

## Wendron School Progression in Spirituality

### Spiritual development - self

**MIRRORS/you:** giving children opportunities to *reflect* on their experiences; to **meditate** on life's big questions and to consider some possible answers. In this they are learning *from* life by exploring their own insights and perspectives and those of others.

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	Years 1 and 2	Years 3 and 4	Years 5 and 6
<b>Encounter:</b> Learning about life: providing openings for spiritual development through an exploration of identity and personal values.			
<p>Topic/themes: Who am I? (Autumn theme) Exploration of interests, what makes them special and people in their family</p> <p>Star of the week, head teacher award/values award, personal reflection</p> <p>Use of tapestry journals and PSED floor books</p> <p>Bee point for following the bee rules</p> <p>Termly value and value animals e.g. 'today I've been a forgiving fox'</p> <p>Work to be proud of display</p> <p>Characteristic of effective learning (How to be a good learner)</p>	<p>Choosing their school council members</p> <p>Classroom monitors with own responsibilities within the class.</p> <p>Eco – warriors</p> <p>Science ambassadors</p> <p>Child led challenges/tasks in maths</p> <p>Work to be proud of display – child led</p> <p>Enquiry led start to a new topic</p> <p>Values animals e.g. forgiving fox – 'I've been a forgiving fox today'</p>	<p>Classroom monitors in class</p> <p>Reflect the School Bee Rules which have been followed or broken.</p> <p>Self-assess.</p> <p>2 night residential trip</p> <p>PSHE floor books</p> <p>Topic floor books</p> <p>RE values day</p> <p>Science ambassadors</p> <p>Eco warriors</p>	<p>Choosing their school council members</p> <p>Classroom monitors/Ambassadors with own responsibilities within the class.</p> <p>School/classroom Rules – analyse</p> <p>Increased responsibility including digital leaders, sports leaders and ambassadors/leaders.</p> <p>Worship leaders help plan and deliver collective worship</p> <p>PHSE floor books</p> <p>Topic floor books – children decide on the area of spirituality that an activity is (window, mirror, door)</p> <p>Residential trip to London</p> <p>Reflect on their own conduct -, linking to the school values</p> <p>RE values day</p>
<b>Reflection:</b> Learning from life: understanding an inner meaning of self and identity – critical reasoning and big questions.			
<p>Topic/themes: Who am I? (Autumn theme) Exploration of interests, what makes them special and people in their family</p>	<p>Anti bullying week etc. in class assemblies.</p> <p>Take part in multi faith week activities</p> <p>What we want as a good classroom environment (at the start of each new year)</p> <p>Star of the week</p> <p>Self-reflection through the use of values journals</p> <p>Video recorded reflection at the end of an RE lesson</p>	<p>Reflecting on new beginnings/anti bullying week etc. in class assemblies.</p> <p>Take part in multi faith week activities</p> <p>Star of the week</p> <p>Self-reflection through the use of values journals</p> <p>RE reflection bubbles</p> <p>Topic floor books which explore 'Big Questions'</p> <p>Self-reflection through values journals</p> <p>Creating questions in P4C lessons</p>	<p>Reflecting on new beginnings/anti bullying week etc. in class assemblies.</p> <p>What we want as a good classroom environment (at the start of each new year)</p> <p>Star of the week.</p> <p>Self-reflection through the use of values journals</p> <p>Take part in multi faith week activities</p> <p>Star of the week.</p> <p>RE reflection bubbles</p> <p>Philosophy for Children</p>
<b>Transformation:</b> Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.			
A growing awareness of knowing what I	An evolving awareness of the concept of self	The awareness that the growing development of a	The awareness of the value of reflection to explore deeper

