

SPIRITUALITY ACROSS THE CURRICULUM

Spirituality is about seeking a meaningful connection with something bigger than oneself, which can result in positive emotions, such as peace, awe and wonder. Spirituality enables our children to be happy; to flourish, to succeed and to live life in all its fullness.



Below is a chart that broadly outlines how spirituality is woven into the fabric of our curriculum in terms of individual subjects. There are references to 'wow' and 'ow' moments

Subject	How spirituality can be developed
English	• Reading and discussing literature that explores moral and ethical dilemmas; writing reflective pieces on personal values and beliefs. • 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. • If pupils are invited to write about things that have profound meaning to them, how is this writing valued? The purpose and audience of writing • Hooks for writing that encourage 'wows' - these could be visual texts, artwork, music, nature around us
Maths	• Exploring patterns and connections in mathematics, fostering a sense of wonder and awe at the beauty and order in the universe. By considering pattern, order, symmetry and scale both man made and in the natural world. • By appreciating the beauty of shape and space. • Fibonacci sequence in nature, e.g. spirals of seeds in sunflowers, the arrangement of petals on flowers, the sections of pine cones and pineapples
Science	• Studying the natural world and considering questions about the origins of life, the universe, and our place within it. • By demonstrating openness to the fact that some answers cannot be provided by Science. • By creating opportunities for pupils to ask questions about how living things

	rely on and contribute to their environment • Delight in discovering how things work. • Opportunities to linger longer on the wonder and say wow! Particularly in learning about the human body and Earth and Space. • What questions cannot be answered by science? • Understanding that Science we learn in school is our current understanding of how the world works. • Exploring how scientific understanding can change over time. • Discussing how scientific discoveries start with imagination and forming a question. • Reminding children of the scientific skills they are using like observation and creativity in planning and carrying out practical investigations. • Talking about how scientists across the world co-operate and share discoveries to increase our understanding of the world. • By spending time outdoors (the bank, Oakhill Park, the Environmental Centre, trips to different settings), really taking it in and using our senses. Enjoying the small things in nature such as how a spider creates a web, or how leaves change colour or birdsong... • Enjoying nature throughout the different seasons
RE	• Studying different religious and philosophical traditions; exploring questions of meaning, purpose, and morality. • By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews. • By asking and responding to questions of meaning and purpose. • By considering questions about God and evaluating truth claims.
Art	• Expressing personal beliefs and values through creative artwork; exploring the spiritual significance of art throughout history. • By providing plenty of rich opportunities for pupils to explore both the spiritual dimension and natural phenomena e.g. natural form, waves, complex pattern in nature. • By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. • By allowing pupils to show what they know through their own expression • How does art invite you to explore the mystery that dances within your soul? • What are the wows and ows in the stories behind the artists you study? • How do you celebrate and respect different responses to art? • Space for calm, mindful thinking, reflection • Having a window into the experiences, emotions, and perspectives of others through looking at and hearing others talk about their art • Opportunities to reflect on how different pieces of art make us feel - using sketchbooks to make visual notes. • Being creative, using our imagination, exploring and seeing where the process takes us, learning more about ourselves as we experiment and explore.
DT	• Reflecting on the impact of technology on society and the environment; considering ethical and moral implications of design decisions. • By enjoying and celebrating personal creativity. By reviewing and evaluating

	created things. • What motivates designers and their decisions? For example, is it a desire to make money or a desire to help and make improvements to daily life for everyone? • Caring for our own bodies and respecting them by learning about healthy food, heart health and balanced diets. • Linking the ideas science, design and faith - why do we choose to make? good video here: Test of FAITH • Link designing for a “target market” to understanding and empathising with different groups of people and understanding their needs. Designing and making to solve a problem or fill a gap: • 9 Young Inventors Who May Just Save the World • Children’s inventions to make the world a better place - Positive News - Positive News
History	• Studying different cultures, religions, and belief systems throughout history; reflecting on the human experience and the search for meaning. • By considering how things would be different if the course of events had been different • By looking at local history and investigating the reasons why there is a landmark, building or museum. • By speculating about how we mark important events from history and the people who shaped them. • Which stories tell historical ‘wows’? • Which stories tell historical ‘ows’? • What lessons for future decisions and choices do they provide? • Providing opportunities for children to ask and discuss questions about courage, loss and change, rights and equality and to encourage listening to others. • Teaching of History to involve stories to make a connection and build empathy. • Creating a space for children to relate to historical events to their own lives and identity
Geography	• Exploring the natural world and our place within it; considering issues of sustainability, stewardship, and interconnectedness. • By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world eg Favela settlements in Brazil • By making links with history when exploring the environment and speculating on why the landscape is as it is. • By comparing their lives with pupils living in other countries or other parts of the UK • The wow of physical geography. Explore footage of Attenborough’s documentaries to help us to appreciate the complexity and beauty of the natural world. • The wow of discovering different physical regions that do not provide the same opportunities. • What options/opportunities are there to respond and take responsibility in a challenging world? • Taking time to look at Geography in the news on Oddizzi (BIG QUESTION)

