



Fundamental Values in Physical Education – How can PE support British Values for all pupils?

Fundamental British Values – Definition/Background

Fundamental British values include democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. The term ‘fundamental British values’ first appeared in education in the Teachers’ Standards in England, September 2012. Part Two (Personal and Professional Conduct) states that teachers are expected to maintain high standards of ethics and behaviour by, among other things, ‘not undermining fundamental British values, including **democracy, the rule of law, individual liberty and mutual respect, and tolerance** of those with different faiths and beliefs’.

In November 2014, the Department for Education published non-statutory guidance for maintained schools on promoting fundamental British values as part of Spiritual, Moral, Social and Cultural (SMSC) development in schools. The guidance states that schools should ensure that pupils develop a shared understanding of equality, human rights and the law of the land, in the context of promoting pupils’ spiritual, moral, social and cultural development. In addition, British Values and SMSC development are embedded within the criteria for making judgements on a school’s performance in the revised ofsted Common Inspection Framework (CIF) (2015).

The National Curriculum comprises a purpose and a set of aims for each subject area. For Physical Education, these are:

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities **build character and help to embed values such as fairness and respect.**

Aims

The National Curriculum for Physical Education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Furthermore, the following Olympic and Paralympic values are promoted through PE and School Sport:

- **Friendship**
- **Courage**
- **Inspiration**
- **Determination**
- **Equality**
- **Respect**
- **Excellence**

Overall, a broad and balanced PE curriculum can develop a range of life skills and values. A whole school approach to PE and School Sport can successfully promote fundamental British values and SMSC development provided that this is supported by Governors, Parents, Head teachers and senior leadership teams, PE subject leaders and pupils.

Fundamental Values in Physical Education

The contents of the table below are illustrative and not exhaustive and schools are encouraged to add to this to reflect their particular contexts and to meet the needs of their pupils.

British Values	School and Physical Education can provide	Possible Evidence
Democracy	<ul style="list-style-type: none"> • A code of conduct for the school that permeates all subjects, including PE. • Pupils are taught about the need for different roles and different responsibilities, including team work and decision making. • A pupil voice for PE & School Sport (e.g. re curriculum, extra-curricular activities, kit). 	<ul style="list-style-type: none"> • Pupils know how to behave in PE in a way that is acceptable socially. • Pupils understand and accept the roles of captain, vice captain, team players, coaches and volunteers. • Pupils can work individually and in teams and make informed choices. • Pupils are fully engaged in all lessons • The extra-curricular programme is inclusive and activities are well attended.
The Rule of Law	<ul style="list-style-type: none"> • Pupils are taught about age appropriate rules, fairness and respect, through a variety of PE activities. • Pupils learn to work individually and in groups. • An established ethos in PE with regard to how to win and lose fairly and understand good sportspersonship. • Competition against oneself is encouraged in addition to competition against others. 	<ul style="list-style-type: none"> • Pupils can play within the rules in any activity. • Pupils can understand the need for rules, adhere to them and can develop rules for activities that they create. • Pupils adhere to and understand the rules of safety. • All pupils can solve problems on their own or with others. • Pupils demonstrate good social skills. • Pupils know and adhere to the rules and social etiquettes related to any type of competition.
Individual Liberty	<ul style="list-style-type: none"> • PE recognises individual differences. 	<ul style="list-style-type: none"> • Pupils respect individual differences and are confident to

	<ul style="list-style-type: none"> • There is an ethos where the views of individual pupils are listened to and respected within an acceptable framework. • Pupils are taught safely and about safety. • There is a buddy and mentoring system in PE. 	<p>express their opinions and respect others' views.</p> <ul style="list-style-type: none"> • Pupils are able to make judgements about their own and others' performances. • Pupils feel safe in curricular and extra-curricular activities and during off site visits. • Pupils use the buddy and mentoring system to build confidence and this is apparent in how they work together.
<p>Mutual Respect and Tolerance</p>	<ul style="list-style-type: none"> • Pupils are taught about historical, cultural and religious differences, through a variety of PE activities. • The culture in PE respects cultural differences. • Pupils are taught about the environment and different activity contexts. • There are appropriate rewards and sanctions in PE for inappropriate behaviour. • The school engages in competition and encourages competition within and across the community. 	<ul style="list-style-type: none"> • Pupils will know, understand and be able to articulate different styles of dance and the historical aspects of various activities. • Pupils avoid stereotyping groups. • Pupils can articulate their own beliefs. • Pupils respect PE equipment and school buildings/facilities. • Pupils respect the countryside and venues during off site visits. • Pupils know the values of the school and PE, contribute to their development, and accept rewards and sanctions. • All pupils can access competition within and outside of the school and demonstrate appropriate behaviour and regard for rules and regulations.