



## Ivegill CE Primary School

### Opportunities for Spiritual Development across the curriculum

<u>Subject</u>	<u>Opportunity for Spiritual Development</u>		
	<u>Windows</u>	<u>Mirrors</u>	<u>Doors</u>
<u>RE</u>	<ul style="list-style-type: none"> <li>• Looking out at religious celebrations across the world noticing similarities and differences across all World Faiths including Global Christianity.</li> <li>• Asking big questions based on what has been read- Questful RE.</li> <li>• Consider impact of worship on believers including events across the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring the idea that each person has a spirit which can be nurtured.</li> <li>• Exploring stories from the Bible and a variety of World Faiths reflecting on thoughts and feelings, experiencing wonder and joy.</li> <li>• Consider impact of worship on self and others.</li> <li>• Exploring spiritual practices (such as worship and prayer) considering the impact of these on believers as well as any relevance to their own life.</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of the Young Leaders Award in some Yr5 pupils.</li> <li>• Developing of our own faith journeys- self act of prayer and empowerment to act on own faith.</li> <li>• Living out British Values.</li> <li>• Collective Worship Committee elected.</li> <li>• Class based worship committees and responsibility and leadership activities.</li> </ul>

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<u>English</u>	<ul style="list-style-type: none"> <li>• Listening to the power of story by exploring a wide variety of text types and genres from a range of cultures around the world.</li> <li>• Reflecting on the writer's knowledge delivered through words.</li> <li>• Asking questions to the author- the power of questions.</li> <li>• Reflecting on different contexts and cultures- both the WOWS and OWs.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring key themes from the text during immersion activities.</li> <li>• Analysing texts, looking at empathy and character feelings.</li> <li>• Exploring poetry and how feelings are evoked.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for Drama activities and role play.</li> <li>• Independent extended writing and reading.</li> </ul>

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<u>Maths</u>	<ul style="list-style-type: none"> <li>• Opportunities for the application of maths across the curriculum.</li> <li>• Appreciating the beauty of Maths through 'Awe and wonder all around them'.</li> <li>• Opportunities for maths in nature experiencing God's world.</li> </ul>	<ul style="list-style-type: none"> <li>• The use of 'Universal Language' of maths.</li> <li>• Delving deeper into their understanding of maths through reasoning and problem-solving opportunities throughout school.</li> <li>• Development of resilience to problems and reflecting on methods.</li> </ul>	<ul style="list-style-type: none"> <li>• Making connections between numeracy skills and real life. How maths is used in the world around them.</li> <li>• Understanding the different perceptions with progression in concrete, pictorial and abstract representations in the world around them.</li> </ul>

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<u>Science</u>	<ul style="list-style-type: none"> <li>• Delivery of the Science curriculum creating a sense of 'Awe and Wonder' and a real curiosity about the world around us including evolution.</li> </ul>	<ul style="list-style-type: none"> <li>• Asking deeper questions about the meaning and purpose of life and science.</li> <li>• Thinking about life in its deepest form and making sense of this alongside Spiritual beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Science being for everyone and anyone.</li> <li>• Opportunities for purposeful scientific learning to provide children with opportunities to voice their opinions and ideas.</li> </ul>

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<u>History</u>	<ul style="list-style-type: none"> <li>• Exploring change and considering the impact of change with consideration of feelings towards events.</li> <li>• The mystery of how and why events in the past happened and their many causes, and how it could have been different.</li> <li>• The use of visits, artefacts and trips giving the children opportunities of experience mystery and wonder.</li> </ul>	<ul style="list-style-type: none"> <li>• Finding similarities and differences between people now and in the past reflecting on thoughts and feelings.</li> <li>• Reflecting and appreciating their own identities, linking it to the past.</li> <li>• Opportunities to ask and answer questions creating a sense of enjoyment and fascination.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting on what has happened in the past and go out and do, being kind and showing mutual respect.</li> <li>• Use of imagination and creativity in their learning and with a real willingness to reflect on their experiences.</li> </ul>

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<u>Geography</u>	<ul style="list-style-type: none"> <li>• Awe and wonder at the natural world, both at the physical and human features. Focus on the environment and the effect of weather and climate.</li> <li>• Comparison of their lives with other people from different countries and cultures.</li> <li>• Embracing and accepting other cultures, traditions and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of maps, photographs, digital media and other resources and asking pupils to imagine what it might be like to live in a different part of the world.</li> <li>• Reflecting on the power and implications of nature- including disasters, such as earthquakes and flooding. Looking at the impact on human life.</li> <li>• Extensive opportunities to ask questions creating a sense of enjoyment and fascination</li> </ul>	<ul style="list-style-type: none"> <li>• Children can make sense of the world around them and feel empowered to look after God's creation.</li> <li>•</li> </ul>

