



Spirituality Curriculum and Progression at Christ the Sower Ecumenical Primary School



This document should be read in conjunction with our SMSC and CARE Curriculum documents [here](#)

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.

	EYFS	KS1	LKS2	UKS2
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Engagement: Learning about life: providing openings for spiritual development through an exploration of identity and personal values.

<p>Where do we teach spiritual development of SELF in the CARE Curriculum?-</p>	<p>RE –</p> <ul style="list-style-type: none"> - Being special -Exploring puzzling questions through play -Be thankful for our families, friends and the world around us. <p>PSED</p> <ul style="list-style-type: none"> -Sharing about ourselves ----- -Sharing about our families -Discussing and sharing our experiences <p>Physical Development</p> <ul style="list-style-type: none"> -Sensory activities -Exploring with playdough <p>Art</p> <ul style="list-style-type: none"> -Self Portraits 	<p>PSHE:</p> <ul style="list-style-type: none"> -Recognising similarities and differences between people -Playing and working collaboratively (sharing) -Managing and understanding my feelings -Being able to express my opinions. -Online safety, -Being the same and different in the community -caring for the environment <p>Science –</p> <ul style="list-style-type: none"> -Animals (looking after God's creations) -Looking for meaning in the natural world 	<p>PSHE:</p> <ul style="list-style-type: none"> -How to create positive friendships -The impact of hurtful behaviour on yourself and others. -Clarifying own values (including reflection on the origins of personal values and beliefs) -The importance of self-respect -What makes a community? -Personal strengths and achievements -Managing and reframing setbacks. <p>Science –</p>	<p>PSHE:</p> <ul style="list-style-type: none"> -Managing friendships and peer influences -Expressing opinions and respecting other points of view -Valuing diversity -Challenging discrimination -Protecting the environment -Identifying job interests and aspirations -Personal identity and individuality -Managing change, loss and bereavement <p>Science –</p> <ul style="list-style-type: none"> -Animals (looking after God's creations) <p>Music</p>
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	<p>-Exploring our favourite colours and shapes</p> <p>RE</p> <p>-Who am I and where do I belong? Are all families the same? (belonging to a community)</p> <p>Music</p> <p>-Pupils begin to deepen their love of music and creativity.</p> <p>-Through links to wider school life and assemblies, Pupils' curiosity and love of music begins.</p>	<p>-Encouraging a sense of wonder and beauty as we explore the natural world.</p> <p>Music</p> <p>-Making choices about what music they prefer and explaining why.</p> <p>-Experiencing a wide range of genres and styles from around the world and beginning to express a preference based on how it makes us feel.</p> <p>-Pupils begin to develop an understanding that music can relate to real-life situations and can be linked to our emotions and feelings.</p> <p>Art –</p> <p>-Exploring materials and expressing self through Art</p> <p>-How can we bring our own experience to the things we draw?</p> <p>-How can we become open, curious, explorers of the world, and use what we find to inspire us to make art?</p> <p>-To have the freedom to express their own ideas creatively</p> <p>-using our whole body to create art pieces (spirals)</p> <p>Creating art to music.</p> <p>RE –</p> <p>-How do I know how to behave?</p> <p>-How do we decide what is right?</p>	<p>Animals</p> <p>Music</p> <p>Making choices about what music they prefer and explaining why.</p> <p>-Experiencing a wide range of genres and styles from around the world and beginning to express a preference based on how it makes us feel.</p> <p>-Pupils begin to develop an understanding that music can relate to real-life situations and can be linked to our emotions and feelings.</p> <p>Art –</p> <p>-To become open, curious, explorers of the world, and use what we find to inspire us to make art?</p> <p>- creating visual narratives from stories that inspire us.</p> <p>-creating art using our own choice of media and context.</p> <p>-Self-expression and the sense that there are no mistakes in art</p> <p>- By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g., the four seasons, the Northern Lights, prehistoric artwork.</p>	<p>Making choices about what music they prefer and explaining why.</p> <p>-Experiencing a wide range of genres and styles from around the world and beginning to express a preference based on how it makes us feel.</p> <p>-Pupils begin to develop an understanding that music can relate to real-life situations and can be linked to our emotions and feelings.</p> <p>Art –</p> <p>- By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey, e.g., portraits of monarchs/prominent people, war art</p> <p>-Exploring materials and expressing self through Art</p> <p>-By promoting the process of 'reviewing and evaluating</p> <p>RE –</p> <p>-What do I believe about the death of Jesus?</p> <p>-What does commitment mean to me?</p> <p>-What does it mean to live a good life?</p>
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		-How do I find out what God is like? Engaging in Godly Play: I wonder questions.	-By promoting the process of 'reviewing and evaluating' RE – -How am I inspired by the teachings of Jesus? -Who do I believe that Jesus is? -What does it feel like to experience God's presence? -Which spiritual places matter to me?	-How can I make the world a better place? -What is my worldview and why is it important to know?
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Reflection: Learning from life: understanding an inner meaning of self and identity – critical reasoning and big questions

