

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.

FS	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
Encounter: Learning about life: providing openings for spiritual development through an exploration of identity and personal values.			
Growth Mind-set- resilience Responding to questions across the curriculum and asking big questions Weekly mindfulness and meditation RE – commitment to religion Spirituality weeks: Vary focussing e.g. Promises, Who is my neighbour and What is my spirit, what is my soul? British Values week and throughout the curriculum Peer Mediation and reflection World Awareness week Who am I? Marvellous me box – share and show – filling special box about themselves and talk about it 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? Global advocacy- exploring world issues and how we can play a part in finding solutions.	Growth Mind-set- resilience Responding to questions across the curriculum and asking big questions Weekly mindfulness and meditation RE – commitment to religion Spirituality weeks: Vary focussing e.g. Promises, Who is my neighbour and What is my spirit, what is my soul? British Values week and throughout the curriculum Peer Mediation and reflection World Awareness week PSHE units- Who am I? Term 1 topic. PSHE-learn 4 life – goals, Me, my friends and family, ready steady go Science- Health and growth 1 week learning metaphor at the beginning of each year. Global advocacy- exploring world issues and how we can play a part in finding solutions.	Growth Mind-set- resilience Responding to questions across the curriculum and asking big questions Weekly mindfulness and meditation RE – commitment to religion Spirituality weeks: Vary focussing e.g. Promises, Who is my neighbour and What is my spirit, what is my soul? British Values week and throughout the curriculum Peer Mediation and reflection World Awareness week RE lessons – questioning about personal values and opinions PSHE – The Unique Me learn 4 life – goals, Me, my friends and family, ready steady go English– discussions and debates – responding to important issues to them and others RE units – question led units built around a driving question. Getting to know you activities at the start of the year. 1 week learning metaphor at the beginning of each year. Global advocacy- exploring world issues and how we can play a part in finding solutions.	Growth Mind-set- resilience Responding to questions across the curriculum and asking big questions Weekly mindfulness and meditation RE – commitment to religion Spirituality weeks: Vary focussing e.g. Promises, Who is my neighbour and What is my spirit, what is my soul? British Values week and throughout the curriculum Peer Mediation and reflection World Awareness week English- discussions and debates PSHE- Body image and photo manipulation SRE – our bodies and knowing ourselves Buddy training and assuming the Buddy role. Residentials- learning to develop independence, care for yourself, challenge yourself away from home and to try new experiences. 1 week learning metaphor at the beginning of each year. Global advocacy- exploring world issues and how we can play a part in finding solutions.
Reflection: Learning from life: understanding an inner meaning of self and identity – critical reasoning and big questions.			
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?	Who am I? What does it mean to be? How do I treat people with respect? How do I treat my world with respect?	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?	What does it meant 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? What makes me, me?
Transformation: Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.			
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.	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.	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.	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.

