

Intent:

To experience sport and leisure in the community and gain confidence in accessing a wide range of sports and activities.

		Cycle A (2023-24)	Cycle B (2024-25)	Cycle C (2025-26)
Autumn	1	<ul style="list-style-type: none"> Outdoor Leisure <i>To be aware of different types of outdoor leisure and how to safely access.</i> 	<ul style="list-style-type: none"> Outdoor in the Community <i>To be aware of and access a range of outdoor leisure safely within the local community.</i> 	<ul style="list-style-type: none"> Outdoor Leisure Activities <i>To safely experience a range of outdoor leisure activities.</i>
	2	<ul style="list-style-type: none"> Sports Centres <i>To gain an understanding of sports centres within the local area and how to safely access and attend.</i> 	<ul style="list-style-type: none"> Gym <i>To understand the function and purpose of a gym and safely experience a range of activities within them.</i> 	<ul style="list-style-type: none"> Fitness Classes/Groups <i>To take part in fitness classes/groups to gain an understanding of exercising with others.</i>
Spring	1	<ul style="list-style-type: none"> Indoor Recreational Activities <i>To be aware of and experience different indoor recreational activities safely.</i> 	<ul style="list-style-type: none"> Hobbies <i>To gain an awareness of different hobbies that can be accessed in adult life.</i> 	<ul style="list-style-type: none"> Outdoor Recreational Activities <i>To understand a range of outdoor recreational activities that can be safely accessed locally and regionally.</i>
	2	<ul style="list-style-type: none"> Fitness for Health <i>To understand the importance of fitness for everyday health and experience a range of exercises.</i> 	<ul style="list-style-type: none"> Fitness for Well-Being <i>To understand the impact of fitness on physical and mental well-being.</i> 	<ul style="list-style-type: none"> Fitness for Life <i>To gain an understanding of the importance of fitness to stay healthy in life.</i>
Summer	1	<ul style="list-style-type: none"> Local Sports <i>To be aware of different types of local sports and gain an understanding of how to safely access them.</i> 	<ul style="list-style-type: none"> National Sports <i>To be aware of national sports and how to access attending them safely.</i> 	<ul style="list-style-type: none"> Sport in the Community <i>To gain an understanding of sports in the community as a participant or viewer.</i>
	2	<ul style="list-style-type: none"> Social Leisure <i>To gain an understanding of a range of social leisure activities.</i> 	<ul style="list-style-type: none"> Indoor Social Leisure <i>To participate in local indoor leisure activities safely</i> 	<ul style="list-style-type: none"> Outdoor Social Leisure <i>To participate in local outdoor leisure activities safely</i>

<p>Running throughout each cycle</p>	<p><u>Spiritual, Moral, Social and Cultural Development</u></p> <p>The spiritual development of learners is shown by their:</p> <ul style="list-style-type: none"> • Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. • Knowledge of, and respect for, different people's faiths, feelings and values. • Sense of enjoyment and fascination in learning about themselves, others and the world around them. • Use of imagination and creativity in their learning. • Willingness to reflect on their experiences. <p>The moral development of learners is shown by their:</p> <ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. • Understanding of the consequences of their behaviour and actions. • Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. <p>The social development of learners is shown by their:</p> <ul style="list-style-type: none"> • Use of a range of social skills in different contexts, for example working and socialising with other learners, including those from different religious, ethnic and socio-economic backgrounds. • Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively. • Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. <p>The cultural development of learners is shown by their:</p> <ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. • Understanding and appreciation of the range of different cultures in the college and further afield as an essential element of their preparation for life in modern Britain. • Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities. • Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. 	<p><u>Fundamental British Values</u></p> <p>Individual Liberty:</p> <ul style="list-style-type: none"> • Freedom of speech to make own decisions. <p>Mutual Respect:</p> <ul style="list-style-type: none"> • Treating others as you would want to be treated. <p>Tolerance:</p> <ul style="list-style-type: none"> • Learning about other cultures and faiths and listening to viewpoints. <p>Rule of Law:</p> <ul style="list-style-type: none"> • Understanding rules and why they are important.
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