Progression in ability to reflect on spiritual self and identity.	<ul style="list-style-type: none"> • What makes me happy? • What do I do in my spare time that I like? • What things do I value? 	<ul style="list-style-type: none"> • Who am I? • What am I worth? • What is right and wrong? • How do I decide what is right and wrong? • Aspects of local history Links to talk expectations, e.g. agreeing and disagreeing. Growth mindset – developing resilience. 	<ul style="list-style-type: none"> • What are feelings? • Don't we deserve to be happy? • What should I do about right and wrong? • What do I deserve in life? • Who should I look up to? • What type of person do I want to be? • What difference does being loved make? • Is belief in something important? • What rights do I have? 	<ul style="list-style-type: none"> • Should you respect yourself over all other things? • Where does your identity come from? • Does more mean being happier? • Is my understanding self a selfish concept? • Are the opinions of my friends important to me? • Are my beliefs important? • Are characteristics inherited or learnt?
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Transformation: Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.

Progression in ability to express self and develop personal belief.	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • The awareness that the growing development of a personal identity is an important aspect of being human. 	<ul style="list-style-type: none"> • The awareness of the value of reflection to explore deeper responses to thoughts that help shapes the 'inner self'.
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	<ul style="list-style-type: none"> • Can say what I like and what I am good at. 	<p>happiness. Know how to apologise and to try again.]</p> <ul style="list-style-type: none"> • Beginning to recognise mistakes and how to deal with them in a positive way. • PSHE and school drivers (aspiration, resilience and curiosity) Yoga and yoga club 	<ul style="list-style-type: none"> • 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. • Can set goals for my work and behaviour that will help me to progress. 	<ul style="list-style-type: none"> • 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. • Black History Month
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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.

EYFS

KS1

LKS2

UKS2

Engagement: Learning about life: providing openings for spiritual development: recognising the values and worth of others

