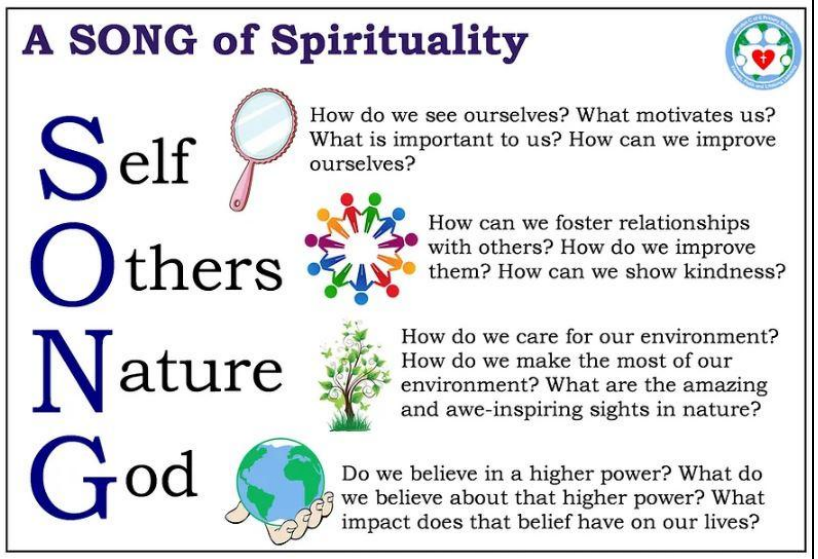
Spirituality is a journey of thinking deeply, being curious and feeling connected to others and the beauty of the world around us. It is what makes you, you and me, me.

Our approach to spirituality

Spirituality is woven through all aspects of school life, not just collective worship. We believe it grows when children are given opportunities to experience awe and wonder, to be still and reflect, to ask big questions, to be creative, and to develop meaningful connections with themselves, with others, with the world around them, and with that which is beyond them.

Spirituality cannot always be seen or easily explained; it is something we experience and feel. It may be found in a moment of awe and wonder, in showing empathy and compassion, in asking a question that has no simple answer, or in feeling moved to laugh, cry, sing, create or simply be still. These moments may be shared with others or experienced quietly on our own.

By recognising that spirituality is unique to every individual, we seek to create an inclusive environment where everyone can belong, reflect, connect and grow in their own way.



We aim to ensure that children and members of our community have an evolving awareness of who they are, how they relate to others and the world around them.

Spirituality across the curriculum

Our curriculum provides many opportunities for children to develop spiritually and develop an understanding of their own world view, whilst developing an understanding of the views and impact that others have on the world. Our aim is to give opportunities across the curriculum that enable every child to flourish and to live life in all its fullness (John 10:10). This is rooted in our school vision and Christian values. Our teaching aims to maximise the outcomes for every child so they can learn more, remember more and understand more, exploring big questions about belief, ethics, how they connect to the world around them and how this affects their developing personal knowledge. Children are given opportunities to pause, question, wonder, reflect, think and debate across the curriculum, in a range of ways to find their own spiritual pathway. Our aspiration is for children to leave us in year two with a good understanding of how they can be like the 'good soil', to have open hearts, curious minds and to care about their impact on the world around them. Our hope is that they will grow to challenge injustice, be fruitful to others and have the courage to be a force for good in their local communities.

Throughout the curriculum we provide:

- Opportunities to find own unique gifts and talents

- Opportunities to take pride in personal achievements
- Opportunities to take pride in group achievements
- Wellbeing activities and exercises
- Reward systems that are inclusive of the expression of our vision and values
- A focus on treating others with kindness and compassion
- Picture News and other opportunities to consider how a change in the world can be made for the good
- Stories with moral dilemmas or themes
- Opportunities for children to encounter something new — an idea, belief, experience, or perspective beyond their own
- Time to wonder, to feel wonder and to reflect

