



## Spirituality within our Curriculum

2024-2025

At St Oswald's Spirituality is inter woven within the whole curriculum. It is not defined as a subject it is woven into art, RE, English, history, geography, science, music and many more subjects. It is the moments and glimpses of the awe and wonder within our world. It is in our approach to people, animals and the world around us.

Collective Worship is planned and gives staff the opportunity to engage, express praise and thanksgiving, be still and reflect, explore the big questions of life and responds to national events. Foster respect and deepen spiritual awareness, affirm Christian values and attitudes, share each other's joys and challenges, celebrate special times in the Christian calendar. We use the NOW (Being the ordinary times), WOW (Being the fantastic times), OW (Reflecting and managing the hard times) approach in Collective Worship.



### 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.

EYFS	KS1	LKS2	UKS2
<b>Encounter:</b> Learning about life: Providing openings for spiritual development: recognising the values and worth of others			
RE; Being Special	<b>PSHE;</b> PSHE Matters; What does a Bully look like Recognising their behaviour affects others	<b>PSHE;</b> PSHE Matters; What does a Bully look like; RSE; to understand what makes people feel happy	<b>PSHE;</b> PSHE Matters; What does a Bully look like Understanding their actions affect themselves and others

	RSE; changes; needing to change my behaviours RE		RSE; To understand the concept of wellbeing and looking after your mental health
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**Reflection:** Learning from life; Understanding an awareness of the affect 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? Who 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?	Why do people ignore other when they need help? IS being a good friend easy? Why do we sometimes hurt the feelings of our friends? How sincerely can I care for those who may be in need but I have never met? Why should we care for them? Will we ever live in a world without fighting? What responsibilities do I have for others?	Is it better to please oneself first or others? Why do people 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?
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**Transformation:** Learning to live life: responding as a means of expressing an idea of relationship with others: expressing innermost thoughts through words, art of actions

Understanding that other people have their own views and opinions and may value different things to you	A growing appreciation that the views and opinions of others should be listened to with respect whether those views are similar to your own of different	Acknowledgement and respect for the rights of others to have their won 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
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**Spiritual Development ; SELF**


Spiritual Learners become increasingly aware of the concept of self- the inner person and the way that this shapes an individuals 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.

<b>EYFS</b>	<b>KS1</b>	<b>LKS2</b>	<b>UKS2</b>
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**Encounter:** Learning about life: providing openings for spiritual development though an exploration of identity and personal values.

Being Special Exploring puzzling questions through persona dolls and small world play	Saying NO to bullying; PSE Curriculum  Belonging; RE	PSE; understanding emotions and controlling them RE; beliefs and practices and the influence on individuals	Going for goals Identifying strengths and weakness Resilience and perseverance
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**Reflection: 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? What things do I value?	Who am I? What am I worth? What is right and wrong? How do I decide what is right and wrong?	What are feelings? Don't we deserve to be happy? What should I do about right and wrong? What do I deserve in life? Who should I look up to? What type of person do I want to be? What difference does being loved make? Is belief in something important? What rights do I have? Links to FBV	Should you respect yourself over all other things? Where does your identity come from does more mean being happier? Is my understanding self a selfish concept? Are the opinions of my friends important to me? Are my beliefs important?
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**Transformation: 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 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.	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	The awareness that the growing development of a personal identity is an important aspect of being humans. 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. Can set goals for my work and behaviour that will help me to progress.	The awareness of the value of reflection to explore deeper responses to thoughts that help shapes the inner self. An understanding that we express our personal values in the way that we approach our relationships with others and the world around us. The ability to express an interpretation of this verbally. Being able to explain own opinions.
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<p>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 experience of the wonder of the natural world and the results of human creativity. Spiritual learners explore their understanding of beauty and the affect this has on their perceptions of and relationship with the world</p>			
EYFS	KS1	LKS2	UKS2
<p><b>Encounter: Learning about life: providing openings for spiritual development; challenging experiences of beauty</b></p>			
<p>Creative development (Art, music) Knowledge and understanding of the World (Science)</p>	<p>Art, Music, Science, Geography RE; Caring for the world Engagement with the wider world special days focused on the world and creation</p>	<p>Art Music Science Geography Exploring diversity FBV</p>	<p>RE; creation and science Express self through belief, architecture Stories/books Geography Science, Art Online safety; AI and the focus on self and beauty</p>
<p><b>Reflection: Learning from life; reflecting on experiences of beauty- searching for meaning, critical reasoning and big questions</b></p>			
<p>Weather; 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>How do we know we've found all the colours in the world? What season do you feel reflects your personality what is the difference between hearing and listening? Should we try to tame nature? What else does it mean that beauty is in the eye of the beholder? What would it be like without seasons? Protected Characteristics</p>	<p>What is a perfect world? Why is there ugliness in the world? Can you love someone that is ugly? Why do you like certain types of music what response do you get when you look at a piece of art? Is beauty something you can learn of do you have to feel it? What is the point of being creative? Protected Characteristics Prejudicial behaviours Racism</p>
<p><b>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</b></p>			
<p>Have an instant response to something wonderful/ exciting, 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</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</p>	<p>Be able to explain and give an emotional response to stimuli and begin to articulate this from a personal perspective.. Be able to display shades of meaning when verbalising responses and</p>

	terms verbally or through body language	growing confidence to explore concepts orally.	understand and interpret their reaction a developing appreciation that some things don't have answers.
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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.

EYFS	KS1	LKS2	UKS2
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**Encounter:** learning about life: providing openings for spiritual development; a growing appreciation of the tangible- truth and love

Creative- art, music, drama Becoming aware of worship through Collective Worship and visits to the church for services	RE understanding different beliefs Visiting the local church and exploring other faiths in Ashbourne; exploring the senses whilst in church	Science; life processes Explore how children's; stories deal with death Explore symbolism	RE: Easter, Beliefs and questions, Journey of life and death; what difference does belief in life after death make?
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**Reflection:** Learning form life; reflecting on the beyond- a search for meaning, critical reasoning and big questions

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?	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?	What is the purpose of the earth? Is God alive now? Why is there illness? Why do destructive things like earthquakes happen? Which is stronger love or hate? Is it good that scientists can explain everything? Why are there religions? What is beyond the universe?	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 souls? Why do we love? What lasts forever? What's is unknowable? What else is there to discover? How do we know what we don't know? What is worth dying for?
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**Transformation:** learning to live life: responding as a means of expression the need to understand the purpose of life.

Have the confidence to ask questions that have no answers back	Have a sense of enjoyment in devising and discussing questions that have no answer. Use imagination to interpret responses to big questions	Understand what big questions are. Be able to explain imaginative response to questions of meaning.	Can generate big questions. Begin to express thoughts about big questions.
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			Begin to be able to use critical reasoning in responding to a big question.
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