Opportunities for Spiritual Development in the Curriculum at St Mary's C of E Primary School

What is spirituality? *At St Mary's C of E Primary School, we understand spirituality as our relationship with both our inner-life and something bigger, beyond ourselves. It relates to our capacity to wonder at and respond to the world around us while we search for meaning and purpose in our lives. We acknowledge this is complex, so the school must actively promote spiritual development and personal growth.*	 ***WINDOWS*** *Opportunities to **see** and **experience***	 ***MIRRORS*** *Opportunities to **reflect** and **think***	 ***DOORS*** *Opportunities to **do**, **grow** and **transform***
Early Years *Language used:* I wonder how/why/what/where See, wow *Environment:* Classroom-natural objects and artefacts Outdoor-courtyard, playground, park and Withy (Forest school)	Seasonal walks Exploration of weather such as snow/ice/puddle/shadows Creation story Video- 'Creation calls Forest school Mini-beasts Christian values-post-it notes written during child-initiated learning in response to positive behaviour Natural objects in the environment such as pine cones, shells and	I wonder what various objects are/where they came from E.g. Where has this feather come from? Questions about nature such as 'I wonder why Giraffes have such long necks/why spiders make webs? Reflection on impact of positive behaviour on people from Christian Value post-its Sustained shared thinking-E.g. A child looking at a rabbit skull and thinking it might be a dinosaur skull-	Growing plants in response to what they have seen on seasonal walks Knowing what happens during the seasons and being proactive to support nature such as feeding the birds in the winter and growing flowers to encourage bees in the spring/summer Looking after mini-beasts and knowing not to harm them Learning from Christian Value post-its and trying to do the right thing in

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	conkers (please note with significant SEND, some of which put things in their mouth and throw objects on floor to experience the sound some natural objects have had to be removed temporarily) Listening and responding to a variety of music, songs, rhymes and stories E.g. In response to The Colour monster, dancing to music expressing different emotions Sensory objects	asking 'I wonder if dinosaur skulls were that small?' How does that music make you feel?	response to discussions had about them.

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Year 1 *Language used:* Reflect Explore Wow! Learn *Environment:* Artefacts Outside area Photographs The local area	Molly Husland's artwork Forest School experiences Outdoor learning experiences, including science and sensory walks Our Wonderful World books, including Planet Awesome, Lila & The Secret of Rain, Handa's Surprise Music curriculum – experiencing songs Curriculum experiences – tractor visit, castle trip, exploring fossils	Reflecting on Husland's artwork Forest School – times for wonder and reflection Reflecting on meaning of Harvest Considering climate change issues Reflecting on winter poems	Creating own art – 3D sculptures Forest School creative activities Presentation for Harvest Festival Looking after the outdoor environment and Eco Club Fundraising & charity events – Children in Need

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Year 2 *Language used:* Construct React Respond Perspective evocative *Environment:* Community Worship Music Artefacts Christian values	Artwork by Charlie French's, Friedensreich Hundertwasser, Zaha Hadid Curriculum experiences – tractor visit, exploring living things and their habitats in science The Great Explorer book	Using the outdoor area for reflecting on the artwork Considering farming and crops grown in the local area Considering how we care for animals and habitats Thinking about journeys – different places need different things	Producing artwork, including designing and making 3D buildings Looking after our environment and Eco Club Exercising and being healthy – looking after ourselves Going on a journey – local walks

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Year 3 *Language used:* Experience Explore Wonder Explain Link ideas *Environment:* Classroom displays Nature and natural objects Place of worship Visiting the local community	Looking at 'gestural drawing' and artists who work 'big' Work on Hindu Karma, learning about bracelets with 3 strands – committing to duties that children their age take on Looking at the growth of plants in science – observing (with coloured water) how they transport water from the root to all parts of the plant	Reflecting on how it feels to see art produced that is BIG and how it feels to work 'large' Identifying important people and responsibilities they could/ should/ already do Considering how this works in all plants – big & small, domestic & wild	Sharing and celebrating art produced Making own bracelets and taking on classroom responsibilities – contributing and being more 'responsible' Looking after classroom plants – watering; gardening at home Year 3 Easter worship – Palm Sunday performing to the whole school as preparation for whole school service

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Year 4 *Language used:* Encounter and experience Share Inspire Explore Aware Grow *Environment:* Classroom displays and artefacts Works of art The school environment – indoor and outdoor spaces	Jazz Project – developing confidence and experiencing a new genre Science – exploration in The Withy, looking for mini-beasts and different leaves Farm visit – to experience the farming community – animals, plants, events Poetry Day – world record shared with 3,500 schools	Anglo-Saxon visitor – opportunity to reflect on lives from the past and how we have changed In geography – reflecting on the wider world, including differences and similarities and where they fit into the world	Jazz project – inspired by visitor and becoming part of something new – performing in front of parents and learning to be confident and self-assured Contributing to a collective poem and being part of 'something bigger'

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Year 5 *Language used:* Reflection Experience Exploration inspiration Consider *Environment:* The classroom community – one another The local community – the area and people The school environment – inside and outside	Visiting Hadleigh Cemetery and seeing the war memorial Jazz Project – developing confidence and experiencing a new genre Artwork of Vanessa Gardiner & Shoreditch Sketcher Poetry Day – world record shared with 3,500 schools	Reflecting on Remembrance and sacrifice Reflecting on impact of artwork Reflecting on music in class and sharing thoughts, feelings and responses	Research and producing poppies and prayers – leading the whole school in Remembrance assembly Jazz project – inspired by visitor and becoming part of something new – performing in front of parents and learning to be confident and self-assured Creating own pieces of art – being inspired Contributing to a collective poem and being part of 'something bigger'

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Year 6 *Language used:* Opportunity Awareness Experience Reflection Advocate Transform *Environment:* Experiences/ activities on residential Classroom displays and artefacts Forest School Homework – research and projects	Year 6 roles and responsibilities Looking at Bible artwork from Annie Vallotton Artwork by Yinka Ilori Looking at UK coasts Guided reading books - Nevermoor	Reflecting on ideas of duty and service to the school community Reflecting on how art in the Bible affects how we feel and respond Reflecting on Ilori's work and comparing Considering the impact of coastal erosion on communities and appreciating where they live Reflecting on characters' experiences and comparing to own	Undertaking leadership duties and supporting others, e.g. Reading Ambassadors Creating our own artwork for Bible stories inspired by Vallotton Producing own art pieces, including 'mood boards' Changing attitudes towards challenging situations – speaking out against injustice