

Nottingham Girls' Academy Provision for SMSC and British Values

<u>Faculty:</u> <u>Physical</u> <u>Education</u>	British Values	Social	Moral	Spiritual	Cultural
Year 7, 8 and 9 Core PE	Rule of law: Rules of the games that all students adhere to keep them safe. Create their own games to develop their understanding of why rules are needed. Individual liberty: Responsibility to keep active and healthy.	Extra - curricular programme. Speed Skating trip. MY PB project. History of sport. Team work and peer assessments. Collaboration. Meet new people. Make new friends. Social wellbeing. Sportsmanship. Cooperation. Competing against others to outwit opponents. Problem solving-sharing ideas and strategies to overcome issues in games and team building. Character building through competition.	Team work Rule keeping Aims of fair play No cheating (when measuring distances, times, comparing data) Trust. Respect for others- win - lose, more ability - less ability. Equality for all learners is developed within the PE ethos. Being healthy and how this impacts yourself and others.	Inter House competitions. Reflection on levels, progress, and own technique and others. Identifying how they can progress, predicted and target grades. Promote self - esteem through demonstrations, motivation, team work and teacher feedback. Enable children to respond positively to opportunities and challenges-provide a comfortable environment for change. Expression of mood and feelings through gymnastics sequences.	Gymnastics-using different music to convey different emotions and sequences. Games from other cultures. Staff awareness of religious festivals e.g. Ramadan and how to cater to their needs and also changing room needs. Variety of sports from different origins.

<u>Faculty:</u> <u>Physical</u> <u>Education</u>	British Values	Social	Moral	Spiritual	Cultural
Year 10 and 11 Core PE	<p>Rule of law: Rules of the games that all students adhere to keep them safe. Understanding rules and how to abide by them leads them to be law abiding citizens. Create their own games to develop their understanding of why rules are needed. Individual liberty: Responsibility to keep active and healthy.</p>	<p>Extra - curricular programme. Speed Skating trip. Enrichment. Duke of Edinburgh. MY PB Project. Sport Education develops camaraderie through team uniforms, names and work together. Relieve stress. Identifying recreational activities they could pursue with friends in the community in the future.</p>	<p>Team work Rule keeping Aims of fair play No cheating (when measuring distances, times, comparing data). Trust. Respect for others- win - lose, more ability - less ability. Equality for all learners is developed within the PE ethos. Being healthy and how this impacts yourself and others.</p>	<p>Inter House competitions. Ability to identify strengths and weaknesses. Work independently and self-motivate to improve their will to achieve. Identifying how they can progress, predicted and target grades.</p>	<p>Staff awareness of religious festivals e.g. Ramadan and how to cater to their needs and also changing room needs. Variety of music from different cultures to dance to in their options. Variety of sports from different origins.</p>
Year 10 and 11 Btec Sport	<p>Students are given the opportunity to study key legislative factors that may influence health and safety in sport. Students have the opportunity to study regulatory bodies with the aim of understanding the roles of local</p>	<p>Extra - curricular programme. Speed Skating trip Btec / GCSE live Basketball match. My PB Project. Where possible students work with different peers each lesson. Peer assessment is done regularly to assist students in making and receiving constructive</p>	<p>Throughout the course students develop high expectations and a positive attitude, this forms part of their assessments. Ethics behind the rules of the games in the practical sport and the exam units.</p>	<p>Throughout each unit pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve. Mind and Performance unit allows students to</p>	<p>Staff awareness of religious festivals e.g. Ramadan and how to cater to their needs and also changing room needs. Understanding of different cultures when performing practical lessons too.</p>

	<p>authorities, local education authorities and the police. Also understanding the role of the governing bodies for different sports and how their role in monitoring the rules makes it safe for players to compete.</p>	<p>criticism.</p> <p>Leadership unit allows students to interact with other year groups and plan lessons accordingly based on age and ability.</p>		<p>understand the brain more and how wellbeing can impede on performance and happiness.</p>	
--	---	--	--	---	--

<u>Faculty:</u> <u>Physical</u> <u>Education</u>	British Values	Social	Moral	Spiritual	Cultural
<p>Year 12 and 13 Btec Sport</p>	<p>Students are given the opportunity to study key legislative factors that may influence health and safety in sport.</p> <p>The students also study legal factors and British law. This includes statutory, civil and case law.</p> <p>Students have the opportunity to study regulatory bodies with the aim of understanding the roles of local authorities, local education authorities and the police.</p>	<p>Where possible students work with different peers each lesson. Peer assessment is done regularly to assist students in making and receiving constructive criticism.</p> <p>Fitness testing clients, allows them to communicate and empathise with others.</p> <p>Leadership unit allows students to interact with other year groups and plan lessons accordingly based on age and ability.</p>	<p>Throughout the course students develop high expectations and a positive attitude, this forms part of their assessments.</p> <p>Fitness testing and comparing raw data means they need to be honest and give feedback to clients.</p> <p>Assessing risk in sport, by making it safer for participants.</p>	<p>Throughout each unit pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their will to achieve.</p> <p>Direct link to University or career pathways allows students to truly understand and appreciate the work rate that is required and their wellbeing throughout the course.</p>	<p>Unit on the athletes lifestyle and students learn about different cultures and why sport is / isn't important to some. Understanding sports from around the world.</p> <p>Understanding different priorities between different races and the type of lifestyle they are tailored too,</p>