

Spirituality across the curriculum



Loving All Our Neighbours
Respecting, Generous, Achieving



Below are opportunities within each curriculum area for the promotion of spirituality. In addition to the below, it is expected that spontaneous and child-initiated opportunities for spiritual development will arise.

	Opportunities for Spiritual development	Opportunities for Moral development	Opportunities for Social development	Opportunities for Cultural development
English	- Opportunities for personal reflections through the writing of diaries and recounts. - Writing in the role of religious characters for example as a character in the Nativity. - Responding to literature e.g. "How would you feel if you were a character in the story?" - Appreciating the beauty of language e.g., through poetry. - Opportunities for creative writing. - Appreciating the element of wonder in literature.	- Considering different perspectives e.g., debating and writing about right and wrong through learning about inspirational people such as Thomas Beckett. - Exploring stimuli for thinking about the consequences of right or wrong behaviour - Completing work around traditional tales and stories which deal with right and wrong. - Opportunities for debating, hot seating and role play.	- Taking different roles in group discussions and learning how to negotiate and agree to differ. - Writing invitations. - Communicating with others in different ways. - Emotions and sentiments in writing and speech. - Participating in group / paired tasks such as role plays and presentations. - Sharing viewpoints. - Opportunities to imagine oneself as someone else.	- Sharing texts from around the world – about different cultures / in different languages. - Appreciating the value of great works e.g through the trust reading canon. - Studying and writing reports about different countries. - Empathy with authors and the characters in stories and plays.

				- Understanding heroes and heroines in literature.
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Maths	- Developing a sense of awe and achievement in solving problems. - Appreciating the wonder when researching patterns which appear in nature such as the symmetry of snowflake patterns or the stripes of a tiger. - Delving deeper into how Maths relates to the world around them. - Using maths to support understanding of the Trinity (God the Son, God the Father, and God the Holy Spirit. But there is only ONE God. Thus, the term: "Tri" meaning three, and "Unity" meaning one, Tri+Unity = Trinity. - Exploring the awe of infinity and nothing. - Exploring the wonder of pattern and order, shape and regularity.	- Discussing money choices – spending and saving. - Looking at fractions and considering unequal shares / fairness. - Appreciating and understanding the value of money. - Conducting surveys to gather opinions.	- Completing investigations / open ended tasks which allow children to work together e.g., conducting surveys. - Using mathematical language to discuss similarities and differences between people e.g., tall / short. - Accepting outcomes from games / competition – win or lose. - Respecting resources. - Sharing thoughts / reasoning.	- Learning about number systems such as Roman numerals. - Exploring how mathematical language is universal and used across the world. - Learning about the tessellation of shapes to form cultural patterns etc. - Using exchange rates for foreign travel.

	- The universality of mathematics over time and space. - The wonder of numbers, formulae and equations.			
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Science	- Understanding that wonder and curiosity is the foundation for science. - Looking at the process of growing and changing and the miracle of our uniqueness. - Creating opportunities for children to ask questions which Science cannot always answer e.g., when learning about creation. - Wondering at the universe and beyond. - Questions of beginning, creation and evolution. - Reflecting on the living world (living things and habitats). - Wondering at outcomes of investigation. - Understanding the regularity and order in science.	- Appreciating that, to investigate fairly, commitment and honest observation are crucial. - Considering the ethical implications of environmental problems e.g., pollution, climate change, destruction of rainforests, etc. - Discussing the ethical implications of investigations. - Discovering the limits of experimentation. - To appreciate birth, life, death and renewal.	- Taking responsibility for your own and other's safety when completing practical work. - Learning about personal hygiene and staying healthy. - Caring for plants and animals. - Respecting / listening to each other when completing collaborative practical activities. - Taking on board different viewpoints when talking about theories. - Sharing ideas and results. - Respecting and looking after Scientific equipment. - Learning about ourselves.	- Being aware of how we need to care for the world in which we live. - Asking questions about the way in which scientific discoveries from around the World have affected our lives. - Looking at a range of scientists from around the world. - Explore belief in science and the faith of scientists. - To appreciate the impact of scientific achievements.

