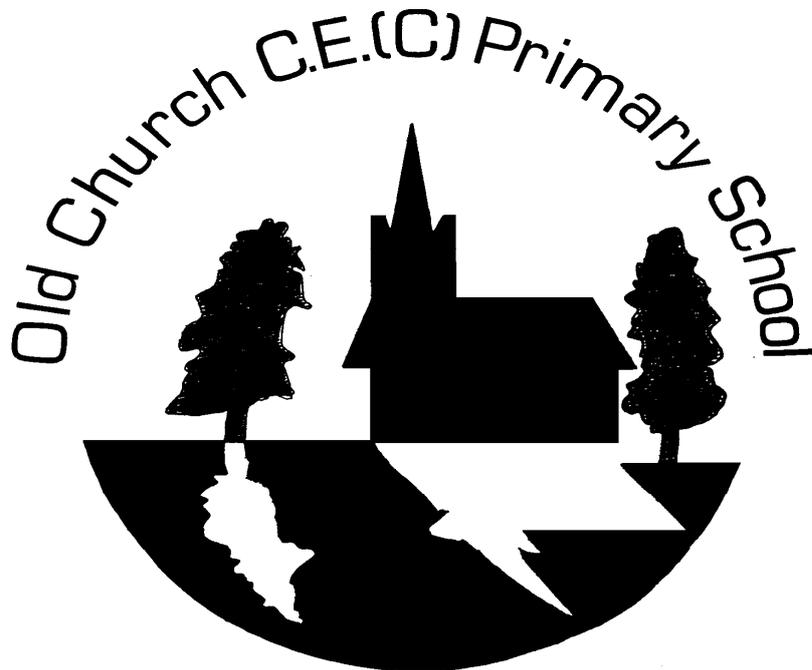


# Policy For Spirituality



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## Introduction

The realm of the Spiritual is referred to in many educational documents.

1. The 1944 Educational Act says the Local Education Authority is responsible for contributing to the "spiritual, moral and physical development of the community".
2. The 1988 Education Act describes a balanced and broadly based curriculum as one which "promotes" the spiritual, moral, cultural, mental and physical development of pupils".
3. The Department of Education & Science document "Curriculum 11 to 16 - 1985" lists eight "areas of experience", the first of which is the spiritual.
4. Many recent agreed syllabuses of Religious Education refer to the spiritual dimension. In our own Aided Schools Document (2006), one of the three Attainment Targets for Religious Education is "Personal Understanding and Response" - for pupils to be enabled to understand their own spirituality and uniqueness, and be encouraged to respond to ultimate questions and values in relation to Christian faith in God.
5. Worship is defined as a "spiritual activity" in Circular 1/94.
6. The 1993 NCC discussion paper "Spiritual & Moral Development" (adopted also by QCDA) remains the latest guidance on definitions related to the spiritual. It describes aspects of spiritual development steps to spiritual development and characteristics of spiritual development. It also recognises the valuable part played by the spiritual dimension of school life and its recognition in OFSTED and is central to Church Inspection( SIAMS)s. Spirituality should be managed, articulated and accounted for in the life of the school community Spirituality is contained within the boundaries of a Christian Faith.

## Mission Statement

***Everyone concerned with Old Church C of E ( c) Primary school will aim to provide, through a Christian ethos, a happy, caring and industrious atmosphere in which the children are not only encouraged to work hard and play hard, but also to show care and respect to one another in order to promote life long learning.***

## WHAT IS SPIRITUALITY?

Spirituality has to do with us as people - body, mind and spirit. It is not bound by any agreed definition and in order to communicate we must attempt definitions within the exploration of Christian spirituality.

It is:

- is a universal or innate feature of human nature
- includes an ability to believe the unbelievable, imagine the unimaginable
- is associated with a search for meaning in life
- requires opportunities for, or the practice of, silence, reflection and inner awareness
- relates to morality

- relates to an awareness of the mystery of life
- explores and responds to mystical and numinous (holy) experiences
- enables an awareness of the presence of God or of a meaningful patterning in life which seems to come from a greater source

It "is the development of that awareness that there is something more to life than meets the eye, something more than the material, something more than the obvious, something to wonder at, something to respond to" (Terence Copley - video 'Educating for Spirit and Growth').

The NCC paper does not give a definition but lists the following 8 aspects:

- Beliefs
- A sense of awe, wonder and mystery
- experiencing feelings of transcendence
- Search for meaning and purpose
- Self-knowledge
- Relationships
- Creativity
- Feelings and emotions

## **Fostering Spiritual Development**

The notion that pupils develop spirituality within the boundaries of a Christian School at Old Church can include:

- Recognising the existence of others as independent to oneself.
- Becoming aware of reflecting on experience.
- Questioning and exploring the meaning of experience.
- Understanding and evaluating a range of possible responses and interpretations
- Developing personal views and insights.
- Empathising with the experience of others.
- Applying insights gained with increasing degrees of perception to one's own life and the lives of others

## **SPIRITUALITY IN THE CLASSROOM**

For children to develop spiritually they need a variety of learning experiences which provide opportunities for pupil's to:

- ❖ discuss matters of personal concern
- ❖ develop relationships with adults and peers
- ❖ develop a sense of belonging to a church school community with its distinctive ethos
- ❖ be challenged by exploring the beliefs and values of others, the school's identity, whilst deepening their knowledge and understanding of their own faith or beliefs
- ❖ discuss religious and philosophical questions in a respectful way
- ❖ understand why people reach certain decisions on religious and moral issues, and how those decisions affect their lives
- ❖ understand how the School's Christian character determines its values and expectations
- ❖ experience what is aesthetically challenging
- ❖ experience silence and reflection

- ❖ develop a reverence for God and the school's rituals and practices which honour God through Jesus Christ.

