Promoting SMSC and British Values in Physical Education lessons

Year	Social	Moral	Spiritual	Cultural	British Values
Year 7	-Students are provided with the opportunity to develop and use a range of social skills such as co-operation, collaboration, commitment, teamwork and leadership. This is achieved through working with others in team games as well as OAA activities to develop tactics and solve problems. -Through solving problems and providing feedback to peers' students will develop and understand the importance of mutual respect for others. -Students will also be provided with the opportunity to take on leadership roles allowing the development and respect for democracy and support for participation of others. -Encouragement of extra-curricular engagement which provides students with opportunities to meet and learn from others across different year groups to create sporting success.	-Students will develop the ability to recognise between right and wrong through conditioned team games that encourage positive sporting behaviour such accepting the decisions of their teachers and peers. - Students will recognise boundaries and the importance of health and safety in more challenging activities such as gymnastics, trampolining and athletics - Students will also develop an understanding of ethical issues involved in sport through discussions of fair play, sportsmanship and etiquette. This will also be reinforced through homework tasks. - Students will understand consequences of behaviour when rules are broken within a game-based environment – e.g. turnovers, sinbin, free kicks etc.	- Students will develop a sense of enjoyment and fascination in learning about their own fitness levels and the importance of maintaining a healthy active lifestyle (HRF) - Students will have the opportunity to gain a sense of achievement and develop positive attitudes towards themselves through improvements in their fitness levels – e.g. 5 minutes run. - Students will have the opportunity to use their imagination and creativity through activities such as gymnastics (creation of routines) as well as the development of tactics in outwitting opponents. -Students will be given the opportunity to reflect on their experiences and performances throughout the curriculum via regular peer and teacher feedback.	- Students will develop and understanding of the importance of identifying and combatting discrimination through working in mixed gender groups. - Famous sportsmen and women who participate in teams from different countries and cultures will be used as role models in lessons – students will also can analyse their technique and use this to develop their own - Students will develop a willingness to participate in and explore new range of sporting activities that will not have taken part in at primary schools. Year 7 will allow them to develop skills that allow them to take part in new sports in year 8.	**THE RULE OF LAW:** Students are taught the rules and expectations of the PE department at the start of year 7 – e.g. changing routines, kit expectations as well as health and safety rules. Students will understand the reasons behind rules and expectations in protecting their well-being. Students are also taught the rules of team games and the consequences in place if rules are not followed. **INDIVIDUAL LIBERTY:** students are encouraged to make informed choices through activities such as OAA, gymnastics and dance. **MUTUAL RESPECT:** All students are taught to treat one another with respect, regardless of their ability level. This is developed through the development of tactics and problem solving.

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Year 8	-Students are continually provided with the opportunity to develop and use a range of social skills such as co-operation, collaboration, commitment, teamwork and leadership. This is achieved through working with others in team games as well as OAA activities to develop tactics and solve problems. -Students are further encouraged to providing feedback to peers to improve performance allowing development and understand the importance of mutual respect for others. -Students will also be provided with the opportunity to take on leadership roles allowing the development and respect for democracy and support for participation of others. This is particularly encouraged through the Sports Leadership course on offer. - Through this course students will encounter challenging and unfamiliar context, such as community based work with Marjory McClure School. - As a School Games Organiser Host school students will also can run and officiate at competitions. -Encouragement of extra-curricular engagement which provides students with opportunities to meet and support students from year 7 to create sporting success.	-Students will continue develop the ability to recognise between right and wrong through learning the rules of specific sporting activities. - Positive sporting behaviour such accepting the decisions of referees and umpires will also be encourages. - Students will recognise boundaries and the importance of health and safety in more challenging activities such as trampolining and athletics. Students will also be part of this process in ensuring they keep their peers safe (e.g. spotting and supporting) - Students will also develop an understanding of ethical issues involved in sport through discussions of diversity, equality, age, disability, gender religious or non-religious beliefs, ethnicity and sexual orientation in sport. This will also be reinforced through homework tasks. - Students will understand consequences of behaviour when rules are broken within a sporting activity– e.g. turnovers, sinbin, free kicks etc. - Having the ability make sensible decisions through participation of the leadership courses on offer.	-Students will develop their self-knowledge, self-esteem and self-confidence through the development of their physical fitness levels and the importance of maintaining a health active lifestyle. - Students will also take part in a 10-minuet run at the start of their PE lessons to encourage self-reflection and competition. - Students will have the opportunity to use their imagination and creativity through activities such as trampolining (creation of routines) as well as the development of tactics in outwitting opponents. -Students will be given the opportunity to reflect on their experiences and performances in a range of sporting activities throughout the curriculum via regular peer and teacher feedback.	-Students will develop and understanding of the importance of identifying and combatting discrimination through working in mixed gender groups. - Famous sportsmen and women who participate in teams from different countries and cultures will be used as role models and celebrated. -Students will also can develop an understanding of their cultures, beliefs and barriers to success through their individual researched ELPs - Students will develop a willingness to participate in and explore new range of Sports such f as handball, table tennis, cricket and Capoeira and learning about the history of these sports.	**THE RULE OF LAW:** Rules and expectations of the PE department are reinforced at the start of year 8 – e.g. changing routines, kit expectations as well as health and safety rules. Students will understand the reasons behind rules and expectations in protecting their well-being. Students are also taught the rules of specific sporting activities as well as the importance of health and safety regulations and the consequences in place if rules are not followed. **INDIVIDUAL LIBERTY:** students are encouraged to make informed choices through activities such as OAA, trampolining and dance. **MUTUAL RESPECT:** All students are taught to treat one another with respect, regardless of their ability level. This is developed through the development of tactics and problem solving.

