

Spirituality development

at

Hayton C of E Primary

School



*Start children off as they should go and even
when they are old, they shall not turn from it
Proverbs 22:6*



WHAT DOES SPIRITUALITY LOOK LIKE AT Hayton C of E Primary School

Our Shared Understanding of Spirituality

At Hayton Church of England Primary School, spirituality is central to who we are and what we believe. Rooted in God's love, it underpins our vision and enables all members of our community to flourish with **love, joy, aspiration and wonder**.

We use a shared language of **OWs, WOWs, NOWs and HOWs** to help articulate and nurture spirituality:

- **OWs** are the challenging, painful or difficult moments in life that prompt deep reflection and raise questions about meaning, resilience and hope.
- **WOWs** are moments of awe, joy and wonder that inspire amazement, gratitude and delight in the world, others and God's creation.
- **NOWs** are the ordinary, everyday moments of stillness, awareness and presence, when we pause to reflect and notice what is happening within and around us.
- **HOWs** are the ways in which we respond — how we choose to live, act and make a difference because of what we have experienced and understood.

Together, these elements provide a coherent framework through which pupils can develop spiritual awareness, reflection and purposeful action.

Spirituality at Hayton is understood as the way pupils make sense of themselves, their relationships, the world around them and, for many, their relationship with God. It is nurtured through opportunities for reflection, curiosity, stillness, awe and courageous questioning, enabling children to explore what it means to be human and what truly matters.

Our **Mighty OAKS learning virtues** of **Kinship, Adaptability, Optimism and Service** actively support this process. They enable pupils to:

- navigate life's **OWs** with resilience and hope (**Optimism and Adaptability**)
- recognise and value **WOWs** in learning, relationships and creation (**Optimism and Wonder**)
- be present and reflective in **NOWs** (**Kinship and self-awareness**)
- and live out their values through meaningful **HOWs**, showing compassion, responsibility and service to others (**Service**)

Spirituality is not confined to collective worship alone but is woven throughout the curriculum, school life and relationships. It is evident in moments of reflection, creativity, ethical discussion, care for others, appreciation of beauty and engagement with the natural world. Through these experiences, pupils are supported to develop self-awareness, respect for difference and a secure sense of belonging.

At Hayton Church of England Primary School, spirituality enables pupils to grow strong roots, understand their place in the world and develop as confident, compassionate and hopeful individuals, grounded in God's love. They are equipped not only to face life's **OWs**, celebrate its **WOWs** and be present in the **NOWs**, but also to live out their values through thoughtful and courageous **HOWs**.

What do we mean by spirituality at Hayton?

At Hayton, spirituality is about how pupils:

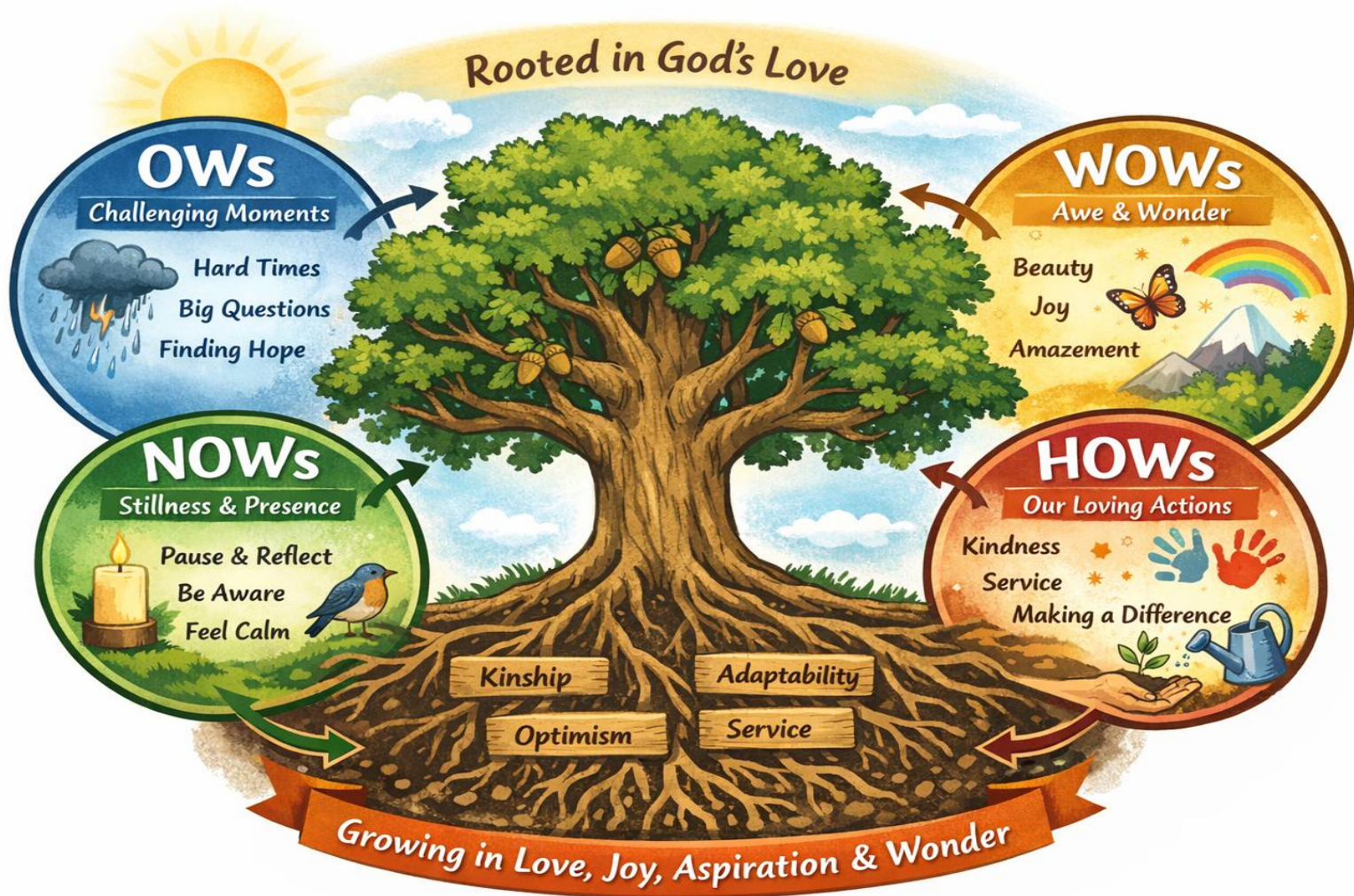
- make sense of **themselves, others, the world and God**
- develop **meaning, purpose and values**
- grow in **love, joy, aspiration and wonder**

