

- Pupils' **spiritual development** is shown by their;
- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

EYFS - Year 6

- Physical education lessons have teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and appreciation of sports from other countries.
- Through dance and gymnastics across the school, pupils are encouraged to be creative, designing and creating their own small sided games or by expressing feelings and emotions in their dance and gymnastic performances.
- Dance lessons are linked closely to the Learning Challenge Curriculum and incorporate other aspects of the curriculum. It provides children with the opportunity to develop their physical activity and enhance other areas of the curriculum whilst developing transferable skills. Pupils are given reflection time to evaluate their experiences which allows them to build a positive mind set and promote individual progression.
- Pupils will also see the sense of awe and wonder when observing performances from professional athletes and their peers.
- In PE lessons, students are encouraged to delve deeper into their understanding of PE and the body and how it can be maximised to improve performance - this leaves pupils amazed at the body's ability.
- Pupils are encouraged to reflect on feelings of enjoyment and determination, especially in KS2 through participation in a range of competitive sports. Children in KS1 are given the opportunity to develop the fundamental skills required to compete at a competitive level when they reach KS2.
- Self and peer assessment are important to enable pupils to have an accurate grasp of where they are and how they need to improve. This encourages children to take ownership of their own learning and can be utilised in other areas of their learning.

Whole School Opportunities:

- **Mindfulness minutes**
- **Yoga and meditation - this is both in school and during extra-curricular activities**
- **Gymnastics club**
- **Dance linked to challenge curriculum areas such as: religious festivals and events, themed weeks (Anti-Bullying Week)**
- **Mindfulness focus during Healthy School Week for all year groups**
- **Children are encouraged to develop healthy bodies and minds through positive examples set to them by school staff and external providers.**

Pupils' **moral development** is shown by their;

- Ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

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- Throughout various games pupils make choices regarding rules, sportsmanship and choices including teams, tactics and positions.
- PE teaches students about code of conduct, rules, etiquette and fair play.
- Competitive games provide pupils with leadership opportunities as well as being umpires and referees.
- Pupils develop the ability to tell between right and wrong through fair play in sporting events and participating in competitive situations giving pupils a sense of justice and how to respond appropriately when they feel there is an injustice.
- PE encourages pupils to be understanding of the ability of others and the need to be supportive rather than critical when playing as part of a team so that all team members are actively engaged during games.
- In particular, dance, allows children the opportunity to share ideas and discuss alternatives with each other in a structured and supportive environment where they can learn to give reasoned views and appreciate the views of others.

Whole School Opportunities:

- **Sports ambassadors support the leadership of Sports' Days**
- **Each class has a buddy class where they deliver a planned session to another class**
- **Team games encourages children of all abilities to participate in physical activity**
- **Sports' Day allows all children to experience a competitive element of sport and the importance of fair play**
- **Children offer encouragement to their peers**
- **During performances, children respectfully observe and provide compliments, as well as constructive feedback on how the pupils can improve their performance to further enhance their skills.**

- **During sporting events, children are encouraged to be all rounded individuals; supporting one another and being respectful of other teams e.g. praise and shaking hands at the end**
- **Children are exposed to positive role models from school staff and outside professionals**
- **Children develop mutual respect for teaching staff and external providers displaying impeccable manner and a great level of team spirit boosting the moral of all involved no matter what the outcome.**

Pupils' **social development** is shown by their:

- Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socioeconomic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

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- PE allows all pupils to develop the necessary skills to work in teams or pairs as the majority of activities are based around team games or creating sequences in groups.
- Giving the pupils roles such as: leaders, coaches, umpires or referees offers them the opportunity to develop communication, leadership and mediation skills.
- Problem solving skills and teamwork are fundamental to PE through creative thinking, discussion, performance of, and the explanation and presentation of ideas. Pupils are encouraged to develop their reasoning and decision-making skills communicating with others and explaining concepts with each other.
- Through various different competitive games and competitions, children are encouraged to work with and socialise with a variety of other children they may not normally choose to mix with in classroom situations. Through participation in WASSP sporting festivals and competitions, children are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups.

Whole School Opportunities:

- **Extra-curricular activities which build on and embed team work, leadership and flair**
- **Competitive sporting events which encourage forward thinking, problem solving and discussion**
- **Children have the opportunity to work collaboratively during PE lessons and other curriculum areas**
- **Children attend competitions with other schools interacting in a wider circle of the environment**
- **Children have the opportunity to interact and make friends with children whom they may not on a regular basis**

Pupils' cultural development is shown by their;

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

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- Opportunities to discuss viewpoints are encouraged whilst ensuring students are respectful of others understanding the consequences of overly critical assessment of performances.
- The election of House Captains and Sports Ambassadors allows children to see a democratic process in action, with candidates putting forward their case and children encouraged to vote for the best candidate not who they like. Classes have an opportunity to practise unfamiliar sports from different countries during Healthy Sports' Week.
- Through participation in WASSP sporting festivals and competitions, children are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups.
- Actively supporting charitable events, such as Sport Relief, children will become more aware the wider world they live in.

Whole School Opportunities:

- **Voting for Sports Ambassadors**
- **Choosing races for Sports' Day**
- **Learning why we support Sport Relief and Comic Relief**

- **Competing in competitive events with children from a wide variety of backgrounds**
- **Change4life competition - giving children with learning needs the opportunity to compete in a fun, engaging environment**
- **Working alongside Warrington Disability Sport Partnership to participate in a variety of disability sports**
- **Exposing the children to a broad range of activities**