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<u>Art</u>	<ul style="list-style-type: none"> <li>• Natural curiosity is promoted and guides children towards looking at the world and noticing with awe and wonder, the natural and man-made delights around us.</li> <li>• Allowing children to express their own ideas in different ways about life's big ideas.</li> <li>• Embracing, accepting and being empathetic to all cultures, traditions and beliefs of others</li> </ul>	<ul style="list-style-type: none"> <li>• Experiencing great admiration and respect for their own and others work, when they see the level of achievement and progress, reflecting on outcomes.</li> <li>• The process of reviewing and evaluating.</li> <li>• Discovering their own artistic interpretation through skills they have developed.</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging pupils to work independently and develop project of their own beliefs or linked to other cultures.</li> <li>• Looking at a range of artistic styles and being taught to appreciate art in different ways, through discussions about the impact.</li> <li>• Opportunities to showcase art in 'Art exhibitions' held at school.</li> </ul>

	through the teaching of art and addressing stereotypes.		
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<u>Computing</u>	<ul style="list-style-type: none"> <li>• Opportunities for reflecting of awe and wonder about the achievements in ICT today and the possibilities for the future.</li> <li>• Ability to wonder at the power of the digital age including the use of internet and social media.</li> <li>• Online safety delivered across the curriculum to prepare children for using technology safely outside school.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflecting and create their values and beliefs on online platforms.</li> <li>• Understanding their own interpretation of a given subject.</li> <li>• Understanding of advantages and disadvantages of ICT and how it can be used in a positive or negative way.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are able to use technology in a respectful way online at home and at school.</li> <li>• Confidently using the internet as a gateway to big life issues.</li> <li>• Preparing the children for their next stage of education.</li> </ul>

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<u>Music</u>	<ul style="list-style-type: none"> <li>• Discussions evoked from a wide range of musical experiences.</li> <li>• Music shared from a wide range of cultures and celebrating differences.</li> <li>• Looking closely at the lyrics of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to changes in tones, rhythm, scales and notes, reflecting on the messages and feelings provoked.</li> <li>• Listening and appraising music. Responding with individual feelings and emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to perform and continue their musical journey outside the classroom.</li> <li>• Opportunities to learn different instruments to perform.</li> <li>• Showcasing musical talents externally.</li> </ul>

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<u>PSHE</u>	<ul style="list-style-type: none"> <li>• Considering how it feels to belong and how we belong to different groups.</li> <li>• Developing a positive outlook for the future.</li> <li>• Considering special people and their influence on our lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a growth mindset and to accept that we learn and grow from making mistakes.</li> <li>• Developing resilience and inner strength.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about the process of growth from young to old.</li> <li>• Developing an awareness of and an ability to respond to others wants and needs.</li> </ul>

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<u>MFL</u>	<ul style="list-style-type: none"> <li>• Providing opportunities to learn about different cultures and languages.</li> <li>• Creating a sense of 'awe and wonder' through fact learning about languages and countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops spiritual beliefs including empathy with children from around the world.</li> <li>• Exploring emotions through language.</li> <li>• Consider and identifying of stereotypes and reflect on what this means.</li> </ul>	<ul style="list-style-type: none"> <li>• Encouragement of pupils to be empathetic to cultures and beliefs of others and stereotypes are challenged where necessary.</li> </ul>

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<u>DT</u>	<ul style="list-style-type: none"> <li>• Instilling a sense of awe, wonder and mystery when studying both the natural world and human achievement.</li> <li>• Opportunities to exercise imagination, inspiration, intuition and insight through creativity and risk taking.</li> <li>• Learning about progression in inventions and how things work looking out in the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>• Through the design process, the chance to reflect and improve.</li> <li>• The design, make and evaluate process.</li> <li>• Evaluating their own work, thinking about the process.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring new skills and problem solving.</li> <li>• Learning about things involved in 'everyday life'. Such as cooking and nutrition.</li> <li>• Encouraging creativity throughout the curriculum.</li> </ul>

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<u>PE</u>	<ul style="list-style-type: none"> <li>• Experience physical expression of spirituality including dance, considering mindful movement through breathing.</li> <li>• Pupils are encouraging to consider the impact of sport in the wider world.</li> <li>• Throughout the year, pupils learn about the professional sporting calendar and take part in competitive competitions and events.</li> </ul>	<ul style="list-style-type: none"> <li>• Physical and mental well-being discussed and linked to being outdoors.</li> <li>• Encouraged to reflect on their state and physical well-being.</li> <li>• Learning about fair play and rule following.</li> <li>• Focus on sportsmanship, cooperation, communication and the reasonability of being part of a team.</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement in competitions within the wider community.</li> <li>• Participating in events in and out of school, playing competitive but fair with respect and tolerance of others.</li> <li>• Across lessons children are encouraged to reflect on performance and improve.</li> </ul>

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<u>EYFS</u>	<ul style="list-style-type: none"> <li>• Talking about and beginning to appreciate feelings e.g. when talking through conflicts; when learning about protective behaviours.</li> <li>• Marvelling at the world around us and the weather e.g. discussing what you might wear in different weathers; understanding freezing and melting; experiencing changing colours of autumn leaves.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing self-confidence, self-awareness and independence e.g. when making choices in active learning and when speaking during assembly or circle time; when acting as a monitor.</li> <li>• Showing imagination and using expression when moving to music e.g. music and songs before lunchtime; Activate; daily action songs.</li> <li>• Showing imagination when role playing cultural events</li> </ul>	<ul style="list-style-type: none"> <li>• Engagement in school competitions- art, Easter based.</li> <li>• Confidence to ask questions that may not have answers.</li> </ul>