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<p>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.</p> <p>Characteristic of effective learning (How to be a good learner)</p> <p>Show and tell</p>	<p>as more than purely physical characteristics. A growing realisation that being content with who you are is important for personal happiness.</p> <p>Know how to apologise and to try again. Beginning to recognise mistakes and how to deal with them in a positive way.</p> <p>PSHE – P4C</p>	<p>personal identity is an important aspect of being human. A growing realisation that an emphasis on self alone is not sufficient as a means of living out the self. An evolving sense of the concept of identity as more than purely physical characteristics or our likes and hobbies.</p> <p>Can set goals for my work and behaviour that will help me to progress.</p>	<p>responses to thoughts that help shapes the 'inner self'. An understanding that we express our personal values in the way that we approach our relationship with others and the world around us. The ability to express an interpretation of this verbally.</p> <p>Can explain my opinions.</p>
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### Spiritual development –Windows- 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	Years 1 and 2	Years 3 and 4	Years 5 and 6
<b>Encounter:</b> Learning about life: providing openings for spiritual development: recognising the values and worth of others			
<p>Bee rules – photos of children following the rules.</p> <p>Puppet - goes home with someone who has followed the rules.</p> <p>What is special about us?</p> <p>WOW stars celebrating achievements at home.</p> <p>Circle Time – who's been a good friend</p> <p>Class cross – a picture of someone who has been respectful/courageous etc</p>	<p>School/classroom Rules - recognising others who follow them</p> <p>Celebrating events like Mother's Day /Comic Relief/St Pirans Day</p> <p>PSHE – learning about friendships and the community</p> <p>Star of the week</p> <p>Head teacher award</p> <p>Reader of the week</p> <p>Christian value winner (weekly)</p> <p>School council</p>	<p>RE -</p> <p>Star of the week</p> <p>Head teacher award</p> <p>Reader of the week</p> <p>Christian value winner (weekly)</p> <p>Peer assessment</p> <p>School council – democracy</p> <p>Forest school work within literacy learning</p>	<p>Prefects and Friendship Squad</p> <p>School Council</p> <p>Buddies</p> <p>Aspirational talks (Y6)</p> <p>PHSE- floor books</p> <p>Star of the week</p> <p>Head teacher award</p> <p>Reader of the week</p> <p>Christian value winner (weekly)</p> <p>Forest school</p>
<b>Reflection:</b> Learning from life: understanding an awareness of the affect of others– a search for meaning, critical reasoning and big questions			
<p>What is special about us?</p> <p>Star of the week</p> <p>Circle Time</p> <p>What makes a good friend?.</p> <p>Collective worship time together</p> <p>Discussion around story – 'they wouldn't get any bee points!'</p>	<p>Opportunities for reflection after trips and special occasions built into the curriculum/school day. e.g trip to Newquay Orchard</p> <p>Circle time- opportunities for reflection during these times.</p> <p>Child led discussion as to the end of week award winners e.g. value winners</p>	<p>Historical people such as Howard Carter and Rev'd Hawker</p> <p>Enquiry based lessons</p> <p>Reflection journals in RE books</p> <p>PSHE (P4C) lessons based on the lives of others</p>	<p>School/classroom Rules reflection on causes and charities</p> <p>Meaning of being charitable</p> <p>Sex Education</p> <p>History – Rights of the child</p>

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<b>Transformation:</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.			
Understanding that other people have their own views and opinions and may value different things to you. Respecting others ideas Democracy when voting for a story of the day	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.	Acknowledgement and respect for the rights of others to have their own deep thoughts that shape their inner self. A developing ability to enter into discussions with others about their values and opinions.	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.

### Spiritual development – world and beauty

**DOORS:** giving children opportunities to become *aware* of the world in new ways; to *wonder* about life's 'Wows' (things that are amazing) and 'Ows' (things that bring us up short). In this children are learning *about* life in all its fullness.

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 of beauty and the effect this has on their perception of and relationship with the world.

