

PE Policy

Inspire - Impact - Independence

OAKWOOD ACADEMY MISSION STATEMENT

"Promoting learning excellence - Inclusion beyond the barriers".

Moral Purpose

"We are united in the belief that together we can inspire all learners to dream, persevere and achieve so that we can change lives for the better, now and for future generations to come"

Policy developed by:	J Ellis (Head of PE)
Policy to be reviewed:	September 2024
Summary of changes	<ul style="list-style-type: none">· Changes to the curriculum content· New vision for PE



Policy Development (How)

This policy has been developed through:

- Review of Ofsted Research review series: PE (2021)
- Advice from Youth Sport Trust and AFPE (Association of Physical Education)
- Review of PE policy in Summer of 2023
- RAG of action plan for academic year 2022/2023
- Consultation with pupils/parents
- Developed through the Curriculum Review Autumn 2021 with senior leaders.

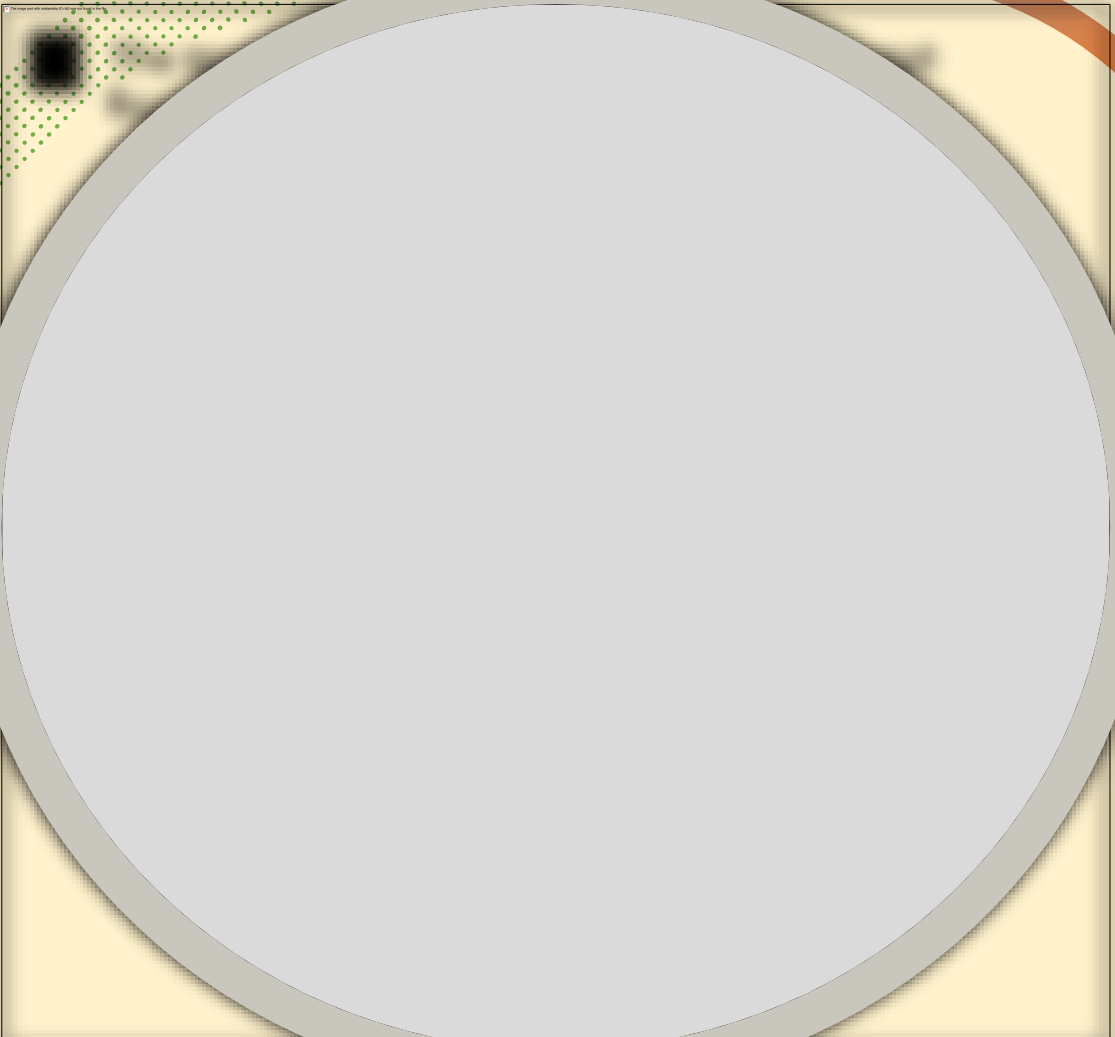
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Aims of this policy

- To introduce the **vision** of the PE department.
- To provide a **rationale** for the curriculum intent, design and coverage.
- To explain the effective Teaching and Learning **strategies** involved in PE.

Our vision for PE

OAKWOOD ACADEMY



The vision of the PE curriculum is to provide opportunities for all pupils to develop their physical confidence and competence in a way that supports their physical and mental health. We also aim to develop key life skills and build character to embed lifelong participation in sport and physical activity.