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Year 9	-Students are continually provided with the opportunity to develop and use a range of social skills such as co-operation, collaboration, commitment, teamwork and leadership through a range of sporting activities in Core PE. - Students will also be provided with the opportunity to take on leadership roles allowing the development and respect for democracy and support for participation of others. This is often encouraged using the Sport Education model within games activity blocks. Encouragement of extra-curricular engagement which provides students with opportunities to meet and support students from lower year groups. - In core PE students will also be encouraged to work with students from different social groups due to the options system and mixed ability groups.	- Students will continue develop the ability to recognise between right and wrong through learning the rules of new specific sporting activities. - Positive sporting behaviour such accepting the decisions of referees and umpires will also be encouraged. – Students themselves will be encouraged to take on the role of referees, umpires, scorers, team captains and show mutual respect for the importance of these roles within sport. - Students will understand consequences of behaviour when rules are broken within a sporting activity– e.g. turnovers, sinbin, free kicks etc. - Special consideration is placed on the value of physical activity in Core PE to ensure continued participation in a health active lifestyle.	-Students will continue to develop their self-knowledge, self-esteem and self-confidence through the development of their physical fitness levels and the importance of maintaining a health active lifestyle. –by using the fitness suit as an option in Core PE students can gain a sense of achievement and develop positive attitudes towards themselves and their body. - Identification of strengths and weaknesses are also encouraged.	-Students will develop and understanding of the importance of identifying and combatting discrimination through working in mixed gender and ability groups. -By working with others, learners will understand cultural diversity by bringing them into contact with attitudes, values and traditions of other cultures, including religious and non-religious ones.	**THE RULE OF LAW:** Rules and expectations of the PE department are reinforced at the start of year 9 – e.g. changing routines, changes in kit policy as well as health and safety rules. Students will understand the reasons behind rules and expectations in protecting their well-being. Students are also taught the rules of specific sporting activities as well as the importance of health and safety regulations (fitness suite induction) and the consequences in place if rules are not followed. **INDIVIDUAL LIBERTY:** students are encouraged to make informed choices by the opportunity to choose which physical activities they take part in (in half termly blocks) **MUTUAL RESPECT:** All students are taught to treat one another with respect, regardless of their ability level. This is developed through the development of tactics and problem solving in mixed ability groups. **DEMOCRACY:** The principle of democracy is reinforced through process being used for decisions of team captains and various other roles within sporting competition. This will also be reinforced by the Sport Education model often used in Core PE.

