



Ark Charter
Academy

Spring Term

Year 10

**Parent Information
Booklet**

This booklet contains details of the curriculum that your child will be studying in the spring term in each subject. It also gives information regarding how the curriculum links to SMSC (social, moral, spiritual and cultural) and our Christian values of Justice, Respect and Courage.

Please contact w.brombley@charteracademy.org.uk if you have any other queries about the curriculum.



Curriculum covered this term:

In the Spring Term, year 10 students will spend the first five weeks studying one of their GCSE Literature texts, *An Inspector Calls* by J.B. Priestley. They will be focused on the presentation of the characters, themes and ideas in this British play as well as the underlying societal issues that are presented in the plot. With this in mind, students will also study non-fiction texts related to social injustice and they will constantly be examining who exactly is responsible for the society we live in.

From the February break until Easter, students will be considering why human beings treat each other in certain ways. They will examine the complicated relationships presented in William Shakespeare's play *Much Ado About Nothing* (another of their GCSE texts) and how this helps to shape the comedy genre. To supplement this, students will also study other texts related to this theme to further embed their understanding of what they learn over the course of the term.

SMSC links:

Social: In their study of poetry and plays, students will explore the ways in which other cultures and societies work and the effect that this can have on individuals.

Moral: Students will analyse the dilemmas many characters face in the plays and the collection of poems. They will explore the motivations of particular characters and certain moral issues both verbally and in their writing. Students will develop their confidence in creating and expressing their thoughts and feelings and responding to the thoughts and feelings of others.

Spiritual: In the study of poetry, pupils will be encouraged to use their imagination and creativity in their learning, as well as a willingness to reflect on their experiences. In their study of a modern classic, students will have ample opportunity to take part in group discussions on themes, actions, consequences and ethics.

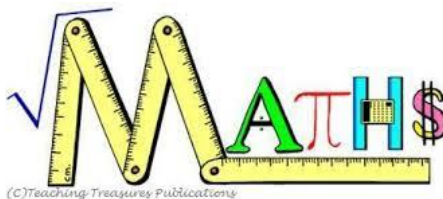
Cultural: Students will be studying literary heritage poems and texts and the unit develops students' cultural capital.

Christian Values links:

Justice: In this unit achievement will be celebrated through peer marking which expresses thankfulness, and by sharing objectives and criteria in the assessment process with the students, there is transparency, fairness and Integrity in our judgements.

Respect: Students will develop skills in speaking and listening during class discussions about various texts, creating an environment of trust, for ideas to be expressed and received with compassion

Courage: In their study of literature, students will recognise that taking a moral stand or tackling a challenge will require courage.



Curriculum covered this term:

2D geometry:

<p>Core 6 – Algebraic reasoning</p>	<ul style="list-style-type: none"> • Formulate simple formulae from real-world situations • Simplify more complex algebraic expressions • Use reasoning to show whether two expressions are equivalent • Solve problems involving co-ordinates and mid-points of line segments • Find the equation of a straight line given sufficient information • Prove whether two straight lines are parallel
<p>Core 7 – Geometric reasoning</p>	<ul style="list-style-type: none"> • Use angle facts to find missing angles in increasingly complex situations • Use angle facts to justify results in simple proofs • Use the known properties of triangles and quadrilaterals to follow and to derive simple proofs in rectilinear figures, including key angle and area facts
<p>Core 8 - Vectors</p>	<ul style="list-style-type: none"> • Represent a two-dimensional vector as a column vector • Add and subtract vectors • Multiply a vector by a scalar

Geometry and Number:

<p>Core 9 – Working with 3D shapes</p>	<ul style="list-style-type: none"> • Recognise the vocabulary associated with 3D solids • Construct and interpret plans and elevations of 3D solids
<p>Core 10 – Calculations with 3D shapes</p>	<ul style="list-style-type: none"> • Calculate the surface area and volume of spheres, cones, pyramids • Compare the surface area and volume of solid shapes • Form and solve equations related to 3D shapes • Give answers in terms of π if appropriate • Understand the limits of accuracy, using inequality notation • Convert between area and volume units