PE at Oakwood

Introduction

Introduction:

At Oakwood, we believe that PE is an essential part of the curriculum; as a subject lessons involve high quality teaching providing inspiring, inclusive and fun lessons.

We have designed a broad and balanced curriculum which provides a range of opportunities. We promote a range of activities throughout the day which increase physical activity and have a comprehensive after school provision which builds on community links.

Lessons are appropriately differentiated to suit the needs of all students with an emphasis on sustaining high levels of physical activity throughout lessons .

Professional links:

The PE department has professional links with a range of professional and community organisations including the Youth Sport Trust, Association of Physical Education (AFPE) and Salford Community Leisure.

The guiding principles of our curriculum through PE

Inclusion focus

- We promote inclusive sport with a scheme of work focused on disability sport and the Paralympics.
- We work with a range of paralympic and disabled sportspersons to promote positive sporting role models to inspire students.
- Pupils taking part in KS4 options organise, plan and deliver SEN/D sport competitions for pupils across Salford.
- Our department planning has explicit links to inclusive practice and activities are differentiated to suit the needs of the performer.
- Specialist and adapted equipment is utilised to support delivery and specialist staff are trained to deliver high quality lessons.
- All students are offered the opportunity to attend specialist after school clubs with a focus on engaging young people in high quality sport.
- All students take part in an inclusive sports day, with events tailored to specific needs with a focus on success in sport for all.

Appropriate content

- Delivery of Fundamental movement strategies is embedded in our foundation curriculum with a focus on repetition of the fundamental skills throughout the PE curriculum.
- Through effective differentiation (FUNS) is embedded in all schemes of work and is used appropriately where pupils require more input on developing fine and gross motor skills. For example, in badminton, success may not be measured by development of basic or more complex badminton skills but rather a focus on Fundamental movement skills required for badminton such as coordination, running, turning and lunging.

Locality

- Our curriculum has strong community links with a range of providers, venues and community partnerships which provide students with exciting opportunities.
- In KS4, our Duke of Edinburgh option focusses on exploring the local area with a range of local walks planned as part of curriculum delivery.
- We work with local provider EmpowerYou, a local social enterprise that aims to enrich SEN/D lives with a range of opportunities.

Evidence informed curriculum design

- Our curriculum is evidence informed through rigorous application of the best practice and the science of learning. The pedagogical principles applied are grounded in research.
- Coherence - we want students to build secure and coherent narratives of the past. We have tried to balance overview and depth.