We recognise that our pupils are unique souls and spirits allowing exploration thus fostering spiritual development

As spiritual development cannot be seen in isolation from personal development, time spent on this will also affect inter-personal relationships within the classroom and as a result contribute to the positive ethos of the school. For spirituality is not simply about Christian prayer and worship; it is also about knowing and being ourselves, being aware of and caring for others, and about knowing the world around us. **Thus spiritual development means being concerned with a child's inner growth, with his/her emotional growth, his/her understanding of and acceptance of himself/herself.** Spiritual growth is only possible when there is growth of the whole person.

As in any other area of the curriculum, children need to acquire skills, explore experiences and assimilate knowledge within the spiritual area. This will be integral to the learning process and delivered in a variety of methodologies, for example:

- cross-curricular themes and variety of learning styles
- through a creative and thematic curriculum
- as the focus in some acts of collective worship
- as a dimension in RE themes.

Staff will be periodically receive INSET to support understanding and develop issues of Spirituality as it is the 'art of the teacher, to be aware of potential spiritual experiences whether planned or otherwise'

Staff and children are thus able to respond imaginatively and intuitively to that which sometimes defies verbal description and lies within the boundaries of feelings, sensitivities and personal responses.

These may involve a search for meaning, a transcendent quality, a wholeness or oneness in one's inner being, an experience of awe and wonder, a heightened quality in an event or encounter, a sensing of the divine presence. All these are characteristic of the spiritual area which our school community may experience and do experience as part of their spiritual development.

1. To gain access and respond to these experiences, children need to acquire certain skills:
  - Reflection
  - Stilling and silence
  - Inner awareness
  - Listening to oneself
  - Questioning, searching for meaning
  - Ability to communicate feelings and spiritual sensitivities
  - Interpretation of feeling and behaviour
  - Empathy for others as feeling, thinking people.
  - Awareness of God: Father, Son and Holy Spirit

Collective Worship-is planned on a weekly basis and is an excellent setting for a quiet, reflective approach to the spiritual experiences of prayer, worship, ritual and communication with God. In

each of our collective Worship time, time is given for reflection on the theme for the week. This can be explored in such a way as to value the individual's response and give space for their spirit and inner awareness, their capacity to intuit, feel and recognise the sacred, the holy, the divine. We ensure that the spiritual rights of every child are valued:

- a. **Initiation:** into the spiritual heritage of the culture in which one is born.
- b. **Expression:** of one's own spiritual belief without discrimination.
- c. **Choice:** to deepen, doubt, alter one's spiritual commitment.
- d. **Support** complementary to one's spiritual development.
- e. **Protection** from spiritual damage and handicap.

## 2. **Foster spiritual sensitivities and capacities**

- A sense of awe, wonder and the mysteries of life
- An imaginative approach to the world
- A reflective attitude to the natural world
- A sense of pattern, sequence and order
- A spirit of enquiry and open mindedness
- An awareness that life evolves and there are moral choices between good and bad
- An awareness of paradox and unease
- A sense of life's joys and achievements
- A sense of meaning, purpose and direction
- An awareness of suffering, pain, decay and loss
- An awareness of community - its demands, values, rituals and celebrations
- A sense of others as feeling, thinking persons
- An increasing ability to empathise with others
- The capacity to empathise and respond to religious activities such as worship, prayer, communion, sacrifice, pilgrimage
- The capacity to empathise with other faiths or religious beliefs and showing understanding and tolerance.
- The capacity to be still

- The capacity to be aware of one's own inner life and to reflect
- The capacity to be aware of one's own uniqueness – of the worth of one's self and Of one's identity
- A sense of sacred, the holy, God
- A sense of the Trinity- God as Father, Son and Holy Spirit
- An increasing awareness of God in one's own life and in the life of others,
- The increasing ability to question one's beliefs and actions, and those of others, in a search for meaning
- The ability to communicate responses and feelings with increasing confidence and self-esteem

### **3. Pupils should assimilate relevant knowledge from the whole curriculum**

#### **a. RE and WORSHIP**

For some people the terms 'religious' and 'spiritual' are synonymous. This would lead them to think that doing RE is doing the spiritual. In the same way 'worship' having expression in many religious rituals also is the spiritual. In one sense this is true. For the spiritual search is at the heart of all religious experience and activity. The experiential approach to teaching Religious Education reflects this in its three basic principles:

- (i) to take seriously the inner experience of the religious believer
- (ii) to enable pupils to have a practical and humane understanding of the religious impulse
- (iii) to encourage increased respect for personal inwardness and awareness.

Thus all areas of the religious and worship curriculum should be permeated by a search for personal understanding and response, so that pupils are "enabled to understand their own spirituality"

However, the spiritual is not only expressed in religious terms; it has much wider boundaries which can permeate all human experience and understanding. So response to the spiritual can be seen in:

- a heightened awareness of natural beauty
- a feeling of inner space
- a celebration of worthwhile activities in school
- a feeling of loss or sadness at some tragic news
- an identification with nature's life pulse ( example-in Forest Schools)
- a motivation to a life of caring for others as well as a religious interpretation
- a commitment to a religious order

- belonging to a Church community
- adherence to religious rules and standards of behaviour (seen through School Values and Rainbow Rules)

In our work with children, an open response to the spiritual is necessary. This does mean that there is the possibility of the whole realm of good and evil being addressed. Undoubtedly, children will bring into the classroom good and evil experiences and the latter need careful handling so as to alleviate fear and enable positive reflections as a counter balance. Reflection Time –( a strategy for handling the whole realm of spiritual experience) may be given space in the classroom collective worship or during an R.E. topic such as 'Prayer'. This will be done in an atmosphere of trust.