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Year 10	-Students are continually provided with the opportunity to develop and use a range of social skills such as co-operation, collaboration, commitment, teamwork and leadership through a range of sporting activities in Core PE. - Students are actively encouraged to take on leadership roles allowing the development and respect for democracy and support for participation of others. This is often encouraged using the Sport Education model within games activity blocks. - Continued encouragement of extra-curricular engagement which provides students with opportunities to meet and support students from lower year groups. – Students are also encouraged to volunteer at KS3 extracurricular sessions to develop their leadership skills. - In core PE students will continue to be encouraged to work with students from different social groups due to the options system and mixed ability groups.	-Students will continue develop the ability to recognise between right and wrong through learning the rules of new specific sporting activities. - Positive sporting behaviour such accepting the decisions of referees and umpires will also be encouraged. – Students themselves will be encouraged to take on the role of referees, umpires, scorers, team captains and show mutual respect for the importance of these roles within sport. - Students will understand consequences of behaviour when rules are broken within a sporting activity– e.g. turnovers, sinbin, free kicks etc. - Special consideration is placed on the value of physical activity in Core PE to ensure continued participation in a health active lifestyle.	-Students will develop an understanding of feelings and emotions we go through in sport which gives cause to reflection and to learning about others. - Students will continue to develop their self-knowledge, self-esteem and self-confidence through the development of their physical fitness levels and the importance of maintaining a health active lifestyle. –by using the fitness suit as an option in Core PE students can gain a sense of achievement and develop positive attitudes towards themselves and their body. -Students will be encouraged to take part in new sporting activities on offer from external agencies, to develop their understanding of alternative physical activity provision and a continued healthy active lifestyle.	-Students will develop and understanding of the importance of identifying and combatting discrimination through working in mixed gender and ability groups. -By working with others, learners will understand cultural diversity by bringing them into contact with attitudes, values and traditions of other cultures, including religious and non-religious ones.	**THE RULE OF LAW:** Rules and expectations of the PE department are reinforced at the start of year 10 – e.g. changing routines, changes in kit policy as well as health and safety rules. Students will understand the reasons behind rules and expectations in protecting their well-being. The rules of specific sporting activities are reinforced as well as the importance of health and safety regulations and the consequences in place if rules are not followed. Students are encouraged to enforce these when taking on the role of a referee or umpire. **INDIVIDUAL LIBERTY:** students are encouraged to make informed choices by the opportunity to choose which physical activities they take part in. **MUTUAL RESPECT:** All students are taught to treat one another with respect, regardless of their ability level. This is developed through the development of tactics and problem solving in mixed ability groups. Students may also be encouraged to support those students taking part. **DEMOCRACY:** The principle of democracy is reinforced through process being used for decisions of team captains and various other roles within sporting competition. This will also be reinforced by the Sport Education model often used in Core PE.

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Year 11	Students are continually provided with the opportunity to develop and use a range of social skills such as co-operation, collaboration, commitment, teamwork and leadership through a range of sporting activities in Core PE. - Students are actively encouraged to take on leadership roles allowing the development and respect for democracy and support for participation of others. - Continued encouragement of extra-curricular engagement which provides students with opportunities to meet and support students from lower year groups. – Students are also encouraged to volunteer as coaches and officials at KS3 extracurricular sessions to develop their leadership skills. - In core PE students will continue to be encouraged to work with students from different social groups due to the options system and mixed ability groups.	-Students will continue develop the ability to recognise between right and wrong through learning the rules of new specific sporting activities. - Positive sporting behaviour such accepting the decisions of referees and umpires will also be encouraged. – Students themselves will be encouraged to take on the role of referees, umpires, scorers, team captains and show mutual respect for the importance of these roles within sport. Students will understand consequences of behaviour when rules are broken within a sporting activity– e.g. turnovers, sinbin, free kicks etc. - Special consideration is placed on the value of physical activity in Core PE to ensure a positive mental and physical health.	-Students will develop an understanding of feelings and emotions we go through in sport which gives cause to reflection and to learning about others. - Students will also be encouraged to used sport and physical activity (through core PE) as an outlet from other educational pressures, developing an understanding of their mental health. - Students will continue to develop their self-knowledge, self-esteem and self-confidence through the development of their physical fitness levels and the importance of maintaining a health active lifestyle. –by using the fitness suit as an option in Core PE students can gain a sense of achievement and develop positive attitudes towards themselves and their body.	-Students will develop and understanding of the importance of identifying and combatting discrimination through working in mixed gender and ability groups. -By working with others, learners will understand cultural diversity by bringing them into contact with attitudes, values and traditions of other cultures, including religious and non-religious ones.	**THE RULE OF LAW:** Rules and expectations of the PE department are reinforced at the start of year 11 – e.g. changing routines, changes in kit policy as well as health and safety rules. Students will understand the reasons behind rules and expectations in protecting their well-being. The rules of specific sporting activities are reinforced as well as the importance of health and safety regulations and the consequences in place if rules are not followed. Students are encouraged to enforce these when taking on the role of a referee or umpire. **INDIVIDUAL LIBERTY:** Students are encouraged to make informed choices by the opportunity to choose which physical activities they take part in (in half termly blocks) **MUTUAL RESPECT:** All students are taught to treat one another with respect, regardless of their ability level. This is developed through the development of tactics and problem solving in mixed ability groups. Students may also be encouraged to support those students taking part in examination PE moderation to allow for assessment and progress. **DEMOCRACY:** The principle of democracy is reinforced through process being used for decisions of team captains and various other roles within sporting competition.