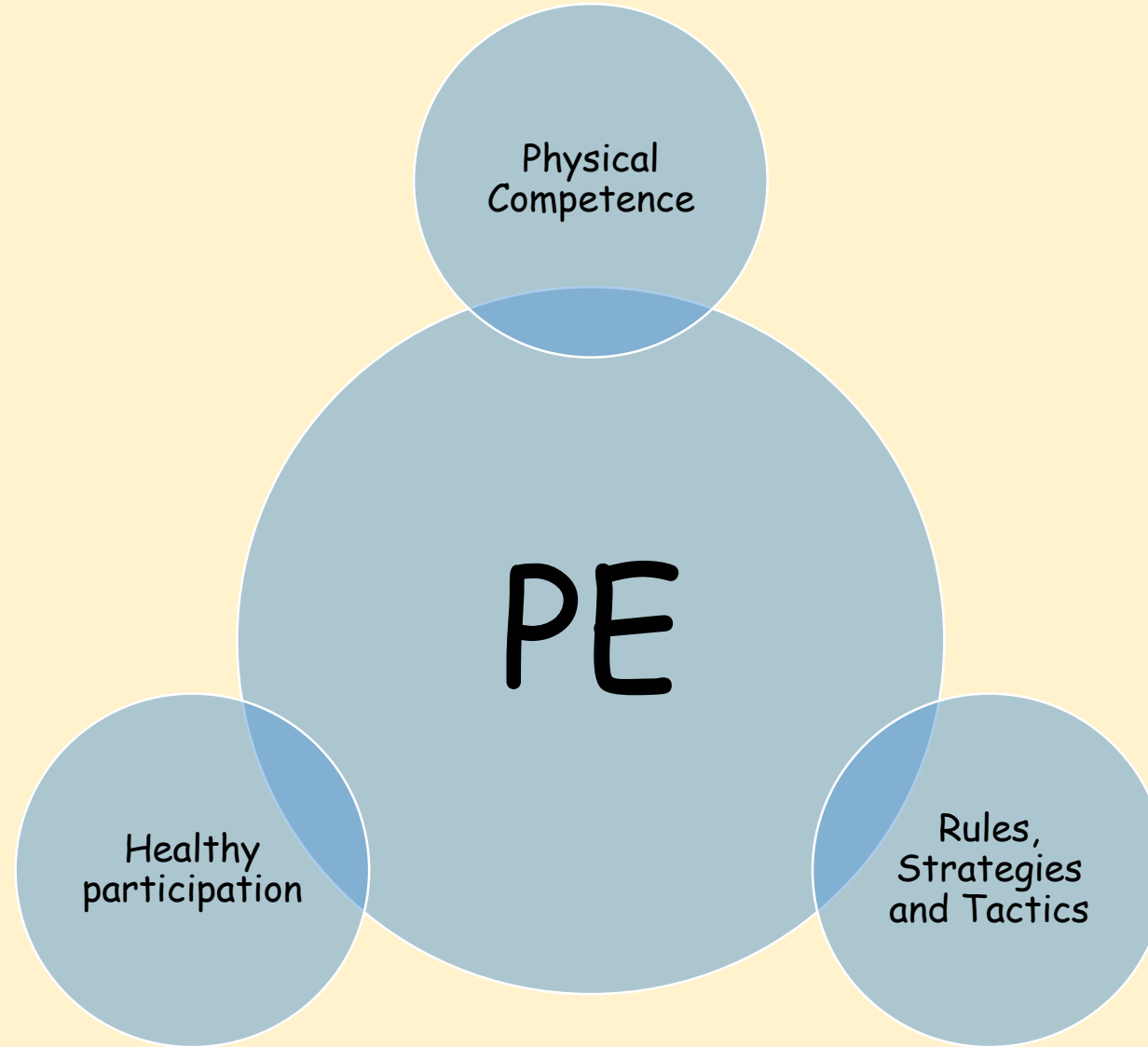
Making connections across subjects

- Scheme theory is supported by making explicit links between subject areas. This supports opportunities for pupils to embed key vocabulary and learning.
- Our whole school curriculum has been designed with collaboration between all subject leads at its core. We want students learning to be joined up and connected where strong links are possible. For us, this will allow our students, many of who have difficulties with cognition and learning, the best opportunity to experience content across different specialisms. This repetition and opportunities for retrieval practice will allow for deeper learning.
- We have been provided with the opportunity to familiarize our self with the content from different subjects and the plan and build upon any links established.
 - We explore with students the importance recognising cross curricula links during PE lessons for example, numeracy skills when counting/recording results in fitness testing, literacy skills when developing subject specific vocabulary.

Knowledge (Components and Concepts)

- Prototype theory is utilized by identifying key concepts across differing PE contexts. (1- Skills (practice) 2 - Rules, tactics and safety, 3 -Evaluate performance, 4 - Fitness. These key concepts are then replicated across a range of contexts to embed key learning.

The components of knowledge identified in PE are:



Curriculum Design

- We aspire to provide a rich and diverse curriculum which provides students with the opportunity to experience a wide range of activities and foster a love of physical activity and sport.
- **Organisation**
- There are curriculum maps across KS3 and KS4 entry level specific curriculum maps.
- All students at KS3 and KS4 have a double PE lesson each week with students able to choose a sport option in KS4 for an additional double lesson.
- At KS4 there are two sport option pathways available.
 - Pathway 1 - Sport leaders qualification Level 1 & Level 2.
 - Pathway 2 - ASDAN sports and fitness.
- In years 9, 10 and 11 classes are taught at the same time to support differentiation of pupil groups based on ability and respond to bespoke needs of each group in more detail.
- **Coherence**
- Learning is organised around the delivery of activities which will support students to develop knowledge and understanding of skills that will underpin being able to independently lead a healthy and active lifestyle. A wide range of different activities are delivered to ensure that our curriculum is broad and balanced and that all students have the opportunity to explore, develop and apply a range of skills.
- Our curriculum is based on four key concepts which are repeated throughout the curriculum. The opportunity for students to repeat, re visit and master skills is vitally important to success.
- We recognise that knowledge of **concepts** must be developed through repeated encounters with practical opportunities in familiar contexts. The curriculum is designed to develop repeated encounters over time and to build on past success.
- **Planning**
- In Willows and Year 7, students will begin by taking part in multi sport activities. They will also look at fundamental movement sequences and developing their own fitness. Students will explore expression and excellence through work on loco motion and gymnastics. Students explore positivity in sport through engagement with paralympic activities and explore role models in disability sport. Communication skills are developed through delivery of Commando Joe and problem solving activities. Self awareness is developed through participation in athletics and engagement in whole school sports day.
- Pupils will continue to develop their basic skills in year 8 and year 9 with a focus on consolidating mastery of these skills. Students will continue to be provided with positive outcomes and influences through physical activity. Life skills continue to be at the forefront of the curriculum.
- In years 10 and 11 pupils focus on their gaining their PE qualification. All pupils will complete an Entry Level qualification in PE. Additionally, pupils in year 10 can chose Sport as an option where they complete a BTEC Certificate in Sport or an ASDAN Qualification in Sport.

Subject enhancements

At Oakwood, we believe in providing a comprehensive mathematics education that goes beyond the classroom. We recognize the value of subject enhancements, such as trips, in-school visits, projects, theme days, and the inclusion of famous sports persons throughout the curriculum. These enhancements aim to deepen students' understanding of Physical Education concepts, foster a love for the subject, and develop crucial real-world skills. By incorporating these activities, we create a holistic learning experience and promote cultural capital among our students.

