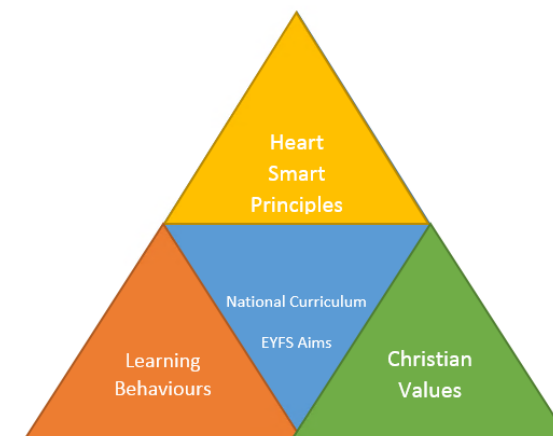


St Mark's Primary School PE Toolkit

Our Vision

Learning in Physical Education is underpinned by our learning behaviours, our heart smart principles and our Christian values. These help us to achieve the statutory requirements of the National Curriculum/Early Years Foundation Stage through a creative and diverse curriculum. From our curriculum, pupils will become physically educated through experiences that:

- Encourage life-long motivation to engage in physical activity
- Promote the progression of essential, interchangeable skills
- Develop creative and open-minded approaches to movement
- Allow them to feel confident to take risks independently, and within a team, in order to achieve
- Support an understanding and respect



SEN

Children identified with additional needs in regards to physical education will receive support from adults to complete the tasks. As these children's needs will be varying, the support provided for them will be entirely individual. Therefore, when planning and teaching lessons, teachers will consider how **all** children learn and provide a lesson that meets each individual child's needs.

- **Physical Difficulties (gross motor skills, physical disabilities)** - teachers adapt lessons according to children's individual needs, extra adult support, adapting tasks based on children's needs e.g. focussing on one skill rather than many
- **Social communication difficulties/Autism** - working with an adult 1:1/ in a pair/ mixed groupings, Sensory diet provision, visual demonstrations, use of Zones of Regulation, recap of instructions from teacher
- **Social emotional needs (motivation, low sense of self, needs around attention, concentration and self-regulation)** – visual demonstrations, use of Zones of Regulation, 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
- **Receptive language barriers** – refer to key vocabulary when teaching, draw on visual demonstrations and sometimes adapt key instructions for individuals. Support staff adapt instructional/conceptual language for key groups of children

Inclusion and Diversity

At St.Mark's, we strive to build a culture in PE where difference is valued and is part of what makes sport and exercise exciting. We highlight the sports men and women from a range of backgrounds and cultures who have had significant successes from the past and present to inspire all children to take sporting opportunities.. We encourage the children to challenge stereotypes and seek to raise the aspirations of all children.