We use the shared language of **OWs, WOWs, NOWs and HOWs** to make spirituality **visible, intentional and embedded** across school life.

WHAT DOES SPIRITUALITY LOOK LIKE AT Hayton C of E Primary School



What are the ows, wows, nows and hows in practice?		
	What this might look like:	Staff role:
OWs – Challenging moments These are times of difficulty, uncertainty or deep thinking.	• A pupil struggling with friendship issues • Discussing injustice, loss or unfairness in RE, English or PSHE • Facing challenge or failure in learning	• Create safe spaces for expression and reflection • Acknowledge emotions without rushing to fix • Encourage thoughtful questioning (“Why?”, “How does this feel?”, “What can we learn?”) • Model resilience and hope
Wows - Moments of awe and wonder These are moments that spark curiosity, amazement or joy.	• Discovering something new in science • Experiencing beauty in art, music or nature • Hearing an inspiring story or idea	• Notice and name these moments explicitly (“That’s a WOW moment”) • Give time to pause and reflect rather than move on too quickly • Encourage curiosity and deeper thinking • Celebrate joy and creativity
Nows - Being present and reflective These are quiet, everyday opportunities for stillness and awareness.	• Moments of silence in collective worship • Calm reflection time in class • Mindful observation (e.g. noticing nature, breathing, listening)	• Build in regular opportunities for stillness and reflection • Use open-ended prompts (“What are you noticing?”, “What are you thinking?”) • Value quiet thinking as much as verbal response • Model being present and attentive
Hows - Response and action These are the ways pupils live out what they have experienced and understood.	• Acts of kindness, forgiveness or service • Making ethical choices • Taking responsibility for others or the environment • Applying learning to real-life situations	• Encourage pupils to consider: “What will you do because of this?” • Provide opportunities for action (e.g. roles, responsibilities, service) • Recognise and affirm positive choices • Link actions to school values and virtues



WHAT DOES SPIRITUALITY LOOK LIKE IN



Everyday school life

Spirituality is interwoven throughout every aspect of our school life. Many opportunities for spiritual development include, but are not limited to:

- Our school vision, values (Love, Joy, Aspiration and Wonder) and virtues (O.A.K.S).
- The use of the GREAT expectations throughout the school which encourages pupils to 'Reach for the Stars'.
- Use of the behaviour policy which is focused on positive behaviours and restorative solutions.
- Our school's physical environment – learning areas such as the library, information station, classrooms, rainbow room, playground, secret garden, displays within the corridors.
- Our outdoor spaces provoke a sense of awe and wonder – pupils are encouraged to take in the view and enjoy the nature around us.
- A school newsletter is sent to parents and families weekly to share our achievements and messages. This shares the theme/ key message of our collective worships and our school prayer.
- A weekly stay and play session is open for the local community.
- School council regularly meets to discuss pupil's opinions and gather feedback on school life.
- Pupil, staff and parent feedback is gathered regularly and this is shared.
- Year 6 pupils are offered the role of being part of Rota Kids which gives them the opportunity to lead fundraising events to raise money for a charity of their choice.
- Pupils take part in fundraising activities regularly such as the Reindeer Run for a local hospice.
- School celebrates a range of events including Mental health week, Online Safety Day, Children in Need, Anti-Bullying, World Book Day etc. These provide pupils with the opportunities to reflect on other people's lives and experiences.
- Experience of enhancement opportunities as part of our curriculum, including school trips and visitors. This is planned to ensure a wide range of trips take place.
- Pupils take part in a wide range of sporting opportunities outside of school.
- Pupils are offered the opportunity to learn a range of instruments as we have a range external music teachers.
- A wide range of after-school clubs for pupils – origami, puzzles, coding, craft, science, pickleball etc.
- We welcome members of the community to our school regularly who support us through reading with pupils.
- Events take place within school in which members of the local community are invited to such as a showing of the Nativity/ Christmas performances for senior citizens and serving teas and coffees at the Open Garden event.
- All pupils are taught about the British values throughout collective worship and the curriculum.
- Throughout our curriculum, VIPS have been identified so that pupils can learn about individuals who have made an impact, these are often people who have faced adversity and overcome challenge.
- Pupils often share achievements from outside of school with their peers and this is celebrated.
- Pupils in Key Stage two take on the role of being a buddy to a younger pupils, they support them within their break and lunchtimes and develop a friendship.
- Thinking mornings often take place throughout the school which allows pupils to work among their colour teams to discuss and reflect on issues within the school and community.
- Achievements are celebrated and showcased within and across the school.
- Strive for Five awards pupils who are reading frequently at home with badges to celebrate their achievement.
- There are many school traditions such as 'Eggy, Eggy, Eggy' which pupils enjoy taking part in which support the 'belonging' and community feeling.
- There are areas of the school and playground which are quiet so that pupils can go there to reflect.