Core 11 – Geometric reasoning	<ul style="list-style-type: none"> • Apply ruler and compass constructions to construct figures • Identify the loci of points and use these to solve real-world problems • Prove pairs of triangles are congruent using SSS, ASA, AAS and RHS
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SMSC links:

They will have the opportunity to:

- Sustain their self-esteem in the learning experience
- Develop their capacity for critical and independent thought
- Foster their emotional life and express their feelings
- Listen and respond appropriately to the views of others
- Gain the confidence to cope with setbacks and learn from mistakes
- Take initiative and act responsibly with consideration for others
- Display a sense of belonging and an increasing willingness to participate

Christian Values links:

Justice

- All students will be encouraged to help create an inclusive environment where all opinions and idea are treated equally
- Peer marking will play an ever increasing role for students to understand achievement

Courage

- Students will be encouraged to not be afraid to make mistakes
- Students will always be encouraged to challenge themselves to harder or star questions
- Students will be encouraged to stay motivated, even when they find things challenging and to have the courage to explore and discover new ways to solve the problem

Respect

- Respect the teacher and other students by listening carefully to all discussions
- Respect other students' opinions when working in pairs and groups



Science

Year 10 Curriculum content this term:

Science	Topic	Lesson theme
Biology	B5 Communicable diseases	1 – Health & disease
		2 – Pathogens & disease
		3 – Growing bacteria in the lab (Triple only)
		4 – RP – Bacterial growth (Triple only)
		5 – Preventing bacterial growth (Triple only)
		6 – Preventing infection
		7 – Viral disease
		8 – Bacterial disease
		9 – Diseases caused by fungi & protists
		10 – Human defence responses
		11 – More about plant diseases (Triple only)
		12 – Plant defence responses (Triple only)
		13 – EOTT
Chemistry	C5 – Chemical changes: Acids & oxidation	1- The reactivity series
		2 – Displacement reactions
		3 – Extracting metals
		4 – Salts from metals
		5 – Salts from insoluble bases
		6 – Making more salts
		7 – Neutralisation
		8 – Strong & weak acids (Higher)
		9 – EOTT
Physics	P4 – Electric circuits: Current & potential difference	1 – Electrical charges & fields (Triple only)
		2 – Current & charge
		3 – Potential difference & resistance
		4 – component characteristics
		5 – Series circuits
		6 – Parallel circuits
		7 – RP – Set up circuits and investigate resistance
		8 – RP – Triple only – I-V characteristics.
		9 – EOTT
Chemistry	C8 Rates of reaction 1-5	1 – Rate of reaction
		2 – Collision theory and surface area
		3 – The effect of temperature
		4 – The effect of concentration & pressure
		5 – RP – The effect of concentration on rate of reaction
		6 – The effects of catalysts
		7 - EOTT
Physics	P3 Energy resources	1 – Energy demands
		2 – Energy from wind and water
		3 – Power from the Sun and Earth
		4 – Energy & the environment
		5 – Big energy issues

		6 - EOTT

SMSC links:

Spiritual development within Science

There will be moments for the students to reflect on their own views about the world and how they relate to it

Moral development within Science

STEM Clubs & STEM Ambassadors

Topics which allow students to form their own opinions and judgements:

- Energy resources and climate change – KS3 and KS4 Chemistry
- Global warming and recycling – KS3 and KS4 Chemistry

Social development within Science

STEM Clubs & STEM Ambassadors

Topics which develop individuals understanding of society:

- Evolution – KS3 and KS4 Biology

Cultural development within Science

Topics which develop students to respect different cultural understanding:

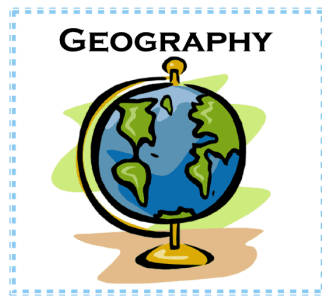
- Development of scientific ideas- KS3,KS4 & KS5 Science
- Evolution – KS4 & KS5 Biology
- Climate change – KS3 and KS4 Physics
- Importance of collaboration in Science – KS3 & KS4

Christian Values links:

Justice: In these units achievement will be celebrated by encouraging all students to participate by creating an inclusive environment, listening and watching student's work, peer marking and by sharing objectives and criteria in the assessment process with the students. Regular feedback will be given throughout the term both through peer assessment and teacher feedback in student books.

Respect: Students will develop skills in listening during class discussions about various scientific theories, creating an environment of trust. Students will be encouraged to form their own opinions and respect those of others.

Courage: By listening and discussing scientists students will understand that that scientists can take a moral stand and contribute to historical or moral issues and that this requires courage. The students will develop courage by sharing their ideas in front of others.



Curriculum content for this term:

In Spring One and Two year ten will be studying the UK and its evolving physical and human landscape. We will be looking at a range of physical landscapes and the processes that have helped create them. We will also be looking at the population of the UK and the human landscapes, urban and rural. We will address the factors change our physical and human landscapes and will explore both why and how. Case studies will be used to support students understanding of varying places across the UK, including coastlines such as Holderness and cities such as London.

SMSC links:

Social: The students will have opportunities to work in groups and pairs to improve their social skills. There are opportunities for presentations to build confidence.

Moral: We are going to discuss our role in managing the issues which arise which management along coastal areas and river basins.

Spiritual: We are going to reflect on how the UK has changed and the value that this has brought to the country. We are going to reflect on the human impact to the environment and sustainability.

Cultural: We will discuss the different ethnic groups who have moved to the UK and, particularly London, and what impact the cultural diversity has on the City.

Christian Values links:

Justice: will be discussed in relation to sustainability and ensuring that the future generations are treated fairly. We will also discuss economic inequality and whether it is fair and what would be just.

Respect: All lessons about various cultures will encourage the students to respect those cultures and the value they bring to the country. When discussing the physical environment, we will be considering the respect communities must have for natural processes.

Courage: By increasing the amount of presentations and verbal work that the students need to do we are encouraging bravery in the class. We will also discuss the challenges of managing opposing opinions when it comes to decision making tasks.



Curriculum content this term:

Students will be continuing their GCSE course by studying early Elizabethan England from 1558-1588, for both spring one and two. They will look at changes to religion and life in England under Queen Elizabeth. They will also study challenges that she faced at home and abroad, such as the Spanish Armada and the problems with Mary Queen of Scots. There will also be a focus on expansion during this period, through trade and new technology.

SMSC links:

Social: The students will have opportunities to work in groups and pairs to improve their social skills. They will look at how civilian life was affected under Elizabeth's rule.

Moral: Students will learn about the rights and wrongs in Elizabethan society.

Spiritual: Students will reflect on how religion was changed under Elizabeth's rule.

Cultural: Students will develop an understanding of English culture from 1558-1588 and how this was different to the Spanish culture at the time.

Christian Values links:

Justice: Student will discuss the concept of justice around the treatment of Mary Queen of Scots.

Respect: Students will reflect upon the treatment and respect shown to a monarch during this period of time.

Courage: Students will have the courage to share their views with the class. They will also learn about the courage of key individuals who stood up for their religious beliefs.

Spanish



Curriculum content this term:

The MFL curriculum in Spring 1 centres around the Theme of Identity and culture and focuses on 'Who am I?'. A big focus of the Spring 1 half term is developing confidence in speaking and therefore speaking skills will be developed in most lessons. Being able to ask questions will be important, as well as answering questions. Speaking will be assessed at the end of Spring 1 through a Role play and Discussion. Further to this, vocabulary and grammar learning will be a key feature, embedding good habits and encouraging accuracy.

