



Our vision and rationale

It is our aim that children should leave Oakley CE Junior School with a sound understanding of how to communicate, collaborate and compete in a wide variety of sporting activities. Children develop a love for movement by being provided with opportunities to develop their knowledge and understanding of different sports and the positive impact movement can have on their physical health, well-being and social skills. Children are taught how to improve from their individual starting points, celebrate their successes and evaluate their performances.

This is modelled through our Christian values of courage, respect and grace, which are at the centre of our school ethos. The values are woven into all PE sessions, where children are encouraged to be the best they can. Explicitly, they are taught to show courage in order to perform in front of others and show respect and grace when working together in a team.

We recognise that to be confident in sports, children need to have a range of opportunities while they are with us at Oakley CE Junior School and this goes beyond the curriculum taught in class lessons.

Purpose of study:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for P.E 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.

Inclusion

Pupils who need support in other parts of our curriculum may not need support in P.E and those children who are working at greater depth in other parts of our curriculum may need more support in P.E. As teachers and educators, we need to be flexible. As a school, we believe in '**Great expectations for all**' and this is fostered in our approach.

Some pupils might need the following adaptations:

-Physical Difficulties: teachers adapt lessons according to children's individual needs, extra adult support, adapting tasks and resources based on children's needs e.g. focussing on one skill rather than many. Extra over learning through 1:1 physio input programme

-Social communication difficulties/Autism: working with an adult 1:1/ in a pair/ mixed groupings, sensory provision, visual demonstrations, recap of instructions from teacher

-Social emotional needs: visual demonstrations, sensory tools and ear defenders, adults supporting with discussions

-Auditory processing/memory needs: Visual demonstrations, chunking auditory and visual input

-Slower processing for visual/verbal information: additional processing time, pace of the lesson and additional thinking time

All lessons will have scaffolded opportunities throughout, the class teacher to ask SENDCo for further guidance if/when needed