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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 |
| **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 |
| **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 |

**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 angry  I can show enthusiasm and excitement  I can form good relationships  I can tolerate delay  I see myself as a valuable individual | I know who I am and where I have come from  I am starting to feel self-worth  I know what is right and wrong  I am starting to make decisions about my own actions and understand my responsibilities  I understand what I enjoy and how it makes me feel  I am beginning to understand how to deal with success, failure, disappointment and joy | I understand that I have a wide range of feelings  I understand the options involved in making the right choice  I am starting to become increasingly aware of my surroundings and their impact on me/ my impact on them  I am starting to identify those who have a large impact on me and am deciding what kind of person I want to be  I understand the value of love and happiness  I have started to understand the concept of belief  I understand I am unique | I have developed an understanding of respect for myself and my things  I am understanding my identity further: who I am, where I am from and what I like. I incorporate these into who I am becoming  I am identifying the factors that make me happy  I have a greater awareness of how I am seen by others  I am starting to shape my inner self  I am expressing myself and my beliefs through my relationships with others  I 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 others  I am learning what makes a good friend  I know that people are important to me  I am starting to understand that different people make me feel differently  I have a sense of care towards others  I understand that others don’t always agree  I can enjoy celebrations | I understand that some people are treated badly and can reflect on my own actions  I can show an increasing number of feelings towards people, including compassion and kindness  I can listen to others’ views  I can work well with others from different backgrounds and those who have different views  I am starting to forgive others for their actions | I have started to question why others make the choices that they do  I 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 hurt  I can understand how people that I don’t know may need my support  I have respect for others and their opinions/ values  I am starting to understand hope and trust | I question selfishness and think in greater detail about the needs of others  I question the quality of lives for people around the world  I recognise the value of people from different backgrounds and experiences  I am considering the importance of fairness  I am growing empathy for people  I understand the value in making meaningful relationships  I can understand the suffering, pain, loss and failure of myself and others |
| **World** | I have awe and wonder about the world  I love to ask questions and investigate new things  I understand what I do and don’t like about the world I live in (colours, sounds, weather etc)  I know what makes me scared  I can react with excitement instantly to things that amaze me  I have a sense of mystery  I like to ask questions  I 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 reason  I can explain what I do to help/damage the world  I understand what impact nature has on us  I can respond to stimuli and explain my thoughts and feelings  I can see beauty relating to man-made and the natural world things  I 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 nature  I 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 perspective  I am developing appreciation that some things don’t have answers  I 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 God  I 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 are  I am able to explain imaginative responses to questions of meaning  I 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 meaning  I have begun to be able to use critical reasoning in responding to a big question  I 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 worship  Daily Prayer  Daily Reflection and class based weekly reflection  Listening to, and responding to, stories  Connecting through shared thoughts and experiences  Sharing and expressing a multitude of emotions and feelings  Expressing empathy  Sharing experiences of awe and wonder  Creating questions  Encouraging self-exploration  Embedding school values – Christian and British  Celebrating personal achievement both in and out of school |
| **EYFS** | Awareness of self-regulation, including feelings and the impact of actions on self and others  Awareness of the needs of others  Developing confidence and independence  Knowing right from wrong  Working cooperatively and turn-taking  Responding to stimulus and asking relative questions  Responding to stories with laughter  Looking for patterns within sequences  Showing interest in the lives of others  Identifying special celebrations and how they make people feel  Showing care and concern for the world around them  Exploring the natural world – experiencing awe and wonder  Expressing emotion through colour and shape  Using performance to express emotion and feeling |
| **Mathematics** | Identifying pattern and creating awe and wonder regarding numbers  Exploring truth in terms of number  Perseverance when tackling tricky tasks  Sense 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 texts  Developing compassion and understanding of others  Understanding emotions through written words  Having aspirations through inspiration in books and text  Visiting other worlds through books and text  Creating and idea of awe and wonder through literature  Perseverance when writing/reading  Sense of achievement  Creating confident learners through developing reading and class discussions  Teaching children self-worth and encouraging them to take risks |
| **Science** | Asking questions about science, religion and the world  Having an awe and wonder about the various scientific concepts  Discovering space, the universe and beyond  Creating links and questions between science and religion  Perseverance  Looking for evidence of creation in science and the natural world |
| **RE** | Developing a sense of questioning the world around them  Asking questions about faith and religion on a personal and wider level  Use of music and art  Worshipping and reflecting  Understanding other cultures, opinions, values and points of views  Understanding many celebrations and beliefs  Developing an understanding of commitment and sacrifice  Generating and asking big questions |
| **PE** | Working as a team  Self-actualisation  Caring, encouraging and supporting others  Participating in sports teams to achieve a bigger goal  Understanding failure and disappointment as well as success and joy |
| **ICT** | Awe and wonder of what can be found on the internet  Joy and excitement of what can be developed and created  Communication with others and how to take responsibility for themselves online |
| **Art and Design**  **Design Technology**  **History**  **Geography**  **MFL** | Discovery  Understanding the beauty in design and the world  Personal achievement  Perseverance  Communication and working with others  Problem solving  Understanding how subjects such as art can have an emotional impact on the beholder  Understanding the world and the way people treat each other in subjects such as history and geography  Perseverance  Resilience  Achievement  Self-exploration and an understanding of you as an individual  Understanding other cultures, opinions, values and points of views  Understanding of diversity  Questioning the world and the environment  Looking at war and peace |
| **PSHE and P4C** | Development of relationship strand from year 1-year 6  Relationship with the wider world and responsibility to take care of it  Importance of lifestyle choices and the impact on self and others  Celebrating achievements and being resilient  Asking big questions  Listening to the viewpoints and opinions of others with respect and tolerance  Reflecting on mental and physical health and the importance of self-care, including self-reflection and spiritual support |