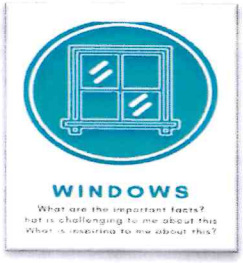
Spiritual development – world and beauty				
		**WINDOWS:** giving children opportunities to become aware of the world in the new ways; to wonder about life's 'Wow's but also the 'Ows'. In this, children are learning about life in all its fullness. Spiritual learners become increasingly aware of: • A physical and creative world • A growing relationship with beauty • Results of human creativity • Explore their understanding of the term 'beauty' and how this impacts their perceptions		
	EYFS	**Years 1 and 2**	**Years 3 and 4**	**Years 5 and 6**
Encounter: providing openings for spiritual development- challenging experiences of beauty	Welly Wednesday Seasons Autumn changes Use of outdoor areas in continuous provision Creation: Natural/man made	Science focus - Seasons Studying the work of artists including William Morris and the inspiration he takes from nature Year 1 studying music inspired by natural elements such as the sea and storms RE topic – Does God want Christians to look after the world?	Guided Reading – The Explorer History – Hampton Court Palace trip Studying the work of artists Focus on the wider world – rainforest in Autumn term Seasonal poetry	Studying the work of artists – meaning of beauty different for different people RE topic – Is anything ever eternal? Varied cultural experiences – study of Holi (festival of colour) in music
Reflection: reflecting on experiences of beauty – a search for meaning, critical reasoning and big questions	Observational drawing – veg, sunflowers Asking why, explaining own ideas Partner talk	Year 1 geography unit – Summer holidays UK and abroad – looking at natural world and why people want to visit sites of natural beauty such as beaches, mountains etc Year 2 – West African call and response music unit – chn become more culturally aware of similarities between cultures in terms of experiences of beauty	Introduction of whole- class musical units – beauty of performing in unison Impact of natural world – earthquakes and volcanoes geography unit Living things and their habitats – David Attenborough	RE topic – Is Christianity still an important religion 2000 years after Jesus was on Earth?
Transformation: responding as a means of expressing an idea of the meaning of beauty- expressing innermost thoughts or being moved emotionally by beauty	Relax Kids – sharin g how this makes us feel	Year 1 collage art unit - discussion about how colour makes us feel and how art can impact on our feelings and emotions Give a verbal response that explains a reaction to something wonderful/exciting/awesome	Be able to understand and give meaning to something wonderful/exciting/awesome	Be able to explain/give meaning to stimuli and begin to articulate this from a personal perspective

Spiritual development – self and others

MIRRORS: giving children opportunities to reflect on their experiences; to meditate on life's big questions and to consider some possible answers. In this they are learning from life and exploring their own perspectives and the perspectives of others.

Spiritual learners become increasingly aware of:

- The concept of self
- Being a unique person
- Their perception of themselves
- Growing empathy, concern and compassion on how to treat others