Our work in Religious Education may contribute to spiritual growth and brings a more religious content to spirituality.

**Religious Education** can show children the many ways people have 'met' God and how they have responded to that meeting.

**Worship** should foster a child's sense of God or at least of there being an 'otherness' to life. But for that to happen we need to ensure we are:

- **Providing good experiences of public and collective worship** either in church or in school. Children at Old Church experience acts of worship either as a class, key phase or whole school both in school and in church. Family Service adding a dimension to worship with a wider congregation. Several opportunities in the church year provide for acts of worship and celebration with the wider school community..
- **Expressing a concern for others** by the way our prayers are outward looking and by the way we seek to involve children imaginatively in the concerns of others, so deepening their sensitivity to others. Acts of writing personal prayers to be said at end of day and in incidents of great tragedy such as the Manchester Arena bombings.

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**We also need:**

To be able to help them think about God and explore religious ideas about God.

To give practice in praying and composing their own prayers- These are to be set up on the Learning Platform for children to access when they need them.

To give to children experience in a variety of prayer techniques and forms such as the different versions of The Lord's Prayer.'

We want them to explore the spiritual for themselves, to have the skills to work out what suits them, not simply to follow a single pattern. This means giving careful thought to class prayers as well as collective worship and ensuring that they experience a variety of approaches and techniques.

## **THE WHOLE CURRICULUM**

**Many curriculum areas will provide opportunities for spiritual growth- spirituality is cross curricular.**

## **THE ARTISTIC AND THE SPIRITUAL**

If we want children to have an awareness of the world around them, to be aware of beauty, pattern and design, to experience moments of awe and wonder and to be able to respond to and reflect on those experiences of God's creation, then art provides a tool to achieve this. It can provide a language, or rather techniques for expressing feelings, and it can provide examples of how others have conveyed moods, feelings and reactions.

In Festivals such as Christmas or Easter; children have an opportunity to look at artists outpourings of religion and faith and have opportunities to express their own feelings through media such as paint, drama or song.

The Year 6 topic- 'How do we express spiritual ideas through the arts' supports this

## **ENGLISH AND SPIRITUALITY**

### **Creative Writing**

English contributes through creative writing and perhaps particularly through poetry, through enabling children to explore their own feelings, to respond to these and to the world around them. Story can help them enter into the worlds and minds of others and into situations which the children might not otherwise be able to explore and so contribute to the understanding of, and empathy for, others. English techniques offer ways of exploring and finding the truth in parables, riddles, folktales, simile, metaphor and poetry. All these can open children's eyes to the importance of 'non-scientific truth' and non-cognitive ways of knowing.

### **Poetry**

Poetry often requires the same close and careful observations of objects as does art.

### **Fiction**

The use of imaginative fiction and writing to stimulate children's imagination also feeds spiritual development. It opens children's eyes to the possibility of transcendent and to an awareness of there being more to things than meets the eye.

## **EMOTIONAL GROWTH AND SPIRITUALITY**

It has been suggested that personal friction is necessary for spiritual growth - that we grow as people only through the problems and difficulties of relating to others. The work that goes on in Old Church school explores relationships, offers children skills in communication of thoughts and ideas, copes with aggression, helps children to properly assert themselves and enables them to listen to others with attention. When dealing with such issues, the School Values support understanding as does our P S H E. Above all it helps them to be aware of and be able to communicate their own feelings - all these help children to develop emotionally, to develop a sense of their own self- worth and develop their ability to relate to others.

## **Moral Growth and Spirituality**

Many of the traditional R.E. themes contribute to a sense of responsibility.

Study of Parables in assembly allows for a platform for debate of right and wrong.

## **SCIENCE AND SPIRITUALITY**

The exploration of the world through science, the observation of "familiar materials and events in their immediate environment" could be undertaken coldly and factually. But as we use our topic 'Creation and Science: conflicting or complementary?' we also seek to engage the children imaginatively and evoke from them their personal response rather than simply requiring a scientific reporting of what is observed.

Through our topics, similar links with Geography, History, Technology and Maths can also be made. In PE and Science we can celebrate the wonder of our human bodies and sense of achievement when a new skill is learnt. Other languages enable us to perceive the variety and complexity of world-wide communications and cultures. Opportunities to experience other places through trips, broaden the children's sense of the world and their place in it. What happens in school can only be a beginning and we can only point children in the right direction and take them a little way towards maturity and be alongside their own spiritual journey. But hopefully they will have acquired ability to look at life, the universe and everything in it as a means to finding God for themselves - if they wish it.

