

SHERINGHAM HIGH SCHOOL SMSC AUDIT - 2021

P.E

Key Stage 3

	<u>Spiritual</u> Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. Students develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.	<u>Moral</u> Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. Students develop the knowledge/skills necessary to make responsible moral decisions.	<u>Social</u> Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.	<u>Cultural</u> Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.
Year 7	Students are encouraged to perform to their maximum in activities such as athletics, measuring performances and aiming to improve on them. They will also complete fitness tests and compare them to national averages, allowing them to measure performance and aim to improve. Students are encouraged to take ownership of their own warm up and cool down to recognise what they need to improve individual performance.	Students are encouraged to learn and follow rules within a variety of sports, both during performance and when taking leadership opportunities such as refereeing. They are also taught about sportsmanship, including the importance of shaking hands and respecting the opposition and the referee.	Students are required to work as part of a team in a variety of sports, talking on different responsibilities, such as captain, leading warm ups and equipment manager. Group work is encouraged in all activities, allowing students to provide others with feedback on performance and allowing them to help others improve. Students will be encouraged to take part in competitive sports and activities outside school through community links or sports clubs	Students are taught about the development of sports through performance and rules. Sports from a variety of cultures are used and examples given from global sporting events, such as Olympics. Performers are encouraged to research athletes from different sports and to use these as role models in performance. Students given assembly by JMG on sport around the world, looking at how sports have developed in different countries.
Year 8	Students are encouraged to perform to their maximum in activities such as athletics, measuring performances and aiming to improve on them. They will build upon the performances of the previous year and aim to improve on these. They will again complete fitness tests and compare them to national averages, allowing them to measure performance and aim to improve upon their age related score. Students are encouraged to take ownership of their own warm up and cool down to recognise what they	More emphasis is placed upon rules in competitive situations, with students taking on more responsibility for officiating. Students are taught the difference between sportsmanship and gamesmanship and encouraged to make good choices when performing, setting an example to others.	Students are required to work as part of a team in a variety of sports, talking on different responsibilities, such as captain, leading warm ups and equipment manager. A greater emphasis is placed on students to provide others with feedback on performance and allowing them to help others improve. Students will be encouraged to take part in competitive sports and activities outside school through community links or sports clubs	Students will access new sports and see how countries have developed them into their own versions, e.g. Rugby league and union, Gaelic football and association football. Students given assembly by JMG on sport around the world, looking at how sports have developed in different countries.

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	need to improve individual performance			
Key Stage 4				
	<p><u>Spiritual</u> Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.</p>	<p><u>Moral</u> Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.</p>	<p><u>Social</u> Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.</p>	<p><u>Cultural</u> Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.</p>
Year 9	<p>Students will study reasons for participation and consider their own reasons and barriers to taking part in sport. They will measure their own performances in a variety of practical fitness tests and set SMART goals in order to improve across the year. They will take part in extra-curricular activities, both competitive and non, in order to provide them with an understanding of their own ability compared to others.</p>	<p>Students will study Ethical issues in sport, ranging from the differences between sportsmanship, gamesmanship and deviance, to drug taking in sport. Case studies are completed on athletes who have been caught cheating and their punishments discussed and debated. Transgender athletes are also considered and a debate into the recent testosterone bans is researched.</p>	<p>Students will consider the barriers to participation across the community in which they live, as well as nationally and internationally. Different religions and cultures are examined as well as a variety of minority groups. Students will be encouraged to take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Students will research athletes and sports from across the globe, considering what impact these have on everyday life in that country and how performers are affected by where they live/ come from. Sports from a variety of cultures will be played and performed as well as watched and analysed. Students given assembly by JMG on sport around the world, looking at how sports have developed in different countries.</p>
Year 10	<p>Students will complete a physical profile, including a variety of tests which will highlight strengths and weaknesses in fitness and performance. These will form part of an evaluation and analysis of performance in a sport, allowing individuals to set goals and devise plans of how to improve.</p>	<p>A major focus is placed on students understanding, recognition and application of rules. Students will be expected to officiate a variety of sports and activities, gaining an understanding and respect for each sport.</p>	<p>Students will study sports psychology, gaining an understanding of how sports people prepare for competition and how individuals vary dependant on sport and situation. Students are encouraged to analyse the performances of others in group work, allowing them to gain an understanding of elements of sport such as coaching. Students will be encouraged to take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Traditions from a variety of countries are studied, e.g. the Haka in New Zealand, with students understanding the importance of these to the country and how this impacts on sport. They are encouraged to work in clubs and teams, helping others to understand the background of the sport and working with younger performers to develop an appreciation for the role coaches can play in helping younger athletes.</p>