<p>Where do we teach spiritual development of OTHERS in the CARE Curriculum?</p>	<p>RE -Being special -Exploring puzzling questions through play -Be thankful for our families, friends and the world around us. PSED Learning about our value: Friendship Making new friends Helping hands How to be a good friend Art <ul style="list-style-type: none"> • Self Portraits • Exploring our favourite colours and shapes Understanding the World. <ul style="list-style-type: none"> • Similarities and differences • Celebrations and festivals in our own and different cultures </p>	<p>PSHE: -getting in and falling out – building successful relationships -Relationships PE – -Yoga and Gymnastics Science -Animals (looking after God's creations) Art – -Exploring materials and expressing self through Art -To show respect for each other's work -To take care whilst working so that other children's work is respected -To plan and work collaboratively on group projects, displays listening to and considering each other's ideas</p>	<p>PSHE: -Developing positive behaviour towards others -Changes – how influence can be both positive and negative. The importance of decision making. RE – -What does it mean to be a Hindu in Britain today- focus on everyone being valued and the equality of people versus animals- they are equally valued. -Engaging with parables and the teachings of Jesus i.e. Good Samaritan/ Sermon on the mount Reflection on stories such If the world were a village -Why is it important to be part of a community?</p>	<p>PSHE: -Going for goals – understanding other peoples' views. -Learning to get on with different types of people. Changes – learning to accept different opinions and beliefs. RE – -community life, why it is important and why does it matter? -Why do people choose to go on pilgrimage with other people? -How we all fit into the worldwide community of Christians, - what is my worldview and how does this fit into the world views and opinions of those around me?</p>
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	<ul style="list-style-type: none"> • Growing chicks • Growing Frogs • Planting 	<p>-To celebrate their own and the talents of others. -To experience a wide range of creative media from around the world and from different periods of time. Develop aesthetic and critical awareness, e.g., children evaluate their work and the work of others.</p> <p>RE –</p> <ul style="list-style-type: none"> - Why is community important to Christians? - How do we know how to treat one another? - Why do we follow leaders? - What do communities meet and what do they do? <p>Engaging in Godly Play: I wonder questions.</p>	<p>-What spiritual places and moments do I experience with my community?</p> <p>Art –</p> <ul style="list-style-type: none"> -Exploring materials and expressing self through Art -To show respect for each other's work -To take care whilst working so that other children's work is respected -To plan and work collaboratively on group projects, displays listening to and considering each other's ideas -To celebrate their own and the talents of others. - looking at different movements in art and considering how the world around them influenced artists. E.g., Abstract Expressionism 	<p>Art –</p> <ul style="list-style-type: none"> -To take care whilst working so that other children's work is respected -To plan and work collaboratively on group projects -To celebrate their own and the talents of others. - To share resources and work collaboratively. -To explore social conflict and resolution, e.g., work inspired by war artists. • By exploring art as a powerful social tool e.g., in telling a story, showing power, expressing an emotion, propaganda.
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Reflection: Learning from life: understanding an awareness of the affect of others– a search for meaning, critical reasoning and big questions

<p>Progression in ability to reflect on spiritual self and identity.</p>	<ul style="list-style-type: none"> • What makes a good friend? Why are my friends important to me? • What do I like in my friends? How do my friends make me feel? 	<ul style="list-style-type: none"> • Why do people bully others? How do I treat others? • Do I treat other people in the same way? • Should I treat everyone in the same way? 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Is it better to please oneself first; or others? • Why do people have to suffer? • What is pain? Is there such a thing as a bad person? • What is worth striving for?
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	<ul style="list-style-type: none"> • How do I look after my friends and family? 	<ul style="list-style-type: none"> • Should I treat my friends differently to others? • Why do we fight and argue? • Should we always be loyal to our friends? • How can I demonstrate compassion? • School values, e.g. friendship and respect.. 	<ul style="list-style-type: none"> • How sincerely can I care for those who may be in need but I have never met? • Why should we care for them? • Will we ever live in a world without fighting? • What responsibilities do I have for others? • School values. • Classroom and playground expectations. • Eco/School council rep • .Use of Dojos 	<ul style="list-style-type: none"> • Why isn't life always fair? Is being fair always that right thing to do? • Does more mean being happier?
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Transformation: Learning to live life: responding as a means of expressing an idea of relationship with others: expressing innermost thoughts through words, art or actions

<p>Progression in ability to express self and develop personal belief.</p>	<ul style="list-style-type: none"> • Understanding that other people have their own views and opinions and may value different things to you. . 	<p>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.</p>	<ul style="list-style-type: none"> • 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. • .Guided Reading questions that begin with- do you agree/.disagree with.... 	<ul style="list-style-type: none"> • 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.
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Spiritual development – Nature and Environment

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.

EYFS

KS1

LKS2

UKS2

Engagement: Learning about life: providing openings for spiritual development: challenging experiences of beauty

Where do we teach spiritual development of NATURE AND ENVIRONMENT in the CARE Curriculum?

RE

- Creation stories
- What makes the world special?
- Understanding the World – --**
- Opportunities to observe natural changes during the year, e.g. decomposing pumpkins.
- Collect and make a - creation table of natural objects found outside.
- Seasonal Walk
- Growing chicks, frogs and ducks in the classroom.
- Trying new fruits from different countries.
- Growing plants and observing/discussing changes.

English

- Where the wild things are – life in a fantasy landscape
- Our tower – beauty in the inner city
- Look up – Planet Earth and Space
- The Rainbow Bear – beauty in animals in their natural habitats
- The most important animal of all – immersing ourselves in our favourite animal.