Spring 2 centres around the Theme of Identity and culture and focuses on 'Interests and Influences'. Students will learn how to describe a photo and will continue to develop their speaking skills, through role plays and Q&A.

Vocabulary and grammar learning continue to be a key feature and students will be introduced to the imperfect tense.

SMSC links:

Students will reflect upon their own identity and culture as well as learning more about other cultures.

Christian Values links:

Justice: In this unit the objectives and assessment process will be shared with the students. Achievement will be celebrated through regular assessment and the way in which marks are achieved will also be shared so that there is transparency, fairness and integrity in our judgements.

Courage: Students will be expected to speak Spanish in front of the class and this can be scary. They will need to show courage in order to do this and make maximum progress in their speaking skill.

Respect: Students will be expected to speak Spanish in front of the class and this can be scary. They will need to show respect to each other so that students feel they can speak confidently and without fear.

- Attempting all tasks
- Attend after school clubs (Though your friends may not)
- Self-belief and self confidence

Justice –

- Sportsmanship
- Fairness – actions and/or decisions are morally right
- Students are naturally attentive to the justice of events and situations in PE.
- Students react to actions and decisions made by their peers and teachers.

OPTION SUBJECTS



MUSIC

Curriculum content this term:

In Spring 1, students will study one of the Edexcel GCSE set works from the area of study **Instrumental Music: Bach's Brandenburg Concerto No 5**, linking this to the characteristics of Baroque music.

They will listen to a variety of baroque, classical and romantic music to identify elements of music from the period such as sonata form, dissonance, variations in dynamics, ornaments, themes and use of instruments.

The students will also do an individual and ensemble performance and their own composition based on a brief.

In Spring 2 students will study another GCSE set work from the area of study **Music for Stage and Screen: Defying Gravity**.

They will listen to a variety of music for stage and screen such as film music and excerpts from musicals. They will learn to identify elements of music such as the different SATB voices, arias, recitative, through composed and strophic song forms, R+B, a cappella, falsetto, riffing, blues, disco and rock.

The students will continue with an ensemble and individual performance and their own composition based on free choice.

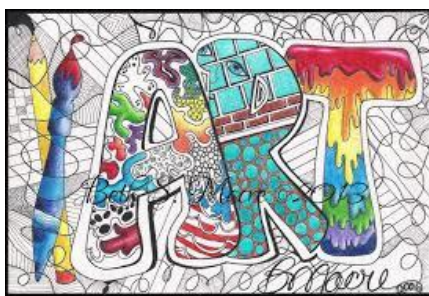
SMSC links:

Social: In their listening work pupils will be encouraged to reflect on the historical context of the music and how music can convey a variety of messages to a wide audience.

Moral: Students will analyse the context many musicians were composing and performing in to help understand the motivation of music and musicians. Students will develop their confidence in creating and expressing their thoughts and feelings and responding to the opinions of others in their class and as a performer of music.

Spiritual: Students will be encouraged to use imagination and creativity in their composition task, as well as a willingness to reflect on their and others work.

Cultural: All the music we listen to and perform has been influenced by cultural and historical issues. This work will develop students' understanding of other cultures and traditions and will help them to develop their composing work to include wider cultural influences.



Curriculum content this term:

In the spring term students continue to work on their second coursework project on 'Identity' which delivers the key skills for the initial GCSE portfolio of work. The coursework project gives guidance and structure to support students with their contextual studies and development of skills and techniques. Students are taught a series of workshop based activities which encourage them to develop more personal and experimental approaches towards appropriate use of materials; colour, line, tone, texture and form based on elements within their preparatory studies. This will then lead to a personal response in a two or three dimensional format.

SMSC links:

The art course at Charter lends itself to a wide range of Spiritual, Moral, Cultural and Social studies. Students will analyse, engage with and question their own and others work, identify how beliefs, values and meanings are expressed and shared. Students are encouraged to express themselves through their art, which is supported by strong research into the wider world around them.

Spiritual

Use of imagination and creativity in learning.