	Rising 3s	Pre-School	Reception	Year 1	Year 2
 **Windows:** Giving opportunities to become aware of the world in new ways. Learning about life in all its fullness. This includes both the things that amaze us and challenge us.	Exploring the natural world around them. Using all their senses and following their interests to spark wonder and amazement.	Using their senses to explore new and exciting possibilities, as well as those from their immediate experience. Wondering and exploring how different experiences make us feel. Providing managed risks to challenge children's perceptions of their own capabilities and resilience.	Exploring our wonderful world, connecting our senses to our feelings, both positive and negative. Supporting children to embrace and overcome challenge. Understanding what life around the world is like for other children and the challenges they face. Understanding some key issues for our world and how they can contribute in a positive way.	Explore a range of people and issues from different backgrounds, cultures and world views to begin to understand cause and perspective. Reflect on their own feelings and thoughts and have time to discuss these. Develop an understanding of global issues and how these can be affected positively or negatively by people's actions. Empower children to believe they can try to make a difference.	Children explore a wide range of historic and current issues through the curriculum. Opportunities and careful scaffolding given to enable children to reflect on the motivation and perspectives behind many problems or injustices. Compare local and Global issues to help develop a sense of empathy and understanding.

 **Mirrors:** Giving opportunities to reflect upon our experiences. To meditate on life's big questions and consider some possible answers. Learning from life by exploring our own insights and perspectives and those of others.	Developing a sense of belonging within their own family and our school community. (E.g. through participating with whole school activities, parent partnerships and developing nurturing relationships with staff)	Encouragement to talk about their own feelings and experiences, sharing special things or thoughts with each other in order to develop a sense of identity. (Through show and tell, RE, PSHE, circle times and personal response to exploring feelings through art and music)	Opportunities to reflect on their own life experiences and begin to make sense of their own beliefs and feelings of connection to God or their own world view. Understanding that others have different beliefs or thoughts and this is to be celebrated and respected. Encouragement to wonder and explore big questions. Expressing personal hopes through prayer or reflection.	Provoke responses and debate on big questions through a range of activities, such as sorting criteria, ethical enquiry and discovering messages or contrasting points of view in stories. Children reflect on their personal beliefs and are shown how to disagree well when faced with contrasting views.	Discussions and debates of current issues or life's 'big questions' to link their own world view and sense of justice to explore what this means to them. Children reflect on whether they may be inspired to be agents of change for the greater good.

 **Doors:** Giving opportunities to respond, to do something creative in order to express, apply and further develop our thoughts and convictions. Learning to live by putting into action our beliefs and values.	Planting seeds and helping care for plants. Beginning to share and take turns with others. Developing positive relationships and demonstrating this by being kind, helpful and gentle.	Beginning to understand that their actions can have a positive impact on the world around them. Demonstrating this by being kind to animals, helping care for plants, looking after their immediate environment and resolving conflicts appropriately. Showing the school Christian values through their interactions with each other.	Developing a sense of right and wrong and standing up for their rights and the rights of others in an appropriate way. Responding to discussions around equality, honesty and justice with their own thoughts, experiences and proposed resolutions to scenarios. Showing empathy to others by helping them when they are in need. Showing respect for each other and property by treating resources well and listening to the ideas and needs of others. Understand the school Christian values and recognise what they could do to demonstrate these.	Developing a sense of what they think is important and why. Exploring how others have used social action to effect change, thinking about their actions, aspirations and hopes. Children have opportunities to champion causes, vote on important issues and contribute their ideas to the school community in order to express their personal beliefs and values. Children recognise when our school Christian values are being demonstrated by themselves or others and see these as an important concept for living well together.	Opportunities to creatively express hopes and aspirations for themselves, each other and the wider world. Becoming courageous advocates to champion causes which are meaningful to them or challenge injustice. Understanding how our actions affect the world and how our Christian values can be utilised to become a force for the greater good.