Trips: Trips offer students the opportunity to apply physical education concepts in real-life situations and develop practical skills. The following table highlights the trips organized by year group and their focus:

Year	Trip	Focus
Foundation	National School Sports Week Sports Day	<ul style="list-style-type: none"> To promote a lifelong love of physical activity and allow pupils to explore new activities. To promote competitive sport and a sense of belonging to a team/house.
Year 8	National School Sports Week Sports Day PE residential* Live Sporting fixture (football, handball, dodgeball, basketball)	<ul style="list-style-type: none"> To promote a lifelong love of physical activity and allow pupils to explore new activities. To promote competitive sport and a sense of belonging to a team/house.
Year 9	National School Sports Week Sports Day PE residential* Live Sporting fixture (football, handball, dodgeball, basketball)	<ul style="list-style-type: none"> To promote a lifelong love of physical activity and allow pupils to explore new activities. To promote competitive sport and a sense of belonging to a team/house.
Year 10	National School Sports Week Sports Day Live Sporting fixture (football, handball, dodgeball, basketball)	<ul style="list-style-type: none"> To promote a lifelong love of physical activity and allow pupils to explore new activities. To promote competitive sport and a sense of belonging to a team/house.
Year 11	National School Sports Week Sports Day DOFE residential* (option choice)	<ul style="list-style-type: none"> To promote a lifelong love of physical activity and allow pupils to explore new activities. To promote competitive sport and a sense of belonging to a team/house.

Subject enhancements

Projects and Theme Days: Projects and theme days allow students to delve deeper into specific physical education topics and engage in interactive and collaborative activities. The following table highlights the projects and theme days conducted throughout the year:

Year	Theme Day / Project	Focus
All years	National School Sports Week	Physical Activity
Foundation - Year 10	Sports Day	Competitive sport & physical activity
All Years - Invited pupils	Sports Awards	Celebration

Inclusion and Cultural Capital: We value inclusivity and aim to provide a diverse and representative curriculum. To celebrate inclusivity, we have incorporated the study of inclusive sports into our curriculum.

Year	Activity
Foundation	Paralympic activities
Year 8	Paralympic activities
Year 9	Disability Sport
Year 10	Disability Sport (Entry Level)
Year 11	Disability Sport (Entry Level)

Subject enhancements

All pupils throughout their Oakwood learning journey are offered the opportunity to represent the school in a variety of sports competitions/participation events.

Competitions	Participation Events
<ul style="list-style-type: none">• MCFC Boys disability football• MCFC Girls disability football• MCFC Primary disability football• LCCC SEN/D Cricket• Oakwood Indoor rowing competition• Salford Indoor rowing competition• RFU Wooden Spoon tag rugby• Inclusive Netball	<ul style="list-style-type: none">• Unified multi sports festival (MCFC)• Table Cricket competition (Secondary)• Panathlon• Salford Inclusion Festival• Inclusive Netball

Competitions and participation events play a key role in supporting and developing pupils social and communication skills. Additionally, belonging to a sports team supports students self-esteem.

Subject enhancements

Additionally, on Inclusivity Day (March 23rd), students study a famous sports person who has overcome challenges to achieve success. This activity aims to inspire students by reflecting on their own experiences and the experiences of others in the curriculum.

Year	Sports Person
Year 7	Ellie Simmonds
Year 8	Tanni Gray Thompson
Year 9	Liz Johnson
Year 10	Michael Phelps
Year 11	Inspiration past student story (Toby Coley Excell/Brad Armstrong)

Accessibility and
inclusivity

We are committed to ensuring that all students have equal access to high-quality science education, regardless of their disabilities or special education needs. We recognize the importance of creating an inclusive environment where every student can actively participate, engage, and succeed in science. This section of our science policy outlines our approach to inclusivity and the provision of adapted science equipment to support students with disabilities or special education needs.

1. Inclusive Teaching Strategies:

- a. The Oakwood T&L principles are based upon inclusive teaching strategies to meet the diverse learning needs of students.
- b. Modifications to instructional methods, assessments, and assignments will be made to accommodate individual students, ensuring that they can actively engage and demonstrate their understanding of scientific concepts.

2. Adapted PE Equipment:

- a. Oakwood is equipped with a range of adapted PE equipment to facilitate the participation and learning of students with disabilities or special education needs.
- b. Assistive technologies, such as screen readers, and alternative input devices, will be provided to students with fine and gross motor difficulties
- c. For students with mobility impairments, accessible equipment is used to enhance participation in activities. Furthermore, specialist staff supports inclusion with lessons.
- d. Tactile models, enlarged diagrams, and other sensory aids will be used to enhance the learning experience for students with visual impairments.
- e. Additional supports, such as magnifiers, colored overlays, or specialized seating, will be provided based on individual student needs.

f. We have a range of adapted subject-specific equipment including:

- Adapted bikes
- Range of adapted equipment for invasion games - balls, cones, etc.
- Fitness hand and pedal bikes
- Differentiated badminton equipment
- Trampoline Steps
- A range of assorted balls, including sponge balls, small-sized balls, and visually specific balls for a range of invasion games.