## **HOW DO WE PROMOTE SPIRITUAL DEVELOPMENT at Old Church**

1. The RE curriculum is known by all the school community, highlighted and given time in INSET planning with the appropriate resources. RE is led by an Upper pay scale teacher.
2. The acts of daily collective Worship are valued in their variety to provide for spiritual growth through the fostering of sensitivities, capacities and skills relating to the spiritual area of experience. Worship traditions are valued and explored as appropriate to the children's backgrounds, interests and abilities. All children experience a variety of worship styles and worship is a collective responsibility of all staff and children.
3. The Christian values of Old Church are highlighted in our School Values and are embedded in the life of the school. Respect and sensitivity is shown towards children of different and no faith throughout the life of the school.
4. The professional development offered to teachers through Inset heightens their awareness that the development of spirituality across the curriculum is fundamental to the development of the complete child.
- 5 a Old Church through its ethos and with support by Rector Liz, supports the awareness of staff's own spiritual journey and support is provided as needed.
- 5b The Foundation Governors support the Christian ethos of the school
6. The curriculum supports and gives legitimacy to:
  - the exploration of feelings
  - the development of attitudes
  - the development of ideas
  - the inspiring of the imagination

- the faith witness of believers
- the spiritual search

7. In the learning process:

- each subject area asks pupils to consider specific questions about values
- pupils are asked to question how they receive impressions, e.g. visually, logically, linguistically (what defects or limitations are there in vision, logic and language?)
- pupils are encouraged to think about the process of habit formation, good and bad
- pupils' inner experiences (feelings, intuitions, responses) are dealt with in ways which give them value and legitimacy
- pupils are led to question assumptions about what a person is and what gives a person value
- pure observation is encouraged so that pupils are not always looking for "the answer" but sometimes simply looking
- stillness and silence are encouraged and given value as well as activity
- children are encouraged and given support for innovation and creativity

If these principles are borne in mind, and made real in practice, pupils will experience religion in its proper context of caring and love, and in so doing grow spiritually in a positive and supportive environment.

For .....

"If God is everywhere, and only has to be looked for, then we must help children to look. If God dwells wherever man lets Him in, then our task is to help children to find God in every part of life so that they can, if they wish, let Him in".

(Spirituality, Prayer & Worship 1.4)

### Monitoring of Spirituality

1. Inset provided for spirituality by Diocese.
2. Termly visits by Sue Blackmore from the Diocese
3. Planning and evaluation meetings with Rector Liz

### Areas For Development

1. Mapping of Spirituality within the Curriculum
2. Vocabulary of Faith further developed.
3. Childrens' understanding of the Holy Trinity
4. Recording of Worship in year group planning

**THE SPIRITUAL DIMENSION**

<b>Aspects</b>	<b>Sensitivities/Skills/Activities</b>	<b>Appropriate Content</b>
<b>Awe, Wonder, Mystery</b>	<p>Be inspired by human achievement</p> <p>Be inspired by the natural world</p>	<p>Florence Nightingale      KS1  Mary Seacole, Sister Dora</p> <p>Castles KS1</p> <p>Boats KS1</p> <p>Visit to Cannock Chase – N  Forest Schools N and KS1  Visit to Sandwell Park KS1  Visit to Dudley Zoo R  Life Cycles -Butterflies      R  Hatching chicks KS1  Under the Sea KS1</p>
<b>Transcendence</b>	<p>Experience ambiguity and openness</p> <p>Experience awe and wonder</p> <p>Discover inner resources for dealing with everyday experiences</p> <p>Reflect on natural world</p>	<p>Attitudes to healthy bodies- Fighting Fit (KS1)  Storytelling Book week</p> <p>Water KS1  Sound and hearing KS1  Changes of state KS1  Physical properties KS1  Believing RE Topic – ks1 - RE  Storytelling –KS1  Anti- Bullying week – whole school  Changes in our bodies KS1  The senses (KS1)</p> <p>Environment - Yr.2  The seaside and under the sea KS1</p>

(Opportunities for reflection)  
Visit from Dudley zoo KS1

**SPIRITUAL EDUCATION**  
One approved example of curriculum mapping  
Topic Map for KS1

Aspects	Sensitivities / Skills / Activities	Appropriate Content
	<p>Reflect on life</p>	<p>Why is the Word God so important to Christians RE Foundation</p>
	<p>Develop sense of &amp; reflect on own inner life</p>	<p>Circle time, inner spirit, feelings about God, ourselves</p>
	<p>Experience stillness and reflection</p>	<p>At the end of every story in circle time. In worship At end of the day for prayer.</p>
	<p>Sense 'more than meets the eye'</p>	<p>Wonder of creation. Chicks and Butterflies Our ability to reflect, gain insight. Awareness of symbolism (light) KS1</p>
	<p>Develop sense of the mystery of life</p>	<p>Changes Growing (ks1) 'Who Made the World?' RE Ks1</p>

	<p>Experience feelings which may give belief in a divine being</p> <p>Develop a sense of the sacred, the holy, the divine.</p> <p>Develop awareness of own inner life and reflect</p>	<p>Feelings of joy, wonder, fear, love, through storytelling. 'Does Christmas Matter to Christians' ? RE (KS1)</p> <p>Through reflection. Moods &amp; music in circle time/ worship. Through sacred scripture (worship) Through Why is the Word God so important to Christians ?' RE Reception</p> <p>Opportunities to reflect on feeling &amp; sensibilities in Circle Time. Learning language of sacred in RE. Expressing spirit in worship/creating.</p>
<p><b>Aspects</b></p> <p><b>Enquiry, Meaning, Purpose</b></p>	<p><b>Sensitivities / Skills / Activities</b> Develop awareness of God in own life/that of others</p> <p>Develop increasing ability to question own actions/ beliefs in a search for meaning</p> <p>Develop increasing ability to question actions/ beliefs of others</p>	<p><b>Appropriate Content</b> Bible stories in Worship 'Does Christmas Matter to Christians?' KS1 RE Vicar (Christian visitors)</p> <p>'Why do Christians perform Nativity -?' RE Reception 'Why do Christians Put a Cross up at Easter?' - RE Reception Why does Easter Matter to Christians?' KS1 What do Christians Believe God is Like?' KS1</p> <p>e.g. through storytelling, circle time, learning school rules, learning Christian commandments</p>