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Computing	- Using technology to amaze and inspire. - Wondering at the power of the digital age e.g. use of internet etc. - Wondering at the ease of gathering and sharing information. - Appreciating the wonder of worldwide instant communication.	- Learning how to keep safe online. - Exploring the moral issues around the use of data. - Learning about the consequences of misusing data and the internet. - Learning about the legal aspects of the internet / online usage e.g., cyber bullying, e-safety etc.	- Discussing the impact of ICT on the ways people communicate. - Having digital links with other schools and communities. - Gathering information to support ideas and debates. - Communicating with other people in different ways. - Looking after and caring for IT equipment. - Sharing equipment with other people fairly.	- Exploring human achievements and creativity in relation to worldwide communications. - Learning about use of technology around the world and how access to it varies across cultures. - Appreciating the speed of the growth of knowledge. - Understanding the accessibility of knowledge and contact with other people worldwide.
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Physical Education	- Using dance/movement as an expression of emotion. - Being aware of one's own strengths and limitations. - Being aware of how winning / losing can affect our feelings.	- Discussing fair play and the value of teamwork. - Developing qualities of self-discipline, commitment and perseverance. - Accepting loss and the importance of losing. - Understanding the consequences of actions. - Evaluating own and other's performance.	- Developing a sense of belonging and self-esteem through teamwork. - Developing a sense of community identity through taking part in inter school events. - Learning how to lead sports fairly. - Caring for PE resources. - Picking teams and captains.	- Learning about the history of sport, and where they originate from. - Exploring rituals surrounding sporting activities. - Exploring why different sports are played in different countries / by different cultures. - Learning dances from different countries.

			- Respecting a referee's decision. - Creating and following the rules of games.	
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Religious Education	- Learning about the Trinity and reflecting on God who lives without the limitations of a three-dimensional universe. He is spirit. - Reflecting on spiritual ideas, experiences and concepts such as worship, wonder, praise, prayer etc. - Participating in prayer. - Wondering at religious icons. - Looking at religious beliefs and ideas expressed through the arts. - Considering ultimate questions of meaning and purpose. - Contemplating ideas of the divine and questions of God. - Exploring the idea of mystery and questions with no clear answers.	- Using Biblical and other religious stories to teach moral codes of conduct. - Learning about British Values and their importance in developing good human beings. - Appreciating how sacred texts can inform people's way of life. - Understanding that we can choose whether or not to follow a religion.	- Asking questions about the social impact of religion. - Learning how to effectively communicate their own beliefs, values and attitudes. - Having links to religious people in the community for example our vicar. - Learning to respect those of different faiths. - Respecting religious artefacts. - Developing a sense of people, places, things, books, actions and ideas held by religious believers to be holy. - Exploring ideas of commitment and belonging to groups and institutions.	- Learning about and from celebrations, worship and rituals from different countries and world religions. - Learning to value religious and cultural diversity. - Visiting places of worship. - Welcoming visitors of all religions. - Understanding and accepting those of different faiths and cultures – how they may eat or dress differently / how they may fast as part of their culture or religion. - Appreciating artefacts from different religions. - Learning about cultural occasions e.g., Diwali, Chinese New Year, Eid etc. - Understanding differing forms of worship.