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Year 12 and 13	Same as above for extra-curricular clubs and practical sessions. Additionally, as part of the role of a sixth form and PE student, learners are given the opportunity to: -Develop leadership and coaching roles within departments as subject ambassadors, helping students to develop empathy and understanding for others, regardless of year, race, gender and socio-economic standing. -student leadership offers participation and volunteering in the community Encountering challenging and unfamiliar contexts, such as community-based work with Marjory McClure school and inter-house competitions. -Develop of socially competent individuals who participate in regular physical activity. Group activities bolster effective social interaction between peers. Continued physical activity helps students develop self-confidence.	-Within lessons students develop the ability to recognise the difference between right and wrong, through demonstrating effective learner behaviours in class and around the wider subject area. Students act as role models for younger students and choose to make the right decisions. -Through exam courses students learn and understand as well as develop reasoned views about moral and ethical issues such as drugs in sport, barriers to participation, stereotyping, disability and its impact on society. Students are required to develop reasoned views on these issues and listen to others viewpoints, however juxtaposed they are. -Exploring the influence of family, friends, and the media on sporting participation and the choices available. -Developing the ability to apply insights to significant social, moral and political issues	-Reflecting on important concepts, experiences and performances that are at the heart of religious and non-religious world including participation rates and opportunities available. The influence of 'Muscular Christianity' on the development in physical activity. -Students will develop personal views on valuing relationships and developing a sense of belonging to a team. This can be within a sports team or within an academic group project	-Students are required to respect other students' cultures and work with a diverse range of students around them harmoniously, respecting their peers' views and standpoints. -Students learn. understand and appreciate of the wide range of cultural influences that have shaped Sport. Factors include the emergence of sports such as Mob Football, gridiron Football, Lawn Tennis and cricket into the sports they are today. -Students develop a knowledge and understanding of the impact the Brinish empire and the feudal system have had on society today. -Students must have a willingness to learn about different	Democracy -A code of conduct for the school that permeates all subjects, including PE. -Students are taught about the need for different roles and different responsibilities, including team work and decision making. -A student voice for PE & School Sport (e.g. re curriculum, extracurricular activities, kit) allows for students to have a voice and implement change. The rule of the law -Students are taught about age appropriate rules, fairness and respect, through a variety of PE activities. -Students learn to work individually and in groups in both physical and academic contexts. -An established ethos in PE with regard to how to win and lose fairly and understand good sportsperson ship.

	-Understanding the importance of core values in PE and social ideals. Students Valuing diversity and demonstrate equality in PE through a wide-range of house-based activities. -Students participate in conflict resolution when necessary within lessons to enable mutual respect to be gained.	affecting individuals and communities.		cultures from other countries and how this can impact on integration into sport as we know it. Students must understand the pressures of cultures and stereotypes and how these can become barriers to learning. -Understand the important role of sport in breaking boundaries between countries and cultures, creating a togetherness of society and celebrated through competitions such as the World Cup and the Olympic Games. -Reflecting on the role of performance for building self-confidence and identity through. Challenging stereotypical views of cultures. take	-Competition against oneself is encouraged in addition to competition against others Individual Liberty -PE recognises individual differences There is an ethos where the views of individual pupils are listened to and respected within an acceptable framework. -Students are taught safely and about safety. Mutual Respect -Students are taught about historical, cultural and religious differences, through a variety of PE activities. The culture in PE respects cultural differences. -Students are taught about the environment and different activity contexts. -There are appropriate rewards and sanctions in PE for inappropriate behaviour.