Develop a spirit of enquiry and open-mindedness	Learning about other cultures & beliefs- Islam KS1 Diwali and India –Reception Chinese New Year –Foundation Islam- KS1 Reflecting on each other’s interests Festivals –KS1 School Values How attitudes affect behaviour Direction in Christian teaching
Sense meaning, purpose and direction Experience feelings which may give belief in a divine being	Circle time Storytelling Listening to one another Life Cycles of Butterflies -Foundation Life Cycle of Chicks –KS1 Death of school pets
Ask questions about the meaning of life	Changes, creation
Reflect on the origins of life	e.g. fear, courage, changing house, school, country, religion. School events, cultural activities
Respond to challenging experiences in life	Individual privacy Appropriate listening/ Circle time Right and Wrong KS1 pshe
Discuss matters of personal concern	<b>Self-knowledge &amp; Self-esteem</b> Increase awareness of own thoughts, feelings, emotions, responsibilities, experiences Confidence to express individual feelings and experiences & listen to others (Circle Time)
Grow in understanding of personal identity, uniqueness and worth	Going for Goals KS1 pshe

Circle Time R, Y1, Y2  
Me, Myself and I –KS1 Topic

Develop self-respect

Through listening to others  
Valuing each other  
Valuing school/home/religion

Develop ability to communicate responses and feelings with increasing confidence/self-esteem

Ability to listen, talk, discuss, argue, communicate  
in Circle Time, Story Time  
'Good to be Me' PSHE ks1

Be challenged and inspired by the highest achievements of the human spirit

e.g. Florence Nightingale etc KS1  
People who Help Us -Foundation  
Jesus

## Relationships

Build relationships with others

Co-operation  
Sensitivity to others feelings  
Working together

Sense others as feeling, thinking persons

Circle Time, sensitivity to others

Recognise and value the worth of each individual

Circle Time R Y1 Y2  
& Story Time

Empathise with others

Drama - R Y1 Y2  
Circle Time  
Story Time

## Aspects

**Sensitivities / Skills / Activities**

Develop awareness of the importance of  
**Appropriate Content**  
Different environments- 'Out and About' KS1

relationships in the natural world	Different cultures- Festivals KS1 Interdependence of natural world-- Science
Develop a sense of community	Ourselves, home rules, school rules, community rules, standards/rules/laws of Christianity - belonging to a religion- 'believing' RE KS1 'Out and About'- KS1
Develop awareness of the demands of community,	People who Helps Us- KS1 and Foundation
its values, rituals, celebrations	Festivals- KS1 nad Foundation Importance of belonging,
.....its religious activities including worship, prayer, communion, sacrifice, pilgrimage, beliefs, symbolism	Visit to St Lawrence Church. Weekly visit of Rector Liz to lead worship School worship/assemblies Symbols in classroom/school Palm Crosses- For the whole school Marriage ceremony –Foundation and Baptism- KS1 Visit to the Cenotaph KS1 Poppies- KS1
Empathise with people's faiths, responding to the working out of that faith in the way people live	School worship Church services Understanding religion Link between belief & behaviour
Express innermost thoughts and beliefs	Through painting, dance, drama, listening, worship
<b>Creativity</b>	

<p><b>Emotions Aspects</b></p> <p>Develop and exercise imagination/an imaginative approach to the world</p> <p>Experience emotions <b>Sensitivities / Skills / Activities</b></p> <p>Experience life's joys and a sense of achievement</p> <p>Develop awareness of the darker side of life, of suffering, pain, decay and loss</p> <p>Experience emotions when encountering beauty, suffering, injustice</p> <p>Develop the ability to control the emotions and use them as a source of growth</p>	<p>In creative arts, worship, storytelling</p> <p>&amp; learn how to deal appropriately with them, <b>Appropriate Content</b> e.g. Rainbow Rules/Circle Time</p> <p>Join in Assembly, worship celebrations</p> <p>Understanding our choice to choose wrong and the effect on others. Understanding rhythm of natural world</p> <p>Give pupils opportunities to reflect on paintings, stories, worship, moral issues, e.g. stealing</p> <p>Discussion in Circle Time</p> <p>In Christian belief/creation Beliefs about environment</p>
<p><b>Choice linking to Morality</b></p>	

**SPIRITUAL EDUCATION**  
**One Approved Example of Curriculum Mapping**  
Topic Map for KS2

**SPIRITUAL DIMENSION OF TOPIC MAP KS2**

AREA	PUPILS SHOULD HAVE OPPORTUNITY TO	Year 3 /4 Cycle 1	Year 3 / 4 Cycle 2	Year 5/ 6 Cycle 1	Year 5/ 6 Cycle n2
<b>Beliefs</b>	Develop personal beliefs including religious beliefs  Appreciate that beliefs influence personal identity	<p><u>Circletime</u> ‘What is it Like to Follow God?’</p> <p>‘Islam and Other Fiaths’</p> <p>‘What is the Trinity?’</p> <p>,Holy Buildings</p> <p>e.g. within classes,</p> <p>school, teachers &amp;</p>	<p><u>Circletime</u></p> <p>Sharing the</p> <p>Christian faith- Why do Christians Call the day Jesus died Good Friday?’ RE</p> <p>‘Remembrance, Advent and Christmas’ RE</p> <p>Sikhism</p> <p>Within church &amp;</p> <p>local community &amp;</p>	<p><u>Circletime</u></p> <p>‘Was Jesus the Messiah?’ RE</p> <p>authority</p> <p>PSHE Spring C1</p> <p>‘Understanding and Empathising with other’s beliefs.’</p> <p>PHSHE Summer Cycle 1 Investigate cultures and beliefs from other civilizations</p>	<p><u>Circletime</u></p> <p>‘What Kind of King is Jesus?’</p> <p>Beliefs of Ancient Greeks</p> <p>Hinduism</p> <p>‘ What can we learn from religion about temptation?’</p>

