



Opportunities for spiritual development within the curriculum

<i>Subject</i>	<i>Opportunities</i>	<i>Evidence examples</i>
<i>PE</i>	By delighting in movement, particularly when pupils can show spontaneity. By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative. By being aware of one's own strengths and limitations.	Dance Gymnastics Team games Aston Villa coaching Birmingham Royal Ballet
<i>Computing</i>	By wondering at the power of the digital age e.g. use of the internet and social media. By understanding the advantages and limitations of ICT.	Online safety (all years) Microsoft internet (Y3) Mars Rover (Y5) History of computers (Y6)
<i>Drama</i>	By allowing for insight, self-expression and the chance to walk in someone else's shoes	Talk for writing (all years)
<i>Design and Technology</i>	By enjoying and celebrating personal creativity. By reviewing and evaluating created things.	Sliders and levers (Y1) Axles and wheels (Y2) Hinges (Y4)
<i>Music</i>	By allowing pupils to show their delight and curiosity in creating their own sounds. By considering how music makes one feel and can 'move us' deeply.	Guitars (Y4) Glockenspiel (All years) Reflect, rewind and review (All years)
<i>Art and Design</i>	By providing plenty of rich opportunities for pupils to explore both the spiritual dimension and natural dimension: how art connects us to the world around us. By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey.	Mood and movement through mark making. (Y2) Abstract art painting with tertiary colours (Y4) Surrealism and portraiture (Y6)
<i>PSHE/RSHE</i>	By developing awareness of and responding to others' needs and wants. By exploring meaning and purpose for individuals and society. By developing resilience and inner strength. By valuing self as unique in the image of God. By cherishing relationships.	Celebrating difference (All years) Healthy me (All years) Changing me (All years) Relationships (All years) Being me in the world (All years) Dreams and goals (All years)

<i>RE</i>	<p>By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews. By asking and responding to questions of meaning and purpose.</p> <p>By considering questions about God and evaluating truth claims.</p> <p>By exploring spiritual practices such as worship and prayer.</p>	<p>Why is the word 'God' so important to Christians? (Nursery and Reception)</p> <p>Who made the world? (Y1)</p> <p>What is the good news Jesus brings? (Y2)</p> <p>When Jesus left what was the effect of Pentecost? (Y4)</p> <p>Creation and science, conflicting or complimentary? (Y6)</p>
<i>Geography</i>	<p>By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world.</p> <p>By comparing their lives with pupils living in other countries or other parts of the UK.</p>	<p>UK, Europe, and N America comparison study (Y6)</p> <p>World countries (Y5)</p> <p>Latitude and longitude (Y4)</p> <p>Our local area (Y1)</p>
<i>History</i>	<p>By considering how things would be different if the course of events had been different; for example, what difference would it have made if WW2 never happened?</p> <p>By looking at local history and investigating the reasons why there is a landmark, building or museum.</p> <p>By speculating about how we mark important events from history and the people who shaped them.</p>	<p>The battle of Britain (Y6)</p> <p>Local history (Y2)</p> <p>Significant explorers (Y2)</p> <p>Roman invasion (Y3)</p>
<i>MFL</i>	<p>By exploring the beauty of languages from around the world.</p> <p>By exploring the way language is constructed.</p>	<p>Spanish phonics (Y3-Y6)</p>
<i>Science</i>	<p>By demonstrating openness to the fact that some answers cannot be provided by science.</p> <p>By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.</p>	<p>Earth and space (Y5)</p> <p>Evolution and inheritance (Y6)</p>
<i>Literacy</i>	<p>In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' By appreciating the beauty of language.</p>	<p>Prediction within daily reading lessons</p> <p>See themes and spirituality – questions of wonder.</p>

<i>Maths</i>	By making connections between pupils' numeracy skills and real life; for example, pie charts could compare how different people's likes and dislikes can be. By considering pattern, order, symmetry and scale both manmade and in the natural world. By appreciating the beauty of shape and space.	Nursery (comparing size) Reception (making patterns) Symmetry (Y2-Y5) Pie charts (Y6)
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We aim for children, and adults, to grow in their ability to:

- be guided by their beliefs and values and be willing to take a stand to defend them
- be self-aware and empathise with the experience of others in the school and wider community
- love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges
- exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder
- be intrigued by mystery and be open to an awareness of the transcendent in the whole of life
- be comfortable with stillness and silence and open to engage in reflection/meditation/prayer
- be ready to say sorry when mistakes are made, to forgive themselves and to forgive others
- be willing to take risks and to reflect, learn and grow following experiences of failure as well as success
- demonstrate curiosity and open mindedness when exploring life's big questions
- appreciate and be thankful for what is good in life like friends and family, and show generosity towards others

We support pupils in their spiritual development by:

- providing opportunities for spiritual development in collective worship
- providing opportunities for spiritual development in RE
- providing opportunities for spiritual development in the wider curriculum
- capturing opportunities for awe and wonder as they arise
- providing 'Sacred Spaces' in classrooms, public spaces, outside, by using the church, and through the 'Prayer Space' in school.
- offering pupils opportunities to develop their own spiritual leadership, through leading collective worship and other opportunities

As a staff team:

- We have a staff understanding of spiritual development.
- We have a culture within our school that recognises the importance of spirituality to individuals, both children and staff.
- We ensure new staff are aware of our school policy on spiritual development.

- We use models to support our own thinking in spirituality, such as the 'Windows, Mirrors, Doors, approach.
- We are aware of spiritual development shown across four key areas of Self, Others, Beauty and Beyond
- We aim to help each pupil to develop a spiritual understanding in terms of their own cultural context.
- We share with parents, whenever possible, the outcomes of our focus on spiritual development through newsletters, social media, displays and our website.
- We discuss spirituality with our church and others who can further support this thread.