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| **Spirituality Focus** | **Knowledge** | **How is spirituality encouraged?** |
| **Myself** | * Understanding  I am a unique person
* Having a perception of myself
* Having self-worth
* Having values and beliefs that are my own
* Having self confidence
* Feeling joy, fulfilment, peace, patience, freedom, humility, integrity and creativity
* Having my own identity
* Being able to make decisions and take responsibility
* Feeling joy and celebrating achievements
* Being able to be silent and reflect
 | * Reflecting on own beliefs through collective worships, RE activities and lessons.
* P4C sessions
* Discussions and conversations in class, with adults and with peers
* Reflection on their own experiences
* Celebration of success within and outside of the school community, including the WOW wall
* Through visitors, trips and clubs
* Use of Dojos and rewards
* Providing children with good role models from all adults in school
* Promoting positive, considerate, kind attitudes by all adults in school
* Recognising the backgrounds and individual needs of all children in school
* Behaviour choices and encouraging children to make the right decisions – Be ready, be respectful, be safe
 |
| **Others** | * Expressing knowledge of our key Christian values: friendship, respect, service, justice, courage, perseverance
* Having empathy, concern, compassion and forgiveness for others
* Appreciating and understanding others’ values, opinions, principles and beliefs
* Caring and nurturing approach to others
* Being able to create inter-personal relationships
* Being able to feel love, hope and trust
* Being able to follow the values of my school community
* Enjoying and engaging in celebrations
* Seeing others as feeling thinking beings
* Having an awareness of failure, loss, disappointment, suffering and pain of others
 | * Encouraging and promoting opportunities for courageous advocacy
* Working with and raising money for charities
* Collective worship
* Celebration assemblies
* Curriculum subjects and activities
* Core Christian values
* Reflection focal points
* Community links- project outcomes and links with local groups
* Creating links with parents to encourage a home/school partnership
* Children conduct themselves appropriately amongst each other
* Discussion of real world events and news – including
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| **World** | * Having awe and wonder about the world
* Seeing the beauty relating to the man-made and natural world
* Having care and consideration towards nature
* Connecting with nature
* Valuing nature and creation
* Being curious and inquisitive about the world around them
* Asking big questions about life
* Having a sense of mystery
* Having an open mindedness to life
 | * Curriculum; through learning about the world in multiple subject areas
* Collective worship
* Community projects both internal and external (recycling/ litter picking)
* P4C discussions
* Forest School
* Real life experiences
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| **Beyond** | * Being able to understand meaning outside of everyday life
* Having faith in religion
* Having adoration and worship
* Being at one with the creator
* Having an essence of the universe
* Understanding that there is more to life than meets the eye
* Being able to ask ‘big questions’
 | * Collective worship
* Real life experiences
* Having candles for collective worship
* Prayer
* Reflection
* Opportunity to ask and share big questions through worship, RE and P4C sessions
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**Spiritual Progression Across the Key Stages**

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| --- | --- | --- | --- | --- |
|  | **EYFS** | **KS1** | **Lower KS2** | **Upper KS2** |
| **Myself** | I am aware of my own feelings I can understand what makes me feel happy, sad, upset and angryI can show enthusiasm and excitementI can form good relationshipsI can tolerate delayI see myself as a valuable individual | I know who I am and where I have come from I am starting to feel self-worthI know what is right and wrongI am starting to make decisions about my own actions and understand my responsibilities I understand what I enjoy and how it makes me feelI am beginning to understand how to deal with success, failure, disappointment and joy | I understand that I have a wide range of feelingsI understand the options involved in making the right choiceI am starting to become increasingly aware of my surroundings and their impact on me/ my impact on themI am starting to identify those who have a large impact on me and am deciding what kind of person I want to beI understand the value of love and happinessI have started to understand the concept of beliefI understand I am unique | I have developed an understanding of respect for myself and my thingsI am understanding my identity further: who I am, where I am from and what I like. I incorporate these into who I am becomingI am identifying the factors that make me happyI have a greater awareness of how I am seen by othersI am starting to shape my inner selfI am expressing myself and my beliefs through my relationships with othersI can express my opinions well |
| **Others** | I can think about the perspectives of others I can accept the needs of others I know that my actions affect othersI am learning what makes a good friendI know that people are important to meI am starting to understand that different people make me feel differently I have a sense of care towards othersI understand that others don’t always agreeI can enjoy celebrations | I understand that some people are treated badly and can reflect on my own actionsI can show an increasing number of feelings towards people, including compassion and kindnessI can listen to others’ viewsI can work well with others from different backgrounds and those who have different viewsI am starting to forgive others for their actions | I have started to question why others make the choices that they doI have started to question why people ignore the needs of others I have started to question why some people hurt others and how feelings can be hurtI can understand how people that I don’t know may need my supportI have respect for others and their opinions/ valuesI am starting to understand hope and trust | I question selfishness and think in greater detail about the needs of othersI question the quality of lives for people around the worldI recognise the value of people from different backgrounds and experiencesI am considering the importance of fairnessI am growing empathy for peopleI understand the value in making meaningful relationshipsI can understand the suffering, pain, loss and failure of myself and others |
| **World** | I have awe and wonder about the worldI love to ask questions and investigate new thingsI understand what I do and don’t like about the world I live in (colours, sounds, weather etc)I know what makes me scaredI can react with excitement instantly to things that amaze meI have a sense of mysteryI like to ask questionsI have an open mindedness to life | I can discuss the world in detail and my opinions about it I can identify things I love and dislike about the world giving reasonI can explain what I do to help/damage the worldI understand what impact nature has on usI can respond to stimuli and explain my thoughts and feelingsI can see beauty relating to man-made and the natural world thingsI am curious and inquisitive | I can ask abstract questions such as: 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? What does it mean that beauty is in the eye of the beholder? What would it be like without seasons? I can understand and give meaning to new, exciting, wonderful things I have care and consideration towards natureI value nature and creation |  I can ask complex questions such as: What is a perfect world?Why is there ugliness in the world?I can give an emotional response to stimuli and begin to articulate this from a personal perspectiveI am developing appreciation that some things don’t have answersI ask big questions about life and the world |
| **Beyond** | I ask questions such as: 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?I have  the confidence to ask questions that have no answers.  | I ask questions such as: 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?I have a sense of enjoyment in devising and discussing questions that have no answer.I use imagination to interpret responses to big questions.I have a concept of GodI participate in worship | I ask unanswerable questions such as: 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?I understand what big questions areI am able to explain imaginative responses to questions of meaningI have started to have faith in religion | I ask difficult questions such as 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?I can generate big questions.I have begun to express through a personal vocabulary responses to questions of meaningI have begun to be able to use critical reasoning in responding to a big questionI have started to understand the meaning outside of everyday life  I understand  that there is more to life than meets the eye |