<p><b>Understanding</b></p>	<p>&amp; lifestyle</p>	<p>parents, Muslims, those of no beliefs, vegetarians</p>	<p>individual lives 'When Jesus left what was the Impact of Pentecost?' RE</p>	<p>Investigate the beliefs of Ancient Civilizations</p>	<p>Growth Growing up Drugs Economics of the Environment Growth Growing up Light</p>
	<p>Develop a sense of transcendence and change</p> <p>Develop a sense of pattern, sequence and order</p>	<p>'Understanding Christianity' over OT times, NT times, within Islam, between authors, effect of revelation on self</p> <p>e.g. creation- 'What do Christians Learn from the Creation Story? RE'</p> <p>rules prayer practices</p>	<p>Communication Prayer Communities</p> <p>Ancestors- Celts and Romans North America and The Egyptians</p>	<p>Aztec art Our bodies</p>	<p>Growth Growing up Light</p>

**SPIRITUAL EDUCATION (Continued)**

<p><b>Understanding (Cont'd)</b></p>	<p><b>PUPILS SHOULD HAVE OPPORTUNITY TO</b></p>	<p>e.g. God of love/ suffering Holy War/Islam</p>	<p>Killing for possession – Native Americans</p>	<p>Christianity 2b.2: 'Creation and Science:</p>	<p>Use of natural resources/ water The effects of WW2- EVACUATION</p>
	<p>Develop a sense of paradox/ unease</p>	<p>e.g. God of love/ suffering Holy War/Islam</p>	<p>Killing for possession – Native Americans</p>	<p>Christianity 2b.2: 'Creation and Science:</p>	<p>Use of natural resources/ water The effects of WW2- EVACUATION</p>

	<p>Develop a sense of justice</p> <p>Be inspired by human achievement</p> <p>Be inspired by the natural world</p>	<p>Pollution/ environment</p> <p>Contrasting revelations</p> <p>What was life like in other times? Saxons etc</p> <p>Conscience Alley</p> <p>Poverty around the world</p> <p>e.g. treatment of others (parables)</p> <p>e.g. Invaders</p> <p>Crime and Punishment</p> <p>OT/NT, Environment issues</p> <p>Invaders</p> <p>Sutton Hoo</p> <p>We are Musicians' Computing</p> <p>Creation</p> <p>Settlements</p> <p>Habitats</p>	<p>Boudicca's Revolt-Romans</p> <p>Ancient Egyptians</p> <p>History -Changes</p> <p>Ancient laws of civilizations</p> <p>Discovery of America</p> <p>Physical Geography</p> <p>Natural signs &amp; symbols</p> <p>Ancient Egyptians-</p>	<p>Conflicting or Complimentary?</p> <p>Environment</p> <p>What does Jesus Do to Save Human Beings? RE</p> <p>Victorian designers e.g Bridges, Brunel and Scientists</p> <p>'Creation and Science: Conflicting or Complimentary?' RE</p> <p>Rainforests of South America</p> <p>Earth, Sun and the Moon</p> <p>Gases and Gravity</p>	<p>'How can following God bring freedom and justice?' RE</p> <p>Ancient Greek mathematicians</p> <p>The Water cycle</p> <p>Life cycles-reproduction</p> <p>Light and sound</p> <p>Changing states</p> <p>Keeping healthy electricity</p>
<p><b>Awe, wonder, mystery</b></p>					

AREA	beliefs and Pyramids		
	Year 3 / 4 Cycle 1	Year 3 / 4 Cycle 2	Year 5 / 6 Cycle 1 Year 5 / 6 Cycle 2
<b>PUPILS SHOULD HAVE OPPORTUNITY TO</b> Experience, ambiguity and openness  Experience, awe & wonder	Ideas about creation,  Cultures – Islam and Other Faiths  ‘Journey of Life and Death’ RE	Ideas about faith in action, helping one another	Pollution- water  Natural disasters- e.g. drought
	From school trips,  videos, posters, reflection time, sacred scripture, story telling Mountains, Volcanoes and Earthquakes	Signs and Symbols- Native Americans and Ancient Egyptians,	Works of Darwin- compared to Bible beliefs  Earth and the atmosphere  Jesus' miracles
<b>Transcendence</b>  Discover inner resources for dealing with everyday experiences	Through circle time prayer, knowing God, finding peace		
<b>Transcendence</b>  Reflect on natural world	In Circle Time, in trips to Cannock Chase, etc., artefacts from natural sources		
<b>Transcendence</b> <b>(Cont'd)</b>			

	<p>Reflect on life</p> <p>Develop sense of &amp; reflect on own inner life</p>	<p>Circle Time/ prayer The journey of Life and Death -RE</p> <p>"</p>	<p>Circle Time/ prayer Life as the Ancient Egyptians viewed it- Burials compared to Death rituals now</p> <p>Life's Journey- RE Topic</p> <p>"</p>	<p>Circle Time/ prayer</p> <p>"</p>	<p>Circle Time/ prayer</p> <p>'Explore Key Leaders' RE "</p>
<p><b>AREA</b></p> <p><b>PUPILS SHOULD HAVE OPPORTUNITY TO</b> Experience stillness and reflection Sense 'more than meets the eye'</p> <p>Develop sense of the mystery of life</p> <p>Experience feelings which may give belief in a divine</p>	<p><b>Year 3/4 Cycle 1</b></p> <p>Worship time</p> <p>" Invaders</p> <p>Invaders</p> <p>Stories, miracles</p> <p>Prayer</p>	<p><b>Year 3 / 4 Cycle 2</b></p> <p>Worship time</p> <p>"</p> <p>Ancient Gods from Egyptian/ Roman times- compare beliefs The Pyramids</p> <p>Stories</p> <p>Prayer</p>	<p><b>Year 5 / 6 Cycle 1</b></p> <p>Worship time</p> <p>"</p> <p>Victorians Aztecs</p> <p>Stories</p> <p>Prayer</p>	<p><b>Year 5/ 6 Cycle 2</b></p> <p>Worship time</p> <p>"</p> <p>Reproduction/ Changing bodies</p> <p>Stories</p> <p>Prayer</p> <p>'What difference does the resurrection make</p>	