	Beginning to recognise mistakes and how to deal with them in a positive way.	Can set goals for my work and behaviour that will help me to progress.	
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.			
FS	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
Encounter: Learning about life: providing openings for spiritual development through an exploration of identity and personal values.			
Circle time – celebrating and appreciating Wow moments – celebrating each other's achievements at home. Caring for others and responsibility for new life Global advocacy- exploring world issues and how we can play a part in finding solutions.	Fairtrade and Christian aid collective worship RE: Christianity and Judaism Why are some stories special? Important stories and parables How does Jesus show kindness? Shabbat – importance – links to God Why is God special (in Christianity and Judaism) Relationships – PSHE Peer assessments Working in teams- team building skills- forest schools Spiritual activities- recognising each others strengths 40 acts of Kindness Advent Adventure Operation Christmas Child Meditation and Mindfulness Making class rules together and reinforcing respect for others. 1 week learning metaphor at the beginning of each year. Global advocacy- exploring world issues and how we can play a part in finding solutions.	Fairtrade and Christian aid collective worship Aware of the needs of others and that people depend on each other – Cake Sale and child led initiatives to raise for charity e.g. for Macmillan Studying individuals who have made a difference in History Peer marking – valuing the work of other children and supporting each other's learning. RE – studying Hinduism, Judaism and Christianity – children explore each other's religions and understand why they are important to them. PSHE-Developing positive behaviour towards others. PSHE: Changes – how influence can be both positive and negative. The importance of decision making. Engaging with parables and the teachings of Jesus i.e. Blind man, Jesus' miracles Making class rules together and reinforcing respect for others. Responding to religious stories and discussing the impact on our lives 1 week learning metaphor at the beginning of each year. Global advocacy- exploring world issues and how we can play a part in finding solutions.	Fairtrade and Christian aid collective worship with development through lessons English – holding a debate and understanding other people's opinions. RE – recognising the importance of religion in the lives of others – Islam, Sikhism and Christianity - looking at the commitment of others History – Crimean war, Ernest Shackleton– exploring the role of historical figures and the impact on society. PHSE; Changes – learning to accept different opinions and beliefs. British Values – looking at how to treat others Send my friend campaign- Persuasive letters 1 week learning metaphor at the beginning of each year. Global advocacy- exploring world issues and how we can play a part in finding solutions.
Reflection: Learning from life: understanding an inner meaning of self and identity – critical reasoning and big questions.			
Reflection areas in learning areas indoor/outside & whole school reflection areas. Collective worship. Growing topic- all life is precious. 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...? Buddy system to model, scaffold and support.	Reflection areas in learning areas indoor/outside & whole school reflection areas. Collective worship. Mindfulness Bible stories Rules for living- how to live in a way that affects others in the best way Circle times.	Reflection areas in learning areas indoor/outside & whole school reflection areas. Collective worship. An opportunity to express themselves musically and artistically in a personal response to an artist's/musician's piece of work. 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?	Reflection areas in learning areas indoor/outside & whole school reflection areas. Collective worship. An opportunity to express themselves musically and artistically in a personal response to an artist's/musician's piece of work. How can we care for others in the world? Who is my neighbour? How can I change the world?

Transformation: Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.			
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.	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.
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.			

Spirituality skills progression map

FS	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
Encounter: Learning about life: providing openings for spiritual development through an exploration of identity and personal values.			
Creative subjects – art, music. Looking at nature in Forest school and in our garden and school grounds Working with an artist to create a whole school star installation to show we are all unique but made in God’s image. Hatching and nurturing animals/insects e.g. butterflies, chickens, lambs and stick insects Ice hotel- making ice sculptures and wonder of wonders. World Awareness week- 7 countries exploration of culture, diversity, religion with awe and wonder. Global advocacy- exploring world issues and how we can play a part in finding solutions.	Creative subjects – art, music. Looking at nature in Forest school and in our garden and school grounds Creating Andy Goldsworthy sculptures Working with an artist to create a whole school star installation to show we are all unique but made in God’s image. Japanese visitors exploring origami and kimono. Diwali workshops- beauty and expression of dance RE-creation Music- exploring beauty through sound. Animals and plants- caring for them World Awareness week- 7 countries exploration of culture, diversity, religion with awe and wonder. Aware of our world week- exploration of world issues Fair Trade week 1 week learning metaphor at the beginning of each year. Global advocacy- exploring world issues and how we can play a part in finding solutions.	1 week learning metaphor at the beginning of each year. Creative subjects – art, music. Looking at nature in Forest school and in our garden and school grounds Working with an artist to create a whole school star installation to show we are all unique but made in God’s image. Y4 school residential- overnight forest school- nature at night time and the dawn. Term 5 and 6 – artist sculpture using natural items to recreate. Link to English- ‘Noah Barleywater’ book- observation of trees, represented through various mediums. Creative expression in the arts Habitats topic Dance World Awareness week- 7 countries exploration of culture, diversity, religion with awe and wonder. Aware of our world week- exploration of world issues Fair Trade week Global advocacy- exploring world issues and how we can play a part in finding solutions.	1 week learning metaphor at the beginning of each year. Creative subjects – art, music. Looking at nature in Forest school and in our garden and school grounds Working with an artist to create a whole school star installation to show we are all unique but made in God’s image. School residential Y5- exploring a real forest, caves and gorge. Y6-An eye on London- the varying perspectives of London- eco lodge/conservation areas, St Paul’s whispering gallery and secret stairway with rare sights, views from the ‘Eye’, water, tube, train and by foot. Forest school - Exploring the beauty and wonders of creation using the garden and in growing plants for the Malvern show. Science – micro-organisms, looking at the wonders and working of the world. Habitats. English- Shackleton’s adventure- beauty and danger of nature, the survival of the human spirit. Creating poems, factual and descriptive writing. Drama- seeing the world through the eyes of others in role play. Art – studying art in the natural world- ice pictures. Music – choosing music that interests and inspires World Awareness week- 7 countries exploration of culture, diversity, religion with awe and wonder. Aware of our world week- exploration of world issues Fair Trade week Global advocacy- exploring world issues and how we can play a part in finding solutions.
Reflection: Learning from life: understanding an inner meaning of self and identity – 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? What will happen to the eggs? What happened to the eggs that didn’t hatch? How would you feel if you were there? What do you notice/ observe? Can you see . . . ? What patterns have you observed?	Why do you like certain types of music? What response do you get when you look at a piece of art? (fortnightly composer in focus and class composers and artists) 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?	Why do you like certain types of music? What response do you get when you look at a piece of art? (fortnightly composer in focus and class composers and artists) Do we have a duty to look after the natural world? Why should we? Whose responsibility is it?	Why do you like certain types of music? What response do you get when you look at a piece of art? (fortnightly composer in focus and class composers and artists) 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?

