


Spirituality within the Curriculum at St Nicholas CE Primary School

	Opportunities for Spirituality
English	<ul style="list-style-type: none">• Inspirational text choices to give opportunities to learn about different cultures & diversity and learn about empathy and nurture etc• Showing empathy to different characters• Thinking about the characteristics of ourselves and others• The appreciation of beauty in language• Emotions & sentiments in writing and speech• Escaping into other worlds through literature• Listening to and reflecting on different perspectives• Self-reflection when editing writing
Maths	<ul style="list-style-type: none">• Pattern & order• Truth, certainty and likelihood• The wonder of numbers• The complexity of shape• Exploring maths in nature• Understanding chronology• Linking maths to timelines in history (Roman Numerals)• Exploring alternative number systems

<p>Science</p>	<ul style="list-style-type: none"> • Wonder and the world around us e.g. growing plants, spring walk, caterpillars to butterflies, dissections (plants) • Birth, life, death and renewal • The universe and beyond • Beliefs in science and the faith of scientists (link with the Y5/6 RE unit on Creation vs Science) • The impact of scientific achievements • Questions of beginning, creation and evolution • Investigations that lead to discoveries of awe and wonder
<p>RE</p>	<ul style="list-style-type: none"> • Big questions • Worldviews (both religious and non-religious) • Time to reflect on our own beliefs and worldviews and those of others • Meaning and purpose of life • Forms of worship • Varieties of beliefs, celebrations and rituals • The idea of mystery and questions which are not always answered • Rights, wrongs and ethics including justice • Personal reflections and interpretations of religious artwork • Use of religious artefacts
<p>Geography</p>	<ul style="list-style-type: none"> • Inspired learning about our wonderful world • Questions and the care of our environment • The beliefs behind causes and campaigns • Wonders of the world • Empathy with people from other parts of the world • Exploring the impact of human decision making • Investigating the different cultures and beliefs around the world

History	<ul style="list-style-type: none"> • How people have changed the world (positively or negatively) • Being a part of history in the making • Handling artefacts • Influential events and people • War and peace • The nature and importance of intervention and exploration • Empathy with people from other times in history e.g. survivors of war/great fire of London • Differences and similarities throughout periods of history • Comparing the beliefs and cultures of those around the world now and in the past
Art	<ul style="list-style-type: none"> • Exploration of feeling and responses to different works of art • Beauty and appreciation • Considering different interpretations • Personal responses • Manipulating and experiencing different materials, textures and shapes • The effects of emotions and senses • Celebrating diversity • Beauty in different forms • Self-reflection on skills
DT	<ul style="list-style-type: none"> • Skill in creation and reflecting on designs • Manipulating different materials • Considering own responses to aspects of design • Celebrating own achievements • Discovering how something works • Appreciating inventiveness • Learning from others and nature

<p>PE</p>	<ul style="list-style-type: none"> • Representing emotions and feelings through body movements • Being a member of a team • Aspiring to achieve personal best • Development of skills. • Endurance and achievement • Learning from mistakes • Displaying good sportsmanship • Challenging yourself, being the best that you can be
<p>Music</p>	<ul style="list-style-type: none"> • Responding to different types/styles of music • Effects on emotions and senses • Joy in performances • Experiencing different instruments and sound making • Sense of achievement • Pure joy, happiness and peace when singing
<p>PSHE</p>	<ul style="list-style-type: none"> • Considering changes to self and those around us • Sharing own thoughts, ideas and opinions • Listening to differing views or opinions • Showing respect for diversity • Taking turns, waiting, pausing • Considering big questions about own life and others around us • Understanding of how humans grow and develop • Recognising different emotions and how to deal with our emotions in an age-appropriate way • Thinking about morals and what is right or wrong and why • How to keep myself and others safe • Reflecting on how my words and actions can affect others both positively and negatively

Collective Worship	<ul style="list-style-type: none">• Opportunities for reflection and shared responses• Stillness• Meditation• Personal and collective beliefs are respected• Sharing different emotions e.g. happiness, sorrow, worry• Remembering and celebrating special times• Emphasising common purpose and values• Prayer• Singing• Opportunities to reflect on and discover different beliefs and cultures• Picture News• Use of picture books from different cultures within class worship
Forest School	<ul style="list-style-type: none">• Surrounding yourself in nature• Exploration and investigation• Stillness and time to reflect• Opportunities to create art out of nature• Appreciation of the world around us and our school grounds• Sense of awe and wonder

**Additional
planned
opportunities**

- Termly Big Idea days (Global Explorer Curriculum)
- Visits to places of beauty, interest and challenge
- Opportunities to admire the natural world and human creativity
- Opportunities to experience community
- Opportunities to participate in new experiences and activities
- Immersive experiences which encourage empathy and different perspectives (Army Flying Museum and Sea City- Titanic museum)

Trips & Experiences:

EYFS - Local walk, Riverborne Farm, Finkley Down Farm, Church visits

Year 1 and Year 2 - Marwell Zoo, Longleat, Church visits

Year 3/4- Stonehenge, Salisbury Museum, Church visits

Year 4- iSing Pop event

Year 4/5- The Living Rainforest, Army Flying Museum, Church visits

Year 5- Wintershall Life of Christ

Year 5/6- Sea City, Milestones Museum, Church visits

Year 6- Y6 Leaver's Service (Salisbury Cathedral) and Residential (Braeside)

Visitors:

Bridge Project Christian visitors

Emily Askew - musical instrument concert

Drumming experience

Bollywood dancing workshop

School Enrichment opportunities:

Nurture club

Book club

Army club

Choir

See long term plan for extra-curricular enrichment activities

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**. For example, the children might ask questions in ICT how they can **keep themselves safe** and **why** that is important. In RE the children might look at what justice means to them and why **their** ideas and beliefs are important.

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**. For example, in History the children may study the beliefs and values of people in Roman Times and think about how they might differ or be similar to those held today. In RE the children might learn about other religions and cultures enabling them to see the values and worth of others.

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**. For example, in Science lessons the children may explore fossils, this allows them to consider how the world has changed over time as well as appreciating the beauty and symmetry present in the natural world. In DT or Art lessons children might focus on architecture and how to design a beautiful yet functional building.

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. For example, during Worship the children are encouraged if they want to, to pray to God and in doing this they are considering their relationship with the divine. In RE lessons children are regularly challenged to question why believers behave and worship as they do, this question gives children the space to search for meaning in their existence.