**Spirituality Across the St. Wilfrid’s Curriculum**

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| --- | --- |
| **Collective Worship** | Daily whole school collective worshipDaily PrayerDaily Reflection and class based weekly reflection Listening to, and responding to, storiesConnecting through shared thoughts and experiencesSharing and expressing a multitude of emotions and feelingsExpressing empathySharing experiences of awe and wonderCreating questionsEncouraging self-explorationEmbedding school values – Christian and BritishCelebrating personal achievement both in and out of school |
| **EYFS** | Awareness of self-regulation, including feelings and the impact of actions on self and othersAwareness of the needs of othersDeveloping confidence and independence Knowing right from wrongWorking cooperatively and turn-taking Responding to stimulus and asking relative questionsResponding to stories with laughter Looking for patterns within sequencesShowing interest in the lives of othersIdentifying special celebrations and how they make people feelShowing care and concern for the world around themExploring the natural world – experiencing awe and wonderExpressing emotion through colour and shapeUsing performance to express emotion and feeling |
| **Mathematics** | Identifying pattern and creating awe and wonder regarding numbersExploring truth in terms of numberPerseverance when tackling tricky tasksSense of achievement Creating confident learners Teaching children self-worth and encouraging them to take risks Identifying maths concepts such as time and space |
| **Literacy** | Understanding the world and others’ feelings through books and textsDeveloping compassion and understanding of others Understanding emotions through written wordsHaving aspirations through inspiration in books and textVisiting other worlds through books and textCreating and idea of awe and wonder through literaturePerseverance when writing/readingSense of achievement Creating confident learners through developing reading and class discussionsTeaching children self-worth and encouraging them to take risks |
| **Science** | Asking questions about science, religion and the worldHaving an awe and wonder about the various scientific conceptsDiscovering space, the universe and beyondCreating links and questions between science and religionPerseverance Looking for evidence of creation in science and the natural world |
| **RE** | Developing a sense of questioning the world around themAsking questions about faith and religion on a personal and wider levelUse of music and artWorshipping and reflectingUnderstanding other cultures, opinions, values and points of viewsUnderstanding many celebrations and beliefsDeveloping an understanding of commitment and sacrificeGenerating and asking big questions |
| **PE** | Working as a teamSelf-actualisation Caring, encouraging and supporting othersParticipating in sports teams to achieve a bigger goalUnderstanding failure and disappointment as well as success and joy |
| **ICT** | Awe and wonder of what can be found on the internetJoy and excitement of what can be developed and createdCommunication with others and how to take responsibility for themselves online |
| **Art and Design****Design Technology****History****Geography****MFL** | DiscoveryUnderstanding the beauty in design and the worldPersonal achievementPerseveranceCommunication and working with othersProblem solvingUnderstanding how subjects such as art can have an emotional impact on the beholderUnderstanding the world and the way people treat each other in subjects such as history and geographyPerseverance Resilience Achievement Self-exploration and an understanding of you as an individual Understanding other cultures, opinions, values and points of viewsUnderstanding of diversityQuestioning the world and the environmentLooking at war and peace |
| **PSHE and P4C** | Development of relationship strand from year 1-year 6Relationship with the wider world and responsibility to take care of itImportance of lifestyle choices and the impact on self and othersCelebrating achievements and being resilientAsking big questionsListening to the viewpoints and opinions of others with respect and toleranceReflecting on mental and physical health and the importance of self-care, including self-reflection and spiritual support |