				- Understanding how music, art and drama can be used to express beliefs.
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History	- Considering how things would be different if the course of events had been different. - Looking at local history and the impact of this on local people. - Awe and wonder around handling artefacts and places to visit. - Understanding that they are part of history. - Developing a sense of being in touch with past people, things and ideas. - Understanding the nature and importance of invention and exploration.	- Learning about significant people / events from the past who have influenced today's society e.g Rosa Parks - Appreciating how situations of injustice have provoked people to rise up and bring change in the world e.g Greta Thunberg - Understanding the consequences of events in history. - Learning to debate about the rights and wrongs of events such as battles in history.	- Appreciating how values in Britain have formed and evolved over time and have resulted in changes in law, attitudes and expectations. - Encouraging children to talk to grandparents etc. when learning about e.g. WWII. - Learning about British Leaders and monarchs and what they have taught us about social etiquette. - Looking after / caring for historical artefacts. - Understanding the concepts of war and peace.	- Learning about ways of life in different time periods. - Knowing significant local, national and global historical events. - Respecting values of different cultures and how their values have developed over time. - Learning about the British parliament and monarchy and the changes over time. - Understanding how to interpret history. - Developing empathy with people from other times in history.
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Geography	- Marvel at the awe and wonder in the different weather and seasonal patterns. - Using maps and other resources to imagine what it might be like to live in other	- Considering how people use / treat the environment. - Acting to make the world a more sustainable place e.g., recycling.	- Developing map reading skills essential for later life. - Understanding more about themselves and their place in their immediate, local and global community.	- Developing empathy and positive attitudes towards people of all cultures, recognising that often people have common needs and similar challenges.

	parts of the world which are different to ours e.g., areas with natural disasters or extreme climates etc. - Awe and wonder at how the world has changed and developed. - Wondering at the similarities and differences around the world – time zones; cultures; impact of wars; different extremes such as deserts; rainforests; areas with glaciers; volcanoes, mountains etc. - Wonder at the diversity- of environments and people.	- Discussing the impact and effect of man on earth / on the moon / space travel. - Considering impact of geographical activities such as deforestation etc. - Understand the beliefs behind particular causes and campaigns.	- Understanding the social impact of over-population and what can and can't be changed. - Raise questions about the care of the environment. - Develop empathy with people from other parts of the world. - Develop an understanding of the world's economic development.	- Looking at causes and effects of migration and immigration and how land use has changed over time.
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Personal, Social & Health Education	- Learning about the process of growth from young to old. - Considering special people and their influence on our lives. - Considering how it feels to belong and how we belong to different groups. - Developing a positive outlook for the future. - Developing resilience and inner strength.	- Respecting and understanding the importance of British Values and what it means to be a British citizen. - Learning about what constitutes a healthy lifestyle. - Exploring feelings. - Thinking about change and loss and the impact of these on our lives.	- Exploring likes and dislikes and comparing these between different people. - Learning about personal hygiene. - Learning rules for keeping physically and emotionally safe. - Sharing opinions and listening to the views of others.	- Hearing stories from different cultures and countries. - Learning about viewpoints of people with different beliefs. - Developing an awareness of the shared value of communities and where there might be conflicting values. - Respecting and valuing diversity.

	- Developing an awareness of and an ability to respond to others wants and needs.	- Developing a strong awareness of bullying issues, their impact and how to tackle them. - Constructing, agreeing and following rules. - Learning about harm and care to the environment. - Nurturing a sense of self-worth, self-identity and personal responsibility so that children can begin to learn how to make sound moral, social, spiritual and cultural choices. - Becoming aware of social injustice and how to make a difference. - Becoming empowered to make choices and take action to contribute to the common good.	- Playing and working cooperatively. - Developing resolution strategies. - Discussing money and the concepts of spending and saving. - Recognising the rights of others and preparing to take responsibility in society. - Learning how to resolve conflict. - Thinking about people who help us. - Investigating fairness and right and wrong, kind and unkind.	
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Music	- Considering how music makes us feel. - Expressing delight by creating own music. - Appreciating beauty, truth and goodness in music.	- Exploring how music can convey human emotions such as sadness, joy, anger etc. - Appreciating the self-discipline required to learn a musical instrument.	- Exploring how an orchestra works together. - Discussing what would happen if musicians in a band / group didn't co-operate. - Appreciating how music is used in different ways in	- Listening to and learning songs from other cultures. - Appreciating the work of composers and musicians from a variety of times and places.

