

**Spiritual, Moral, Social and Cultural (SMSC) development is the over-arching umbrella that encompasses personal development across the whole curriculum.**

**Physical Education**

<b>The spiritual development of pupils is shown by their:</b>	
<b>ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</b>	Students reflect on their own performance when working on the 'competition' element of the KS3 scheme of work. Students are challenged in their beliefs around what a typical PE lesson looks like every day and are able to take ownership of their own learning whilst reflecting on the choices they make.
<b>knowledge of, and respect for, different people's faiths, feelings and values</b>	During the 'competition' scheme of work and in all competitive scenarios we have across the PE curriculum students are taught to be respectful when winning and losing and of other's abilities. Lessons are differentiated based on people's abilities and feelings with many not having a positive experience of PE prior to coming to APC.
<b>sense of enjoyment and fascination in learning about themselves, others and the world around them</b>	Opportunity to try new things in both PE and sports enrichments- For example table tennis, badminton and cricket which are both from Asia as well as traditional Western sports like football and Volleyball. Students even get the opportunity to try things like

	<p>wheelchair basketball and Kabbadi the national game of Bangladesh. Students have the opportunity to skateboard and learn about the origins of this in their wide enrichment programme.</p>
<p><b>use of imagination and creativity in their learning</b></p>	<p>A whole half term dedicated to being creative within sport and PE at the start of each academic year allowing students to express the things they love and want to try that might be brand new ideas.</p> <p>The aim for the assessment at the end of this half term is to create their own games.</p> <p>KS4 are encouraged to create their own revision work in line for their exams</p>
<p><b>willingness to reflect on their experiences</b></p>	<p>In PE always having the opportunity to look at the games they have played and what has worked well and what hasn't – for example when creating their own programmes during the 'health and fitness' element of the KS3 curriculum or during micro assessments with the KS4 students. From here the students are reflecting on the feedback given either by the teacher or their peers. Sometimes self-reflection is encouraged when looking at 'problem solving' in Unit 6.</p>
<p><b>The moral development of pupils is shown by their:</b></p>	

<p><b>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</b></p>	<p>Competition is Unit 4 of the KS3 curriculum in which students learn to win and lose and the effects of cheating. Our students sometimes have missed some basic learning with regards to boundaries and allowing our students to not only be successful but to fail effectively and their ability to reflect on choices is a huge part of the way the PE curriculum is designed. All games follow rules and have consequences for breaches -as does wider society. Engaging in games with these parameters enables pupils to develop their capacity to accept wider constraints on behaviour and to build a better understanding of cause and consequence.</p>
<p><b>understanding of the consequences of their behaviour and actions</b></p>	<p>Students are given problems during the ‘problem solving’ unit of the curriculum in which they are able to see what happens each time they come up with a solution and therefore see the consequences of their actions. Students are rewarded often for good behaviour with offsite trips to try new sporting facilities and some are not offered this as a direct consequence of their behaviours and actions and this learning tool can be very effective.</p>
<p><b>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.</b></p>	<p>Issues in the news around sport is addressed both in tutor times and in PE lessons. For example the issues around the treatment and prejudice towards homosexual relationships was highly relevant during the World Cup in Qatar lessons were planned close to this event that allowed pupils to understand the controversy and to expand their own understanding and challenge their own</p>

	<p>prejudices. When students fast as part of Ramadan, their choice is obviously respected and can instigate dialogue around wider religious ideals. It is also an opportunity to look at why a fasting student might find increased physical activity a challenge during this religious observance.</p>
<p><b>The social development of pupils is shown by their:</b></p>	
<p><b>use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds</b></p>	<p>Leadership is Unit 3 of the KS3 curriculum and students are given the chance to take charge of their learning and the learning of others using a range of social skills in this different context – For example teaching a skill to others at the lower ability end, all the way up the higher ability taking small group sessions and taking control of their learning using confidence, co-operational and social skills involved with leadership. APC pupils are from varied and diverse backgrounds, including social-economic, religious and ethnic. Sport brings all young people together – it offers huge opportunities to challenge behaviours/ideologies, and this is often seen within physical education lessons and activities.</p>
<p><b>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</b></p>	<p>Offsite enrichment activities run by PE staff give students the chance to go offsite and into the community and try a range of different sports – For example students are given the opportunity to go into high profile surroundings like Brighton and Hove training facilities and experience the communities there and the range of</p>

	<p>different social-cultural influences they see there. Students are given the chance to participate at Hove Lagoon in water sports in which they have to respect not only each other and the coaches but members of the public that they encounter and understand the expectations of being in public. Students are also taken offsite to play beach volleyball courts, golf facilities and ranges, and leisure centres and are taught how to effectively manage themselves in these environments.</p>
<p><b>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.</b></p>	<p>KS3 curriculum is designed to teach life skills and attitudes to help them move forward – creativity – health and fitness – leadership – competition – teamwork – problem solving. These skills developed in this curriculum are things that students can take into the wider society and incorporate and reflect British values. For example, students all taking turns at leading a session in the ‘leadership’ unit of work affords opportunities to consider democracy and further discuss modern life in Britain.</p>
<p><b>The cultural development of pupils is shown by their:</b></p>	
<p><b>understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</b></p>	<p>Sport is talked about in PE theory lessons especially what is happening during the current climate. This links to British history and sport for example the Six Nations, Olympics, Cricket, football and rugby world cups. Invariably there will usually be news articles or media interest around big sporting events – sometimes with real</p>

	opportunities to further discuss wide areas of tolerance, acceptance and diversity.
<b>understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</b>	Introducing Kabbadi into the curriculum at points to show a range of cultures – Students are given the chance to play games from Asia such as table tennis and badminton and Western games such as football and Volleyball. It is essential that when pupils are exposed to new and familiar sports that they have given an opportunity to appreciate it's heritage and history.
<b>ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</b>	PE and sports are unifying activities that cut across race, religion and cultural differences and this is highlighted during tutor time activities but also in PE theory lessons. As previously mentioned – Sport unifies people – this is highlighted and celebrated within PE.
<b>knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</b>	As mentioned there always links to be found to democracy and rule of law – with links to sports and group games. Pupils are encouraged to share their opinion of these diverse experiences.
<b>willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</b>	PE curriculum in both KS3/4 allows a range of opportunities in a range of sports from a range of countries and cultures – for example a range of sports from Asia such as badminton and table tennis as well as western sports like football and volleyball.

**interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities**

As previously mentioned – PE offers many opportunities to be truly inclusive, reflective and actively encourages tolerance, challenging prejudice from activity and discussion.