5. Accessibility of PE Facilities:

a. The PE hall has been designed to be an accessible space that ensures students have access to facilities appropriate to their needs. Where specialist equipment is needed to support it is used accordingly. E.G. hoist for trampolining.

b. The hall is kept tidy with benches stored neatly around the outside of the hall and equipment stored in a locked cupboard.

c. Consideration will be given to the placement of equipment, ensuring that it is accessible and adjustable to accommodate students with varying physical abilities.

Our approach to teaching PE

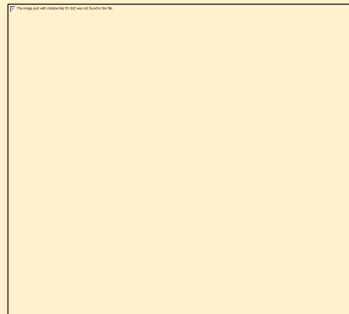
Our Oakwood pedagogical approach

We have developed a pedagogical approach based on a contextual analysis of our students and their needs.

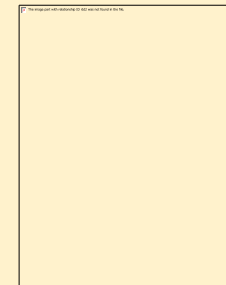
We have used a large research base to inform our selection of approaches to teaching and learning, that we best feel will make the content accessible for our students.

We have divided these strategies into main sub categories:

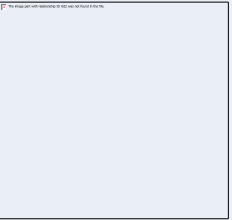
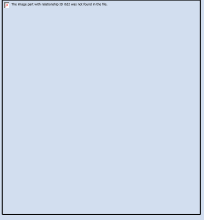
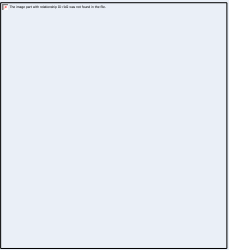
Foundations



