



## PE A Level: developing Cultural Capital, Diversity and Equality

Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge, and competence; it is one of the key ingredients a student will draw upon to be successful in a diverse society, their career and the world of work. In the Sixth Form, we aim to build our student aspirations and expose them to a range of experiences to help them achieve goals and become successful individuals who understand and support diversity and equality.

We recognise that for students to aspire and be successful academically and in the wider areas of their lives, they need to be given diverse, rich, and sustained opportunities to develop their cultural capital. We do this in many ways, for example, through our curriculum, extra-curricular activities, trips and visits, careers activities, and PSHE/RSE programme.

There are nine key realms to cultural capital in the Sixth Form at Samuel Whitbread Academy:

### Cultural Capital

provides health,  
well-being and  
growth



### Cultural Capital

lets us share our  
histories, our memories,  
the people, the places  
and the things that  
matter to us.



### Cultural Capital

creates the curiosity and  
confidence to make  
connections between  
the past, the present and  
the future.





**Cultural Capital**  
sparks generations of  
innovators.



**Cultural Capital**  
is to be found locally,  
nationally, globally -  
**everywhere.**



**Cultural Capital**  
nurtures inclusive  
communities.



**Cultural Capital**  
enriches today and  
inspires tomorrow.



**Cultural Capital**  
is ours to discover,  
ours to create,  
ours to share.



**Cultural Capital**  
belongs to me,  
belongs to you,  
belongs to us all.



These nine realms can be broken down further into the following sub-categories: **Personal development, Social development (including political and current affairs awareness), physical development, spiritual development, moral development, and cultural development.**

What is now outlined are the key areas of both academic and enrichment that take place within and outside of this course area to enhance and develop these diverse elements of cultural capital:



## **Personal Development:**

Personal development consists of activities that develop a person's capabilities and potential, build human capital, facilitate employability, and enhance the quality of life and the realisation of dreams and aspirations.

Element of the curriculum and/or enrichment
<p>Through Physical Education and Sport students develop self-management, interpersonal and movement skills to help them become empowered, self-confident and socially responsible people. The role of a healthy, active lifestyle is a core part of a healthy, active lifestyle and we hope to promote a lifelong participation and love for sports to encourage this. The learning experiences in lessons provide students with a foundation to actively contribute to, and advocate for the health, safety and wellbeing of themselves and others in the community and beyond school. Students are provided with opportunities to participate in physical activity to develop movement skills and recognise the impact of physical activity on health and wellbeing. Within the subject we highlight the negative effects poor life style choices can have on the human body and how this can affect performance.</p> <p>The course develops skills in inter-personal relationships positive values, attitudes and beliefs of pupils and promotes personal development in this way.</p> <p>Here are some other factors effecting personal development in Physical education:</p> <p>Adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments.</p> <p>self-management and self-development – ability to work remotely in virtual teams, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work</p>

## **Social Development:**

The process by which a child learns to interact with others around them. As they develop and perceive their own individuality within their community, they also gain skills to communicate with other people and process their actions.

Element of the curriculum and/or enrichment
<p>Sports students have the opportunity to work together, in classes and as groups to complete tasks within lessons that help the social skills they have already developed in their sporting lives. With all of the pupils taking PE having a keen interest in sports, having these students in the same classroom environment should help to improve their bond with a common interest.</p>



Improve students understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising

Develop a deep understanding of both physical and theory processes within sport and physical education, applying this understanding to school

Communication – active listening, verbal communication, written communication, assertive communication and non-verbal communication.

Relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation.

Collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation

Group work activities which are suitable for group role play and discussion activities.

### **Physical Development:**

These are the major motor or physical achievements a student enhances and develops. Physical development is a vital part of growing up as students learn to master control of their body

#### Element of the curriculum and/or enrichment

Having practical lessons is a big part of what we do as a team in PE here at Samuel Whitbread. Linking lesson content to practical lessons helps to develop students understanding for the content and help eradicate any misconceptions. Being able to use a range of facilities here at school means we can challenge pupils physically to develop their motor skills and not just focus on lesson content.

The learning experiences in lessons provide students with a foundation to actively contribute to, and advocate for the health, safety and wellbeing of themselves and others in the community and beyond school. Students are provided with opportunities to participate in physical activity to develop movement skills and recognise the impact of physical activity on health and wellbeing. Within the subject we highlight the negative effects poor life style choices can have on the human body and how this can affect performance. Giving pupils this understanding will help to improve physical development.

Linking classroom-based theory lessons to practical lessons gives pupils a physical understanding/ feeling to what they have been learning. When recalling this in future lessons, for exam preparation or even in this exam it gives pupils a clear memory which will help them understand the main focus and gain marks in their exam for this.



## **Spiritual Development:**

The development of the personality towards a religious or spiritual desired better personality.

Element of the curriculum and/or enrichment

Reflexion is used while use peer assessment to gain their own work. This reflection is also evident in practical performance.

Students are encouraged to develop a sense of enjoyment and fascination in learning about themselves and others when participating in a range of physical activities. Pupils learn a lot about themselves when exposed to challenging and competitive situations. These situations occur in lessons and in both intra-school and inter school competitions like sports days and events. By undertaking a variety of roles including performer, coach and official, students develop their compassion and empathy for others. At KS5 this is developed further through providing opportunities for students to coach and officiate activities for younger students. Students are provided with ample opportunity during their lessons to be imaginative and creative and also reflect upon their experiences.

## **Moral Development:**

The development of attitudes and behaviours toward other people in society, based on social and cultural norms, rules, and laws.

Element of the curriculum and/or enrichment

At KS5 pupils participate in a range of physical activities. Part of this participation involves learning the laws and rules of the varying activities. Based on this knowledge pupils develop decision making skills to enable them to participate effectively. Pupils learn to deal with the consequences of making decisions which both comply with or break the rules. Pupils also undertake the role of an official, in which they have to enforce the rules of an activity. When participating in curricular and extra-curricular activities, pupils are expected to participate, adhering to traditional values of fair play and sportsmanship. Students develop their skills in responsibility, self-control and the management of others.

Pupils will also have the opportunity to support internal and external sporting events where pupils will have to enforce laws of games and be on the other side of the sports they are asked to officiate.



## Cultural Development:

Cultural Diversity is at the heart of the Sixth Form and students will learn about themselves and relationships with others from a variety of cultural backgrounds.

### Element of the curriculum and/or enrichment

Pupils are provided with a vast array of opportunities to participate in activities and respond with a willingness to get in involved. The programme of study involves pupils in activities from a wide range of cultural and historical contexts. Sport is embraced as a global interest and pupils develop knowledge and understanding of the global relevance of sporting events; for example, the Olympics. At KS5 students study factors and influences which effect a person's participation in sport and gain an understanding on how they can help to increase the participation rates within activities.

Samuel Whitbread Academy PE department have a strong culture within the school. Pupils wearing the kit day in day out and representing the department builds the cultural identity of being a sports student and pupils can be easily identified.