<p><b>Transcendence (Cont'd)</b></p>	<p>being</p> <p>Develop a sense of the sacred, the holy, the divine</p> <p>Develop awareness of own inner life &amp; reflect</p> <p>Develop awareness of God</p> <p>in own life/that of others</p>	<p>Prayer &amp; praise &amp; ritual. Bible reading</p> <p>"</p> <p>"</p> <p>Saxons, Vikings</p> <p>'Islam and Other Faiths' RE</p>	<p>Prayer &amp; praise &amp; ritual. Bible reading</p> <p>"</p> <p>"</p> <p>Sikhism Ancient Egyptian and Roman Gods Settlers</p> <p>Christians</p>	<p>Prayer &amp; praise &amp; ritual. Bible.</p> <p>"</p> <p>"What does it Mean if God is Holy and Loving? RE</p> <p>'Was Jesus the Messiah?' RE</p> <p>Commitment and Meaning.' RE</p>	<p>for Christians?'</p> <p>Prayer &amp; praise &amp; ritual. Bible</p> <p>"</p> <p>"</p> <p>Prophets</p> <p>Christians Ancient Greeks Hindus</p> <p>Circle time Reflection sheets discussion</p>
<p><b>Enquiry, Meaning, Purpose</b></p>	<p><b>PUPILS SHOULD HAVE OPPORTUNITY TO</b> beliefs in a search for meaning</p>	<p>Year 3/4</p>	<p>Year 3/4</p>	<p>Year 5/6</p>	<p>Year 5/6</p>
<p><b>AREA</b></p>	<p>"</p>	<p>"</p>	<p>"</p>	<p>"</p>	<p>"</p>

<b>Enquiry, Meaning, Purpose (Cont'd)</b>	Develop increasing ability	Discussion -	Discussion,	Discussion,	Discussion,
	to question actions/beliefs of others	Creation. Muslims' Prayer, Bible	Compare Ancient beliefs to today's Christians in Action	Christianity: Creation and Science: conflicting or Complimentary? Aztecs 'Commitment and Meaning'-RE Jesus	'What can we learn from religion about temptation?'  Charities Community
	Develop a spirit of enquiry & open-mindedness	- prayer - belief - other faiths	Through learning about other beliefs	Teachings of Darwin/ compared to the Bible	'Exploring Key Leaders.' RE
	Sense meaning, purpose & direction	Own beliefs School's Values	Own beliefs School's Values	Own beliefs School's Values	Own beliefs School's beliefs
	Ask questions about the meaning of life	Circle Time Worship	Circle Time 'What Kind of a World Did Jesus Want?' - RE  Worship	Circle Time 'Creation and Science: Conflicting or Complimentary.'	Circle Time Reproduction/ Changing bodies  Worship
	Reflect on the origins of Life	Creation 'The Journey of Life and Death' RE		'Creation and Science: Conflicting or Complimentary.'	
	Respond to challenging	School Trip Natural disasters/	Natural disasters/incidents as they	Festivals Natural disasters/	Holy Spirit Natural disasters/

	experiences in life	incidents as they occur	occur	incidents as they occur	incidents as they occur
<b>AREA</b>	Discuss matters of personal	Feelings	Feelings	Feelings	Feelings
<b>Self-knowledge &amp; self-esteem</b>	<b>PUPILS SHOULD HAVE OPPORTUNITY TO</b> concern	<b>Year 3/4</b>	<b>Year 3/4</b>	<b>Year 5/6</b>	<b>Year 5/6</b>
	Increase awareness of own	Own beliefs	Own beliefs	Own beliefs	Own beliefs
	thoughts, feelings, emotions, responsibilities, experiences	Circle Time	Circle Time	Circle Time	Circle Time
		Golden Book	Golden Book	Golden Book	Golden Book
		Worship	Worship	Worship	Worship
		Discussion	Discussion	Discussion	Discussion
		Circle Time	Circle Time	Circle Time	Circle Time
<b>Self - knowledge &amp; self-esteem (cont'd)</b>	Grow in understanding of personal identity, uniqueness and worth	Worship	Worship	Worship	Worship
	Develop self-respect	Discussion	Discussion	Discussion	Discussion
	Develop ability to communicate responses and feelings with	Circle Time	Circle Time	Circle Time	Circle Time
		Circle Time	Circle Time	Circle Time	Circle Time
		Discussion	Discussion	Discussion	Discussion