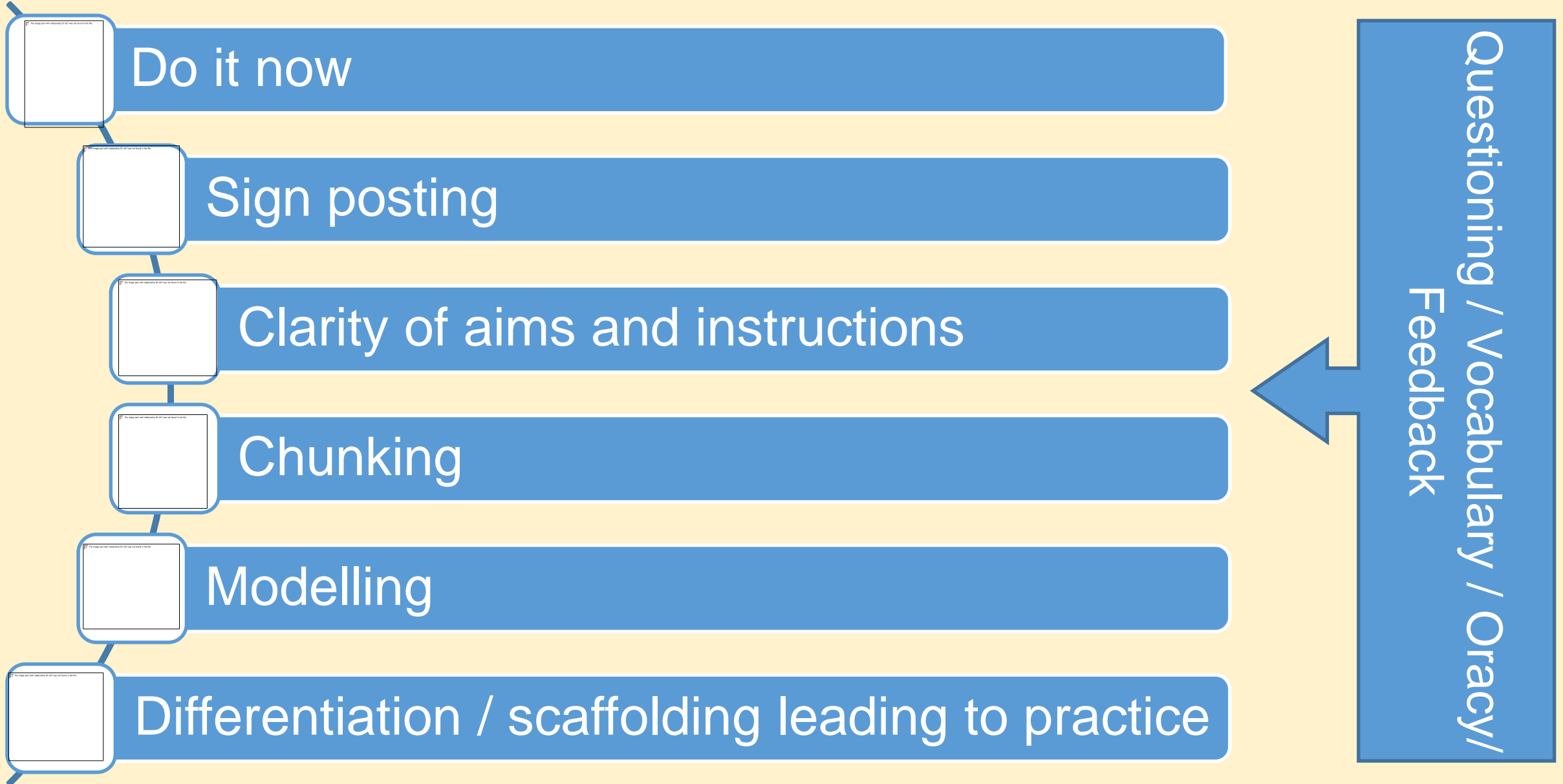
Lesson structure



Foundations

Classroom environment		Setting up a classroom that is welcoming, safe and nurturing. Welcoming students and allowing them entry in a calm and orderly fashion. Having a tidy, well organised space free of unnecessary distractions. Consistent routines that establish an effective classroom environment
Knowing students and developing relationships		Developing relationships with students cannot be under estimated. Get to know them well, their needs, strengths and weaknesses and personal circumstances. Familiarise yourself with the EHCP of students in your class to increase pupils motivation.
High expectations		'The higher the expectations of teachers, the better students perform' – (Rosenthal & Jacobson). Know students starting points and gaps in knowledge very well. Have the belief that all students can succeed and communicate this belief to the students.

Lesson structure



The PE Curriculum

Knowledge

Types of knowledge	<u>1. Physical competence</u>	<u>2. Rules, strategies and tactics</u>	<u>3. Healthy participation</u>
Declarative knowledge (Know what)	Know what safe and successful movement looks like in specific activities/sport.	Know what the rules, strategies and tactics are for participation in specific activities/sport.	Know what health and fitness mean in context, including what to do to improve and factors affecting performance.
Procedural knowledge (know how)	Know how to perform safe and effective movements	Know how to perform the rules, strategies and tactics in an activity/sport.	Know how to participate in activity/sport.

Concepts

Skills (Practice)			Rules, tactics and safety			Evaluating performance			Fitness		
1	2	3	1	2	3	1	2	3	1	2	3
<p>Can master basic fundamental movement skills including running, jumping, throwing and catching. Able to demonstrate these skills in <u>isolation</u> and able to link these skills together as part of a <u>performance</u>.</p> <p>Demonstrate ability to perform and link basic skills needed for the activity showing the correct technique competently.</p>			<p>To be able to identify and understand the rules and safety principles across a range of activity areas in order to keep safe and perform effectively.</p> <p>Understand how to warm up effectively Know what the rules, strategies and tactics are for participation in specific activities/sport.</p>			<p>Demonstrate the ability to identify strengths and weaknesses in personal performance. Show the ability to set targets for improvement and discuss what went well/found difficult and give reasoning why.</p> <p>Identify and understand the factors affecting performance</p>			<p>Able to show the required fitness to cope with the activity competently and be physically active for sustained periods of time.</p> <p>Develop understanding of the different components of fitness required for the activity and their impact on health and fitness.</p>		

RESPECT Life Skills framework

Resilience	Empathy	Self awareness	Positivity	Excellence	Communication	Teamwork
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Context

Multi Skills	Invasion Games	Net/Wall	Gymnastics	Trampolineing	Health Related Exercise	Paralympic activities	Badminton	Problem solving	Cycling	Athletics
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Year 7 PE Curriculum Map

		Autumn 1			Autumn 2			Spring 1			Components	
Year 7		Multi Sports			HRF			Gymnastics			Concepts	
			Understanding the rules and safety principles of the activity. Developing basic skills in a range of multi sport activities.			Understanding rules and safety principles of the activity.			Understanding rules and safety principles of the activity.			
			Develop ideas around attacking and defending principles. Apply running, jumping and throwing skills in isolation and attempt to apply these in team performances.			Apply fundamental movement sequences alongside exploring circuit training ideas.			Apply basic compositional aspects for gymnastics -travel, balance and expression.			
			Be physically active for sustained periods of time.			Develop understanding of effective technique and begin to apply this as part of performance.			Demonstrate balances, counter balances, canon and unison.			Skills
			Evaluate performance.			Be physically active for sustained periods of time.			Be physically active for sustained periods of time.			
			Life skills – Teamwork.			Develop strength, flexibility and balance.			Develop strength, flexibility, technique, control and balance.			Rules and safety
Year 7		Spring 2			Summer 1			Summer 2				
		Paralympic Activities			Problem Solving & Orienteering			Athletics				
			Understanding the rules and safety principles of the activity. Developing basic skills in a range of paralympic sports Explore basic fundamental skills needed for paralympic sports such as boccia, goalball and seated volleyball.			Understanding the rules and safety principles of the activity. Developing basic skills for problem solving such as teamwork, communication and confidence skills.			Understanding rules and safety principles of the activity.			
			Be physically active for sustained periods of time..			Develop observation and memory skills.			Demonstrate techniques across a range of athletic activities. E.G. Spring start technique.			
			Evaluate performance.			Map reading skills			Develop understanding of effective technique and begin to apply this as part of performance.			
			Life skills – Communication			Be physically active for sustained periods of time			Be physically active for sustained periods of time.			Fitness
					Evaluate performance.			Evaluate performance.			Evaluating performance	
					Life skills – Communication			Life Skills - Resilience.			RESPECT (Life Skills)	



Year 8 PE Curriculum Map

Year 8

Year 8

Autumn 1

Invasion Games - Football, basketball, handball.