	EYFS	Years 1 and 2	Years 3 and 4	Years 5 and 6
Encounter: providing openings for spiritual development- exploration of identity and personal values	Mindfulness and relax kids Lolly sticks to select children as prayer leaders, weather and day chart Working in house groups RE values day RE displays for different faiths and Christianity Celebrations of events like Remembrance Day Supporting charities – Young lives for cancer Circle time – PSHE friendships / about me RE topic – What makes people special? TastEd Introduction to school vision and values	Geography – Where are we in the world? Choosing Eco and School Council members Classroom monitors RE values day RE floor books Celebrations of events like Remembrance Day Supporting charities – Young lives for cancer RE topic – Was it always easy for Jesus to show friendship? Vision re-launch - How is the Parable of the Good Samaritan relevant to how we live our lives today/in school?	Choosing Eco and School Council members Classroom monitors RE values day RE Journals Self and peer assessment/evaluation Celebrations of events like Remembrance Day Supporting charities – Young lives for cancer RE topic – Is forgiveness always possible? Vision re-launch - How is the Parable of the Good Samaritan relevant to how we live our lives today/in school?	Guided Reading texts- Journey to Jo'burg and The boy who harnessed the wind Choosing Eco and School Council members Classroom monitors Increased leadership opportunities – worship leaders, library monitors, play leaders etc. Residential trip (PGL?) RE values day RE Journals Self and peer assessment/evaluation Celebrations of events like Remembrance Day Supporting charities – Young lives for cancer Vision re-launch How is the Parable of the Good Samaritan relevant to how we live our lives today/in school?
Reflection: understanding an inner meaning of self and identity – critical reasoning and big questions	Hello Yellow – wellbeing/mindfulness day Anti-bullying week – in class assemblies/activities to complete in classrooms Weekly achievement certificates Over and above postcards home – values related Termly awards – school values Living our school values	Hello Yellow – wellbeing/mindfulness day Anti-bullying week – in class assemblies/activities to complete in classrooms Class charter reflections Achievement certificates Over and above postcards home – values related Termly awards – Good Samaritan award Self-reflection in RE floor books Opportunities to reflect after trips and special occasions which are built into the curriculum	Anti-bullying week – in class assemblies/activities to complete in classrooms Class charter reflections Achievement certificates Over and above postcards home – values related Termly awards – Good Samaritan award Self-reflection through PSHE and RE journals Reflection areas – exploring 'big questions' Meaning of being charitable	Anti-bullying week – in class assemblies/activities to complete in classrooms Class charter reflections Achievement certificates Over and above postcards home – values related Termly awards – Good Samaritan award Self-reflection through PSHE and RE journals Reflection areas – exploring 'big questions' Meaning of being charitable Sex Education
Transformation: responding as a means of expressing an idea of self – developing a personal set of beliefs	Sharing own prayer with the class	Big questions in RE units Developing oracy skills so children can agree and respectfully disagree with each other as well as build on other's views in discussions	Big questions in RE units Developing oracy skills so children can agree and respectfully disagree with each other as well as build on other's views in discussions RE – could Jesus really heal people?	Big questions in RE units Developing oracy skills so children can agree and respectfully disagree with each other as well as build on other's views in discussions RE – Is anything eternal?

Spiritual development – beyond

DOORS: giving children opportunities to respond to all of this; to do something creative as a means of expressing, applying and further developing their thoughts. They are putting into action what they are coming to believe and value.

Spiritual learners become increasingly aware of:

- The concept of the beyond
- A growing relationship with the transcendental
- 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

	EYFS	Years 1 and 2	Years 3 and 4	Years 5 and 6
Encounter: learning about life: providing openings for spiritual development: a growing appreciation of the intangible – truth, love	Remembrance Day End of day prayer Transient and natural art African sunset art Painting music	Remembrance Day Harvest Assembly Sports Week – link to mental health and values	Remembrance Day Harvest Assembly Singing for local elderly at village hall Sports Week – link to mental health and values RE – Judaism and Sikhism compare and contrast forms of worship and belief Visitors – Readipop samba workshops (other cultures) RE – Has Christmas lost it's true meaning?	Leading Remembrance Day worship Singing for local elderly at village hall RE – Hinduism and Islam compare and contrast forms of worship and beliefs Sports Week – link to mental health and values SRE – journey of life Leading on initiatives – organising bake sales for charities important to them
Reflection: learning from life: reflecting on the beyond – a search for meaning, critical reasoning and big questions	Reflection time – Class worship Asking 'why?' questions Posing questions for learning Valuing all children's answers Open ended questioning and discussion 'I wonder why/how…' Use of natural environment Looking at different family compositions	Reflection time – Class worship Y1 – God's creation Climate change and our responsibility to look after the world Questions asked by pupils to build in opportunities for enquiry based learning Discussions on contrasting faith/belief Reflection/prayer time built into every act of collective worship	Reflection time – Class worship Sustainability and fair trade Questioning how we treat the world Reflection/prayer time built into every act of collective worship	Reflection time – Class worship Reflection/prayer time built into every act of collective worship
Transformation: learning to live life: responding as a means of expressing the need to understand the purpose of life	Acceptance of the views and ideas of others Responding to music in art and movement	Understand that some questions have no right answer and can be discussed	Understand what big questions are – Could Jesus really heal people?	Generate big questions