relate to PE.
    a. To enable pupils to see PE as:
        i. A major feature in our lives, related to employment, leisure and culture.
        ii. Part of a wider body of knowledge and skills, E.G interpersonal and problem-solving skills.
    b. To enable pupils to:
        i. Understand and use safe practice and to appreciate its importance in PE.
        ii. Understand the short and long term effects of exercise on the body.
        iii. Understand the role of exercise in a fit and healthy lifestyle.
3. Enable pupils to develop a range of desirable personal qualities such as safety, awareness, politeness, perseverance, concern for others, initiative and independence. The establishment of self-esteem through the development of physical confidence is a major aim for the Physical Education department.
4. Enable pupils to work independently and as part of a group or team in varied activities so as PE contributes to the development of core skills such as communication by speech.
5. Employ teaching methods and resources that will allow all pupils to have equal access to PE and to experience success and enjoyment in their PE work.
6. Develop an awareness in pupils of the implications of sport and physical activity (past and present) for the individual and local, national and international communities.
7. Allow pupils to develop informed opinions and be able to support them in reasonable argument.

Objectives

These objectives relate directly to the aims for PE at Stivichall and are intended to show how the aims are put into practice.

1. Staff should provide a variety of experiences and activities throughout the year, in line with the overview and National Curriculum, during a PE lesson twice a week.
    a. Games
    b. Gymnastics
    c. Athletics
    d. Dance
    e. Swimming
    f. Outdoor and Adventurous activities
    g. Apply skills in a competitive manner
    h. Identify progress and ways to improve
    i. Allow opportunities for leadership

2. The National Curriculum at Key Stages 1 should be used as the basic core skills for the Schemes of Work. Rules, vocabulary and games skills such as attack, defence and fielding will be taught. Staff should encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations.
3. Staff should refer to work in other curriculum areas when appropriate:
    a. Pupils should follow written and verbal instructions accurately.
    b. Safety is further enhanced by emphasis on the following:
        i. The need to wear correct clothes/equipment.
        ii. The need to follow rules.
        iii. How to lift, carry, move and place heavy equipment.
        iv. The need for warm-up and recovery period when exercising.
        v. How to swim and be safe when around water.
        vi. General safety rules when engaged in Outdoor Education.
4. Lessons should be conducted in a secure, supportive and disciplined manner that demonstrates mutual respect. Pupils should learn the rules, etiquette, laws and codes for various activities. The department's schemes of work identify planned opportunities for pupils to develop a range of desirable personal qualities.
5. There should be opportunities for individual and/or group activities so as pupils can express their feelings verbally and learn how to work cooperatively as well as on their own.
6. Staff should encourage pupils to improve in a particular sport or skill over a period of time. Where exceptional talents are spotted, early conversations with parents and the child are important to encourage pursuing their talent in a school or local club. All G&T children are to be noted on the register and reported to the PE lead.
7. Staff should adhere to the School reward systems in order to encourage pupils to achieve their full potential and experience a feeling of achievement. Non participation of PE should not be used as a result of poor behaviour choices but always recognised as a positive place for non-academic children to excel in.
8. Pupils should be encouraged to share their experiences/culture with others in order to enhance the quality of learning and to develop socially and inclusively. MA children are used as models for good practice and encouraged to become leaders by taking small groups in warm ups and guiding younger children in clubs.
9. Staff should attempt to show the enjoyment and benefits that PE and Sport have given us. This can be done by carefully phrased comments and well-chosen resources. Staff are asked to be dressed appropriately for teaching PE (school PE t-shirts/hoodie) in order to set a good example and a high level of enthusiasm when teaching.

Health and Safety

The effective management of safety for Stivichall has four main components:

1. Risk Assessment and planning before a lesson.
2. Organisation of routines during and between lessons to include:
    a. The use of appropriate kit.
    b. Checking PE areas are free from sharp objects and broken glass. Make good use of the yellow boarder lines in the hall spaces as a guide to children to stay within these to avoid equipment in the surrounding areas.
    c. Location of safety equipment- equipment to be stored away outside of the yellow lines in the hall or in the PE cupboard. Adults only to access PE cupboards.
    d. Report any damaged equipment to the PE Lead/Site Officer/Jayne Davis.
    e. Reporting accidents.
3. Control to include:
    a. Where to find safety information.
    b. Regular safety checks.
4. Monitoring and Review – including procedures for reporting hazards/suspected hazards and those for reviewing risk assessments and safety in general.
5. If a child regularly needs an inhaler preventer before a lesson all members of staff should be aware and if a child needs their reliever during a lesson it may be appropriate (depending on their age and maturity) they fetch it from their classroom and take it to the lesson and return it upon finishing. This ensures there is no delay in the child receiving their inhaler when they need it.

Risk Assessment and Planning Before a Lesson

All staff are required to familiarise themselves with the Health and Safety policies of the school. Every activity should be assessed for risk, including the carrying of equipment. Risk assessments are carried out in accordance with the school's Health and Safety policy and with reference to the Safe Practice in Physical Education guidelines.

