

PROGRAMME GUIDE

Sure Breaking Limits is a new curriculum-linked initiative that equips young people aged 9-11 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 PUPILS

By taking part in the programme, pupils 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 teachers, the programme offers:

- A fully inclusive approach, with modifications and differentiation for pupils 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 the whole school) 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. No specialist knowledge is required. Lesson plans (with delivery notes, inclusion ideas and activity timings) can be found on the lesson PowerPoints and notes.

With curriculum links across all UK nations, the programme explores three topics which can be delivered across the curriculum, with resources designed for an extended double lesson that unites PSHE and PE.

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

TOPIC	PSHE & PE LEARNING OBJECTIVE	RESOURCES
01 CONFIDENT MOVER October 2022	To understand how to increase confidence through movement	KICK-OFF ASSEMBLY LESSON POWERPOINT AND NOTES
02 TEAM PLAYER January 2023	To understand the importance of including everyone	LESSON POWERPOINT AND NOTES ACTIVITY SHEET
03 MY GOALS MY CHOICES March 2023	To understand the importance of setting goals to create positive outcomes	LESSON POWERPOINT AND NOTES ACTIVITY SHEETS

HOW YOU CAN TEACH BREAKING LIMITS

The Sure Breaking Limits Programme offers easy-to-teach, contained lessons that fit into two 50-minute sessions. You could teach these KS2 lessons in different ways.

1) As part of an extended cross-curricular PSHE and PE session. The whole session can be taught in sequence.

2) Separately as contained PSHE and PE sessions. Teach each session in your usual slot for PSHE and PE. We recommend teaching the sessions close together, so you can help pupils make links between them.

CURRICULUM LINKS

ENGLAND	
RSE	MENTAL WELLBEING <ul style="list-style-type: none"> The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
	PHYSICAL HEALTH AND FITNESS <ul style="list-style-type: none"> The characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
	CHANGING ADOLESCENT BODY <ul style="list-style-type: none"> Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

ENGLAND¹

PSHE

HEALTH AND WELLBEING

- H3. About choices that support a healthy lifestyle and recognise what might influence these.
- H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle.
- H7. How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and the risks of an inactive lifestyle.
- H15. That mental health, like physical health, is part of daily life; the importance of taking care of mental health.
- H16. About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.

RELATIONSHIPS

- R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.
- R14. That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.
- R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.

ASPIRATIONS, WORK AND CAREER

- L25: To recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.

PHYSICAL EDUCATION

Pupils should be taught to:

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control, and balance [for example, through athletics and gymnastics].
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

SCOTLAND²

CURRICULUM FOR EXCELLENCE

PHYSICAL ACTIVITY AND SPORT

- I am enjoying opportunities to participate in physical activity and sport.

MENTAL, EMOTIONAL, SOCIAL AND PHYSICAL WELLBEING

- 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 behaviour and relationships affect my physical and mental wellbeing.
- Participate in a wide range of activities which promote a healthy lifestyle.

WALES ³	
DEVELOPING PHYSICAL HEALTH AND WELL-BEING HAS LIFELONG BENEFITS.	<ul style="list-style-type: none"> I can develop and apply a range of skills in familiar, unfamiliar and changing situations, exploring space creatively in response to a variety of stimuli. I can motivate myself to engage confidently in regular physical activity and sport, and am aware of my own progress. I can explain the way in which physical and emotional changes are connected in different contexts, and I can monitor, review and adapt my behaviour to support my physical and emotional health, setting myself relevant targets. I can describe the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond to and/or manage these in order to actively reduce the risk of harm to myself.
HOW WE PROCESS AND RESPOND TO OUR EXPERIENCES AFFECTS OUR MENTAL HEALTH AND EMOTIONAL WELL-BEING.	<ul style="list-style-type: none"> I can recognise the benefits of being able to focus attention on my perceptions and thoughts and know that I am developing my self-awareness. I can reflect on the way that past events and experiences have affected my thoughts, feelings and actions. I can anticipate how future events may make me and others feel. I can empathise with others. I can understand how and why experiences affect me and others.
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.
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 an understanding of the rules, norms and behaviours of different groups and situations, and I recognise that these have an influence on me. I can interact pro-socially in different groups and situations. I have developed an understanding that my values, attitudes and identity are shaped by different groups and influences.

NORTHERN IRELAND⁴

PERSONAL DEVELOPMENT

Pupils should have opportunities to:

- Explore and express a sense of self.
- Explore different ways to develop self-esteem.
- Explore the concept of health as the development of a whole person.
- Investigate the influences on physical and emotional/mental personal health.

PHYSICAL EDUCATION

Pupils should have opportunities to:

- Increase their knowledge, understanding and skills through frequent and regular participation in a balanced programme of Athletics, Games (invasion, fielding/ striking and net/wall), Gymnastics, Swimming, Dance and Outdoor Education.
- Develop the skills and capabilities required to work effectively with others.
- Make decisions about what they want to achieve and how to improve the quality of their work.
- Develop positive relationships and respect for the differing capabilities of others through participation in a range of competitive and co-operative physical activities.

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

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

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

⁴ <https://ccea.org.uk>