<p>increasing confidence/self-esteem</p> <p>Be challenged and inspired by the highest achievements of the human spirit</p> <p>Build relationships with</p> <p><b>Relationships</b></p>	<p>Illuminated Letters- Monks</p> <p>Viking Long Boats Shelters Authors</p> <p>Circle Time</p>	<p>Ancient Egyptian Builders and Roman Builders Early Christians</p> <p>Circle Time</p>	<p>Workings of Victorian Scientists</p> <p>Circle Time</p>	<p>Ancient Greek Philosophers and mathematicians</p> <p>Workers</p> <p>Circle Time</p>
<p><b>AREA</b></p> <p><b>PUPILS SHOULD HAVE OPPORTUNITY TO</b></p> <p>Sense others as feeling, thinking persons</p> <p>Recognise and value the worth of each individual</p> <p>Empathise with others</p> <p><b>Relationships (cont'd)</b></p>	<p><b>Year 3/4 Cycle 1</b></p> <p>Worship</p> <p>Circle Time</p> <p>Worship</p> <p>"</p> <p>Circle Time</p>	<p><b>Year 3 / 4 Cycle 2</b></p> <p>Worship</p> <p>Circle Time</p> <p>Worship</p> <p>"</p> <p>Circle Time</p>	<p><b>Year 5/6 Cycle 1</b></p> <p>Worship</p> <p>Circle Time</p> <p>Worship</p> <p>"</p> <p>PSHE –Spring-Understanding, Empathising and</p>	<p><b>Year 5 / 6 Cycle 2</b></p> <p>Worship</p> <p>Circle Time</p> <p>Worship</p> <p>"</p> <p>Evacuees</p>

<p>Develop awareness of the importance of relationships</p> <p>in the natural world</p> <p>Develop a sense of community</p>	<p>Creation</p>	<p>Discussion</p> <p>Communicating the Gospel. Signs of belonging</p> <p>Habitats</p> <p>Invaders</p> <p>Settlers</p> <p>Festivals Local Church</p>	<p>Discussion</p> <p>'When Jesus left what was the impact of Pentecost'? RE Disciples</p> <p>Ancient civilizations Romans</p> <p>Native American Beliefs</p>	<p>discussing the beliefs of others.'</p> <p>Relationship of the solar system</p> <p>Community- Victorian influence</p>	<p>Relationships and empathy for victims of war</p> <p>The water cycle</p> <p>The communities of war time Britain and their faith</p>
<p><b>AREA</b></p> <p><b>(cont'd)</b></p>	<p><b>PUPILS SHOULD HAVE OPPORTUNITY TO</b> demands of community, its</p>	<p><b>Year 3/4</b></p> <p>in school, home,</p>	<p><b>Year 3 /4</b></p> <p>in school, home,</p>	<p><b>Year 5/ 6</b></p> <p>in school, home,</p>	<p><b>Year5/ 6</b></p> <p>in school, home,</p>

values, rituals, celebrations	town Invaders	town Ancient Egyptian Burials Roman and Egyptian beliefs Christians	town Victorian links	town Christian Ancient Greeks
Its religious activities, incl. worship, prayer, communion, sacrifice, pilgrimage, beliefs, symbolism	Worship Assembly Prayer Viking Burials	Worship Assembly Signs Symbols	? Christians Worship Assembly Jesus Aztecs	Agencies Worship Assembly Ancient Greek Gods Water-
Empathise with people's faith, responding to the working out of that faith in the way people live	Islam and Other Faiths Christianity Sikhism	Sikhism Christianity	Christianity	Christianity Hinduism
Express innermost thoughts	Saxon Art and Culture	Circle Time Ancient Egyptian Native Americans Romans	Circle Time	Circle Time
and beliefs			'How do we express Spiritual ideas through the Arts?' RE	Victorian and Industrial art Canal boat art
Develop & exercise imagination/an imaginative approach to the world	Response to RE lessons Sculpture	Response to RE lessons	Response to RE lessons	Response to lessons
<b>Creativity</b>				

AREA	PUPILS SHOULD HAVE OPPORTUNITY TO	Year 3/4 Cycle 1	Year 3/4 Cycle 2	Year 5 / 6 Cycle 1	Year 5/ 6 Cycle 2
<b>Emotions</b>	<p>Experience emotions</p> <p>Experience life's joys and a sense of achievement</p> <p>Develop awareness of the darker side of life, of suffering pain, decay &amp; loss</p> <p>Experience emotions when encountering beauty,</p>	<p>Circle Time</p> <p>Worship</p> <p>Worship</p> <p>Festivals</p> <p>Awards/ Golden Book Celebration Assembly/ Certificates/ Star of the Week</p> <p>Storytelling</p> <p>Experience Natural Disasters as they occur/ Remembrance/ Minutes Silence</p> <p>Discussion</p>	<p>Circle Time</p> <p>Worship</p> <p>Worship</p> <p>Festivals</p> <p>Awards/ Golden Book Celebration Assembly/ Certificates/ Star of the Week</p> <p>Storytelling</p> <p>Experience Natural World</p> <p>Natural Disasters as they occur/ Remembrance/ Minutes Silence</p> <p>Discussion</p>	<p>Circle Time</p> <p>Worship</p> <p>Worship</p> <p>Festivals</p> <p>Awards/ Golden Book Celebration Assembly/ Certificates/ Star of the Week</p> <p>Storytelling</p> <p>Experience Natural World</p> <p>Natural Disasters as they occur/ Remembrance/ Minutes Silence</p> <p>Discussion</p>	<p>Circle Time</p> <p>Worship</p> <p>Worship</p> <p>Festivals</p> <p>Awards/ Golden Book Celebration Assembly/ Certificates/ Star of the Week</p> <p>Storytelling</p> <p>Experience Natural Disasters as they occur/ Remembrance/ Minutes Silence</p> <p>Discussion</p>

<b>Choice linking to Morality</b>	suffering, injustice Develop the ability to control the emotions and use them as a source of growth	Circle Time Rainbow Rules School Values			
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