Sense of enjoyment and fascination in learning about themselves, others and the world around them.

An ability to appreciate and respond to a variety of aesthetic experiences.

Building confidence through developing skill sets over one project.

Moral

Students explore the question 'What is art?' and look at different approaches and styles to art, as well as discuss where they see and use art in the world around them. Students work as a group as well as an individuals, respecting one another's views and opinions as well as each other's work and equipment.

Students appreciate how concepts and ideas are represented in works of art, craft and design.

Students explore aesthetics- and are given the opportunity to give an opinion as to what looks good and what does not.

All students are taught to understand and read art work in order to relate to a concept or idea that conveys a meaning.

Students are required to give an opinion on others work with justification for their view.

Students are encouraged to complete independent research and developed ideas examining a topic. Students are taught to explore the reasons, impact and consequences whilst discussing the issues, aspects and promotion of ideas and concepts.

Social

Students' work independently and collaboratively to develop artworks that express relationships between themselves and the world around them. Student discussion of a range of artists and art work, encourages and develops communication skills. Regular group and pair work in lessons ensures that students support one another in a variety of projects in order to enhance team working skills. Students work as a group as well as an individual, respecting one another's views and opinions as well as each other's work and equipment.

Cultural

Ability to appreciate and understand other artists, their techniques and approaches to art, design and crafts.

Class and group discussions encourage students to express their ideas and opinions. All students are involved in questioning each, in pairs, small groups and through whole class activities.

Students are encouraged to reflect and develop their art work by using the artist/craft/culture as a source of inspiration.

Students study the social and moral uses for art, art as communication and as a practical and creative form of expression.

Students gain an insight into the history, lives and cultures of a variety of people, and how their traditions are shaped and treated by others. They also learn to compare and contrast older and modern cultures with their own, learning to appreciate other peoples' views and opinions.

Students learn to evaluate and analyse their own work as well as others using the specialist language of art, craft and design techniques. Students are encouraged to think about how, what, when and why art work was and is created.

Acquired respect for their own culture and that of others who interest and influence their lives, including a curiosity about differences.

Students respond to external influences and newly adopted and inspired research.

Christian Values links:

Justice: Students record and explore their own ideas for personal expression and to benefit society through the classroom, home, school and local environment.

Respect: All students contribute to the safe, calm and working environment within the classroom. All students give regular peer feedback and assessment.

Courage: Group discussions, critiques and feedback encourage communication and development of ideas and understanding. Students are taught to give and receive positive criticism in order to inform ideas and decisions about their work.



Curriculum Content This Term	
<p>Spring 1: During the first half of the Spring term, students will be completing the learning for <i>Enterprise & Marketing Concepts</i>. The individual topics for this term are <i>Understanding Factors for Consideration When Starting a Business</i> and <i>Understanding Different Functional Activities Needed to Support a Business Start-Up</i>.</p>	<p>Spring 2: During the second half of the Spring term, students will be focussing on clearing any misconceptions from the <i>Enterprise & Marketing Concepts</i> before spending a short amount of time revising the content they have covered and looking at exam technique in more depth.</p>
<p>More information about this course can be found by searching online for "Cambridge Nationals Enterprise & Marketing" where the structure of the course is detailed as well as supporting documents such as revision materials and mock exams.</p>	

SMSC Links	
<p>Social: Students will look at the operations of a business and the importance of communication between specific functional areas.</p>	<p>Moral: Students will study a selection of regulations that determine the rules surrounding the setting up of a business.</p>
<p>Spiritual: Students are required to think creatively during elements of business studies. For example, to develop a marketing campaign or how to make a job application stand out.</p>	<p>Cultural: Students will identify how society has changed the activities and purpose of businesses throughout the years and how future planning is used the look at further changes.</p>