 **Candles:** Exploring what can't be seen. Thinking about how beliefs may shape how people live and what they choose to do. Understanding that faith can comfort, challenge and inspire people. Identifying and exploring values that are important to us.	Begin to understand that people believe different things. Develop an understanding of the school values.	Understand that people have different likes, dislikes and beliefs. Identify which values are important to them.	Understand the school values and give examples of how these can be used to make our school a good place to play and learn together. Understand that the choices people make are impacted by their beliefs. Understand that people have choices in how they express their beliefs to others. Learn that people have different opinions and that this is okay.	Children are able to identify which values are most important to them. Children understand diversity within belief and worldviews and can give examples of how a worldview may impact what a person chooses to do. Children learn how to disagree well.	Children are able to reason which values they think are most important and why. Children explore and notice values outside of the school values, such as community, peace and service. Children understand how a worldview could impact what people choose to do and how they interact with other people, for example forgiveness, service and generosity.

As a church school we are concerned with the development of people's mind, body and soul. We believe that spirituality should influence all areas of education and life, therefore we aim that all areas of the curriculum contribute to pupils' spiritual development. Spiritual development relates to fundamental questions about the meaning and purpose of life which affect everyone and is not dependent on a religious affiliation.
Specific ways that spirituality is woven across curricular subjects in addition to the above are outlined below.

Reading	• Using stories to wonder, connect and understand ourselves and others. • Stories that create awe and wonder opportunities.

	• Using stories to explore feelings, ideas and experiences, including responding to these. • Taking inspirations from a character's actions and considering how we can be world changers. • Picture books that allow children to explore beauty, imagination and creation. • The exploration of different cultures, families and communities through story. • Being inspired through stories to make a change or to respond, promoting courageous advocacy. • Opportunities to connect with an idea of 'what could be'.
Writing	• Using words creatively to reflect, connect and inspire. • Opportunities to express thoughts, views, feelings and emotions. • Creating emotional connections with others such as empathising with a character. • Writing that leads to action or change. • Using writing texts as a stimulus for curiosity and wonder. • Using writing as a physical way of connecting with the beyond, through prayer or other means of writing.
Maths	• Exploring connections and curiosity through problem solving and investigation. • Discovering wonder, order and beauty in patterns, numbers and the world around us. • Experiencing the time scale of creation, connecting this with an awesome creator. • Testing out theories and experiencing awe when the impossible becomes possible. • A sense of wonder about the vastness of the universe e.g. the number of blades of grass or stars in the sky.
R.E.	• Exploring big questions about meaning, world views and purpose, and reflecting on how this impacts the unique self. • Understanding own world views whilst respecting the world views of others. • Exploration of families and communities. • Exploring and answering big questions. • Reflecting on theological concepts. • Understanding how communities have been shaped by belief. • Exploring how our personal experiences have been influenced by our world views. • Having space to reflect on how own views have been shaped, and what feels true in your own heart.
PSHE	• Opportunities to understand ourselves, our relationships and our place in the world. • Developing our own identify, belonging and compassion for ourselves and others. • Exploring what makes you unique and amazing. • Finding a sense of identity. • Exploration of keeping physically and mentally healthy. • Learning to disagree well.

	• Opportunities to reflect on choices made and the impact upon self and others. • Exploring the ows and the wows through programmes such as Jigsaw and Taking Care / Protective behaviours.
Science	• Experiencing awe and wonder through exploring and understanding the world. • Being curious about how things work and asking questions about life around us. • Awe and wonder at the beauty of the world. • Curiosity through scientific observation, exploration, discovery and experimentation. • The beauty of seasonal change. • Opportunities to take action in a changing world. • Discovering the beauty, mystery and interconnectedness of the natural world.
Art	• Finding awe, beauty and meaning through creating and appreciating art. • Using creativity to reflect on ourselves and the world around us. • Express identity, emotions and imagination through creativity. • Awe and wonder in existing artwork, and the creation of new art work. • Marvel at the work of great artists. • Thinking about where my inspiration comes from, could it be the beyond.
DT	• Creating purposeful solutions that inspire creativity and curiosity. • Exploring and finding out how ideas can become meaningful creations. • Discovering wonder through designing, making and improving. • Connection with a creator, for some this will be the beyond. • Awe and wonder in existing products, and the creation of new ones. • Reflection on the creativity, purpose and impact of human creation. • Origin of food and health eating, for some connecting with the story of creation.
Music	• Experiencing joy, emotion and connection through sound and performance. • Expressing feelings and identify through rhythm, song and creativity. • Finding wonder and belonging through listening, performing and creating, • Singing and music as a way of feeling a connection with the beyond. • Finding the style of music that creates joy in the soul. • Opportunities to feel immersed and present in the moment when listening to music. • Awe and wonder of listening to different types of music and considering how it makes us feel. • Exploration of instruments and their unique sounds. • Awe and wonder of learning to play an instrument.

	• Music and singing as a form of self expression.
History	• Developing empathy by exploring lives and stories from the past, and how this shapes us today. • Reflecting of 'God's unique plan'. • Reflecting on people, events and experiences that shape our world. • Understanding how the past helps us understand ourselves today. • Exploring he ows and wows of historical events. • Reflections on our current place in history – within living memory. • Reflections on the actions of those in the past and how their views may have influenced these. • Exploring personal feelings and those of others linked to historical events. • Imagination to appreciate and empathise with the experiences of others in history, reflecting on similarities and differences in their own lives. • Opportunities to be immersed in events and ways of life from the past, including through role play.
Geography	• Exploring connections between people, places, the environment and our responsibility towards the world we share. • Connecting with God as a creator. • Consideration of creation as a divine act. • Developing wonder and appreciation for our world and its people. • Awe and wonder in the natural world, including the local environment • Opportunities to take action in a changing world, such as exploration of and taking action through climate change. • Reflect on own feelings about people, culture, places and environments learnt about. • Exploration of the natural processes that sustain life on Earth
P.E.	• Experiencing belonging, perseverance and joy through teamwork, movement and challenge. • Discovering what our minds and bodies can achieve, reflecting on our God given talents. • Emotional and spiritual aspects of competitive games and activities. • Inspiration from the dedication, perseverance and achievements of individuals and teams, including those of famous sports people. • Spiritual and emotional benefits of physical activity. • Global connectiveness e.g. the world cup, Olympics. • Sense of belonging to a team. • Self expression through dance and movement.
Computing	• Using technology thoughtfully to create, connect and solve problems whilst developing responsibility in a digital world. • Questioning how technology shapes ourselves and society. • Curiosity and questioning such as the use of technological tools and how they work.

	• The impact of technology on the changing world. • How to keep self safe when using technology. • Technology as a tool for creativity e.g. pictures and music.
Continuous provision / playtime	• Developing wonder by engaging fully with the world around us. • Discovering joy, curiosity and creativity through exploration. • Learning about ourselves and others through imagination and experience. • Embracing joy, spontaneity and curiosity, opening the mind to new perspectives. • Opportunities to cultivate joy, awe and wonder. • Opportunities to live in the moment and engage fully with surroundings. • Play fosters creativity, promotes mental flexibility and enhances problem solving skills. • Leads to improves self awareness and self esteem. • Opportunities to disagree well

Spiritual development		
Physical space (reflection areas, natural spaces, prayer spaces)	Curriculum space (intentionally mapping out where the curriculum gives opportunities to develop spiritually, or focus days)	Relational space (walk alongside, form partnerships with peers, school and home)
• Reflection areas • Outdoor areas • Natural areas • Book corners • RE corners / displays • Buddy bench • Trees / flower garden • Sensory room • Future – area by the gym • Quiet area • Outdoor worship area • Gazebo • Wildlife area • Prayer trees • Outside huts / pergola	• opportunities for awe and wonder • opportunities for prayer and worship • heightened self awareness • deep feelings • sense of security, wellbeing and purpose • connection and belonging • curiosity and mystery	• Meet and greets at the door • Indoor outdoor provision • APPS • Library visit • Transition visits • Open evenings • Parents evenings • Workship • Newsletters • Open door policy • Trips • Seating arrangements • Buddy bench • Parents joining gin with schools • Communication books for SEND

• Sofa space • Herb garden • Forest school at juniors		• PPA room / staff room • Lunchtimes family service • Friendship stops • Collaborative events • Leavers assemblies / performances • Making connections with families • Fete (DBIA) / Rose Queen (LH) • Charity events