**Enrichment & House Group – Upper school**

It is important to ensure that key development areas which do not have dedicated lessons are included in general curriculum areas. This mapping document shows how the elements of Diversity, Careers, British Values, SMSC (Spiritual, Moral, Social & Culture development), Literacy, Numeracy and Reading are incorporated within our enrichment curriculum.

**Subject: Enrichment & House Group – Upper School**

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| **Activity Type** | **Diversity** | **Careers** | **British Values** | **SMSC** | **Literacy** | **Numeracy** | **Reading** |
| **Physical Education** | Activities involving co-operation, teamwork, competiton, rules, self-discipline and fair play.  Exploring the sports and traditions of a variety of cultures.  Individual activities that provide the chance for self-reflection, awareness and challenge. | Throughout PE, each student is exposed to information about the possible career paths that come under the umbrella term of sport. Specific career links are referenced in lessons and within extra-curricular activities where they provide the scope to enable the student to clearly see the progression. This would entail writing up a match report that would link well to a career in sports journalism or leading a warm-up or skills session in a lesson which would link to a career as a sports coach or personal trainer.  Each activity taught in the physical education curriculum embeds key skills that the students learn and develop. These skills include communication, resilience, problem solving and leadership. Students are made aware through their lessons how they have used these skills and how they would be valued in the workplace. The students bank practical examples that can be referenced in personal statements for employers, colleges and universities. | Developing relationships based on trust and honesty, learning to cope with success and failure, taking criticism and acting on it and developing awareness of strengths and weaknesses.  • Developing understanding of beliefs, values and attitudes  • Exploring values and attitudes, e.g. developing a positive attitude to life and understanding the importance of having a set of values.  • Playing independently, negotiating, cooperating, being fair and honest, and agreeing rules.  • Communication skills- planning, discussing, describing and evaluating performances.  • Language and communication – planning and discussing performance outcomes.  • Language – discussing actions with others and deciding what to do. Talking is critical to outdoor education activities, and opportunities to solve problems provide links to the planning in teaching, speaking and listening.  • Making up rules and playing fairly  • Listening to others, giving and taking feedback and working as a team.  • Making healthy choices about lifestyles. • Developing a range of skills that are useful across the curriculum and interpersonal context, including using strategies for problem solving, planning and organising. | Activities involving co-operation, teamwork, competition, rules, self-discipline and fair play.  Exploring the sports and traditions of a variety of cultures.  Individual activities that provide the chance for self-reflection, awareness and challenge. |  |  | Written tasks are set based on training programmes and game rules which require pupils to read, either silently or to the group. |
| **Humanities** |  |  | The appreciation and management of rural and country environments / empathy for environmental issues.  The appreciation and management of historic properties / empathy for conservational issues. | Reflection on products and inventions, and the diversity within a design.  Opportunities to work as a team, recognising the strengths of others and sharing equipment |  | In preparation for expeditions pupils consider and calculate using masses, and converting between metric units. Pupils use maps and compasses, as well as coordinates, to calculate distances and times for expeditions. | Written tasks are set which require pupils to read, either silently or to the group |
| **Preparation for Adulthood** |  | Challenge gender stereotypes of jobs  Different types of work: employment, self-employment, voluntary  Identify own strengths, interests, skills and qualities and consider how to develop them  Benefits of being ambitious and enterprising | Sharing ideas and opinions in a constructive way. Pair based work giving students the opportunities to work together and build respect and understanding of the importance respecting each other’s opinions. | Pupils are encouraged to look at and sample a range of ingredients from different cultures as well as developing an understanding of dietary beliefs such as vegetarianism. Pupils expand their creativity by exploring how ingredients from different cultures can be used in modern cooking. Health & Wellbeing. |  | Pupils use maths to consider healthy diet, nutritional values and calories used. | Written tasks are set which require pupils to read, either silently or to the group |
| **Sport & Leisure** | Activities involving co-operation, teamwork, competiton, rules, self-discipline and fair play.  Exploring the sports and traditions of a variety of cultures.  Individual activities that provide the chance for self-reflection, awareness and challenge. | Throughout PE, each student is exposed to information about the possible career paths that come under the umbrella term of sport. Specific career links are referenced in lessons and within extra-curricular activities where they provide the scope to enable the student to clearly see the progression. This would entail writing up a match report that would link well to a career in sports journalism or leading a warm-up or skills session in a lesson which would link to a career as a sports coach or personal trainer.  Each activity taught in the physical education curriculum embeds key skills that the students learn and develop. These skills include communication, resilience, problem solving and leadership. Students are made aware through their lessons how they have used these skills and how they would be valued in the workplace. The students bank practical examples that can be referenced in personal statements for employers, colleges and universities. | Developing relationships based on trust and honesty, learning to cope with success and failure, taking criticism and acting on it and developing awareness of strengths and weaknesses. • Developing understanding of beliefs, values and attitudes • Exploring values and attitudes, e.g. developing a positive attitude to life and understanding the importance of having a set of values. • Playing independently, negotiating, cooperating, being fair and honest, and agreeing rules. • Communication skills- planning, discussing, describing and evaluating performances. • Language and communication – planning and discussing performance outcomes. • Language – discussing actions with others and deciding what to do. Talking is critical to outdoor education activities, and opportunities to solve problems provide links to the planning in teaching, speaking and listening. • Making up rules and playing fairly • Listening to others, giving and taking feedback and working as a team. • Making healthy choices about lifestyles. • Developing a range of skills that are useful across the curriculum and interpersonal context, including using strategies for problem solving, planning and organising. |  |  | In preparation for expeditions pupils consider and calculate using masses, and converting between metric units. | Written tasks are set which require pupils to read, either silently or to the group |
| **Social & Reward** |  | House group topics include Employability skills, Online safety |  | Exploring how music can convey human emotions. Appreciating the self-discipline needed to learn a musical instrument. Appreciating how music is used in different ways in different settings.  Encouraging pupils to reflect on the wonder of the natural world. |  | Pupils use maps and compasses, as well as coordinates, to calculate distances and times for expeditions. | Written tasks are set which require pupils to read, either silently or to the group |