Sport Education model

Understanding rules and safety principles for the activity.

Evaluate performance

Developing basic skills in a range of invasion games.

Understanding the attacking and defending principles of invasion games.

Develop ability to be physically active for longer periods of time.

Life Skills - Teamwork

Autumn 2

HRF

Understanding rules and safety principles for the activity.

Evaluate performance.

Identify a range of circuit training exercises and apply training techniques to improve performance.

Understand the impact HRF has on your body. E.G. increased heart rate.

Identify the components of fitness needed for the activity

Life skills -Resilience

Life Skills - Self Awareness

Spring 1

Trampolining

Understanding rules and safety principles for the activity.

Evaluate performance

Develop basic shapes in isolation

Explore concepts of tension, extension, control and fluency.

Link basic shapes as part of a performance.

Develop required fitness for the activity – balance, core strength,

Life skills - Excellence

Spring 2

Net/Wall games

Understanding rules and safety principles for the activity

Evaluate performance

Hand eye coordination skills

Introduction to correct grip, stance and footwork.

Explore a range of activities using a variety of equipment. E.g. balloons, low net, wide head racquet.

Be physically active for sustained periods of time..

Life Skills - Excellence

Summer 1

Commando Joe

Understanding rules and safety principles for the activity.

Evaluate performance

Developing basic skills in a range of invasion games.

Understanding the attacking and defending principles of invasion games.

Develop ability to be physically active for longer periods of time.

Life Skills - Teamwork

Life Skills - Communication

Summer 2

Athletics

Understanding rules and safety principles for the activity.

Evaluate performance.

Develop technique in athletics in preparation for completion (Sports Day)

Be physically active for sustained periods of time..

Identify the components of fitness needed for the activity

Life skills -Positivity

Component

Concepts

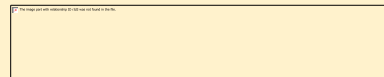
Skills

Rules and safety

Evaluating performance

Fitness

RESPECT (Life Skills)



Year 9 PE Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Components
Year 9	Invasion Games (Handball) <ul style="list-style-type: none"> Understand rules and safety principles for the activity. Develop skills in invasion games and apply these as part of a team based environment. Evaluate performance Identify and develop the components of fitness needed for the activity. Work collaboratively as part of a team to develop leadership, participation and team work skills through the sport education model. Life Skills - Teamwork 	HRF <ul style="list-style-type: none"> Understanding rules and safety principles for the activity. Evaluate performance Explore a range of training styles. Continuous, circuit and interval training. To demonstrate competent technique when training. Identify the components of fitness needed for the activity and the impact they have on performance. Life Skills – Resilience 	Trampolining <ul style="list-style-type: none"> Understanding rules and safety principles for the activity. Evaluate performance Explore concepts of tension, extension control and fluency and link as part of a performance. Develop basic shapes applying key principles to refine and progress. Show the required fitness for the activity – balance, core strength. Life skills – Excellence 	Concepts <ul style="list-style-type: none"> Skills Rules and safety Evaluating performance Fitness RESPECT (Life Skills)
	Spring 2 <ul style="list-style-type: none"> Net/Wall games Understand rules and safety principles for the activity. Evaluate performance Attacking and defensive shots Overhead clear, drop shot - badminton Forehand serve and backhand serve - badminton Explore appropriate fitness needed for the activity e.g. agility Life Skills - Excellence 	Summer 1 <ul style="list-style-type: none"> Cycling Understand rules and safety principles for the activity. Develop skills in invasion games and apply these as part of a sport education model. Evaluate performance Identify and develop the components of fitness needed for the activity. Work collaboratively as part of a team to develop leadership, participation and team work skills through the sport education model. Life Skills - Teamwork 	Summer 2 <ul style="list-style-type: none"> Athletics Understanding rules and safety principles for the activity. Evaluate performance Explore a range of training styles. Continuous, circuit and interval training. To demonstrate competent technique when training. Identify the components of fitness needed for the activity and the impact they have on performance. Life Skills – Resilience 	



Progress in PE

- Students develop their skills and understanding across a broad range of activities aimed at encouraging participation in physical activity. Students develop their Fundamental Movement sequences throughout their learning and are challenged to use FMS across a range of activities.
- Students are also encouraged to develop their understanding of how to analyse and evaluate performance. Through repeated encounters students are provided with the opportunity to build and deepen their understanding.

PE Progression Models

- As a SEND school the starting points for our students is varied even within classes. As such we cannot define simply, the educational outcomes of all our students by cohort. This has to be very individualized based on their starting points.
- The intent for the PE curriculum is laid out in the PE Concept progression models. The progression model documents detail the steps of progress that we want our children to achieve over a key stage.

