

PE at Sir Alexander Fleming Primary School.

Planning Inclusive Lessons

At Sir Alexander Fleming, PE teaching and learning offers a progression of skills and knowledge to develop their competence to excel in a broad range of physical activities. For physical activity and physical education to be accessible and inclusive for all, teachers anticipate potential barriers for individual learners and consider ways of minimising these to ensure participation. Our inclusive physical education curriculum engages and inspires our pupils to lead healthy and active lifestyles whilst broadening their experiences of sport and fitness activities. For some learners, physical education can be a chance to build resilience, determination, and a love for sport. At Sir Alexander Fleming, all teachers plan engaging PE lessons for all learners, ensuring the space and equipment needed for each task can be adapted to support all pupils, enabling them to participate and thrive in their PE lessons. Teachers carefully consider the lessons they need to teach to ensure they are meeting the needs of all children, removing any potential barriers to learning. Lessons are prepared with a visual power point to begin the lesson, clearly explaining expectations and outcomes. Pictures and videos are used as visual prompts to support children and provide a scaffold to enable them to progress throughout the lesson and succeed with greater independence.



Creating an Inclusive Environment

When creating a safe learning environment, we ensure that all aspects of learners' involvement in physical education is as inclusive as possible. It is important for each lesson to build on prior skills and knowledge to enable children to progress and refine techniques. Physical education has the potential to create challenges for children with additional needs. At Sir Alexander Fleming, we consider this when creating an effective learning environment. Teachers consider the layout of space used and groups sizes to maximise participation for children with specific needs. If activities are likely to be loud, outside spaces will be used where possible to reduce noise levels and ensure enough space is available to move around freely whilst being mindful of how learners will access the equipment.



How do we support learners who need additional time to develop a physical skill?

Changes and adaptations made to activities and specific tasks with additional time if needed.

Repetition and over-learning of skills that have been previously taught.

Adult support to model new skills.

How do we support learners with sensory issues?

Ensuring the space and group sizes being used each lesson is appropriate.

Considering the noise levels of a lesson to minimise exposure to loud noises.

Pre-warning given for games or louder activities.

Incorporate regular breaks within the lessons.

How do we support learners who need additional time to develop understanding?

Use visual prompts where possible.

Words, signs, symbols and simple language when teaching a new skill.

Vocabulary lists are available for every lesson.

Clear and precise names for strategies and techniques.

Teaching considerations

Early years	Key stage 1	Key stage 2
<p>Development of basic physical skills. - Fine motor skills. - Gross motor skills. - Exploration of sporting equipment. - Development of core strength, stability, balance, spatial awareness, coordination and agility.</p>	<p>Development of fundamental movement skills. - Linking movements together. - Co-operating with others. - Developing communication skills. - Basic conventions of games with rules and boundaries. - Core movement skills.</p>	<p>Development of a broad range of skills that can be linked to sports and activities. - Sequencing movements. - Competitive games between oneself and others. - Refining techniques and improving performances - Control of skills and movements. - Strength and flexibility</p>