Christian Values Links:	
<p>Courage: Students are required to be courageous at numerous points in Business Studies. There will be opportunities to present to others as well as demonstrate leadership skills during a variety of group activities.</p>	
<p>Justice: During the numerous opportunities to work in groups, students will be required to make decisions that have been agreed by all. This will follow discussion of the impact of these decisions on a number of key stakeholders.</p>	
<p>Respect: Students will be aware of respect in a formal and everyday sense. Firstly, students are require to practise respect in lessons by working without prejudice and valuing the input of any member of the group. They also study the formalities of hierarchy in the workplace and the importance of respect for their colleagues.</p>	



CLASSICAL CIVILISATIONS

Curriculum content this term:

In the Spring term, students are going to begin the Literature part of the Literature and Culture Unit with a depth study of Homer's *Iliad*. Pupils will begin by looking at the context in which the epic is set and at the genre of oral poetry. They will then study the plot of the poem and learn about characters such as Achilles, Agamemnon and Diomedes. Following this they will study the concept of the Homeric hero before beginning to evaluate the gods role in the poem.

SMSC links:

Social: Students will study the structure of Greek and Trojan society. They will look at the roles of men and women and in particular how in Ancient Greece, society was shaped around the needs of war.

Moral: In this Unit, students will be asked to consider the morality of characters such as Helen of Troy and the idea of going to war to retrieve a kidnapped bride. Pupils will also consider the futility of war and the impact that it has both on those fighting and those left at home.

Spiritual: Students will look closely at the role of the gods in the poem, particularly at the involvement Aphrodite in preventing Aeneas' death. Students will also consider the importance of the gods in shaping the outcome of the battle and at the relationship between gods and man.

Cultural: Students will be studying the organisation of both the Greek and Trojan society and military. They will also look at the importance of burial in both societies and the consequences of mistreating bodies on the battlefield. Students will look at the funeral games held for Patroclus and the impact of the death of so many heroes on their families and their people.

Christian Values links:

Justice: Students will be asked to consider the concept of going to war to right a wrong: in this case, the abduction of Helen by Paris. Students will look at how the Greek force was made up of kings and their armies from all over Greece, and start to consider the importance of the oath which was sworn at the wedding of Helen and Menelaus.

Respect: Students will learn about the rules of warfare and how to treat your enemy once they are dead. Students will learn about the pact made between Hector and

Achilles not to mistreat the others body, but return it for burial and of the consequences for Achilles when he goes back on his word.

Courage: Students will study the actions of individuals during the Trojan War. They will look at the bravery of Hector who remains noble to the end and at the actions of Patroclus on the battlefield. Students will also consider the bravery of those not directly involved in the fighting and in their roles of attempting to bring the conflict to an end.



Curriculum content this term:

The Year 10 French curriculum in Spring 1 centres around the Theme of Local area, holiday and travel and focuses on 'Town, region and country'. During this unit, students will learn vocabulary and structures to do with town and local area. Students will learn how to describe a photo and will continue to develop their speaking skills, through a presentation and Q&A. In addition, they will develop their listening and reading,

In Spring 2, we will focus on the theme of Identity and culture and focuses on Daily life and Cultural life. A big focus of this half term is developing confidence in speaking and therefore speaking skills will be developed in most lessons. Being able to ask questions will be important, as well as answering questions. Speaking will be assessed at the end of Spring 1 through a Role play and Discussion. Further to this, vocabulary and grammar learning will be a key feature, embedding good habits and encouraging accuracy.

SMSC links:

Students will reflect upon their own identity and culture as well as learning more about other cultures.

Christian Values links:

Justice: In this unit the objectives and assessment process will be shared with the students. Achievement will be celebrated through regular assessment and the way in which marks are achieved will also be shared so that there is transparency, fairness and integrity in our judgements.

Courage: Students will be expected to speak Spanish in front of the class and this can be scary. They will need to show courage in order to do this and make maximum progress in their speaking skill.

Respect: Students will be expected to speak Spanish in front of the class and this can be scary. They will need to show respect to each other so that students feel they can speak confidently and without fear.



