



## Glen Hills Primary School S.M.S.C. Curriculum Map – P.E. with Route to Resilience Links

Year Group	<u>Spiritual</u> The spiritual development of pupils is shown by their: <ul style="list-style-type: none"> <li>• ability to be reflective about their own beliefs (religious or otherwise) and perspective on life</li> <li>• knowledge of, and respect for, different people’s faiths, feelings and values</li> <li>• sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>• use of imagination and creativity in their learning willingness to reflect on their experiences.</li> </ul>	<u>Moral</u> The moral development of pupils is shown by their: <ul style="list-style-type: none"> <li>• 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</li> <li>• understanding of the consequences of their behaviour and actions</li> <li>• 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.</li> </ul>	<u>Social</u> The social development of pupils is shown by their: <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul>	<u>Cultural</u> The cultural development of pupils is shown by their: <ul style="list-style-type: none"> <li>• understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>• 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</li> <li>• ability to recognise, and value, the things we share in common across</li> <li>• cultural, religious, ethnic and socio-economic communities</li> <li>• knowledge of Britain’s democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain</li> <li>• willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities</li> <li>• 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.</li> </ul>
EYFS	Enjoying being physically active. <b>Good humour/Self-esteem</b> Recognising some children will enjoy playing other games/sports than them. <b>Respect/Empathy</b>	Beginning to learn how to win and lose. <b>Friendship/Self-esteem</b>	Playing together. <b>Co-operation/Friendship</b>	Taking part in a range of sporting activities. <b>Good humour</b>
Year 1	Feeling a sense of achievement in beating personal bests. <b>Self-esteem/Optimism</b> Enjoying being physically	Learning how to win and lose graciously. <b>Friendship/Self-esteem</b> Understanding how to win fairly against an opponent during one-	Playing together and sharing roles in order to win. <b>Co-operation/Friendship</b> Respecting the rules of games. <b>Honesty/Self-management</b>	Taking part in a range of sporting activities. <b>Good humour</b>

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	active. <b>Good humour/Self-esteem</b>	on-one activities. <b>Honesty</b>		
Year 2	Evaluating their performance and that of their peers. <b>Respect/Friendship/Listening/</b> Identifying ways to improve performance. <b>Honesty</b> Implementing performance improvement suggestions. <b>Resilience/On Fire</b>	Following the rules of a range of sporting games. <b>Honesty/Respect/Co-operation</b>	Listening to team mates. <b>Listening/Respect</b> Taking part in team games. <b>Co-operation/Optimism/Self-esteem</b> Watching a more able pupil demonstrate how to complete a task. <b>Focus/Listening/Respect</b>	Taking part in a range of sporting activities. <b>Good humour</b>
Year 3	Evaluating their performance and that of their peers. <b>Respect/Friendship/Listening/Resilience</b> Identifying ways to improve performance. <b>Honesty</b> Implementing performance improvement suggestions. <b>Resilience/On Fire/Good thinking</b>	Following the rules of a range of sporting games. <b>Honesty/Respect/Co-operation/Friendship</b>	Understanding that you can't always be picked for a game. <b>Resilience/Gratitude/Self-management</b> Taking part in team games. <b>Optimism/Self-esteem/Co-operation</b> Beginning to resolve conflicts within sporting activities independently. <b>Self-management/Honesty</b>	Taking part in a range of sporting activities. <b>Good humour/Co-operation</b> Recognising and learning from significant people with the world of athletics. <b>Respect</b>
Year 4	Evaluating their performance and that of their peers. <b>Respect/Friendship/Listening/Resilience/Empathy</b> Identifying ways to improve performance. <b>Honesty/Good thinking</b>	Following the rules of a range of sporting games. <b>Honesty/Respect/Co-operation/Friendship/Self-management</b>	Taking part in team games. <b>Good humour/Optimism/Self-esteem/Co-operation</b>	Taking part in a range of sporting activities. <b>Good humour/Co-operation</b> Knowing about significant people within the world of sport. <b>Respect</b>

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	Implementing performance improvement suggestions. <b>Resilience/On Fire/Good thinking</b>			
Year 5	Evaluating their performance and that of their peers. <b>Respect/Friendship/Listening/Resilience/Empathy</b> Identifying ways to improve performance. <b>Honesty</b> Implementing performance improvement suggestions. <b>Resilience/On Fire/Good thinking</b>	Following the rules of a range of sporting games. <b>Honesty/Respect/Co-operation/Friendship/Self-management/Listening</b>	Taking part in team games. <b>Good humour/Optimism/Self-esteem/Co-operation</b>	Taking part in a range of sporting activities. <b>Good humour/Co-operation</b>
Year 6	Evaluating their performance and that of their peers. <b>Respect/Friendship/Listening/Resilience/Empathy</b> Identifying ways to improve performance. <b>Honesty</b> Implementing performance improvement suggestions. <b>Resilience/On Fire/Good thinking</b>	Following the rules of a range of sporting games. <b>Honesty/Respect/Co-operation/Friendship/Self-management/Listening/Resilience</b>	Taking part in team games. <b>Good humour/Optimism/Self-esteem/Co-operation</b>	Taking part in a range of sporting activities. <b>Good humour/Co-operation</b>

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