Reception	Years 1 and 2	Years 3 and 4	Years 5 and 6
<b>Encounter:</b> Learning about life: providing openings for spiritual development: challenging experiences of beauty			
RE – Special places for them. Special places for Christians and other faiths Local Autumn walk – signs for Autumn Weekly welly walk Exploring different environments through a trip to Eden Use of the outdoor area in continuous provision Forest school	Special places of worship Topic led e.g. what makes the world so wonderful? Trips in the local area e.g. The Orchard, Trenance Park and the beach. Learning about plants/animals/other countries/landmarks/celebrations/cultures. Literacy – poetry about Spring Observational drawings/interaction with nature. Studying the work of artists.	Trips and walks in the local area e.g. Trenance Cottages. Residential trip to Carnyorth/Delaware Science – animals and their habitats Looking at the work of artists such as John Dyer Focus on the wider world e.g. rainforests in Summer term	Discussion on beginning of the world and life (Science/RE) Photos of children interacting with nature (fishing, rock-pooling) Looking at plants and animals (habitats) life cycles Environmental issues (Geography/Science)
<b>Reflection:</b> Learning from life: reflecting on experiences of beauty – a search for meaning, critical reasoning and big questions			
How can we look after the world – animals and pets Creation story	Sharing feelings and opinions. Art/poetry/Music Seasonal changes.	Reflecting on trips and residential linking to our values, vision and parable PSHE – P4C	Perception of beauty in Art Y5- Artwork inspired by nature (William Morris) Diversity and Equality.

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<p>Adopting an orang-utan (through fund raising activities designed by the children) Circle time – sharing feelings and thoughts Incidental Discussions throughout the day as and when.</p>			
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**Transformation:** 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.</p>	<p>Be able to explain/ give an emotional response to stimuli and begin to articulate this from a personal perspective. Be able to display shades of meaning when verbalising sensory responses and understand and interpret their reaction. A developing appreciation that some things don't have answers.</p>
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### Spiritual development – beyond

**CANDLES-deeper thinking questions** giving children opportunities to *respond* to all of this; to **do** something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to *live* by putting into action what they are coming to believe and value. Take part in discussions giving their thoughts in a safe environment.

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	Years 1 and 2	Years 3 and 4	Years 5 and 6
<b>Encounter:</b> Learning about life: providing openings for spiritual development: a growing appreciation of the intangible – truth, love			
<p>Children attend assemblies, class worship -links back to whole school worship and current Reception Learning.  Adopting an orang-utan (through fund raising activities designed by the children)  Home school values work  Parental links through tapestry</p>	<p>PSHE Remembrance Day Prayer - assemblies/end of day etc. Conversations with God TIS interventions Church visits Animal life cycles Animals in their habitats/variation (how we are different)</p>	<p>Remembrance Day PSHE – empathy for others TIS sessions RE – Judaism, Hinduism compare and contrast forms of worship and beliefs.</p>	<p>-SRE – journey of life -Bereavement Support -Parables, Miracles (RE plan) -The Sermon on the Mount</p>

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<b>Reflection:</b> Learning from life: reflecting on the beyond – a search for meaning, critical reasoning and big questions			
<p>Visitor's- Asking 'Why...' questions Posing questions for beginning of topics for children to research questions (enquiry based learning) Valuing every child's answers and responses. Open ended questioning and discussion 'I wonder why/how...' Use of outside natural environment</p>	<p>Y2- RE plan "God" Y1- God's creation (awe and wonder) Climate change and our responsibility to look after the world. Where natural materials come from and our responsibility to make sure they are always there. Questions posed in every lesson. Visitors – what will I be in the future? Discussions on contrasting faiths and beliefs. PSHE – Is it ok to have these feelings? Children's incidental questions.</p>	<p>Looking at sustainability (Summer term) questioning how we treat the world Science – animals and their habitats Visitors e.g. Salvation army, Hindu Workshop</p>	<p>Lord's Prayer (RE planning) -Driving force behind Victorians (Lord Shaftsbury etc.) Y5 History -Forces and Electricity (Y6 Science) -Darwin (Y6 Science)</p>
<b>Transformation:</b> 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 or many answers.  Listening and responding to others respectfully.</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.</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</p>