

SMSC within PE— Coverage and Progression Map (Spring)

Spiritual Development: (Sp)

- To demonstrate an ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in.
- To show respect for different people's faiths, feelings and values.
- To demonstrate a 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.

Moral Development: (M)

- To demonstrate an ability to recognise the difference between right and wrong and apply this understanding in their own lives and, in doing so, respect civil and criminal law of England.
- To show an understanding of the consequences of their behaviour and actions.
- To show an interest in investigating and offering reasoning views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Social Development: (So)

- To use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
 - To show a willingness to participate in a variety of communities and social settings, including volunteering, co-operating well with others and being able to resolve conflicts effectively.
 - To demonstrate 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.
- Children to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in Modern Britain.

Cultural Development: (C)

- To understand and appreciate a range of cultural influences that have shaped their own heritage and that of others.
- To understand and appreciate a range of different cultures within school and within their community and the wider world to prepare them for life in modern Britain.
- To have a knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
- To show willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
- To show interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extend they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Whole School

Spiritual Development

Physical education lessons have teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and appreciation of sports from other countries. Through dance and gymnastics across the school and through Multi-skills lessons in KSI, pupils are encouraged to be creative, designing and creating their own small sided games or by expressing feelings and emotions in their dance and gymnastic performances. Dance lessons are linked closely to other foundation subjects. Allowing pupils reflection time to evaluate their experiences allows them to build a positive mind set and promotes progression. Pupils will also see the sense of awe and wonder when observing elite performances from professional athletes and their peers. In PE lessons students are encouraged to delve deeper in to their understanding of PE and the body and how it can be maximised to improve performance – leaving the pupils amazed at the body's ability. Pupils are encouraged to reflect on feelings of enjoyment and determination, especially in KS2 through participation in a range of competitive sports. Self and peer assessment are important to enable students to have an accurate grasp of where they are, allowing each student to be aware of their strengths and their areas of improvement.

Moral Development

Throughout various games students make choices regarding rules, sportsmanship and choices including teams, tactics and positions. PE teaches students about code of conduct, rules, etiquette and fair play, as well as being unaware of unwritten rules. Competitive games provide students with leadership opportunities, as well as being umpires and referees.

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Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations giving pupils a sense of justice and how to respond appropriately when they feel there is an injustice.

PE encourages pupils to be understanding of the ability of others and the need to be supportive rather than critical when playing as part of a team so that all team members are actively engaged during games.

Dance in particular, allows children the opportunity to share ideas and discuss alternatives with each other in a structured and supportive environment where they can learn to give reasoned views and appreciate the views of others.

Social Development

PE allows all pupils to develop the necessary skills to work in teams or pairs as the majority of activities are based around team games or creating sequences in groups. Giving the pupils roles such as: leaders, coaches, umpires or referees offers them the opportunity to develop communication, leadership and mediation skills.

Problem solving skills and teamwork are fundamental to PE through creative thinking, discussion, performance of, and the explanation and presentation of ideas. Pupils are encouraged to develop their reasoning and decision making skills communicating with others and explaining concepts with each other.

Through various different competitive games and competitions, children are encouraged to work with and socialise with a variety of other children they may not normally choose to mix with in classroom situations. Through participation in TWSSP sporting festivals and competitions, children are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups.

The school House System encourages all children to participate in sporting activities throughout the year, working towards a common goal and celebrating the achievements of all children. Competitions in each area of sport (excluding dance) will take place between Houses in class, year group and Keystage phase at the end of each unit of work or term. Selected children will then go on to represent the school at TWSSP events.

Cultural Development

Pupils discuss how culture effects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in.

Opportunities to discuss viewpoints are encouraged whilst ensuring students are respectful of others understanding the consequences of overly critical assessment of performances.

The election of House Captains allows children to see a democratic process in action, with candidates putting forward their case and children encouraged to vote for the best candidate not who they like.

Classes choose an unfamiliar sport from a different country to study during Sports Week (which takes place during National Sports Week)

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Actively supporting charitable events, such as Sport Relief, children will become more aware the wider world they live in.

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