Transformation: Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.			
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.	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. Ask big questions and explore answers, listening to differing views.
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.			
FS	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
Encounter: Learning about life: providing openings for spiritual development through an exploration of identity and personal values.			
Creative subjects, meditation and mindfulness, collective worship. Space topic – looking at beyond the world Hatching chicks. Discussions about eggs that didn't hatch. Meeting baby animals World Awareness week- 7 countries exploration of culture, diversity, religion with awe and wonder. Aware of our world week- exploration of world issues Global advocacy- exploring world issues and how we can play a part in finding solutions.	Stories with morals. Creative subjects, meditation and mindfulness, collective worship. Rocket seeds World Awareness week- 7 countries exploration of culture, diversity, religion with awe and wonder. Aware of our world week- exploration of world issues 1 week learning metaphor at the beginning of each year. Global advocacy- exploring world issues and how we can play a part in finding solutions.	Science – Life processes Wild weather– human geography dangers – newspaper reports in avalanches Events in the news – Tim Peake Easter – death and resurrection of Jesus- Experience Easter Pentecost- experience Y4 RE- Trinity unit of work- How can 3 be one? World Awareness week- 7 countries exploration of culture, diversity, religion with awe and wonder. Aware of our world week- exploration of world issues 1 week learning metaphor at the beginning of each year. Global advocacy- exploring world issues and how we can play a part in finding solutions.	Y6 RE – Moksha, Understanding Christianity units of RE. Y5 RE- Brahman and Shiva- is destruction always bad? Understanding Christianity units of RE. Science – Life processes and Space Wild weather topic – human geography dangers Easter – death and resurrection of Jesus- Experience Easter Pentecost- experience World Awareness week- 7 countries exploration of culture, diversity, religion with awe and wonder. Aware of our world week- exploration of world issues 1 week learning metaphor at the beginning of each year. Global advocacy- exploring world issues and how we can play a part in finding solutions.
Reflection: Learning from life: understanding an inner meaning of self and identity – 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 Good Friday is called so?	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? Why did Jesus have to die? Why is Good Friday called so? How was the world made?	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? Why did Jesus have to die? How was the world made?
Transformation: Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.			
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.	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