	-Expressing, interpreting and exploring deep feelings and profound beliefs. -Exploring the effects of music on the emotions and senses.		different settings e.g., for pleasure, for worship, to help people relax. - Showing a cooperative work ethic when participating in events such as Young Voices. -Understanding that music is a way of expressing mood.	- Encouraging pupils to listen and respond to traditions from around the world - Appreciating musical expression from different times and places. - Giving opportunities to perform. -Understanding artistic creativity. -Expressing personal response and preference.
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Art	- Responding to the world through painting/drawing. - Exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. - Appreciating and evaluating art. - Showing an awareness of surroundings by sketching scenery and landscapes. - Expressing, interpreting and exploring deep feelings and profound beliefs.	- Encouraging the use of visual images to evoke a range of emotions. - Accepting that it is ok to make mistakes and to redraft work.	- Sharing resources. - Exploring art as a powerful social tool e.g., in advertising. - Working as a team to evaluate or improve artwork. - Helping each other when improving work at all stages of the design. -Understanding that art is a way of expressing mood.	- Considering how other cultures use art to express their values and beliefs. - Appreciating the work of artists from a variety of times and places. - Reflecting on the cultural significance of famous pieces of art. - Appreciating art and artists from around the world. -Understanding artistic creativity. - Expressing personal response and preference.

	- Exploring the effects of the arts on the emotions and senses.			
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Design & Technology	- Enjoying and celebrating personal creativity. - Reviewing and evaluating created things. - Appreciating existing products and expressing awe and wonder at how they came to be invented.	- Asking questions about the effect of technological change on human life and the world around them. - Learning about nutrition and how to cook as a life skill. - Accepting that it is ok to make mistakes and the learning that can come from redrafting or starting again.	- Co-operating when working on a group design. - Undertaking market research to seek a view. - Taking time to help each other. - Sharing resources / tools and equipment. - Caring for D&T materials and tools.	- Considering cultural influences on design. - Looking at recipes for traditional meals from around the world. - Experiencing food / cooking from around the world. - Working with textiles from around the world. - Researching, appreciating and evaluating existing products from different cultures.
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Languages (Latin)	- Developing a sense of awe at the beauty of language. - Understanding that languages develop over time. - Appreciate the beauty of language as a way to convey meaning.	- Using the Latin texts to discuss personal responses to what is right and wrong.	- Learning the skill of communicating in a different language. - Exploring different social conventions e.g. greetings in classical language.	- Looking at similarities and differences between our culture and classical culture. - Allowing children to develop an appreciation of classical languages by reading Latin texts. - Developing an understanding of the

				historical use of Latin in worship.
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EYFS	- Developing self-confidence, self-awareness and independence e.g., when making choices in continuous provision and when sharing ideas in whole class time. - Talking about and beginning to appreciate feelings e.g., when talking through disagreements. - Marvelling at the world around us and the weather e.g., discussing what you might wear in different weathers; understanding freezing and melting; experiencing changing colours of autumn leaves. - Showing imagination and using expression when moving to music. - Showing imagination when role playing cultural events.	- Understanding the importance of sharing and taking turns e.g., during busy learning; abiding by the rules. - Developing an ability to resolve issues e.g., when talking through problems. - Showing that children can understand others e.g., demonstrating good listening during adult led sessions. - Showing empathy towards other people's points of view e.g., when talking through issues; hot-seating. - Understanding right and wrong - Looking after animals and plants e.g., feeding birds in the winter; when planting bulbs and seeds etc. - Having an awareness of and participating in recycling.	- Participating in turn taking games e.g., in PE. - Learning to share resources e.g., during learning and when talking through issues; during tidy up time. - Caring for resources. - Using manners when listening to and responding to others. - Working as part of a team e.g., in PE. - Listening to and responding to others e.g., during carpet time - Learning to talk about own significant events and celebrations and responding to others appropriately. - Working in pairs to create models etc. e.g., when working with learning partners. - Participating in the Nativity performance.	- Sharing information about own special events – celebrations, birthdays, festivals etc. - Taking part in role plays about cultural events e.g., in the home corner. - Participating in special events such as pancake day, Bonfire Night, Christmas, Eid, Chinese New Year, St Patrick's Day, St David's Day, St George's Day, Easter etc. - Learning about other cultures. - Learning about important people from history and within the community e.g., people who help us