WHAT DOES SPIRITUALITY LOOK LIKE IN

Little Acorns (EYFS)



Curriculum areas

Literacy

- Experiencing the excitement of reading and listening to stories.
- Exploring values and beliefs through stories.
- Considering moral choices faced by the characters and reflecting on their own experiences.
- Reflecting on characters' emotions and experiences.
- Developing imagination.
- Encountering themes of hope, courage, friendship and belonging.
- Reflecting on stories that they enjoy.
- Expose children to different experiences, values, beliefs, and big questions about life.
- Children can reflect on characters' feelings and choices.
- Asking questions about fairness, kindness or life events.

Mathematics

- Discovering patterns in nature and appreciating their beauty.
- Appreciating symmetry and shape.
- Experiencing wonder at large numbers and quantities.
- Developing perseverance and satisfaction through problem solving.
- Experience satisfaction in problem-solving and discovering relationships.

Communication and language

- Encourages children to express thoughts, feelings, ideas, questions, and wonderings.
- Discussions help children explore meaning and relationships.
- Asking profound questions.
- Discussing experiences that inspire wonder.
- Listening to others' [perspectives].
- Exploring feelings and emotions through conversation.
- Developing vocabulary and appreciating the range of vocabulary we can use.

Understanding the world

- Experiencing awe and wonder.
- Exploring nature and the environment.
- Learning about the diversity of community and beliefs.
- Understanding change, growth and life cycles.
- Developing respect for different cultures and traditions.
- Considering and reflecting on their place in the wider world.
- Children explore nature, seasons, people, communities, cultures, traditions, and beliefs, developing a sense of awe, wonder, and respect for diversity.

Personal, Social and Emotional Development

- Developing a sense of identity and uniqueness.
- Developing respect for others.
- Recognising and expressing feelings.
- Building self-esteem and confidence.
- Developing empathy and compassion.
- Learning about belonging within family, friendship groups, and communities.
- Reflecting on experiences and their emotions.
- Understanding right and wrong through relationships and experiences

Physical development

- Experiencing joy through movement.
- Developing awareness of their bodies.
- Appreciating the sensory world.
- Feeling connected to nature through outdoor exploration.
- Experiencing calmness and mindfulness.
- Outdoor experiences can foster awe and appreciation of the natural world.



WHAT DOES SPIRITUALITY LOOK LIKE IN

Little Acorns (EYFS)



Expressive Arts and Design

- Opportunities to be imaginative and creative
- Self-expression.
- Exploration of beauty and reflection of what they like or dislike about their own or others artwork.
- Imagination and creativity.
- Emotional expression.
- Reflection through artistic experiences.
- Experiencing joy and wonder through music, art, dance, and drama.
- Wow moment of what the human body can achieve – dance/ art.

Continuous provision

- Choosing the activities that they would like to complete independently.
- Creativity and problem-solving within different areas.
- Opportunities to reflect and apply what they have learned.
- Using imagination and creativity in open-ended tasks (arts and crafts table)
- Use of quiet areas for personal reflection.
- Working and playing together – community and role play.
- Expressing their ideas through role play.
- Develop self-awareness, confidence, and an understanding of their own identity and uniqueness
- Rich opportunities for exploration, curiosity, reflection, creativity, and connection.

Secret garden and outdoor spaces

- Awe and wonder of planting seeds in the garden and watching them grow and harvesting them.
- Appreciation of our natural surroundings.
- Connecting with nature e.g. watching clouds, listening to birds, watching spiders build web.
- Exploring habitats
- Caring for the secret garden – developing stewardship
- Time to sit and reflect peacefully.
- Developing creativity through art activities, using natural materials for artwork and using natural materials within play.
- Working together with others to achieve a target.

Animal care – ducks and guinea pigs

- Helping care for the animals – providing care, water and food.
- Learning about habitats and life cycles (ducklings)
- Awe and wonder at different animals
- Showing empathy by caring for the animals.
- Experiencing the joy of seeing and having living animals as part of environment.
- Time to sit quietly with the animals and reflect.
- Observing animal behaviour and growth.

General:

- Being welcomed into the Hayton community, exploring the school building and meeting the members of our school.
- Being supported at lunchtime by a buddy.
- Encouraging children to think about their experiences and learn from them, fostering a sense of resilience and growth.
- Share thoughts and feelings, learning from each other's experiences.
- Reading a range of texts and exploring their meaning, hoy of stories as a class.
- Learning and singing songs and rhymes,
- Observing others within the school environment and learning from others actions and perspectives.
- Fostering kindness and consideration for others.
- Building up school community through use of communication with parents and families through Tapestry.



