

SMSC within Physical Education at William Reynolds Primary School and Nursery

Pupils' spiritual development is shown by their

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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

Foundation Stage	Physical education lessons have teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and appreciation of sports from other countries.
Year 1	Through dance and gymnastics across the school and through Multi-skills lessons in KS1, 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.
Year 2	
Year 3	
Year 4	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.
Year 5	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 - this leaves 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 and how they need to improve.
Year 6	

Whole School opportunities: Subject leader assemblies linked to sporting careers, house captains, Charity days such as sports relief, playground buddies, Arthog outreach and Arthog residential (KS2), Change for life and after school sporting activities.

Pupils' moral development is shown by their

- Ability to recognise the difference between right and wrong readily apply this understanding in their own lives 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 being able to understand and appreciate the viewpoints of others on these issues

Foundation Stage	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 unwritten rules.
Year 1	Competitive games provide students with leadership opportunities as well as being umpires and referees.
Year 2	Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations
Year 3	giving pupils a sense of justice and how to respond appropriately when they feel there is an injustice.
Year 4	PE encourages pupils to be understanding of the ability of others and the need to be supportive rather than critical when playing as part
Year 5	of a team so that all team members are actively engaged during games.
Year 6	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.

Whole School opportunities: Expectations of behaviour, collaborative learning opportunities, fundraising - sport relief, promote respectful behaviour and sport specific rules

Pupils' social development is shown by their

- Use a range of social skills in different contexts, including working and socialising with pupils 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; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Foundation Stage	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Different sporting contexts: Foundation Stage: Physical Development, Body Management and Forest Schools Year 1: Gymnastics, Dance, Multiskills, Attacking and Defending, Competitive Team Games and Athletics Year 2: Gymnastics, Dance, Multiskills, Attacking and Defending, Competitive Team Games, Swimming and Athletics Year 3: Gymnastics, Dance, Multiskills, Outdoor and Adventurous Activities, Football, Running, Kick Rounders, Dodgeball and Athletics Year 4: Gymnastics, Dance, Tag Rugby, Hockey, Cricket, Tennis, Swimming and Athletics Year 5: Gymnastics, Dance, Tag Rugby, Basketball, Football, Tennis, hockey and Athletics Year 6: Gymnastics, Swimming, Netball, Rounders Outdoor and Adventurous (Orienteering), cricket, dodgeball and Athletics</p>
Year 1	
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	

Whole School opportunities: Sports Day, participate in different charity days (e.g. Sports Relief)

Pupils' cultural development is shown by their

- 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 within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system 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, sporting and cultural opportunities
- 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, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Foundation Stage	Year 2 study dance from different regions of the world Pupils discuss how culture affects what sports different nations excel at and how cultural traditions can affect which sports men and women participate in.
Year 1	
Year 2	Opportunities to discuss viewpoints are encouraged whilst ensuring students are respectful of others understanding the consequences of overly critical assessment of performances.
Year 3	
Year 4	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.
Year 5	
Year 6	Classes choose an unfamiliar sport from a different country to study during Sports Week (which takes place during National Sports Week) 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. Actively supporting charitable events, such as Sport Relief, children will become more aware the wider world they live in.

Whole School opportunities: Participating in Sports Day, Whole School global themes