Before a lesson starts staff should:

1. Have procured any necessary safety equipment and undertaken any specific safety measures in the space being used. Children should not access the PE cupboard unsupervised.
2. Know how and when to use any particular facilities and equipment in order to model safe practice. Staff must ensure the Reversa boards for sports hall athletics and safely secure against the wall and children are taught how to carry gymnastics equipment with teachers checking all equipment is safely attached with mats for any landing spaces.
3. Have identified the suitability of the equipment being used by the age of the pupils. Rowing machine is for years 5 & 6. Exercise bike (currently stored in the outside store) should only be moved by a member of staff and used under adult supervision.

In identifying risk staff should:

1. Identify hazards.
2. Identify cause and effect.
3. Examine working methods.
4. Investigate safety literature for advice.
5. Remove hazards where possible.

In case of emergency staff should:

1. Be familiar with evacuation procedures in case of fire or other emergency.
2. Know the location of, and when and how to use, fire fighting equipment.
3. Know the location and identity of members of staff trained in First Aid.
4. Use the 'helping hand' to call on help.

Teachers should be aware of:

1. Where to find information.
2. LEA Health and Safety Policy.
3. School Health and Safety policy and where to find it.
4. The procedures for reporting accidents, particularly those that constitute an emergency.
5. The school's behaviour and discipline policies.

Other

1. PE Equipment is annually checked by appropriate agencies.
2. Periodic safety checks of PE equipment are carried out by members of staff E.G gymnastics equipment is checked before a unit of work commences.
3. Several members of staff are First Aid qualified.
4. If a physical activity is taking place in a corridor space, staff to risk assess that the area is safe to use.

Inclusion

Stivichall is committed to inclusion. The school reflects this commitment and will do its utmost to include all pupils regardless of gender, colour, religion, ability or disability in accordance with the whole-school inclusion policy. Lessons must be differentiated to accommodate for all children's capabilities. However, as Physical Education is by definition active, and some of the activities in PE have attached risks, there are occasions where inclusion is not appropriate for the safety and enjoyment of all participants. This is most likely to be the case when the behaviour of individuals is in question or physical capabilities. In this instance staff are referred to guidance offered in the Safe Practice handbook (Association of physical education). The current version is 2008.

Inclusion will be implemented as follows:

- Standard activities and expectations as planned.
- Adapted activities and expectations in line with individual pupils needs.
- Different activities planned in line with individual pupils' needs.

Inclusion issues will be considered and acted upon in consultation with parents, children, the school's senior management team and having sort guidance from the safe practice handbook, the school's Inclusion policy and from the LEA if necessary.

Good communication insures if PE is being taught by a different member of staff or a coach that they are made aware of any children's specific needs and capabilities. All children's medical needs can be found on a list in the school office.

Extra-Curricular Activities 'Every accomplishment starts with the decision to try'.

Stivichall aims to achieve an excellent reputation and record in PE and sport. As such we run a wide variety of extra-curricular clubs with increasing opportunities for our younger children. We aim to offer opportunities that allow children to extend the skills they are learning in lessons and try out new things. They encourage children to have an active lifestyle.

Applying for a club-
At Stivichall, we pride ourselves on the wide range of opportunities we provide our children to attend extra-curricular clubs. We are extremely grateful to the staff who give up their time to run clubs and we recognise the commitment the school team gives to extra-curricular activities. We take feedback from parents and pupils to inform our offer and we aim for as many children as possible to be able to attend a club each year.

In advance of a club running, a letter outlining the details is sent home with a reply slip to apply for a place. In order to be considered for a place, parents are asked to complete the reply slip and return it by the deadline. Once the deadline date has passed, the replies are collated and places are confirmed via a parent mail. There are times when demand exceeds availability and whilst we acknowledge that this is disappointing, it is unavoidable. In the event that the club is oversubscribed, reply slips are checked to see if there are any children who had applied for a previous club and **had not** been selected and if there are any children who have not yet attended a club; these children are prioritised. All remaining names are then placed in a hat and picked at random. All children not allocated a place will then be placed on a waiting list and contacted if a place becomes available. As we transition to an online system for booking clubs, places will be booked via parents on a first come- first serve basis. Clubs ran by external clubs manage their own sign-up system but must ensure the office have an up-to-date attendance list.

Commitment-
All children are encouraged to show commitment to any of the clubs they sign up to and to attend each week. If they are unable to attend on a particular week, the office and member of staff leading the club should be informed in advance. If nonattendance becomes a regular occurrence, parents will be contacted to discuss whether the place would be better allocated to a child on the waiting list. Sometimes, children realise that a club they have signed up for is not for them; we ask that they let us know as soon as possible so that the place can be given to someone else.

Fair opportunities-
We endeavour to rotate our clubs over the course of the year so that different year groups are able to attend. Based on feedback, if a club proves to be popular, we will look to increase the offer so that different groups of children can attend. Our pupils are regularly asked to share their thoughts on what clubs they would like to see available via pupil voice leading to conversations with our PE leaders, teachers, support staff and PE apprentice so that they can be carefully planned.