Art

- Watercolour natural images
- Leaf sketching
- Printing animal habitats
- Sculpture birds
- Dance – zoo theme

Music

Three little birds – nature songs

Science

- Learning about the seasons
- classifying animals, plants and foods.
- African animals and their habitats

Geography

English

- Lion the Witch and the Wardrobe – seasons and climate, beauty in winter.
- Iron Man – the power of nature, life on other planets

Art

- Creating fabric seascapes
- Building birds nests from charcoal, string and sticks
- By providing plenty of rich opportunities for pupils both to explore the spiritual dimension and natural phenomena e.g., the four seasons, the Northern Lights, prehistoric artwork.

Music

-blackbird – nature songs

Science

- plants and the magic of photosynthesis
- Habitat destruction and the impact
- living things and their habitats

Geography

English

- Holes – bleak and barren landscapes.
- Foodland – climate change
- Midsummers Night's dream – theme of magic in forests

Art

- Building bird houses
- Mixed media landscapes
- Printed monotype leaves
- Sculptured animals
- Activism – climate change and justice.

Music

-Happy – finding joy in the natural world

Science

- lifestyle and our body
- Living things in their habitats
- Adaption and evolution
- The work of naturalists – David Attenborough

Geography

-Oceans – protecting them and their beauty

		<p>-African savannah -African village study -Antarctica and the importance of preserving it RE – -Engagement with creation stories from Christian and other traditions -Deciding what is right for the natural world -Stewardship and looking after animals -How should people care for the world? -Judaism and stewardship</p>	<p>-rivers -mountains -natural disasters and the power of the natural world. RE – -How do sacred texts help us to understand the natural world and human life? -How do people's beliefs influence their reaction to global issues of human rights and social justice? -Cycle of life – beauty in the natural world (Hindu Dharma) -Feeling God's presence in nature.</p>	<p>- Global warming - Australia – The great barrier reef -South America – diversity of habitats and natural beauty. RE – -How do sacred texts help us to understand the natural world and human life? -How do people's beliefs influence their reaction to global issues of human rights and social justice? -Feeling God's presence in nature. Does what you believe about Creation matter? -The Hindu belief in Moksha and the wonder of creation/reincarnation.</p>
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Reflection: : Learning from life: reflecting on experiences of beauty – a search for meaning, critical reasoning and big questions

<p>Progression in ability to reflect on spiritual self and identity.</p>	<ul style="list-style-type: none"> • What types of weather do you like the most and why? What sounds do you like to listen to? • What is your favourite colour and why? • What makes you afraid? What is your favourite time of day/season? • End of year reflections 	<ul style="list-style-type: none"> • Do different colours have different moods? • What gives them these moods? • What is the most beautiful thing in the world? • Why should I care about animals and plants? • How/why does the weather affect our mood? 	<ul style="list-style-type: none"> • How do we know we've found all the colours in the world? • What season do you feel most reflects your personality • What is the difference between hearing and listening? • Should we try to tame nature? 	<ul style="list-style-type: none"> • What is a perfect world? • Why is there ugliness in the world? • Can you love something that is ugly? • Why do you like certain types of music? • What response do you get when you look at a piece of art?
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			<ul style="list-style-type: none"> • What does it mean that beauty is in the eye of the beholder? • What would it be like without seasons? 	<ul style="list-style-type: none"> • Is beauty something that you can learn, or do you just have to feel it? • What is the point in being creative? • Myth Atlas – development of natural world
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Transformation: Learning to live life: responding as a means of expressing an idea of the meaning of beauty: expressing innermost thoughts through words, art or actions

Progression in ability to express self and develop personal belief.	<ul style="list-style-type: none"> • 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. • Describe feelings 	<ul style="list-style-type: none"> • 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. • Creation of stained-glass windows in RE/Art lessons. • Show and tell related to world and beauty 	<ul style="list-style-type: none"> • 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. English – Anthology of Intriguing Animals 	<ul style="list-style-type: none"> • 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.
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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.

