

Spiritual development - 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.

Reception	KS1	LKS2	UKS2
Encounter: Learning about life: providing openings for spiritual development through an exploration of identity and personal values.			
Autumn term - My place in the world PSHE - Being me in my world - Dreams and goals Re - Being special where do we belong? Music - me my - My stories - Everyone	Y1 English Astro Girl Y1 English Beegu Y1 PSHE Changing Me Y1 Music - Hey You! Year 2 Being me in my world Celebrating difference Year 2 RE: What Good News does Jesus bring? Year 2 - Science: Recycling behaviours (materials unit)	Year 3 Y3 PSHE Being me in my world Y3 English The Barnabus Project Y3 English The First Drawing Y3 Science - Skeleton, muscles and nutrition Y3 PE - Mindfulness Y3 PE - Athletics Y4 - Reading 'The Wild Way Home' explores experiences and personal struggles. Y4 - RE What kind of world did Jesus want? As they learn about the disciples' calling and consider identity and values. Pupils explore how Jesus' teachings about love, forgiveness and discipleship connect to their own sense of self and purpose. Y4 - PSHE Being me in my world/ celebrating difference 'Who am I and how do I fit?' Y4 - PE Mindfulness Y4 - Teeth and digestion	Y5 - PSHE Being me in my world Y5 - PSHE Healthy Me Year 5 Reading - Black and British Y5 - Poems from the Second World War Y5 RE - What does it mean to be a Muslim in Britain today Y5 Science - Growing Older Y5 Art - Installation Art Y5 - History - Britain in World War Two Year 6 Windrush Child The Explorer Orphans of the Tide Science - Circulatory System and Lifestyle RE - Why do some people believe in God and some people not? PSHE - Being Me in My World PSHE - Dreams and Goals PSHE - Healthy Me PSHE - Relationships PSHE - Changing Me Art - Craft and Design: Photo Opportunity Art - Drawing: Make my Voice Heard Art - Sculpture and 3D: Making Memories

			Computing - Programming: Sensing PE - Fitness
Reflection: Learning from life: understanding an inner meaning of self and identity – critical reasoning and big questions.			
PSHE- Celebrating difference	Year 2 Journey Home Year 2 If all the world were Yr 2 Jigsaw- celebrating difference Yr 2 jigsaw- challenging stereotypes Year 2 RE: What Good News does Jesus bring? How can we be world changers? (agents of change) Year 2 - Science: Recycling behaviours - What do I do with my rubbish? How much recycling and reusing do I manage?	Y3 RE - What is it like for someone to follow God? Y3 PSHE Being me in my world Y3 PE - Mindfulness Y4 - Reading 'The Wild Way Home' considering: <i>How do I deal with change or challenges? Who am I becoming?</i> Y4 - RE What kind of world did Jesus want? <i>What does it mean to live with compassion? What values shape who I am?</i> Y4 - PE Mindfulness ' <i>How do I manage my changing emotions and find calmness and confidence?</i>'	Year 6 Windrush Child - <i>How should I treat others? Am I welcoming to new people?</i> The Explorer - <i>How do I strive to understand different people and their point of view?</i> Orphans of the Tide <i>What are my skills and talents? What do I find tricky? How do I manage these?</i> Science - Circulatory System and Lifestyle <i>How can I keep myself healthy?</i> RE - Why do some people believe in God and some people not? <i>What are my beliefs? Do I believe in God or not?</i> PSHE - Being Me in My World <i>How do I treat others? Do I take responsibility for my actions? Do I allow others to have their rights?</i> PSHE - Dreams and Goals <i>How can I positively contribute to the world around me?</i> PSHE - Healthy Me <i>How can I treat my body with respect and ensure I can thrive?</i> PSHE - Relationships <i>How can I care for my mental health? How can I manage my online behaviour?</i> PSHE - Changing Me

