

## ‘A child is not a vessel to be filled, but a lamp to be lit’

### Spirituality: to nurture the inner life of an individual

Opportunities for spiritual development are either presented or naturally arise and are promoted in all aspects of the curriculum and school life, as the children become actively engaged in an enquiry based curriculum and collective worship. This provides a wide range of experiential learning opportunities that enables the children to question, consider, reflect and respond, whilst also considering their own values, beliefs and feelings and those of others, with whom they are working alongside or with. Outlined below are some of the key ways in which spiritual development is nurtured and promoted as part of the curriculum.

<p><b>A sense of awe, wonder and mystery</b></p>	<p>Developed through:</p> <ul style="list-style-type: none"> <li>• the appreciation of beauty in language and literacy through quality texts that immerse the children in literature</li> <li>• the wonder of numbers, formulae and equations and the wonder of infinity and ‘nothing’ in maths;</li> <li>• wonder and mystery as the basis of science; children to ask questions and engage in research to seek answers</li> <li>• exploration of beauty in the arts;</li> <li>• wonder at the diversity of environments and people; supported by our PSHE curriculum and the Great British Values</li> <li>• RE - the idea of mystery and questions with no clear answers; Use of a 'Big Question' - enquiry led units of work;</li> <li>• Forest School, fostering a sense of awe and wonder for the natural environment;</li> <li>• Images of world landscape and wonders of the world to focus upon during assemblies</li> <li>• Use of Picture News to ensure real life awe, wonder and mysteries can be explored</li> </ul>
<p><b>A sense of transience and constant change</b></p>	<p>Developed through:</p> <ul style="list-style-type: none"> <li>• Imagining oneself as someone else or escaping into other worlds through literature;</li> <li>• questions of beginning, creation and evolution and of birth, life, death and renewal;</li> <li>• history - being in touch with past people, exploring the commitment of significant people in history;</li> <li>• BLS timeline to contextualise history for pupils</li> <li>• exploring the nature and importance of invention</li> <li>• exploration and developing empathy with people from other times in history.</li> <li>• Geography: local studies and changing landscapes, particularly through our year 6 residential visit to Stackpole.</li> </ul>
<p><b>A sense of pattern, order and purpose</b></p>	<p>Developed through:</p> <ul style="list-style-type: none"> <li>• maths - exploring pattern and order; shape and regularity; truth, certainty and likelihood.</li> <li>• RE - exploring ideas of their own purpose, patterns and order in their life and the lives of others.</li> <li>• Scientific enquiry work</li> <li>• PE elements of dance and gym/general fitness</li> <li>• Discussion of roles within society and that all are needed to maintain pattern and order. Is the purpose of any one person greater than that of another?</li> <li>• A sense that we belong to a bigger story – part of God’s plan from creation to the present and beyond.</li> </ul>

<p><b>An awareness that there is often more to things than meets the eye</b></p>	<p>Developed through:</p> <ul style="list-style-type: none"> <li>• Exploration of parables, myths and legends</li> <li>• Exploration of ritual, worship, signs and symbols found in different faiths</li> <li>• PSHE and Anti-bullying week - evaluate the role of people in a bullying situation e.g. bystanders. Looking at the motivation for bullying.</li> <li>• Discussion of messages within bible stories that are not always explicitly written;</li> <li>• Use of visual stimulus during assemblies to invite children to share what they see and think - does it matter that we see and think differently.</li> <li>• Art appreciation – use of art from various times and cultures as a stimulus in guided reading</li> </ul>
<p><b>A sense of the quality of silence and reflection and the ability to listen</b></p>	<p>Developed through:</p> <ul style="list-style-type: none"> <li>• Opportunities for reflection and response - our planned into worship; stillness – the memory garden is a special place to be quiet and still;</li> <li>• developing the ability to be physically and mentally still</li> <li>• RE - developing the ability to listen and respect the views, and/or beliefs, of others in relation to the 'Big Question'.</li> <li>• Daily opportunities for silence and reflection built in to the school day e.g. before lunch, during circle time, PSHE, RE</li> <li>• Reflection areas in all classrooms; these are in constant use and promote the importance of silence/reflection</li> <li>• Coming in and leaving the hall for assemblies in a silent reflective mode</li> <li>• Use of music to support reflection time and the listening skills.</li> </ul>
<p><b>A sense of self worth</b></p>	<p>Developed through:</p> <ul style="list-style-type: none"> <li>• Our Growth Mindset philosophy, including: superhero learner awards</li> <li>• In PE being a team member and pushing yourself to the limits;</li> <li>• perseverance to solve problems; personal achievements are celebrated;</li> <li>• PSHE</li> <li>• RE - enquiry based scheme of work develops children's sense of self worth, that their views are respected and valued;</li> <li>• Nurture sessions</li> <li>• Additional roles and responsibilities (librarians, mediators, house and vice captains helpers etc)</li> <li>• Attending residential trips in year 2, 4 and 6</li> <li>• Anti-bullying week and strong messages about 'personal power'</li> <li>• Developing independence through our morning routine and use of home-school diaries.</li> <li>• Acknowledgement of God given gifts and talents which are all different – the Body of Christ</li> </ul>
<p><b>A sense of the worth of others</b></p>	<p>Developed through:</p> <ul style="list-style-type: none"> <li>• Others' achievements are celebrated, including sharing of good work;</li> <li>• understanding the nature and importance of invention and exploration;</li> <li>• exploring the work of creative artists from a variety of times and places</li> <li>• RE scheme of work explores the lives and worth of many people from a variety of times, places, cultures and religions</li> <li>• Nurture</li> <li>• Understanding of roles/people who help us and others</li> <li>• Enthusiasm of our pupils to take on additional roles within school to support others.</li> <li>• Acknowledgement of God given gifts and talents which are all different – the Body of Christ</li> <li>• World at Work Week</li> </ul>

