**Spirituality within Our Curriculum**

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| **Throughout the curriculum and school life.,** | Responding to ‘big questions’ about life and living  Asking and answering ‘big questions’  Prayer  Guided visualization  Meditation  Silence to promote deep thinking/reflection  Self/peer assessment to encourage reflection about what has been learned and how |
| **EYFS** | Fostering a child's sense of self, connection to others, and understanding of the world, including a sense of awe, wonder, and meaning-making.  Nurturing a child's inner compass and promoting their holistic development, which includes personal, social, and emotional well-being.  Encouraging children to explore their surroundings, nature, and the world around them, fostering a sense of curiosity and amazement. Helping children understand their place in the world and connect with others, building a sense of purpose and belonging. Supporting children in understanding their own feelings, thoughts, and beliefs, and how they relate to others. Promoting understanding and respect for different perspectives and cultures, fostering kindness and consideration for others. Providing opportunities for children to express themselves through art, music, and other creative activities, allowing them to explore their inner world. Encouraging children to think about their experiences and learn from them, fostering a sense of resilience and growth.  Allowing children to engage with the world around them through play, nature walks, and other hands-on activities. Fostering a sense of belonging and respect for all children, regardless of their background or beliefs. Encouraging children to share their thoughts and feelings, and to learn from each other's experiences. Using literature, art, music, and other activities to explore themes of meaning, purpose, and connection. Respecting children's individual journeys and supporting them in developing their own values and beliefs. |
| **Art and Design** | Explore different artists and crafts peoples work  Asking what artist were trying to convey, thinking about how they did this and why  Using artists work as inspirations for their own work  Time to reflect upon and explore pieces of art and craft in a meaningful way  Reflecting on works of art – their meaning and symbolism  Encouraging pupils to ask their own questions about artwork  learning about a range of different media/craft  Use a wide range of art/ craft as a means to express ideas  Opportunities to create art/ craft in different locations e.g. Landscape work outside, observational drawings of plants, sculptures in the natural landscape  Using different media, scale and forms to express ideas and feelings  Explore how artists have used art to consider ethical issues  Reviewing and evaluating their own and others work  Creating art in response to thinking/reflection  Planned opportunities for children to visit a range of galleries, museums and art venues (Turner Gallery, National Gallery)  Ensuring children have the opportunity to explore original pieces of work as well as reproductions of artwork/ craft |
| **Computing** | Developing awe and wonder at the power of digital technology, from understanding simple programs in EYFS to designing complex systems in Year 6.  Promoting thoughtful and responsible use of the internet, supporting pupils to be safe, respectful, and aware of their digital footprint and the impact their actions can have on others.  Encouraging reflective use of technology by asking pupils to think about *how* and *why* we use computers to communicate, explore information, and solve problems.  Exploring ethics in computing through discussions around data security, personal identity, online behaviour and evaluating digital content critically (especially in KS2).  Fostering collaborative problem-solving, helping pupils to recognise their own strengths, support others in debugging, and celebrate successes as a team.  Creating opportunities for pupils to express themselves creatively using a range of digital media (e.g. animations, digital art, interactive presentations).  Using technology to ask big questions — “What if we didn’t have the internet?” or “How can we use coding to solve real-world problems?” — and explore potential futures.  Encouraging perseverance and resilience when debugging programs, linking to spiritual growth in facing challenges and celebrating learning from mistakes.  Supporting empathy and understanding through role-play in eSafety scenarios, and by considering others' perspectives in online interactions. |
| **Design and Technology** | By developing a sense of awe and wonder at the design and technology around them.  By enjoying and celebrating personal creativity.  By reviewing and evaluating created things by themselves and others. |
| **Drama** | By allowing insight, self-expression and the chance to walk in someone else’s shoes.  Discussion about feelings and responses.  Activities to promote attitudes such as empathy and understanding of others’ feelings/beliefs/life-styles eg role play.  Activities to encourage self-awareness and self esteem eg acting as a leader in a group. |
| **Geography** | By developing a sense of awe and wonder at the beauty and diversity of the natural world. They will explore stunning landscapes, powerful weather patterns, and the intricate connections between people and places. They will feel unique as they discover their personal responses to the world around them and reflect on their role as global citizens. By studying natural disasters they will grow to appreciate human resilience and compassion, encouraging empathy and a desire to support others in times of need. |
| **History** | By exploring the lives, beliefs, and achievements of people from the past they will reflect on the uniqueness of individuals who shaped the world, fostering a sense of self-worth and personal identity. Through learning about historical acts of courage, compassion, and change, they will be inspired to help others and contribute positively to their communities. They will also explore how people in the past responded to the beauty and power of the natural world, deepening their appreciation for it today. |
| **English** | 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.  Exploring the meaning of a story.  Writing stories to express meaning and emotions.  Use readers theatre to explore the wonder of literature.  Support children to understand their uniqueness.  To provide opportunities for the children to delight and reflect on the world around them.  Understand how others contribute to the world. |
| **Mathematics** | Exploring the connections between pupils’ mathematical skills and real life  Exploring pattern, order, symmetry and scale, both man made and in the natural world  Appreciating the beauty of shape and space  Celebrating the joy of finding a solution  Celebrating and providing the opportunities for enjoying and exploring the rhythm and satisfaction of solving an equation or problem  Looking for number patterns and rules  Problem solving  Using the language of algebra  Understanding number and the rules of number  Learning to use mathematics fluently  Working to find solutions  Using mathematics in a range of different contexts |
| **MFL** | By exploring the beauty of languages from around the world.  By exploring the way language is constructed. |
| Music | Provide opportunities for pupils to delight in and explore sound  Creating their own sounds  Music being played in the background to calm or stimulate children  Children listening to and responding to music  Considering how music makes one feel and can ‘move us’ deeply  Listening to music to aid reflection / thinking  Creating music in response to thinking/reflection  Singing as a means of expression  Performing songs and learning to develop  Embedding a love of song |
| **PSHE**  **Who am I?** | Developing and responding to others’ needs and wants.  Exploring meaning and purpose for individuals and society.  Developing resilience and inner strength,  By valuing self as unique in the image of God.  By cherishing relationships.  Exploring stories of different people's lives, noting how they have triumphed over adversity and considering how we can learn from their experiences.  By developing mindful and reflective approaches. |
| **PE** | Delighting in movement — from spontaneous play in EYFS to choreographed routines in upper KS2, pupils experience joy, creativity and self-expression through physical activity.  Spiritual growth through challenge — developing resilience, perseverance, and inner strength as pupils push physical boundaries, learn new skills, and reflect on their progress (e.g. refining long jump technique, choreographing routines, or mastering a new gymnastics move).  Developing empathy and teamwork — participating in collaborative games like netball, rounders, and tag rugby teaches pupils to consider others, support teammates, and reflect on their role in a group.  Using movement to express emotion and thought — through dance and gymnastics sequences, pupils explore feelings, moods and ideas physically, often linked to music or stimuli that provoke personal reflection.  Understanding the body as a unique gift — pupils are encouraged to appreciate their physical capabilities, explore healthy competition, and reflect on how to nurture and care for their bodies.  Experiencing awe and wonder in physical achievement — from noticing how their body moves in response to music in Year 1, to exploring the biomechanics of sprinting in Year 6.  Mindfulness through motion — opportunities such as guided warm-ups, cool-downs, and reflective evaluation of performance help pupils develop awareness, calm, and self-regulation.  Celebrating uniqueness — recognising that each child brings different strengths to physical activity and enabling them to succeed and feel valued in varied roles (e.g. leader, coach, team player, choreographer).  **Connecting with the world** — outdoor athletics, nature-based dance themes, or orienteering help pupils feel grounded in and reflective about the wider world. |
| **RE** | Experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews.  Asking and responding to questions of meaning and purpose.  Considering questions about God and evaluating truth claims.  Exploring spiritual practices such as worship and prayer, considering the impact of these on believers as well as any relevance to their own life.  Support children to understand their uniqueness.  To provide opportunities for the children to delight and reflect on the world around them.  Understand how others contribute to the world. |
| **Science** | By exploring the wonder and beauty of the natural world, from the stars in the sky to the tiniest minibeasts they will reflect on the uniqueness of living things and their own place in the world, developing a sense of awe and respect for nature. Through questions, investigations, and hands-on discovery, children will learn to appreciate the complexity and interconnectedness of life. They will be encouraged to think deeply, value their own ideas, and consider how they can care for the planet and support others, fostering empathy, curiosity, and a sense of purpose. |