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				Students given assembly by JMG on sport around the world, looking at how sports have developed in different countries.
Year 11	Students will identify areas of strength and weakness in performance, allowing them to design specific training programmes in order to improve. Each performance is reviewed and recorded, giving students a chance to analyse their performance and set targets as they move towards assessment.	A major focus is placed on students understanding, recognition and application of rules. Students will be expected to officiate a variety of sports and activities, gaining an understanding and respect for each sport.	Students will be performing in the local community, in competitive situations as well as training with others. They are encouraged to work with age groups older than themselves, to gain a sense of sporting opportunities available once they leave school.	Students are encouraged to work alongside others of a variety of ages to understand the differences in performance and expectations. Students will go into primary settings, working with younger students to develop their understanding of sports. Students given assembly by JMG on sport around the world, looking at how sports have developed in different countries.
Key Stage 5				
	Spiritual Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.	Moral Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.	Social Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.	Cultural Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.
Year 12	Students will identify areas of strength and weakness in performance, allowing them to design specific training programmes in order to improve. They will also analyse the performances of a peer and provide feedback to them, allowing them to help others improve. Each performance is reviewed and recorded, giving students a chance to analyse their performance and set targets as they move towards assessment.	Students will study Ethical issues in sport, ranging from the differences between sportsmanship, gamesmanship and deviance, to drug taking in sport. Students will look at the work of David Walsh into the Lance Armstrong drug scandal and gain an understanding of the impact on the athlete and the overall sporting context.	Students are encouraged to work with teams from the main school, running clubs and extra-curricular activities for them. Trips are added to allow students to work as part of a team. Students will be encouraged to take part in competitive sports and activities outside school through community links or sports clubs	Sport and society is a major theme of year 12 and 13, with students studying the development of sport from pre-industrial times through to modern day. A focus is placed on the U.K with an understanding of how society is linked to sport.

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Year 13	<p>Students will identify areas of strength and weakness in performance, allowing them to design specific training programmes in order to improve.</p> <p>They will also analyse the performances of a peer and provide feedback to them, allowing them to help others improve.</p> <p>Each performance is reviewed and recorded, giving students a chance to analyse their performance and set targets as they move towards assessment.</p>	<p>Students will study the rules of sport in depth, considering the impact these have on their focus sports as well as across the wider sporting world.</p> <p>Students will be encouraged to work with younger performers acting as role models.</p>	<p>Students are encouraged to work with teams from the main school, running clubs and extra-curricular activities for them. Trips are added to allow students to work as part of a team.</p> <p>Students will be encouraged to take part in competitive sports and activities outside school through community links or sports clubs</p>	<p>Sport and society is a major theme of year 12 and 13, with students studying the development of sport from pre-industrial times through to modern day. A focus is placed on the U.K with an understanding of how society is linked to sport.</p>
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Possible areas for development

	<p><u>Spiritual</u> Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves and their place in the world increases, fundamental questions. They develop the knowledge and skills to foster their own inner lives, non-material wellbeing and creativity.</p>	<p><u>Moral</u> Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences of their actions and learn how to forgive themselves and others. They develop the knowledge/skills necessary to make responsible moral decisions.</p>	<p><u>Social</u> Examples: the responsibilities, rights of being members of families and communities (local, national and global), ability to relate to others and to work with others for the common good, belonging and participating, active contribution to the democratic process, sense of community and pro-social action.</p>	<p><u>Cultural</u> Examples: cultural traditions, respect for their own culture and that of others, an interest in differences. Ability to understand, appreciate and contribute to culture.</p>
	<p>Add more opportunities for students to see how they may develop their performances in local the local area by working more closely with local facilities 2021 update: Following Covid protocols this has not been possible, however the opening of 'The Reef' may lead to new opportunities in 2021/22, meeting with Karl Read to be planned to facilitate this.</p>	<p>Add opportunities for students to complete qualifications from governing bodies in officiating. 2021 update: Following Covid protocols this has not been possible, discussions will be held with Synergy HOD's to help plan for this, as well as any possible input from NNSSP in the coming year. Netball award planned for 2022 as a start point.</p>	<p>Add more practical opportunities which are non-competitive, building a sense of community in sport rather than competition – 2021 update: This is a major push for the North Norfolk SSP with events planned in 2021/22 to encourage participation and the recovery from Covid regulations on sport.</p>	<p>Add a wider variety of sports to participate in from other countries, e.g. Khabbadi, Hurling etc.</p> <p>2021 update: Lead assembly based on 'It's Coming Home' – look at different countries and which sports they would consider to be 'coming home'</p>

ACTIVITIES ON SMSC DAYS

	<p><u>Spiritual</u> Examples: sense of self, unique potential, understanding strengths and weaknesses, curiosity about themselves</p>	<p><u>Moral</u> Examples: right and wrong, moral conflict, a concern for others, will to do what is right, reflect on the consequences</p>	<p><u>Social</u> Examples: the responsibilities, rights of being members of families and communities (local, national and global),</p>	<p><u>Cultural</u> Examples: cultural traditions, respect for their own culture and that of others, an</p>
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	<p>Students visit Sheringham Park and are required to navigate the area, using fitness elements to ensure full participation.</p> <p>Students will also complete a Surf and Snooker session, allowing them to access activities in which they are less experienced and to identify areas in which they may like to develop.</p>	<p>In Sheringham Park students are given opportunities to learn about the environment around them and to gain an appreciation for how to look after it. They are also taught survival skills, requiring them to work together, looking after others as well as themselves.</p>	<p>Students are constantly encouraged to work as a team, through navigation challenges, team building and survival skills.</p>	<p>Students are taught about the local area, the history surrounding the places visited and the activities performed locally. Surfing opportunities are offered to represent the surrounding coastline and to offer students a sense of activities which are available to the local area.</p>