

SMSC opportunities in PE

Spiritual	Moral	Social	Cultural
<p>PE enables students to develop their self-knowledge, self-esteem, and self-confidence through:</p> <ul style="list-style-type: none"> • the development of competence through physical and decisionmaking skills over time in a variety of activities and situations, setting targets and experiencing personal progress and success. • embedding knowledge of how the body works and the concepts of health and fitness, why the body responds the way it does, how it can adapt and the benefits of a healthy active life. • engaging in challenging experiences that test limits. • a positive experience of self and peer assessment with constructive feedback • celebration and praise for performance and effort, perseverance after failure or difficulty as well as high quality 	<p>PE enables students to distinguish right from wrong, respect for democracy and support for participation through:</p> <ul style="list-style-type: none"> • the embedding of the concepts of rules and fair play at the earliest possible opportunity with the opportunity for them to see that the rules, in all situations, are there for a reason and there are consequences for not adhering to these rules. • game making opportunities to create apply and interpret their own rules, match application of the rules to the severity of an incident. • imposing the rules when self-refereeing/refereeing/umpiring, recognising when rules have been broken and the importance of fair play for both sides. • being encouraged to take decisions in good faith, not arguing, even when they consider those decisions to be unfair and when faced with defeat being encouraged to recognise their own limitations and not blame outside conditions, especially the officials. • playing in games to foster respect and the ability to respect their viewpoint, developing informed opinions about rules as rules evolve in line with changing perceptions, that rules are changed based on discussion and consensus. • discussions on reflection and empathy as they move from heteronomy to autonomy obeying rules because they are right and fair, not just because they are the rules. • discussions on the rules of personal and social morality with reference to cheating, aggression and drug taking, of the balance of morality between keeping rules and improving standards that lead to the rules being updated, for example in the case of women in sport. • team and group activities that develop reliability and responsibility and the concept of personal responsibility; to perform to the best of your ability, to be tolerant and appreciative of the performance of others, this includes as a spectator, performer and official. • Opportunities to take part in activities that foster discussion of acceptable risk and the consequences of their actions including environmental. 	<p>PE encourages students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely through:</p> <ul style="list-style-type: none"> • working with a variety of partners in different activities to foster cooperation, mutual support, sharing ideas, communicating to solve problems in a variety of ways, listening to and valuing the viewpoints of others. • taking part in activities that break down barriers, for example, an element of risk, to foster cooperation and collaboration, in an unusual environment or situation. • curricular and extra-curricular activities that vary and foster mutual interest, friendships, and diversity. • opportunities to take part in sports and play leadership activities by applying to be a Sports Champs as well as taking part in the programs of The Leadership Skills Foundation and other NGB's. 	<p>PE furthers tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures through:</p> <ul style="list-style-type: none"> • access to all activities for all and acknowledgment that culturally, this has not been, and in some cases is still not, the case. • knowing the development of traditional and developing major sporting events. • Studying the traditions behind the development of different sports and dance styles around the world and participating in these activities in curricular and extra-curricular events

British values opportunities in PE

Democracy	The rule of law	Individual liberty	Respect	Tolerance of those with different faiths
<p>Our School Values support whole school with students knowing how to behave in PE in a way that is acceptable socially. Throughout the school, students are taught about the need for different roles and different responsibilities, including teamwork and decision making. They can work individually as well as in teams and make informed choices. Students understand and accept the roles of captain, vice-captain, team players, coaches and volunteers and are fully engaged in all lessons. Students Leadership groups, for example, are engaged in student voice for PE & School Sport regarding the curriculum, extracurricular activities and kit. The extra-curricular programme is inclusive, activities reflect student voice and are well attended.</p>	<p>Students are taught about age-appropriate rules, fairness, and respect, through a variety of PE activities. They can play within the rules in any activity. Students learn to work individually and in groups. They understand the need for rules, adhere to them and can develop rules for activities that they create. An established ethos in PE about how to win and lose fairly and understand good sportsperson ship. Students adhere to and understand the rules of safety, they demonstrate good social skills. They know and adhere to the rules and social etiquettes related to any type of competition. Competition against oneself is encouraged in addition to competition against others. Students can solve problems on their own or with others.</p>	<p>PE recognises individual differences. Students respect individual differences and are confident to express their opinions and respect others' views. There is an ethos where the views of individual pupils are listened to and respected within an acceptable framework. They can make judgements about their own and others' performances. Students are taught safely and about safety. They feel safe in curricular and extracurricular activities and during off site visits. There is a buddy and mentoring system in PE. Students use the buddy and mentoring system to build confidence, and this is apparent in how they work together.</p>	<p>Students are taught about the environment and different activity contexts. They respect the countryside and venues during off site visits. There are appropriate rewards and sanctions in PE for inappropriate behaviour. Students know the values of the school and PE, contribute to their development, and accept rewards and sanctions. They respect PE equipment and school buildings/facilities. The school engages in competition and encourages competition within and across the community. All students can access competition within and outside of the school and demonstrate appropriate behaviour and regard for rules and regulations</p>	<p>Students are taught about historical, cultural, and religious differences, through a variety of PE activities. They know, understand and can articulate different styles of dance and the historical aspects of various activities. They can articulate their own beliefs. The culture in PE respects cultural differences and avoid stereotyping groups.</p>