WHAT DOES SPIRITUALITY LOOK LIKE IN

English

Writing

- Writing is a creative and expressive process which gives children the opportunity to present their ideas across a range of genres.
- Pupils experience the process of planning, writing and then reflecting on their work through editing and redrafting.
- Pupils are able to give and receive feedback on their pieces.
- Self-expression through writing – providing a platform for personal and spiritual exploration.
- Diaries and journals for emotional communication.
- Engaging with inspirational texts – encouraging pupils to ask questions about texts that inspire their writing and awe.
- Building empathy with characters.
- Connection with others through written communication – writing for a purpose and considering the audience.
- Exploring a range of genres.
- Poetry – as a form of spiritual expression, encouraging them to tap into their creativity and use of language to convey deeper meanings and emotions.
- Appreciation of writing skills – foster an appreciation for their own writing skills and the talents of others, celebrating the power of words to inspire, heal and connect.
- Emotional connection with writing – encouraging students to connect emotionally with their writing.
- Experiencing the writing process – encouraging pupils to consider the effort and thought that goes into writing.
- Pupils have the opportunity to share their work and enjoy their success with pride.
- Writing is showcased throughout celebration displays across the school.
- Being able to use language to convey meaning.
- Appreciation of range of vocabulary.
- Engaging in discussion and debate regularly.

Reading

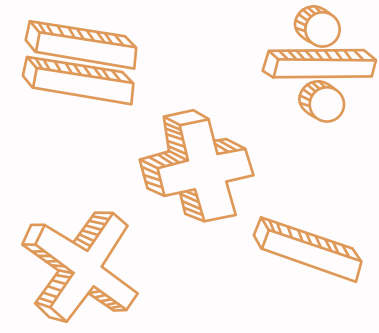


- Engaging with reading for a range of purposes including reading for pleasure.
- Engaging with a range of texts and authors.
- Reflecting on the challenge that authors face during the writing process e.g. S.F Said.
- Appreciating the creativity of others and being inspired by this.
- Engaging with a range of characters from different backgrounds, cultures etc. to the reader.
- Reflection on how they would cope with challenges depicted in the text.
- Imagine how they would respond promoting empathy and critical thinking.
- Reflecting on their own emotions and experiences prompted by the text.
- Encouraging readers to see themselves within the narrative
- Prompt reflection on how the book inspires them to act for justice in their own and other's lives.
- Reflect on how the book has changed them, fostering growth and self-awareness.
- Stimulating readers' imaginations by prompting them to envisage themselves within settings.
- Reflect on how the author's use of language and vocabulary inspires readers, fostering appreciation for linguistic creativity and expression.
- Ponder similarities and differences between themselves and the characters in the story.
- Reflection of moments in the book which warm or heal the heart or where the reader learns a key message.
- Reflecting on surprising elements in the text – curiosity.



WHAT DOES SPIRITUALITY LOOK LIKE IN

Maths



- Embracing the challenge of solving problems and developing perseverance to do this.
- Sense of delight and pride when they make achievements and solve challenges, capturing moments of joy and wonder when these happen.
- Joy of predictions – making and testing predictions, highlighting the excitement of discovery and validation or reflecting.
- Examining shapes in the real world and in nature, helping student appreciate geometric form.
- Exploring symmetry in nature, emphasising beauty and balance found in mathematics.
- Investigating the history of numbers, development of place value system
- Develop an appreciation for the evolution of Maths and its philosophical implications such as time and the present moment.
- Exploring the beauty of patterns and sequences in number
- Sense of order and interconnectedness.
- Scale and magnitude – discussing the scale of large numbers and objects such as the number of stars in the sky or blades of grass, to instill a sense of wonder about vastness of the universe.
- Infinity -developing an awareness of numbers being infinite.
- Fostering curiosity and fascination with the endless possibilities through open ended investigations.
- Fibonacci sequence – its presence in nature developing awe at the mathematical principles underlying natural patterns.
- Exactness of Maths – cultivate a sense of wonder in the precision and exactness of Maths, such as the consistent sum of the angles in a triangle.
- Solving 'real-life' Maths problems.
- Developing critical deep thinking-skills.



WHAT DOES SPIRITUALITY LOOK LIKE IN

Science



- Sparking and cultivating curiosity
- Admiration and respect for their own work, peers and Scientists
- Learning about a diverse range of scientists, their contributions, achievements and challenges that they had overcome.
- Contemplating their place in the universe, feeling both insignificant in the vastness of space and time, yet significant as unique individuals with genetic diversity.
- Connect with spiritual aspects of scientific inquiry, recognising the drive for understanding that transcends mere curiosity.
- Explore the interdependence of all living things and relationships between different elements of the physical world
- Reflect on difficult themes within science, allowing students to express their responses to challenging circumstances and develop resilient hope in the face of uncertainty.
- Exploring Global Scientific discoveries – consider the impact of scientific discoveries from around the world on human lives, considering diverse perspectives and the evolving nature of scientific beliefs across cultures and time periods.
- Foster awareness that scientific understanding is continually evolving, with new discoveries reshaping our understanding of the world, promoting humility and open-mindedness in scientific inquiry.
- Develop awe and wonder at the vast scale of living things, from microscopic organisms to towering trees, fostering appreciation for the complexity and beauty of the natural world.
- Appreciating the Beauty of the world - Provide opportunities for students to pause and appreciate the beauty of the world around them, fostering a sense of gratitude and reverence for nature.
- Searching for meaning and purpose in nature and physical phenomena such as space.
- Learning about wonders of microorganisms and microhabitats – living things, habitats, life cycles
- Learning about the wonders of the Human Body and the systems within our bodies keeping us alive and considering how to stay healthy.
- Considering the purpose of life and process of life and death.
- Learning about the amazing aspects of the Earth such as rocks, minerals and fossils.
- Appreciating the work of previous scientists and inventions such as materials.



WHAT DOES SPIRITUALITY LOOK LIKE IN

History



- Reflect on Our Time in Life - Encourage pupils to reflect on their current place in history, understanding the present in the context of the past.
- Influence of Significant Individuals - Explore the lives of significant historical figures and reflect on how their actions and values might influence pupils' aspirations and personal development.
- Emotional Response to History - Encourage pupils to allow themselves an emotional response to historical events, fostering a personal and spiritual connection to the study of history.
- Imagination and Empathy - Use imagination to appreciate and empathise with the experiences of others in history, reflecting on similarities and differences with their own lives.
- Immersion in the Past - Create opportunities for pupils to become immersed in historical periods, fostering a deeper understanding and connection to historical events and cultures.
- Changing Values Over Time - Examine how values and societal norms have changed over time, encouraging pupils to reflect on the evolution of human thought and behaviour.
- Recognise Something Wider - Help pupils recognise the broader historical context beyond themselves, asking how historical events and figures make them feel and what lessons can be drawn.
- Evolution of Religious Beliefs - Appreciate the evolution of religious beliefs and their impact on history, understanding how faith has shaped and been shaped by historical events.
- Connection to Sensitive Issues - Connect with sensitive historical issues or beliefs, allowing pupils to engage with and reflect on both positive and negative aspects of the past.
- Critical Thinking and Big Questions - Promote critical thinking by encouraging pupils to ask big questions about the past, finding deeper meanings and lessons.
- Marvelling at creations of previous civilisations such as Ancient Egypt.
- Developing curiosity.
- Considering the cause and effect of events and reflecting on the importance of learning from this. For example, the study of World War Two and the impact that this had on life.



WHAT DOES SPIRITUALITY LOOK LIKE IN

Geography



- Reflecting on the world and all that it includes – promoting awe and wonder of the diversity of different climates, physical and human features of a range of locations.
- Moments of Stillness -Encourage children to experience moments of stillness and contemplation in their local environment, fostering a deeper connection with nature.
- Exploring Personal Feelings -Encourage pupils to explore and reflect on their own feelings about the people, cultures, places, and environments they study, deepening their emotional and spiritual engagement.
- Promoting Wonder and Fascination -Foster a sense of wonder and fascination with the physical and human world by exploring diverse landscapes, ecosystems, and cultures.
- Reflection on Natural Disasters -Provide opportunities to pause and reflect on natural disasters, allowing pupils to express their emotions and thoughts, and understand the resilience of affected communities.
- Marveling at achievements of humans to overcome challenges and have a positive impact on the world – consider the challenges in doing this and how this impacts our life. For example, learning about the creation of methods to create renewable and non-renewable power.
- Learning about the beliefs, values, traditions and perspectives from other communities and cultures.
- Respect for Different Communities -Teach respect and understanding for communities different from their own, promoting empathy and global awareness.
- Making a Difference -Inspire pupils to believe in their potential to make a positive impact on the world, nurturing a sense of hope and empowerment.
- Value of Stewardship -Emphasise the importance of stewardship and how students can contribute to the wellbeing of the planet, promoting sustainable practices and environmental responsibility.
- Impact and Justice -Reflect on the long and short-term impacts of human actions on the environment, linking these reflections to the value of justice and the importance of making ethical decisions.
- Interconnectedness of Life -Highlight the interconnectedness of all life and the natural processes that sustain life on Earth, fostering a sense of responsibility and care for the planet.
- Considering how humans are distributed across the world and how this creates similarities and differences between groups of people. Considering how location can impact on their lives.
- Spiritual Connection to Geography - Foster a spiritual connection to geography by exploring the beauty, complexity, and sacredness of the Earth, encouraging a profound appreciation for the natural world and its inhabitants.
- Being able to apply Geographical knowledge and understanding throughout their lives.



WHAT DOES SPIRITUALITY LOOK LIKE IN

Art and Design

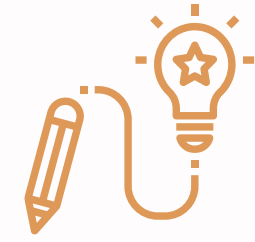


- Moments of Stillness - Incorporate moments of quiet reflection to help students appreciate the beauty and joy in art, cultivating mindfulness and inner peace.
- Art as Self-Expression - Expose students to a diverse range of art samples, encouraging them to see art as a powerful means of expressing their own thoughts, feelings, and experiences.
- Spark Curiosity and Nourish the Head and Heart - Create a classroom environment that encourages questions and discussions about art, fostering intellectual curiosity and emotional engagement.
- Introducing pupils to a range of artistic styles, forms and designs from various cultural and personal viewpoints, fostering respect for different styles, perspectives, emotions and values.
- Admiration and Respect for Art -Foster an environment where students respect their own creative efforts and those of their peers, understanding the potential of art to bring hope and joy to others.
- Stimulating imagination and creativity – enabling original and inventive expressions of their understanding of the world.
- Nurturing curiosity about artistic materials, techniques and perspectives fostering wonder and appreciation for the world's diversity and complexity.
- Responding to Deeper Meanings -Provide opportunities for students to explore and respond to the deeper meanings in art, using their creations to raise awareness of social justice issues.
- Develop Connections to Self, Others, World, and God -Use art to explore personal identity, empathy towards others, appreciation of the world, and reflections on the divine, promoting holistic growth.
- Experience Wonder and Awe -Introduce pupils to the works of renowned artists, enabling them to marvel at human creativity and technical mastery, inspiring a sense of awe.
- Respect for the Spiritual Journey of Creation -Highlight the resilience and endurance required in the artistic process, helping students appreciate the spiritual dimensions of creating art.
- Use of the natural world as a stimulus for art such as botanical inspired art and Rainforest fauna artwork.
- Encouraging reflection of beliefs, experiences and experiences through engaging themes and ideas, promoting enjoyment and self-discovery in learning.



WHAT DOES SPIRITUALITY LOOK LIKE IN

Design Technology



- Reflective and Creative Imagination-Encourage pupils to be reflective and creative, using their imagination to explore and develop innovative ideas.
- Inspired Insight and Development -Foster inspiration and the use of personal insight in developing design ideas, promoting thoughtful and purposeful creation.
- Innovation and Inspiration -Encourage creative thinking and innovation, highlighting how these can be inspirational and transformative
- Positive Impact on Self-Confidence -Reflect on how creating and designing positively impacts self- confidence and fosters a sense of achievement in oneself and others.
- Creative Expression and Reflection -Encourage pupils to express their innermost thoughts and feelings creatively, using reflection and questioning (such as "why?", "how?", and "where?") to deepen their understanding and learning.
- Purpose of Technological Achievement -Reflect on the purpose and impact of human technological achievements, considering their broader significance and implications.
- Relationship with the Natural World -Reflect on the aesthetic and functional relationship between building designs and the natural world, promoting harmony and sustainability.
- Aesthetic Appreciation -Appreciate and reflect upon the aesthetic qualities of materials and design, understanding the beauty and functionality of different elements.
- Awe and Appreciation of Food -Cultivate a sense of awe and wonder about the origin of food and the processes involved in its production.
- Wonder and Mystery in Achievement -Develop a sense of awe, wonder and mystery when studying both the natural world and human achievements, fostering a deeper appreciation for creation.
- Encouraging curiosity and fascination in how things work including mechanisms and pulleys.
- Encouraging creativity and creative thinking.



WHAT DOES SPIRITUALITY LOOK LIKE IN

Music

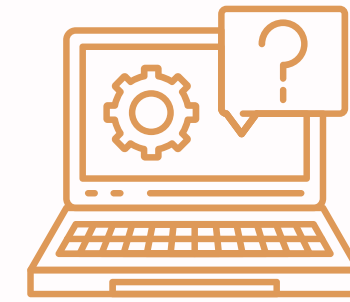


- Creativity – our curriculum encourages and inspires pupils to be creative and imaginative with many opportunities to compose pieces of music.
- Diversity within music – pupils listen to, learn about and respond to a diverse range of musical genres including blues, jazz and music from other cultures.
- Expression through Movement - Encourage the expression of spirituality through movement to music, allowing students to connect with their inner selves and express emotions freely.
- Emotional Response to Music - Explore imaginative responses to how music makes us feel, encouraging students to connect with the spiritual and emotional dimensions of music.
- Presence in the Moment - Encourage students to be fully present and absorbed in the moment when creating or experiencing music, facilitating a deeper connection to the spiritual aspects of the musical experience.
- Delight and Joy in Music -Help students find delight and joy in music and sound, recognising their ability to uplift and inspire the soul.
- Mindfulness in Music -Promote mindfulness and stillness when listening to music or sound, encouraging students to fully immerse themselves in the present moment and appreciate the beauty of the auditory experience.
- Exploration of Instruments -Engage in the exploration of different musical instruments and their unique sounds, fostering an appreciation for the diversity and richness of musical expression.
- Communication Through Sound -Explore the power of sound as a means of communication, allowing students to express themselves and connect with others on a spiritual level.
- Reflection on Musical Pieces -Encourage students to reflect on the emotional impact of music, considering how different pieces can evoke various feelings and perspectives, fostering empathy and understanding.
- Connection with Nature's Sounds -Encourage students to listen to and reflect on the sounds of nature, recognising the spiritual connection between music and the natural world.
- Music for belonging – reflecting on how music can bring together communities and be used as a tool to share stories, culture and beliefs.



WHAT DOES SPIRITUALITY LOOK LIKE IN

Computing



- Explore Moral Dilemmas -Discuss ethical questions related to technology, such as the implications of AI and robotics in daily life. For instance, ask students if they are comfortable being served in a café by a robot and why.
- Technology and Human Connections -Investigate whether technology brings people closer together or creates divisions, encouraging students to reflect on their own experiences with digital communication.
- Emotional Impact of Technology -Reflect on how technology affects emotions and mental health, discussing both positive and negative aspects.
- Influence on Thought and Behaviour -Discuss how technology shapes opinions, actions, and choices, encouraging students to be mindful of its influence on their decision-making processes.
- Fostering Creativity -Highlight how technology can be a tool for creativity, providing platforms and resources for artistic expression, innovation, and problem solving.
- Technology's Impact on the World -Examine how technology transforms societies, economies, and environments, fostering an understanding of its broad impact on the world.
- Imagine Future Advances -Stimulate students' imaginations by exploring potential future technological developments and their implications for society and spirituality.
- Global Exploration Through Technology - Demonstrate how technology can be used to explore and experience various parts of the world virtually, expanding students' horizons and fostering global awareness.
- Nourishment Through Technology - Explore how technology can nourish the mind and spirit, such as through educational tools, spiritual apps, and creative platforms.
- Comparing Technological Relationships - Reflect on how individual relationships with technology differ and what factors contribute to these differences.
- Technology and Divine Connection - Explore the idea of technology as a medium for spiritual connection, such as through online worship services, meditation apps, and religious communities.
- Community Impact -Analyse how technology impacts communities, both positively and negatively, and how it can be used to promote inclusivity and social cohesion.
- Promoting Inclusivity - Discuss ways technology can promote inclusivity, such as through assistive technologies, online education, and accessible design.
- Serving the Underserved -Investigate how technology can be leveraged to serve underserved populations, improving access to resources, education, and healthcare.
- Contemplate possibilities and limits - Encourage students to ponder whether anything is impossible with technology. Facilitate discussions on the potential and limitations of technological advancements.
- Questioning Reality -Engage students in philosophical discussions about the nature of reality, especially in the context of virtual and augmented realities created by technology.
- Service to Others and the Planet -Consider how technology can be used to serve others, improve the environment, and enhance spiritual practices, discussing examples and potential applications.



WHAT DOES SPIRITUALITY LOOK LIKE IN

Modern Foreign Languages



- Fostering a deeper connection with other cultures, values, and ideas, encouraging our children to reflect on their own beliefs and understandings of the world.
- Allows our children to explore different cultures of the countries where the language is spoken.
- Creating a deeper understanding of cultures, traditions and beliefs of other countries.
- Provides opportunities to discuss and reflect on different spiritual beliefs, traditions, and practices, fostering respect for diversity.
- Develop empathy and appreciation for different ways of living, broadening their spiritual horizons.
- Understanding that the world is interconnected, with diverse people living in different parts of the world, each with their own spiritual practices and beliefs.
- Fostering a sense of global citizenship and interconnectedness, which are important spiritual values.
- Being inspired to think about how different cultures approach issues like love, kindness, suffering, and community.
- Providing them opportunities to learn about life in another country and consequently reflecting on their own lives.
- Encouraging pupils to practice and showcase their language skills and learning in a range of ways such as writing, speaking and art.
- Instilling a sense of wonder around language etymology through developing language skills, considering how other languages are constructed – both similar and differing to their language.
- Giving pupils a challenge of learning another language and the time to reflect on their language skills.
- Self-discipline is promoted through encouraging pupils to be adaptable and resilient.
- Awe and wonder of the range of languages around the world and the fact that this connects people together (unity) and exploring how this can bring humans together.
- Enjoyment of learning another language and sharing successes.



WHAT DOES SPIRITUALITY LOOK LIKE IN PSHE



- Developing Attitudes and Reflection - encouraging children to ask big questions and reflect on the impact of their choices, nurturing a sense of responsibility and a positive vision for the future.
- Awareness of Feelings - helping children to understand their feelings and how they change in response to their environment, empowering them to reflect, channel emotions, and develop coping strategies.
- Sense of purpose – time to reflect on their sense of purpose, goals and aims that they have.
- Relationships and Love – teaching children about love, empathy, and the importance of loving oneself and others, fostering a sense of connection and spirituality.
- Keeping Safe and Caring for the Environment - Use awe and wonder to teach children how to care for their surroundings, reflect on different situations, and make independent decisions to keep themselves and others safe.
- Body Awareness and Self-Acceptance – promoting self-acceptance, awareness, and uniqueness by teaching children about their bodies and how we are all made in the image of God, fostering a sense of spiritual connection and respect for oneself and others.
- Reflecting on self and develop their personal identity – pupils are provided with time to reflect and think about themselves.
- Appreciation of diversity – learning about how people are all different but interconnected and how diversity is something which we should celebrate.
- Curiosity into how our identities are complex and how they can change, considering the factors which may cause us to change our perspectives and views and the impact that this could have.
- Awareness of the behaviours and actions that we can engage in which may cause harm to ourselves or others and reflecting on how to prevent these.
- Considering what it means to be a citizen of the UK and the different understandings of this.
- Reflect on the importance of making good-decisions which keep them safe, happy and healthy.
- Wellbeing – health education supports emotional well-being and body awareness through activities and practices like mindfulness and holistic health.



