

## 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.

Reception	Year 2	Year 4	Year 6
<b>Windows:</b> Learning about life: providing openings for spiritual development through an exploration of identity and personal values.			
PSHE – All about me <i>Exploring puzzling questions and identifying self as a valuable individual</i>  RE- <i>Where I belong</i>	PSHE - Relationships Exploring the human life cycle and similarities and differences between themselves and others.  PE - Identifying successes	PSHE: Family Structure To understand the uniqueness of one’s own family. PE- Skills - strengths, weakness and - reflections  RE - What is it like to be a Hindu?	PSHE: Puberty topic Changes to self physical and emotional.  Wonder: English text - The text gets the children to question their own positioning in the world. Discussing prejudice, differences and similarities.  Local history study: Where Walsall Wood fits within the world and how their family members have impacted upon the development of the area they now live and go to school in. PE - Understanding self improvement
<b>Mirrors:</b> Learning from life: understanding an inner meaning of self and identity – critical reasoning and big questions.			
What makes me happy? What do I do in my spare time that I like? What things do I value?	PSHE-Who am I? What am I worth? What is right and wrong? How do I decide what is right and wrong? PE- A sense of belonging within a team. What did you do well?	What does a family look like? Is there a ‘right’ family model? What is a family?  What would your murti look like? <i>Identify own strengths</i>  What did you do well? How could you improve?	How do you deal with physical changes? How do you cope with mood swings? How do you deal with stressful situations? Can you control hormones? PE - Exercise reduces the level of stress hormones and elevates mood.

			<p>Wonder: How would you feel? How would you react/respond to this happening to you or a friend?</p> <p>Blood Heart topic: Children having an awareness of how the body works and the negative impact of certain things such as: smoking, drugs, alcohol as well as sleep deprivation. Children have a knowledge and understanding of what the body needs in terms of 'fuel' because of the eat well plate.</p> <p>How did you improve? What steps did you take to ensure you were performing to your potential?</p>
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**Doors: Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.**

<p>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. Can say what I like and what I am good at. PE- recognition of favourite aspects of sport and awareness of our Sporting and School Games Values.</p>	<p>PSHE- 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 happiness. Know how to apologise and to try again. Beginning to recognise mistakes and how to deal with them in a positive way.</p>	<p>A developing understanding of personal differences within a family and how family structures can vary - same sex families, separated parents, adopted families, fostering.</p> <p>Identifying own strengths and positive attributes.</p>	<p>Children will have an awareness and a greater understanding of the changes they are/ will go through. This will prepare children for inevitable changes and how to respond and learn to live with such changes.</p> <p>Wonder: children will think about their actions towards strangers, friends and family. Thinking about how actions and words have consequences. Children have an awareness of big changes within their lives.</p>
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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.

Reception	Year 2	Year 4	Year 6
<b>Windows:</b> Learning about life: providing openings for spiritual development: recognising the values and worth of others			
RE - Building Relationships	PSHE: Feelings and emotions (jealousy)  PSHE: Living in the wider world. Exploring and making moral decisions, how to be a good friend.  Online Safety: Self image and identify. Understanding how others' feelings could get hurt when online and what to do to help.	PSHE: What makes a good friend? Recognising healthy and unhealthy friendships.  PE- understanding the meaning of the sporting value "teamwork".  English - Michael Rosen Poem These are the hands  English - The Proudest Blue	PSHE: Relationships Friendships, family, online  Online Safety: Making friends online How to stay safe online/be responsible  Wonder: English text - The text gets the children to question their own positioning in the world. Discussing prejudice, differences and similarities. This text highlights that certain children are different and the importance of patience. It also expresses the value of love to others. -
<b>Mirrors:</b> Learning from life: understanding an awareness of the effect of others– a search for meaning, critical reasoning and big questions			
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? How do I look after my friends and family?	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? 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?	Is being a good friend easy? What does a good friend look like? What does an unhealthy friendship look like? What does a bullying situation look like?  What does it mean to be strong? How does the story link to our vision and values?  Why is it important to learn about other faiths?	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? Why isn't life always fair? Is being fair always that right thing to do? Does more mean being happier?  War topic: reflecting on the decisions of significant leaders and critically analyse the consequences of these on today's world. Children discuss key events during these time periods and how alternative outcomes may have resulted in a very different life for themselves and previous family members.
<b>Doors:</b> 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>Understanding that other people have their own views and opinions and may value different things to you.</p>	<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>	<p>An increasing awareness of how others help us and our own relationships with others. A greater understanding of how the world works around us and how important individuals are and their contribution to the wider world.</p> <p>Children develop empathy for people who face challenges for difference. The story teaches them respect and equality.</p>	<p>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.</p> <p>War: war poetry, diary entry, letter home,</p> <p>Wonder: internal monologue, diary entry, apology letter</p>
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### Spiritual development – world and beauty

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.

Reception	Year 2	Year 4	Year 6
<p><b>Windows:</b> Learning about life: providing openings for spiritual development: challenging experiences of beauty</p>			
<p>Art Music Science RE: What makes a special place? <i>Collect and make a creation table of natural objects found outside</i></p>	<p>Art - Still Life/Flower Head Music - children explore a range of different music styles (discussions about likes/dislikes for each piece of music). Science - seasonal changes, plants, living things and their habitats Geography - our wonderful world RE: Have people spoiled a good earth? <i>Engagement with creation stories from Christian and other traditions</i></p>	<p>History - Emperors and Empires - The Romans Art - Beautiful Botanics RE - Exploring faith through music Science - plants</p>	<p>Art - Expressionism Science - Space Geography topic - frozen kingdom War - History - National War Memorial Sow, grow, farm</p>

**Mirrors:** Learning from life: reflecting on experiences of beauty – a search for meaning, critical reasoning and big questions

<p>What types of weather do you like the most and why? What is your favourite colour and why?          What sounds do you like to listen to?          What makes you afraid? What is your favourite time of day/season?</p>	<p>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?</p>	<p>Why is music important to someone of faith? How does music make you feel?          How have the Romans influenced our lives today?          Why is it important to take care of the plants in our natural world?</p>	<p>Why do you like certain types of art? What does art mean to you? Why do you interpret one piece of art differently to someone else. What response do you get when you look at a piece of art? Is beauty something that you can learn, or do you just have to feel it? What is the point in being creative?</p>
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**Doors:** 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. Being moved emotionally by beauty.

<p>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.</p>	<p>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.</p>	<p>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.           Children understand the history of human development and their place in the world.</p>	<p>Children develop an understanding of where they have come from and what families may have been through. Opportunities to explore different landscapes around the world and gain an understanding of life for others and how perception of beauty is different. Children are encouraged to grow their own crops by visiting an allotment.</p>
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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.

Reception	Year 2	Year 4	Year 6
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**Windows:** Learning about life: providing openings for spiritual development: a growing appreciation of the intangible – truth, love

<p>Art          Music          Drama</p>	<p>RE – Beliefs  <i>Engaging in Godly play .: I wonder questions.</i></p>	<p>RE - What is it like to follow God?          Inspire event - What does it mean to be human?</p>	<p>Local history study - visit to the mining wheel.          Maafa - workshop          RE -</p>
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<p><i>Becoming aware of worship through collective worship in school.</i></p>	<p><i>Visiting local church; exploring the senses of worship in church touch, colour, smell sound, stillness.</i></p>	<p>RE - Awe and Wonder</p>	
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**Mirrors: Learning from life: reflecting on the beyond – a search for meaning, critical reasoning and big questions**

<p>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?</p>	<p>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?</p>	<p>What is God like?           What does it mean to be human?           What is amazing about our wonderful world?</p>	<p>Why were people treated differently? Why was discrimination allowed? How does that make you feel? How would you have acted had you been around during that time period?          How are my family directly involved? What would childhood have been like during this time? Was this a happy time to be alive?</p>
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**Doors: Learning to live life: responding as a means of expressing the need to understand the purpose of life.**

<p>Have the confidence to ask questions that have no answers.</p>	<p>Have a sense of enjoyment in devising and discussing questions that have no answer.          Use imagination to interpret responses to big questions.</p>	<p>Understand what big questions are.          Be able to explain imaginative responses to questions of meaning.          Children understand that not all big questions can be answered.</p>	<p>Can generate big questions.          Begin to express through a personal vocabulary responses to questions of meaning.          Begin to be able to use critical reasoning in responding to a big question.          A growing awareness of empathy towards older generations/family members.          Children have experienced a variety of emotion in response to new knowledge and understanding of the local area and its history.</p>
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