

SECONDARY PROGRAMME GUIDE

Sure Breaking Limits is a new curriculum-linked initiative that equips young people aged 11-14 with the confidence to move however they want, by breaking down barriers set by themselves or others.

Launched in 2021, the programme has already impacted the lives of thousands of young people across the globe. Following this success, it has been adapted specifically for delivery within the UK curriculum for 2022.

Delivered through PE, PSHE and Health & Wellbeing, the Sure Breaking Limits Programme aims to build a more inclusive space for movement. During a time of transition for young people, it encourages them to own their own moves in a safe, supportive environment.



BENEFITS FOR YOUR STUDENTS

By taking part in the programme, students will:

- Embrace with confidence their right to be more physically active, regardless of barriers that stand in their way
- Engage with physical activity and movement more often
- Build confidence and a growth mindset when it comes to their own movement

BENEFITS FOR TEACHERS

For PE and PSHE teachers, it offers:

- A fully inclusive approach with modifications and differentiation for students with a range of physical needs
- A broader awareness of the different barriers young people face when it comes to movement
- Tools that are needed to increase young people's confidence and help them develop a growth mindset when it comes to their own movement. This includes frameworks to modify lessons to make them inclusive for all
- Ready-to-teach lessons packed with movement-based activities for PSHE and PE
- A kick-off assembly (that can be delivered to all of KS3) on the importance of movement

PROGRAMME OVERVIEW

Sure Breaking Limits includes free, ready-to-teach PowerPoints, Teacher Notes, How-To Videos and Student Activity Sheets. Lesson plans (with delivery notes, inclusion ideas and activity timings) can be found on the lesson PowerPoints and notes.

Each of the ready-to-teach sessions follow the same, simple format that has been designed for delivery within either the PSHE or the PE curriculum - with the added possibility of cross-curricular facilitation.

With curriculum links across all UK nations, the programme explores three topics:

| TOPIC | PSHE LEARNING OBJECTIVE | RESOURCES | PE LEARNING OBJECTIVE | RESOURCES |
|---|---|--|--|--|
| 01 CONFIDENT MOVER October 2022 | To understand how to use movement to build confidence | KICK-OFF ASSEMBLY LESSON POWERPOINT ACTIVITY SHEET | To practise using movement to build confidence | KICK-OFF ASSEMBLY PSHE LESSON POWERPOINT AND NOTES PE LESSON TEACHER NOTES |
| 02 TEAM PLAYER January 2023 | To understand the importance of creating an active, inclusive environment for all | LESSON POWERPOINT | To create an active inclusive, environment for all | PSHE LESSON POWERPOINT AND NOTES PE LESSON TEACHER NOTES ACTIVITY SHEET |
| 03 MY GOALS MY CHOICES March 2023 | To understand the importance of a positive mindset when setting and working on personal goals | LESSON POWERPOINT ACTIVITY SHEET | To set and show progress on personal goals | PSHE LESSON POWERPOINT AND NOTES PE LESSON TEACHER NOTES ACTIVITY SHEETS |

HOW YOU CAN TEACH BREAKING LIMITS

The Sure Breaking Limits Programme offers easy-to-teach, contained sessions that fit into two 50-minute sessions. You could teach these KS3 lessons in different ways.

1) As part of a cross-curricular project. PE and PSHE teachers could come together to teach the lessons as part of a linked sequence.

2) Separately as contained PSHE and PE sessions.

Teach each session in your usual slot for PSHE and PE. If possible, teach the sessions close together so that students can make links between them.

CURRICULUM LINKS

| ENGLAND | |
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| RSE | MENTAL WELLBEING <ul style="list-style-type: none"> The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. |
| | PHYSICAL HEALTH AND FITNESS <ul style="list-style-type: none"> The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. The characteristics and evidence of what constitutes a healthy lifestyle. |
| | CHANGING ADOLESCENT BODY <ul style="list-style-type: none"> Key facts about puberty, the changing adolescent body and menstrual wellbeing. The main changes which take place in males and females, and the implications for emotional and physical health. |

ENGLAND¹

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| PSHE | <p>HEALTH AND WELLBEING</p> <ul style="list-style-type: none"> • H1. How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing. • H9. Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks. • H10. A range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation, and the value of positive relationships in providing support. • H14. The benefits of physical activity and exercise for physical and mental health and wellbeing. • H16. To recognise and manage what influences their choices about physical activity. |
| | <p>RELATIONSHIPS</p> <ul style="list-style-type: none"> • R10. The importance of trust in relationships and the behaviours that can undermine or build trust. • R14. The qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including in school and wider society, family, and friendships, including online). • R15. To further develop and rehearse the skills of team working. • R16. To further develop the skills of active listening, clear communication, negotiation, and compromise. • R41. The need to promote inclusion and challenge discrimination. |
| | <p>LIVING IN THE WIDER WORLD</p> <ul style="list-style-type: none"> • L2. To review their strengths, interests, skills, qualities, and values and how to develop them. • L3. To set realistic yet ambitious targets and goals. |
| PHYSICAL EDUCATION | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Develop their technique and improve their performance in other competitive sports. • Perform dances using advanced dance techniques within a range of dance styles and forms. • Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group. • Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best. |