WHAT DOES SPIRITUALITY LOOK LIKE AT

Physical Education



- Emotion in sport – teaching pupils to handle the emotional and spiritual aspects of winning and losing games, fostering resilience, humility, and personal growth.
- Sense of Belonging – promoting a sense of belonging and community through team sports, highlighting the spiritual value of unity and collective effort.
- Exploring the spiritual and emotional benefits of physical activity, such as the release of endorphins and the resulting feelings of joy and wellbeing.
- Spiritual Lessons from Physical Challenges - spiritual lessons learned from physical challenges, such as perseverance, discipline, and the pursuit of excellence.
- Holistic Development –fostering holistic development by integrating physical, emotional, and spiritual growth through participation in physical education and sports activities.
- Expression Through sport such as dance and gymnastics - encouraging the expression of emotions and ideas through dance, emphasizing its interpretive nature and the absence of right or wrong in creative expression.
- Inspiration from Athletes and Teams Draw inspiration from the dedication, perseverance, and achievements of athletes and teams, encouraging pupils to strive for their personal best.
- Global Connection - emphasize the sense of global connection fostered by international sporting events like the Olympics and the World Cup, highlighting the unity of humanity through sport.
- Common Language of Sport - appreciate sport as a universal language that transcends cultural and linguistic barriers, fostering mutual understanding and respect.
- Platform for Powerful Messages - utilise sport as a platform to address and promote powerful social messages, such as combating racism and promoting equality and justice.
- Awe at the body's capabilities – increasing knowledge and understanding of the body's performance when exercising, reflecting on the amazing things that it can do.
- Inspiration from sports people – watching them perform and learning how they have come to become a well known name in the sport.
- Diversity within sport – experiencing a range of sporting activities and appreciating the wide range of different sports that you can take part in from archery to curling.
- Taking part in sporting events within school and the community for a range of purposes including competitive cross-school matches/ games.



WHAT DOES SPIRITUALITY LOOK LIKE IN

Outdoor Learning



- Developing a deep connection with nature promoting awe, wonder and holistic growth.
- Time for sitting silently and quiet reflection outdoors.
- Use of the natural environment to evoke sense of amazement, peace and calm, and mindfulness activities.
- Appreciation of the beauty of nature – the patterns and colours within leaves, the sky or the landscape.
- Opportunity to look out at the world and appreciate the environment/ world.
- Responding to the experience through action
- Working closely with nature – hands on and up close.
- Learn about their role in protecting the world.
- Working as part of a team to overcome challenges and complete tasks.
- Time to look for things – such as a certain colour and its different shades and aspects.
- Respect for life – fostering empathy by observing and respecting plants, animals and natural cycles.
- Observing the natural cycles – reflecting on the changes of season and the purpose of this.
- Engaging in art and creative activities inspired by the surrounding environment, for example, creating a 'Mona Leavsa'
- Sense of belonging and interconnectedness – helping children to understand that they are part of something bigger than themselves – in nature, community or wider world.
- Asking and exploring big questions about life, growth, change, beauty, purpose and the natural world.
- Considering the harshness of nature as well as the beauty of it.
- Reflecting on their own identity – helping them to identify their strengths, emotions and responses
- Reflecting on the process of facing a challenge – how do they react?
- Sense of identify through opportunities to discover what matters to them, what they value and how they relate to the world around them.



WHAT DOES SPIRITUALITY LOOK LIKE IN

Collective Worship



Collective Worship

Collective worship is an important and special part of daily life at our school. It is a time when we come together as a community to reflect, sing, listen and think about the values that guide us.

School worship:

- Time to reflect on their own beliefs, values and experiences
- Exploring questions of and reflecting on meaning, purpose and identity
- Experience moments of awe, wonder, thankfulness and inspiration
- Developing a sense of belonging within the school community
- Appreciate and respect the beliefs and experiences of others
- Engage with themes such as hope, courage, forgiveness, compassion and service
- Find space for stillness, contemplation and personal reflection
- Pupils who learn instruments perform to school offering celebration of their achievements and reflection time.

Picture News:

- Exploring big questions about life, values, fairness and responsibility
- Consider different viewpoints and develop respect for the beliefs of others
- Develop a sense of curiosity about the wider world
- Experience awe and wonder at human achievement, natural phenomena and global events
- Make connections between current events and their own lives
- Develop empathy and compassion for people facing challenges in different communities and countries
- Recognise their role as responsible members of both local and global communities
- Consider the actions that they can take to make a change for others and the world.

Church worship:

- Building relationships with the local community including local clergy
- Exploring Christian teachings and their relevance to everyday life
- Engage in prayer, reflection and stillness
- Develop a sense of belonging to both the school and wider community
- Learn from the experiences, beliefs and perspectives of others
- Deepen their understanding of Christian festivals, symbols and traditions
- Consider values such as compassion, forgiveness, hope and service
- Appreciate the role of faith in the lives of individuals and communities

Singing assembly:

- Experiencing joy, inspiration and a sense of togetherness through shared singing
- Reflect on the meaning and messages within songs and hymns
- Express thoughts, feelings and emotions through music
- Develop a sense of belonging within the school community
- Experience moments of awe, wonder and appreciation through music
- Build confidence and self-expression
- Explore themes such as hope, kindness, perseverance, gratitude and friendship
- Appreciate the beauty and power of music as a form of communication and reflection
- Learning songs from different musical genres and cultures and considering how this expresses identity

Celebration assembly:

- Celebrating their own and other's achievements as a school community
- Recognising that hard work and resilience can lead to success
- Reflecting on their own strengths and achievements as well as personal growth, effort and progress
- Understand the importance of perseverance, determination and hard work
- Reflect on the values that guide their actions and relationships (values victor)
- Experience feelings of joy, gratitude and encouragement
- Recognise that every individual has unique talents, gifts and qualities to contribute