British Values

British Values

- **Extremism and radicalization** - All subject teachers in the PE department are familiar with the indicators of vulnerability to extremism and radicalisation and the procedures for dealing with concerns. When delivering lessons in the PE department we look out for indicators and report any concerns. We work to prevent pupils from developing extreme and radical views by embedding SMSC principles throughout the English curriculum.
- **Promoting values** - During lessons we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.
- **Planning for British Values** - we have looked at all areas of our PE curriculum and have pre-planned the coverage of the British values through the topics that we have selected.

Links to wider learning

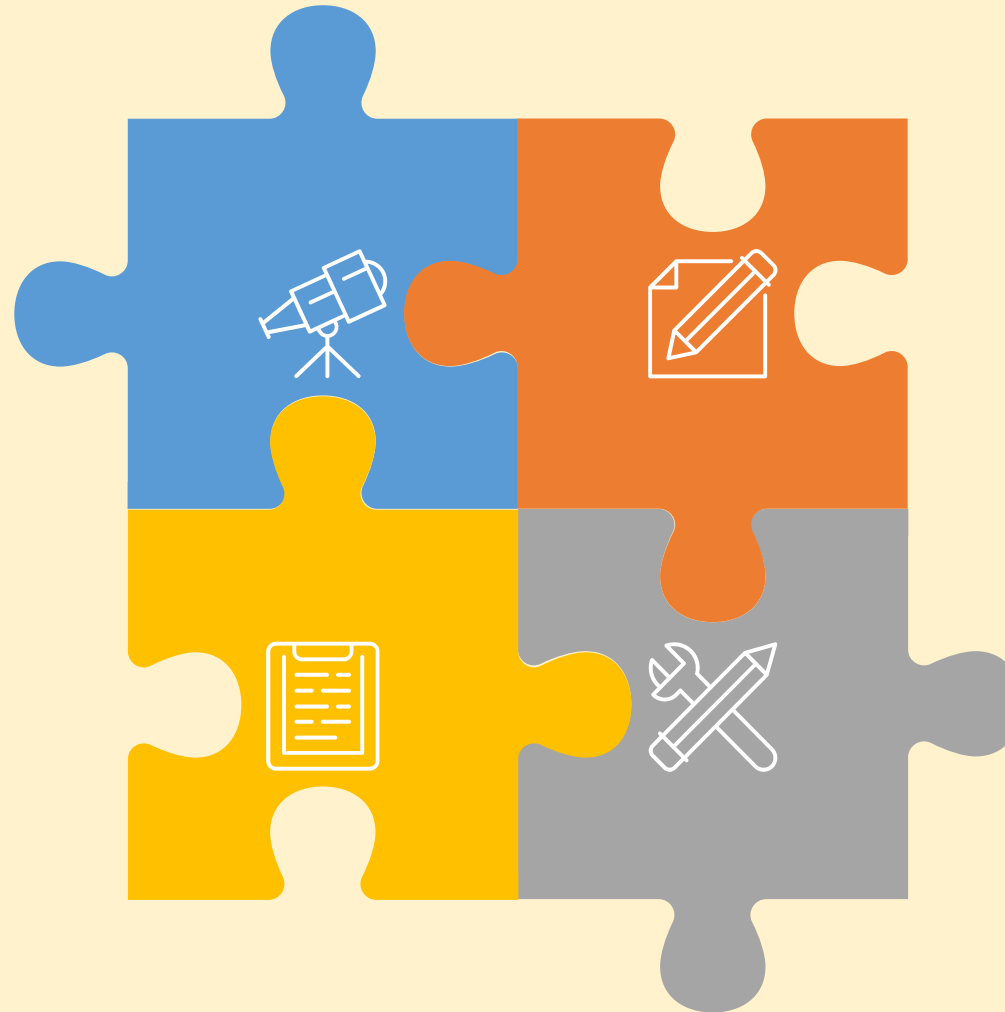
PE Curriculum

English

Exploring time-specific vocabulary
Reading and interpreting results.

Science

Exploring fitness tests and
required units.
Measuring and timing.
Components of fitness.



Maths

Fitness testing recording of results
using appropriate units.
Counting and addition in problem-
solving.

Personal Development

Links to Health and wellbeing
curriculum.

- Physical activity
- Taking care of physical health
- Mental wellbeing

SMSC overview

Oakwood ensures pupils' SMSC development through both implicit teaching and through other aspects of school life.

Social

Investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.

Spiritual

Explore beliefs; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity

Schemes of Work



Subject Curriculum

Maps



Subject Curriculum

Maps



Subject Curriculum

Maps



Subject Curriculum

Maps

Theme Days



Theme Day Calendar



Theme Day Calendar



Theme Day Calendar



Theme Day Calendar

Collective worship



Daily collective worship



Daily collective worship



Daily collective worship



Daily collective worship

Homework



Homework opportunities available to all pupils



Homework opportunities available to all pupils



Homework opportunities available to all pupils



Homework opportunities available to all pupils

Assemblies



Themed assemblies, leading to opportunities for discussion and reflection.



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection