



St Chad's Patchway CE VC Primary School Spirituality Across the Curriculum

Spiritual development - self

Spiritual learners become increasingly aware of the concept of self– the inner person and the way that this shapes an individual's perception of themselves as a unique human being. Spiritual learners reflect on the relationship that they have with their sense of being a unique person.

Reception

Year 1 & 2

Year 3 & 4

Year 5 & 6

Encounter: Learning about life: providing openings for spiritual development through an exploration of identity and personal values.

Adapted from Salisbury Diocesan Board of Education

Original authors M. Cromey, S. Bagnall, E. Sheahan, C. Hume, M. Riches



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<p>Reflection Time as a whole class once a week.</p> <p>Circle time discussions about how we are special, what we are good at and how we are different and the same as our friends. What am I good at?</p> <p>We spend sessions on –</p> <p>Festivals/celebrations e.g. Harvest School Worship theme e.g. thankfulness Parables/Bible stories e.g. The Lost Sheep Purple Learners throughout all.</p>	<p>PSHE units - Who am I? Term 1 topic.</p> <p>JIGSAW - Being me in my World JIGSAW - Dreams and Goals JIGSAW - Healthy Me JIGSAW - Changing Me</p> <p>Science- Health and growth</p> <p>STEM and Humanities over-arching curriculum questions leading back to how historical and scientific events have affected their lives e.g. 'How have the events of The Great Fire of London helped us?'</p> <p>Year One – A focus on local and personal history within topic questions.</p> <p>Show and Tell</p> <p>Circle time.</p> <p>Purple Learners throughout all.</p> <p>Book Choices - Challenges differences in injustice, exploitation and deprivation.</p>	<p>Mindfulness exercises</p> <p>RE lessons – questioning about personal values</p> <p>JIGSAW - Being me in my World JIGSAW - Dreams and Goals JIGSAW - Healthy Me JIGSAW - Changing Me</p> <p>English lessons – discussions and balanced arguments – responding to important issues to them and others</p> <p>RE units – question led units built around a driving question.</p> <p>Responding to questions raised in class books and guided reading</p> <p>'Getting to Know You' activities at the start of the year.</p> <p>STEM and Humanities over-arching curriculum questions leading back to how historical and scientific events have affected their lives e.g. 'How can we relate Ancient Egyptian life to our own lives?'</p> <p>Geography, cultures (France etc)</p>	<p>RE – belonging to a religion</p> <p>JIGSAW - Being me in my World JIGSAW - Dreams and Goals JIGSAW – Healthy Me JIGSAW – Changing Me</p> <p>ICT</p> <p>Lifeskills</p> <p>What's in a name? What does our name tell us about where we have come from?</p> <p>English- empathy of characters</p> <p>History- Ancient Greece- understanding that every country has a long and complicated history of invaders and settlers and that country's cultural identity comes from many different sources</p> <p>STEM and Humanities over-arching curriculum questions leading back to how historical and scientific events have affected their lives e.g. 'What have the Greeks done for us?'</p> <p>RE units focus closely on comparing and expressing their own views and</p>
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	<p>Community links by focusing on local history.</p> <p>Class assemblies.</p> <p>Reflection books and areas.</p> <p>Picture books discussion.</p> <p>Investigating different cultures through a range of topics.</p> <p>Enjoying learning the French language.</p> <p>Art</p> <p>Purple Learners throughout all.</p> <p>Book Choices - Challenges differences in injustice, exploitation and deprivation.</p>	<p>looking for similarities and differences between religious practises.</p> <p>Understanding how different cultures celebrate and mark important events in our lives.</p> <p>The nature of God. Pupils will respond to faith communities about the nature of God and how they try to express their understanding of God.</p> <p>Purple learners throughout all.</p> <p>Collective Worship</p> <p>Reflection area and books</p> <p>Book Choices - Challenges differences in injustice, exploitation and deprivation.</p>
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Reflection: Learning from life: understanding an inner meaning of self and identity – critical reasoning and big questions.



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<p>How would you like to be treated? How it would make you feel if you were treated badly. What kind of person do you want to be? PSHE lessons & Circle time. RE Class assemblies. Collective worship. Reflection areas and books. ICA, dojo, star of the week.</p>	<p>Who am I? What does it mean to be? How do I treat people with respect? How do I treat my world with respect? How can I show I respect myself and others around me? Reflection walls and books. Assemblies, beliefs of others, including celebrations etc. PSHE lessons & Circle time. RE Class assemblies. Book discussions. Collective worship. Reflection areas and books. ICA, dojo, star of the week.</p>	<p>Who am I? Is it important to know where I come from? Who influences me? What are my values? What is important in my life? Why do people ignore others when they need help? Is being a good friend easy? Why do we sometimes hurt the feelings of our friends? How sincerely can I care for those who may be in need but I have never met? Why should we care for them? PSHE lessons & Circle time. RE Class assemblies. Book discussions. Collective worship. Reflection areas and books. ICA, dojo, star of the week.</p>	<p>What does it mean to belong to a religion? Does having more make you happier? How do we make moral choices? How do we respect ourselves? Are my beliefs important? What is good about me? Where does my identity come from? Discovery of 'self' through autobiography. Where does my identity come from? Understanding whether you are defined by the things you own Nature vs nurture ideas of self What does it mean to be part of a culture? What does stereotyping mean and why is it harmful?</p> <p>They will reflect upon their own ideas about the intangible and supernatural and consider how they try to make sense of important questions in their own lives e.g. why am I here? What level of importance do I put on 'milestones' in my life's journey?</p> <p>What achievements should I be most proud of? PSHE lessons & Circle time.</p>
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			<p>RE</p> <p>Class assemblies. Book discussions. Collective worship. Reflection areas and books. ICA, dojo, star of the week.</p>
<p>Transformation: Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.</p>			
<p>A growing awareness of knowing what I like and what I don't like both materially and in the way that I want to be treated. Can say what I like and what I am good at.</p>	<p>An evolving awareness of the concept of self as more than purely physical characteristics. A growing realisation that being content with who you are is important for personal happiness. Know how to apologise and to try again. Beginning to recognise mistakes and how to deal with them in a positive way. Understand that making mistakes is important for learning how to behave as well as learning how to learn.</p>	<p>The awareness that the growing development of a personal identity is an important aspect of being human. A growing realisation that an emphasis on self alone is not sufficient as a means of living out the self. An evolving sense of the concept of identity as more than purely physical characteristics or our likes and hobbies. Can set goals for my work and behaviour that will help me to progress. Self - assessment at the end of lessons. PSHE RE Self assessment / targets Peer assessment Collective Worship Book discussions Responding to Collective Worship.</p>	<p>The awareness of the value of reflection to explore deeper responses to thoughts that help shapes the 'inner self'. An understanding that we express our personal values in the way that we approach our relationship with others and the world around us. The ability to express an interpretation of this verbally. Can explain my opinions. I can take pride in British values but understand that British culture and identity is difficult to define.</p>

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Spiritual development - others

Spiritual learners become increasingly aware of the concept of others – a growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others.

Reception	Year 1 & 2	Year 3 & 4	Year 5 & 6
Encounter: Learning about life: providing openings for spiritual development: recognising the values and worth of others			
<p>What makes me special?</p>	<p>RE: Why are some stories special? Why is Jesus important? Why are some places special? Why is our world special?</p> <p>JIGSAW - Relationships JIGSAW – Celebrating Difference</p> <p>Peer assessments</p> <p>Working in teams- team building skills</p> <p>Spiritual activities- recognising each other's strengths</p> <p>Mindfulness Exercises</p> <p>Beginning to understand that not everyone believes in</p>	<p>Aware for the needs of others and that people depend on each other. Supporting charities e.g. through Children in Need, Christmas Jumper day.</p> <p>Peer marking – valuing the work of other children and supporting each other's learning.</p> <p>RE units focus closely on comparing and expressing their own views and looking for similarities and differences between religious practices.</p> <p>JIGSAW - Relationships JIGSAW – Celebrating Difference</p> <p>Engaging with parables and the teachings of Jesus i.e. Good Samaritan/ Sermon on the mount.</p>	<p>Literacy – holding a debate and understanding other people's opinions / empathy.</p> <p>RE – recognising the significance of spiritual figures in a variety of religions.</p> <p>Victorians – exploring the role of religion for historical figures and the impact on society.</p> <p>History : Greeks, Mayans.</p> <p>JIGSAW - Relationships JIGSAW – Celebrating Difference</p> <p>Geography- Experiencing music from other cultures and how music helps to define a culture and aid a sense of community.</p> <p>Class target setting.</p>

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exactly the same thing but their beliefs are valid and important to them

Making class rules together and reinforcing respect for others.
Responding to religious stories and discussing the impact on our lives.

Opportunities to visit, and spend time, with the elderly at Olive Tree House.

Baking cakes for the Foodbank.

Giving out and sharing 'Make me Smile' sheets with members of the public.

Baking cakes for the Dementia Cafe

Reflection: Learning from life: understanding an awareness of the affect of others– a search for meaning, critical reasoning and big questions

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<p>Quiet places to be in our classroom and garden. Growing topic- all life is precious.</p> <p>Circle times: Learning that it is good to spend time with yourself as well as with your friends. What if someone doesn't want to play with you? Thinking about others feelings. How would you feel if...?</p>	<p>Mindfulness Exercises</p> <p>Bible stories</p> <p>Rules for living- how to live in a way that affects others in the best way</p> <p>Circle times.</p> <p>Anti - bullying week.</p> <p>Learning how to be a good friend to someone because they need one.</p>	<p>An opportunity to express themselves musically and artistically in a personal response to an artist's/musician's piece of work. (Year 3 – term 2, piece of music created to accompany a scene from Finding Nemo)</p> <p>Why do people ignore others when they need help? Is being a good friend easy? Why do we sometimes hurt the feelings of our friends? How sincerely can I care for those who may be in need but I have never met? Why should we care for them? Anti - bullying week</p>	<p>Why are some journeys and places special to people? Why do people have to suffer? What is pain? Is there such a thing as a bad person?</p> <p>Anti - bullying week.</p> <p>What are the different ways in which other cultures and communities express their faith?</p>
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Transformation: Learning to live life: responding as a means of expressing an idea of relationship with others: expressing innermost thoughts through words, art or actions.



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Understanding that other people have their own views and opinions and may value different things to you.

A growing appreciation that the views and opinions of others should be listened to with respect whether those views are similar to your own or different.

Acknowledgement and respect for the rights of others to have their own deep thoughts that shape their inner self. A developing ability to enter into discussions with others about their values and opinions.
Art, dance.
Book discussions, guided reading.

A growing empathy with the values of others and developing an understanding of the need to appreciate them to build meaningful relationships. A growing ability to express how understanding the value of others is an important part of building meaningful relationships.
Philippines discussion.

Spiritual development – world and beauty

Spiritual learners become increasingly aware of the concept of a physical and creative world – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. Spiritual learners explore their understanding beauty and the affect this has on their perception of and relationship with the world.

Reception

Year 1 & 2

Year 3 & 4

Year 5 & 6

Encounter: Learning about life: providing openings for spiritual development: challenging experiences of beauty

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<p>Creative subjects – art, music. Looking at nature in Forest school and in our garden</p>	<p>Beauty in art through theme work.</p> <p>Music- exploring beauty through sound.</p> <p>Animals and plants- caring for them</p> <p>Why is our world special? RE</p> <p>Year One RE – Creation story. Why is the world special? Why is it important to look after our world?</p> <p>Exploration of beauty around the world within Humanities and STEM Key Questions.</p> <p>Art – Creating creative pieces demonstrating beauty from around the world e.g. R.E Week focused on 'God's Good Earth.'</p> <p>Begin to recognise that beauty can be fragile.</p>	<p>Looking at the contribution others make to our culture and appreciating non-material things.</p> <p>Exploration of beauty around the world within Humanities and STEM Key Questions e.g. the investigation into rivers and how these are used around the world.</p> <p>Art topics focusing on using colour, tone and textures, through different mediums to produce creative pieces showing beauty from around the world e.g. R.E Week focused on 'God's Good Earth.'</p> <p>Cross curricular writing exploring different aspects of the world from countries to weather</p>	<p>Science - Exploring the beauty and wonders of creation using the garden and in growing plants - Y5 Y6 - Habitats theme</p> <p>Science – micro-organisms, looking at wonders/working of the world.</p> <p>Maths in art and nature</p> <p>Art – studying art in the natural world, landscapes. Using colour, tone and textures, through different mediums to produce creative pieces showing beauty from around the world e.g. R.E Week focused on 'God's Good Earth.'</p> <p>Music – choosing music that interests and inspires</p> <p>ICT media perception of images</p> <p>Exploration of beauty around the world within Humanities and STEM Key Questions e.g. understanding the miracle that is life on our planet and how this is caused by being just the right distance from the sun.</p> <p>Year 5- Geography topic - understanding the impact that humans have on the world</p>
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Reflection: Learning from life: reflecting on experiences of beauty – a search for meaning, critical reasoning and big questions

What is your favourite animal? Why?
 What animal would you like to be? Why? What is your favourite kind of weather and why?

Why is it important to care for nature? What about the world? If we don't put things in place such as recycling, what is going to happen to our world? How can we make sure we always encourage other people and do our best to care for our world?
 Recognise that we may not be able to look after all of the world but we can impact upon our own part of the environment and can begin to help with small changes.

Nature Day – RE and Spirituality focus.

Green Week.
 Student Council.
 Class assemblies.
 Eco-Club running across the school.

Why is it important to care for nature? Should we let the eggs die?
 What does this weather make you feel? How can we express ideas about weather/rivers through art, music and dance? Do we have a duty to look after the natural world? Why should we? Whose responsibility is it?

Nature Day – RE and Spirituality focus.

Eco-Club running across the school.

Why do you like certain types of music? What response do you get when you look at a piece of art? What makes / spoils the natural world?

Can the positive actions of an individual make a difference?

Are we alone in the universe? What caused the big bang? What was there before?

Why do we find images of the Earth and landscapes beautiful? Is it something innate in us?

Why was art and religion important to a 'warrior race'?

Big questions

Nature Day – RE and Spirituality focus.

Eco-Club running across the school.

Transformation: Learning to live life: responding as a means of expressing an idea of the meaning of beauty: expressing innermost thoughts through words art or actions. Being moved emotionally by beauty.



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Have an instant response to something wonderful/ exciting and awesome happening. Evident in expression and simple phrases. Respond to sensory feelings and be able to show it.

Give a verbal response that explains a reaction to something wonderful/ exciting or awesome. Be seen to respond to a stimulus and begin to explain in simple terms verbally or through body language. Respond to music.

Be able to understand and give meaning to something wonderful/ exciting or awesome. Be able to verbalise their sensory responses and begin to explore their reactions to stimuli. A growing confidence to explore concepts orally.

Be able to explain/ give an emotional response to stimuli and begin to articulate this from a personal perspective. Be able to display shades of meaning when verbalising sensory responses and understand and interpret their reaction. A developing appreciation that some things don't have answers.

Spiritual development – beyond

Spiritual learners become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.

Reception

Year 1 & 2

Year 3 & 4

Year 5 & 6

Encounter: Learning about life: providing openings for spiritual development: a growing appreciation of the intangible – truth, love

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Creative subjects, stilling, collective worship.	Stories with morals. Creative subjects, stilling, collective worship.	Easter – resurrection – Water bugs and dragon flies story (metaphor for life after death).	Visit to a cemetery to explore people's views and practices on life after death in Victorians theme.
	Art.	Christianity and Islam – what are their beliefs about god and death?	RE – what do people believe about life after death?
	Music.	Science – Life processes RE week.	The death of historical figures, e.g. Queen Victoria.
		RE	Remembrance week – treatment and death of people during WW1 & 2, including soldiers and Jews.
		Collective worship.	Easter – death and resurrection of Jesus.
		Book discussions.	Mexico - day of the dead (Film) Book of life.

Reflection: Learning from life: reflecting on the beyond – a search for meaning, critical reasoning and big questions

Why are we all different? Why should we treat all living things with respect? Why is the sky blue?	Why do we have rules? How can we live in a respectful way? How can we treat the world? Why is it everyone's responsibility?	Why do we have rules? Do you believe in God? What happens to us when we die? Why are there religions? Are we alone in the universe? Collective worship. Reflection areas and books.	What do people believe about life after death? Is there life after death? What happens to us when we die? What is worth dying for? Can people come back to life once they have died?
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			What is the difference between the tangible and what we think of as 'supernatural?'
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Transformation: Learning to live life: responding as a means of expressing the need to understand the purpose of life.

Have the confidence to ask questions that have no answers.

Have a sense of enjoyment in devising and discussing questions that have no answer. Use imagination to interpret responses to big questions. Begin to understand that there are not always answers or that not everyone has an answer. RE lessons.

Understand what big questions are. Be able to explain imaginative responses to questions of meaning.

Can generate big questions. Begin to express through a personal vocabulary responses to questions of meaning. Begin to be able to use critical reasoning in responding to a big question. Can compare their life to the life of someone who lived a long time ago

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