SCOTLAND²

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| CURRICULUM FOR EXCELLENCE | <p>MENTAL, EMOTIONAL, SOCIAL AND PHYSICAL WELLBEING</p> <ul style="list-style-type: none"> • Develop my self-awareness, self-worth and respect for others. • Meet challenges, manage change, and build relationships. • Experience personal achievement and build my resilience and confidence • Understand and develop my physical, mental and spiritual wellbeing and social skills. • understand how what I eat, how active I am and how decisions I make about my behavior and relationships affect my physical and mental wellbeing. • participate in a wide range of activities which promote a healthy lifestyle. |
| | <p>PHYSICAL WELLBEING</p> <ul style="list-style-type: none"> • As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control. • While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals. |

| WALES³ | |
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| HEALTH AND WELLBEING | <p>Developing health and wellbeing has lifelong benefits</p> <ul style="list-style-type: none"> • I have the confidence to move in different ways. • I can use and improve basic movement skills in familiar and unfamiliar situations. I can respond to prompts in imaginative and creative ways. I have the confidence and motivation to persevere when faced with physical challenges. • I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being. |
| PHYSICAL EDUCATION | <p>HEALTH, FITNESS AND WELL-BEING</p> <ul style="list-style-type: none"> • Engage in frequent and regular physical activity beneficial to their health, fitness and well-being. • Try different activities that affect their fitness and find out how appropriate training can improve fitness and performance. • Competitive Activities • Develop their techniques, skills, strategies and tactics applicable to a variety of competitive activities. • Use the information to modify, develop and try out their plans and identify other strategies and tactics that might have been effective. • Adopt an alternative role in their chosen activity, while working with others to apply the rules of an activity and ensure the conventions of fair play, honest competition, good sporting behaviour and informed spectatorship. |
| DEVELOPING PHYSICAL HEALTH AND WELL-BEING HAS LIFELONG BENEFITS | <ul style="list-style-type: none"> • I can transfer a range of movement skills from familiar to unfamiliar and changing situations and environments, using space creatively in response to a variety of stimuli. I can engage in regular physical activity and sport with confidence, motivation and commitment. • I can analyse the connection between physical and emotional changes. I can modify my behaviour to support my physical and emotional health, and can work collaboratively to plan and refine strengths and areas for improvements. • I can explain the behaviours, conditions and situations that affect my physical health and well-being and, through my actions, I can respond to and/or manage these in order to actively reduce the risk of harm to myself and to others. |
| DEVELOPING PHYSICAL HEALTH AND WELL-BEING HAS LIFELONG BENEFITS | <ul style="list-style-type: none"> • I can independently focus attention on my perceptions, thoughts and feelings in order to further develop my self-awareness. • I can reflect and learn from the past in order to anticipate and prepare myself and others for future experiences. • I can empathise with others and understand the value of demonstrating this through actions which are compassionate and kind. |
| OUR DECISION-MAKING IMPACTS ON THE QUALITY OF OUR LIVES AND THE LIVES OF OTHERS. | <ul style="list-style-type: none"> • I can set appropriate goals and plan a course of action to achieve them. |
| HOW WE ENGAGE WITH SOCIAL INFLUENCES SHAPES WHO WE ARE AND AFFECTS OUR HEALTH AND WELL-BEING. | <ul style="list-style-type: none"> • I have a developing awareness of how rules, norms and behaviours become established within groups and at times go unchallenged. • I can interact pro-socially in different groups and situations, adapting my behaviours accordingly. • I can evaluate how my values, attitudes and identity are shaped by the groups and social influences with which I interact. |

| NORTHERN IRELAND⁴ | |
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| PERSONAL DEVELOPMENT | <p>PERSONAL UNDERSTANDING AND HEALTH</p> <p>Pupils should be enabled to explore:</p> <ul style="list-style-type: none"> • Their self-esteem, self-confidence and how they develop as individuals. • Their management of a range of feelings and emotions and the feelings and emotions of others. • Developing self-awareness, self-respect and their self-esteem. • Examining and exploring their own and others' feelings and emotions; • Developing an insight into their potential and capabilities. • Reflecting upon their progress and set goals for improvement. • Understanding the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene. • Recognising what shapes positive mental health. |
| PHYSICAL EDUCATION | <p>Pupils should be enabled to</p> <ul style="list-style-type: none"> • Participate in activities and physical challenges to learn, understand and continue to develop the core skills of running, jumping and throwing in a co-operative and competitive context using a variety of equipment. • Progress from developing individual skills and partner activities and games to suitable small-sided, adapted and mini-games through both co-operative and then competitive play. • Extend their body management skills and improve the variety and quality of movement. |

¹ <https://www.gov.uk/government/collections/national-curriculum>

² <https://education.gov.scot/education-scotland>

^{3a} <https://gov.wales/current-school-curriculum-guide>

^{3b} <https://hwb.gov.wales/curriculum-for-wales/health-and-well-being/descriptions-of-learning>

⁴ <https://ccea.org.uk>