SMSC in Physical Education 2023

Please see below to see some of the many ways Spiritual, Moral, Social and Cultural education is incorporated into the P.E. curriculum.

SMSC	Requirement	PE key examples
300. Provision for the spiritual development of pupils includes developing their:	**ability to be reflective about their own beliefs (religious or otherwise) and perspective on life**	Promoting a sense of enjoyment and a fascination at how their bodies work. Appreciating how sport can be inspirational and transformative. Appreciating the beauty of elite sporting performances. Promoting careers and opportunities available to students through the study of PE. PE requires justification of reasoning - students are asked to explain why and how they reached an answer
	knowledge of, and respect for, different people's faiths, feelings and values	KS3 - Students assessed in the cognitive cog of learning which develops students' ability to give and receive sensitive feedback on performance. How sport can contribute to a sense of intellectual and emotional wellbeing (e.g. how exercise can improve brain performance, improve one's mood) How sport and activities such as yoga can relieve stress.
	sense of enjoyment and fascination in learning about themselves, others and the world around them	Creativity in the performance of sport. Encouraging a sense of pride and self-fulfilment in their work. Ensuring that students achieve their best in a creative way. Students creating unique routines that reflect their own personality and interests.
	use of imagination and creativity in their learning	Year 7 & 8 - Gymnastics designing own routines. Problem solving skills explicitly modelled and discussed in Outdoor challenge/ team building activities/ team sports.
	willingness to reflect on their experiences	Links to real life experience, such as understanding the term healthy and how to maintain health. Linking to other subjects, e.g. the human body (science), scoring within gameplay Encouraging both self-reflection as well as ensuring their beliefs have firm understanding of skills, technique and tactics
301. Provision for the moral development of pupils includes developing their:	**ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England**	Sportsmanship in lessons/ extracurricular fixtures - 3 cheers, positive support/praise & handshakes/elbow touch. KS3 teaching of rules and regulations. Students officiating games. Promoting concepts of fair play and winning or losing with grace.
	understanding of the consequences of their behaviour and actions	Understanding the importance of rules in sport and how this can be applied to students' wider experiences. Promoting self-discipline and resilience.
	interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and	Discussion of moral issues regarding the world of sport (e.g. FIFA bribery scandals; performance enhancing drugs; use of steroids; match fixing; dominance of foreign players in the premier league; racism) Rewarding and celebrating sporting success. Participation and promotion of sport related charity events.

	appreciate the viewpoints of others on these issues	
302. Provision for the social development of pupils includes developing their:	**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**	Peer/ group work within lessons The importance of working in a team; supporting others e.g. Year 7 - Team building activities, OAA activities
	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	Encouraging students to mix with others from different socio-economic and cultural backgrounds. e.g. working in different teams in modified games. Constructive feedback needs to be sensitive. e.g. WWW & EBI Changing of positions / roles within the team E.g. captain/vice & player positioning.
	acceptance of 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 will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain	Applying rules and regulations fairly and clearly e.g. self-officiating during small sided games. Involvement of students in the running of sporting events (e.g. Sports Day volunteers; refereeing matches; running after school clubs). Studying how sport and sportsmen and women can have a positive impact on society at a local, national and international level.
303. Provision for the cultural development of pupils includes developing their:	**understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others**	Sampling and practising sports from different parts of the world. The inclusion of varied sports within the PE curriculum to celebrate different cultural influences e.g. kabadi, American/Flag Football, Aussie Rules
	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	Promoting sexual equality; providing equal opportunities for boys and girls to access sport.
	knowledge of Britain's democratic Parliamentary system	whole class discussions - all student voice is heard. Starter activity - low stakes/ no right or wrong answers encourage students to speak out.

	and its central role in shaping our history and values, and in continuing to develop Britain	
	willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	Differentiated activities to encourage participation. How sporting events can inspire economic and cultural regeneration (e.g. Olympic legacies).
	interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities	How sport has contributed to the Britain's cultural and social history (e.g. origins of rugby, badminton etc). Using British and international sportsmen and women as role models. Celebrating British sporting success.