Curriculum content this term:

During Spring term 1 students will complete a course of introductory units to the AQA GCSE Media Studies specification. They will look at all four areas of the Media Studies theoretical framework, with a particular focus on media representations. Students will be developing their ability to communicate their knowledge and understanding of media products, as well as building their confidence in applying media terminology and theory.

In Spring 2, students will go on to focus on advertising and marketing Close Study Products, set by the exam board, as well as other print products. They will study the following products in detail: television advertisement for Galaxy, NHS Blood and Transplant online campaign video and OMO Print advert from Woman's Own magazine.

SMSC links:

Social: In their study of advertising and marketing, students will explore the ways in which other cultures and societies work and the effect that this can have on individuals.

Moral: Students will explore the motivations of particular media institutions and certain moral issues both verbally and in their writing. Students will develop their confidence in creating and expressing their thoughts and feelings and responding to the thoughts and feelings of others.

Spiritual: Students will design their own media products as part of the practical element of the course, this will encourage them to use their imagination and creativity in their learning, as well as a willingness to reflect on their experiences.

Cultural: The media curriculum is obviously cultural in nature. Its strength in delivering these cultural materials is in its variety and accessibility. Media education adopts a broadly cultural studies pedagogy in attempting to integrate institutional practices of production with audience and textual theories of signification.

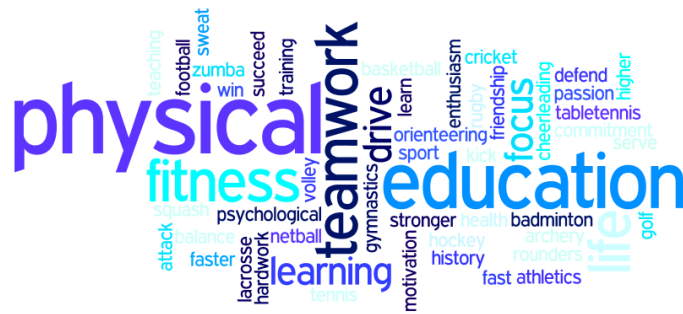
Christian Values links:

Justice: In this unit achievement will be celebrated through peer marking which expresses thankfulness, and by sharing objectives and criteria in the assessment

process with the students, there is transparency, fairness and Integrity in our judgements.

Respect: Students will develop skills in speaking and listening during class discussions about various media texts, creating an environment of trust, for ideas to be expressed and received with compassion

Courage: In their study of media texts, students will recognise that taking a moral stand or tackling a challenge will require courage.



Curriculum content this term:

In Spring 1, students will be focusing on socio-cultural influences on sport. The practical focus will be Handball, looking at skills in isolation, fitness for purpose and how skills are implemented in competitive situations.

Some students will be selected to start a new course in the department. The NCFE qualification in health and fitness will be started in Spring 1.

In Spring 2, students will be completing the socio-cultural influences on sport and beginning to study sports psychology. The practical focus will continue to be Handball, covering advanced skills, decision making and implementing tactics into competitive situations.

SMSC links:

Spiritual –

- Develop their capacity for critical and independent thought
- Sustain their self-esteem in the learning experience

Moral -

- Recognise the unique value of each individual
- Listen and respond appropriately to the views of others

Social -

- Develop their compassion for others in society

Cultural –

- Interact with different cultures/lifestyles and explore their advantages and disadvantages

Christian Values links:

Respect –

- Be respectful of teammates and opposition
- Listen to all team members
- Listen and respect referee decisions
- Sportsmanship – Fair Play

- Take care of one's health and know your limits
- Be supportive of others
- Be part of a team - a community of GCSE students

Courage –

- Trying new sports
- Attempting all tasks
- Attend after school clubs (Though your friends may not)
- Self-belief and self confidence (Be prepared to make mistakes)
- Moral courage – stand up for what you think is right
- Physical courage – Keep retrying

Justice –

- Sportsmanship
- Fairness – actions and/or decisions are morally right
- Students are naturally attentive to the justice of events and situations in PE
- Students react to actions and decisions made by their peers and teachers.