<p><b>A sense of community-its demands, values, rituals and celebrations</b></p>	<p>Developed through:</p> <ul style="list-style-type: none"> <li>• Empathy with people from other parts of the world and country– charity work led by our School Council and prayers for people around the world who are experiencing difficult times;</li> <li>• being in touch with past people, things and ideas;</li> <li>• being part of local history;</li> <li>• developing commitment and belonging to groups, including BLS;</li> <li>• sharing and celebrating common beliefs; RE scheme included celebrations Easter, Christmas, Pentecost</li> <li>• sharing happiness, sorrow, hurt and excitement – giving pupils the opportunity to share;</li> <li>• through common activities such as singing, listening, laughing, praying, reflecting on a theme.</li> <li>• opportunities to experience community cohesion links at a local, national and global level</li> <li>• Our Erasmus+ project with partner schools in Spain, Czech Republic, Romania and Poland</li> <li>• sharing work and worship opportunities – Happy Harvest Tea, Frank Wise, sports’ clubs and matches</li> <li>• our school Christian values</li> <li>• house system</li> <li>• playground zones respected and used by all age groups.</li> <li>• Careful use of our memory garden and what it means</li> <li>• The idea of being part of a family with the Parish Church</li> </ul>
<p><b>A sense of the joy of life, achievement and play</b></p>	<p>Developed through:</p> <ul style="list-style-type: none"> <li>• a creative curriculum: the ‘engage’, ‘develop’ and ‘outcome’ stages</li> <li>• Forest School activities;</li> <li>• ensuring that joy, laughter and fun are seen as spiritual experiences</li> <li>• RE units are taught/explored through a range of activities including art, drama, computing, visual stimuli and music</li> <li>• Residential visits</li> <li>• Sports day and whole school picnics</li> <li>• Fund raising school fete type events – child participation</li> <li>• House parties</li> <li>• House art events</li> <li>• Sharing assemblies</li> <li>• Our superhero learning programme</li> </ul>
<p><b>An awareness of limitation, loss and the darker side of life</b></p>	<p>Developed through:</p> <ul style="list-style-type: none"> <li>• understanding personal limitation and failure in sports and PE</li> <li>• participation in Remembrance Day activities</li> <li>• discussion of devastation and destruction, when appropriate, i.e. Holocaust Memorial</li> <li>• Prayers following natural disasters</li> <li>• PSHE</li> <li>• Some RE units explore some of these themes e.g. death</li> <li>• Memory garden</li> <li>• Nurture support from Welfare Officer</li> </ul>

<p><b>An awareness of the natural world and its capacity to point beyond itself</b></p>	<p>Developed through:</p> <ul style="list-style-type: none"> <li>• visiting places of beauty and interest, i.e. Compton Verney in year 1</li> <li>• admiring and wonder at the natural environment, especially through Forest School</li> <li>• a creative curriculum</li> <li>• Topic in year 5: Natural Disasters</li> </ul>
<p><b>A sense of the human capacity for choice, decision and responsibility.</b></p>	<p>Developed through:</p> <ul style="list-style-type: none"> <li>• exploring personal response and preference in literature, music and art.</li> <li>• questioning one's own and others' care of the environment</li> <li>• questioning one's own beliefs about particular causes and campaigns</li> <li>• Understanding the importance of the British Values</li> <li>• Exploring the commitment of significant people in history</li> <li>• PSHE</li> <li>• Rewards and behaviour hierarchy</li> <li>• RE human rights and the rights of the child</li> <li>• House and vice captains</li> <li>• Peer mediators</li> <li>• Play leaders</li> <li>• House points</li> <li>• Use of Picture News to explore opinions and decisions</li> </ul>