

Our Lady of Perpetual Succour Catholic Primary School



PE Curriculum statement of intent.

At Our Lady of Perpetual Succour Primary School, we believe a high-quality physical education equips all children, including disadvantaged children and children with SEND, to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to take part in different physical activities and learn about the value of healthy, active lifestyles. Discovering what they like to do, what their aptitudes are at school, and how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.

Teachers have a statutory duty to modify the programmes of study and "Schools have a responsibility to provide a broad and balanced curriculum for all pupils."

We know some children with SEND may need adaptations to be made to the curriculum so they can access learning and reach their potential.

Subject leaders have carefully considered how children with SEND are fully supported in their subjects.

What is our INTENT for children with SEND in this subject?	What adaptations and amendments are made to this subject for children with SEND?
At Our Lady's we recognise the value of Physical Education (P.E) and how it is a fundamental and essential part of a balanced curriculum. We believe that it is both physically and psychologically beneficial to health, providing stimulation for both mind and body to work together in harmony. We fully adhere to the aims of the	Ensuring that support plans and quality first teaching are used to tailor and adapt the lesson to the individual needs of the child. The current scheme of work Get Set 4 PE has guidance that states that tailoring the experience of PE for each child is the best way to provide them with full access to the benefits of lessons. As with all

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national curriculum for physical education 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

We believe that children should have equal access to and participation in a range of physical education activities in order to reach their own potential.

Research has shown that children ALL participating in P.E. together proves better outcomes for ALL (*Research review series: PE - GOV.UK (www.gov.uk)*).

We believe that all of our children have an entitlement to all aspects of P.E. and we endeavour to give each child the opportunity to develop skills and knowledge, to maximise their potential.

There is a statutory duty which is more than just giving pupils 'access to the curriculum'. The curriculum is not immovable, to which pupils with SEN and/or disabilities have to gain access. It is there to be changed, where necessary, to include all pupils. Therefore, all staff ensure that they include all children by;

of the children we teach, it is important to remember they are all different and have different needs.

As PE is delivered through primarily physical tasks, then lessons should be tailored to the individual and modified to complete the proposed activities. Consider the child's gross and fine motor skills and whether they currently need physical support aids to facilitate their lessons. Appendix B in the PE policy 'The STEP' process of modifying and adapting the PE curriculum allows activities to be adapted to ensure that barriers are removed, and inclusivity is achieved.

Carefully consider the environment to ensure all learners can access P.E. By added adaptations we can make P.E. inclusive for wheelchair users and learners with a range of physical needs.

Emphasise a child's areas of strength and ability when completing activities. This will help build confidence and increase the likelihood of their learning experience being successful.

Spiral curriculum to build on previous knowledge.

Modelling tasks and activities, breaking down tasks into steps, providing verbal instruction using key words, signs, symbols, using simple language in instructions. Use of appropriate language at the level for the child to understand. Consider the communication supports and strategies the child currently needs and how these can be utilised to help get the most out of the resource.

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- setting suitable learning objectives / challenges.
- responding to pupils diverse learning needs.
- helping groups of pupils and individuals to overcome potential barriers to learning and assessment

A key adult can model skills, breakdown activities into smaller steps and support with repetition and over-learning. Peers can be a huge support in helping to motivate and model skills whilst a learner maintains their independence.

Build in frequent positive progress and feedback points within a task and regularly check on the child's understanding of the activity.

Adapt tasks by breaking them down into small, manageable instructions and explained in greater detail if needed. Give examples of safe and unsafe practices and constant reinforcement and repetition of key safety messages are given throughout the lessons.

Try to use a variety of resources and see what works or adapt and use teaching resources you know work for your learners.

Nurturing a sense of achievement.

Acknowledging and celebrating even tiny steps of progress.

Utilising TA/1-1 adult support.

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