	to reflect and ask questions • Incorporate the 'What if?' questions into planning not just for higher attainers, but a discussion for all • Explore our understanding of scale. Through units such as Human Impact y4-explore their role-value of stewardship e.g. recycling and explore how local change can impact on World scale • Through videos/Oddizzi pages appreciation of fragile environments e.g. Amazon • Developing fieldwork opportunities/time spent exploring and asking questions about photographs e.g. feeling wonder when they see something majestic in nature, such as a jagged mountain range
Music	• Exploring the emotional and spiritual dimensions of music; experiencing moments of transcendence through performance and composition. • By allowing pupils to show their delight and curiosity in creating their own sounds. • By making links between their learning in literacy (or other curriculum area) with music being played as background. • By considering how music makes one feel and can 'move us' deeply. • What style of music 'invites you to explore the mystery that dances within your soul'? • What styles of music have the opposite effect? • How does music encourage creativity, delight, and curiosity? • Appreciating the effect, a performance can have on the audience creating that 'wow' moment of stillness and silence before the applause. • Understanding how music can provide a link with different cultures and allow building relationships of mutual respect and understanding. • Understanding how we can use music to help us improve our well-being and provide an aid to emotional regulation for some people. What type of music makes you feel calm? What type of music makes you feel excited / sad / angry etc. Thinking about what features of the music may contribute to these feelings e.g. tempo / rhythm / key / texture. • Thinking about how music is used in the worship of many different religions and why this is. • Celebrating creativity through the music curriculum there is no wrong in composition experimenting with different sound combinations to find something they feel sounds good. Appreciating different people have differing preferences for music to listen to and there is no right or wrong.
Physical Education	• Developing a sense of connectedness between mind, body, and spirit; promoting values such as teamwork, respect, and resilience. • By delighting in movement, particularly when pupils are able to show spontaneity. • By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative. • By being aware of one's own strengths and limitations. • How do you celebrate a new skill? • How does it feel to be proud of your whole self? • What does it feel like to be completely focused on a task or challenge?

	• How do you recognise the delight in movement, connectedness, and creativity? Encourage the awareness of one's own strength and limitations. • Recognise/celebrate equality, freedom, respect and trust. • Recognising how movement makes them feel, calm, relaxed, motivated. • By delighting in movement of others and themselves, e.g. in gymnastics - appreciate what our bodies are capable of. • Appreciation of nature and the outside world whilst taking part in outdoor activities. • Team sports focusing on working together, appreciating others skills and contributions, and the connection this provides.
PSHE	• Reflecting on personal values, beliefs, and ethical decision-making; developing empathy, compassion, and self-awareness. • By developing awareness of and responding to others' needs and wants. • By exploring meaning and purpose for individuals and society. • By developing resilience and inner strength. • By valuing self as unique in the image of God. • By cherishing relationships. • As children explore topics such as relationships, feelings & attitudes, keeping safe and 'your body' where are the natural links with the wows, ows and nows? • Being Me in My World - The link between appreciating our place in the world and our communities helps children understand they are part of something bigger. It also helps them consider their connections to others and can enable them to feel closer to them and nature. • Celebrating Difference - Helps the children make the link between the idea that although we are all different we are also all special and connected. Also children can learn how people believe, pray and celebrate in different ways and may even see spirituality in different ways. • Dreams and Goals - Reinforces the spiritual belief that we all have a purpose or path. Spirituality can help us achieve our goals through being hopeful, strong and focused. • Healthy Me - A healthy lifestyle helps us feel strong, happy and calm. We can grow and have more opportunities for spiritual moments. • Relationships - links to spiritual teaching of treating others with respect. We often share spiritual moments with people from close relationships.
Computing	• Reflecting on the ethical use of technology; considering the impact of digital interactions on personal and communal well-being. Help children to understand their digital identity and presence. E literacy lessons, online relationships and reputation, self-awareness and responsible digital behaviours. Digital footprint. Fostering a sense of integrity and accountability. • By wondering at the power of the digital age e.g. use of the internet and social media. By understanding the advantages and limitations of IT. Looking at advancements in technology and showing appreciation and respect for the interconnectedness of the world. Computer systems - networks - making connections to the wider world. Learning about global digital citizenship and understanding the impact of technology on society. • Developing collaboration, teamwork and effective communication. • By using the internet as a gateway to big life issues. Asking questions and

	reflecting: so what? What if? • An opportunity for children to develop their creativity, critical thinking and ethical awareness. Developing creativity - problem solving; fostering self belief, confidence and resilience through challenge and sense of achievement. Ethical implication of technology (AI and data privacy) • Creation of digital media that explores themes such as belief systems, social justice, and environmental issues. Developing empathy and mutual respect. • Using technology for spiritual practices encourages children to develop their spiritual awareness and helps them connect with themselves and others in meaningful ways. Opportunities for reflection, mindfulness and spiritual growth. Reflect on learning journeys and creativity. Slowing down learning and taking stock of what has been done - developing a sense of purpose (rather than 'just doing'). Intellectual and spiritual development. • Making fundamental links to individual values and impact on society.
French	• Exploring different cultures, beliefs, and traditions through language; fostering empathy and understanding across cultures. • By exploring the beauty of languages from around the world. • By exploring the way language is constructed • What motivates language learning? For example, buying an ice cream on holiday or welcoming and comforting a stranger in our country? • What does it feel like to genuinely communicate with someone in a new language?
Wider enrichment opportunities including SEND provision	• By working with our caretaker on gardening, finding wildlife, leaf blowing, wood work projects - finding the wonder in the outdoors • By planning, shopping and cooking with staff and finding the wonder in making something and sharing it with peers, developing independence and life skills • By giving regular opportunities for highly engaging activities such as Bucket time, interactive story and fairground sessions. • By enriching the opportunities to look after the whole child through sensory activities, sensory circuits, movement breaks, yoga, fine motor skills such as fairground and funky fingers • Promoting opportunities for independence and success away from the classroom such as dancing on Mayday, reading in worship, performing in the nativities. • By creating bespoke learning opportunities with the child at the centre focusing on their likes and interests. • Various trips to wonderful places that create wow moments e.g. inclusive choir singing at Royal Albert Hall • Residential visits in woodland environments - connecting with nature and each other