EYFS

KS1

LKS2

UKS2

Encounter: Learning about life: providing openings for spiritual development: a growing appreciation of the intangible – truth, love

<p>Where do we teach spiritual development of Beyond the CARE Curriculum?</p>	<ul style="list-style-type: none"> -Daily act of collective worship -Use of the reflection area -Class prayers <p>RE</p> <ul style="list-style-type: none"> -Becoming aware of worship through collective worship in school and participating in this. -Who am I and where do I belong? -Does everyone believe in God? -Who is God? 	<ul style="list-style-type: none"> -Daily act of collective worship -Use of the reflection area -Class prayers <p>RE</p> <ul style="list-style-type: none"> -Beliefs – why do Christians call God creator?(Year 1) What do Jewish people believe about God? (Year 1) -Engaging in Godly play: I wonder questions. -The Holy Trinity -Visiting local church; exploring the senses of worship in church touch, colour, smell sound, stillness. How do we decide what is right? (year 2) -How do we find out what God is like? (Year 2) 	<ul style="list-style-type: none"> -Daily act of collective worship -Use of the reflection area -Class prayers <p>RE</p> <ul style="list-style-type: none"> - Easter -Beliefs and questions -Visiting different churches comparing senses of worship. - Why does Jesus inspire people? (Year 3) -Does art help us to understand stories? (Year 3) -Does a story matter if it is true or not? (Year 3) - Why do Muslims learn the Qur'an by heart? (Year 3) -How and why do people argue that places can be spiritual? (year 4) What does it feel like to experience God's presence? (Year 4) The trinity (year 3 and 4) 	<ul style="list-style-type: none"> -Daily act of collective worship -Use of the reflection area -Class prayers <p>RE</p> <ul style="list-style-type: none"> - Easter -Beliefs and questions -Journey of life and death: what difference does belief in life after death make? -Creating Spiritual pictures to express ideas about God. i.e entering Spirited Arts competition -Reflecting on Death rituals connected with Christian and other traditions -Visiting St Mary's Church - exploring senses of worship. -Where do codes of conduct for life come from? (Year 5) -What does it mean to live a good life? (Year 5) -How is a belief in the resurrection important to Christians today? (Year 6) -Karma and Moksha (Year 6) - Pilgrimage (Year 6) -Why does our personal worldview matter? (Year 6)
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Reflection: : Learning from life: reflecting on the beyond – a search for meaning, critical reasoning and big questions

<p>Progression in ability to reflect on spiritual self and identity.</p>	<ul style="list-style-type: none"> • What are the stars for? • Why do we have rainbows? • How big is the sky? • What is the smallest thing there is? • Why are people different? • What does God look like? 	<ul style="list-style-type: none"> • Where is God? What might heaven be like? • Is there such a thing as an angel? • If you can't see something, is it still real? • What is true happiness? • When have you experienced moments of awe and wonder? 	<ul style="list-style-type: none"> • What is the purpose of the earth? • Is God alive now? • Why is there illness? • Why do destructive things, like earthquakes, have to happen? • Which is stronger – love or hate? • Is it good that scientists can't explain everything? • Why are there religions? • What is beyond the universe? 	<ul style="list-style-type: none"> • Do we come back after death as a different being? Is there life after death? • Where do our spirits go when we are dead? • Do we have a soul? If so, what happens to it after death? • Why do we love? What lasts forever? • What is unknowable? • What else is there to discover? • How do we know what we don't know? • What is worth dying for?
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Transformation: Learning to live life: responding as a means of expressing the need to understand the purpose of life.

<p>Progression in ability to express self and develop personal belief.</p>	<ul style="list-style-type: none"> • Have the confidence to ask questions that have no answers. • What do I think about God? (who am I and where do I belong?) 	<ul style="list-style-type: none"> • Have a sense of enjoyment in devising and discussing questions that have no answer. • Use imagination to interpret responses to big questions. 	<ul style="list-style-type: none"> • Understand what big questions are. • Be able to explain imaginative responses to questions of meaning. 	<ul style="list-style-type: none"> • Can generate big questions. • Begin to express through a personal vocabulary response to questions of meaning. • Begin to be able to use critical reasoning in responding to a big question
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