Competition 'Every champion was once a contender that refused to give up', Rocky Balboa

Inter-House competitions are children's initial introduction to competitive sport. At Stivichall, all children in years 3-6 have the opportunity to take part in a house cross country event and sports day. All year groups are encouraged towards the end of a ½ term topic to run a house competition with 1 per year planned on the curriculum map.

It is expected that children have opportunities to participate in competitive sport with other children of the same age from schools in our cluster. These competitions are of a more friendly nature.

For those more able children, competitions are available against the wider community with schools across the city. Many links are made through the School games, football association and Warwickshire cricket board. Being members of these ensures Stivichall can take part. For those that result in success, some competitions can progress to county finals. Sports teams are usually selected from those who attend extra-curricular clubs or have been spotted during lessons. These must be carefully selected in order to ensure we put forward our children who are the most prepared and create our strongest teams. There are various competitions that become available to accommodate larger numbers of children, such as cricket festivals, cross country and magnificent 7.

'Success doesn't happen overnight, keep your eye on the prize and don't look back' Erin Andrews

Cross Curricular Links

As primary school teachers at Stivichall we bring our expertise of the wider curriculum to our PE lessons. Although the links are not always overtly displayed, staff will draw attention to them whenever the opportunity arises.

1. Science
    a. Health and Fitness.
2. Maths
    a. Calculation.
    b. Speed.
    c. Distance.
    d. Time.
    e. Measuring.
    f. Recording.
    g. Handling Data.
3. English
    a. Speaking and Listening.
    b. Subject-specific vocabulary.
4. Geography
    a. Map-reading.
5. Music
    a. Rhythm.
    b. Tempo.
6. ICT
    a. Use of stop watches.
    b. Use of digital camera, video and ipad technology.
    c. Use of spreadsheets for recording and interpreting data.
    d. Use of the internet.

Assessment ‘Ability is what you are capable of doing, Motivation determines what you do, Attitude determines how well you do it’ Lou Holtz.

Teachers/coaches will formally assess the progress of pupils at the end of each unit of work. A copy must be available should the PE leader request it. Informal assessment is carried out on a lesson-by-lesson basis and may or may not be recorded, according to the preference of the individual teacher. In addition, pupils are encouraged to reflect on their own practice or complete a self-assessment booklet. Where children are working on their own personal targets recorded in pb booklets, such as the ‘Magnificent 7’ or sports hall athletics, are ideal for children to document their progress.

PE Kit

Pupils are expected to wear their own PE kit to school for each day they have physical education lessons. The agreed PE kit is house coloured t-shirt, black shorts, pumps (indoor) and trainers (outdoor). Tracksuits are allowed during the winter months.

When pupils are taking part in off-site activities, they are expected to wear the appropriate clothing in accordance with the sport they are taking part in. This will depend on whether school are providing kit and will be communicated via letters to parents.

If a pupil is unfit to participate in a PE lesson their parents are expected to speak to their class teacher or provide a note. However, children are encouraged to participate in an appropriate role, be it as coach, scorer, umpire/referee or peer evaluation. The only occasions on which pupils will be excused participation in lessons are situations such as a pupil in plaster with a broken limb.

All jewellery should be removed for PE lessons with the exception of religious items. Fitbit watches may be worn if deemed appropriate for the unit of work, for example, during Athletics. It would not be appropriate during Gymnastics or dance as they could cause injury to themselves or others.

General

Security

Members of staff are responsible for safety and security of the sports buildings and facilities. The School Hall should be checked at the beginning of each lesson of use to ensure that the floor surface is clean and free of any hazardous materials or equipment.

Pupils are not to enter the PE storage areas or office unless specifically invited to and supervised by an adult, and never without supervision. When attending a club in the hall, children must wait outside the hall for the adult leading the club to arrive before going in.

Members of staff are responsible for the safety, well-being and conduct of all the children in their class for the whole time they have been allocated to them for lessons. Students excused from participation due to illness or injury must remain under the supervision of a member of staff at all times.

Valuables & changing

While every effort is made to ensure that all pupils' valuables and belongings will remain safe and secure after changing for clubs, pupils will be reminded that School will not be held responsible for items lost or stolen. All year groups are expected to come to school in PE kit for their lessons. If lessons are planned to be outside a change of trainers is acceptable. All yr1-6 classrooms now have reflective screens on their windows to ensure that if children do need to change into PE kits for any clubs that they can do so with privacy.

Wet Weather Contingencies

Where possible with the exception of gymnastics and dance PE can be taught outdoors. If, due to wet weather or dangerous conditions lessons are unable to be taught outdoors, lessons will be switched indoors. Each class will have 2 hour slots in the hall to ensure this is not a barrier for PE not taking place. PE lessons must take priority if the hall happens to be occupied by another class. Stivichall is lucky to have two large indoor facilities it will rarely be necessary to cancel a practical lesson. Some aspects of Real PE could be completed in classrooms, alternatively speed stacking can be taught in class.