			<i>How can I respect myself and other people as we grow and change?</i> Art - Craft and Design: Photo Opportunity <i>How do I see and interpret artwork?</i> Art - Drawing: Make my Voice Heard Art - Sculpture and 3D: Making Memories Computing - Programming: Sensing PE - Fitness <i>How can I set myself realistic, achievable fitness goals?</i>
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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. I 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. Year 2 science - Recycling behaviours - Changing habits with rubbish/waste, e.g. recycling more and considering materials before buying items.	The awareness that the growing development of a 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. Can set goals for my work and behaviour that will help me to progress. Respect for similarity and difference. Anti-bullying and being unique	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 relationship with others and the world around us. The ability to express an interpretation of this verbally. Can explain my opinions.
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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.

Reception	KS1	LKS2	UKS2
Encounter: Learning about life: providing openings for spiritual development: recognising the values and worth of others			
RE - which places are special and why? PSHCE - relationships	Y1 English - Leo and the octopus Y1 English - I want my Hat Back Y1 English - Billy and the Beast Y1 English - Lubna and the Pebble Y1 English - Pig the Pug Year 2 - Writing: The Bear and the Piano Year 2 - Writing: Grandad's Camper Year 2 - Writing: Last Stop on Market Place Year 2 - Text: To Small Tola Year 2 RE: What Good News does Jesus bring? Year 2 RE: Who is a Muslim and how do they live? Yr 2 celebrating difference	<u>Year 3</u> Y3 English - The Barnabus Project Y3 Reading - Podkin One Ear Y3 English - The BFG Y3 English - The First Drawing Y3 PSHE - Celebrating Differences Y3 Geography - Tourism Y3 History -Through the ages Y3 French - I am learning French Y4 - Reading 'The Wild Way home' explores empathy, trust, and care across boundaries. Y4 - RE What kind of world did Jesus want? Children learn how Christians express these values through charity and service. Through the Good Samaritan and Jesus' actions towards outsiders, children think about empathy, inclusion, and care in relationships. Y4 - History - Anglo-Saxons Y4 - History - Vikings Y4 - History - Tudors Y4 - Geography - Renewable Energy	<u>Year 5</u> Y5 Hidden Figures PSHE - Celebrating difference PSHE - Relationships Writing - The Island Reading - Black and British Reading - The Polar Bear Explorers' Club RE - What does it mean to be a Muslim in Britain today History - Ancient Egypt <u>Year 6</u> English Y6 Enterprise and Activism The Arrival Windrush Child Suffragette Stonewall The Three Little Pigs Project The Explorer The Little Match Girl Strikes Back Malala Orphans of the Tide History - How has migration throughout history shaped the world we live in? History - Civil Rights in Changing Britain: How have people fought for their rights in Britain? Geography - Why do people migrate?

			RE - Why is pilgrimage important to some religious believers? RE - For Christians what kind of king was Jesus? RE - Why do Hindus want to be good? PSHE - Celebrating Difference DT - Structures: Playgrounds Computing - Computing Systems and Networks: Communication
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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

	Year 2- Last Stop on Market Street- how others live/ helping the homeless and how this affects everyone. What can be done, why? Year 2 Text: Too Small Tola: How can people show bravery and find strength in difficult situations? Year 2 RE: Who is a Muslim and how do they live? How do people of different faiths worship? What artifacts, places and symbols are sacred to people of different faiths? Year 2 - Writing: Grandad's Camper - How are families similar and different?	Y4 - Reading 'The Wild Way Home' asking: <i>How do I show empathy? How do friendships change me?</i> Y4 - RE What kind of world did Jesus want? - considering how they themselves respond to others, and what compassion looks like in their own lives. Y3 History Through The Ages Y3 English - The Barnabus Project Y3 Reading - Podkin One Ear Y3 English - The BFG Y3 English - The First Drawing Y3 PSHE - Celebrating Differences Y3 Geography - Tourism Y3 History -Through the ages Y4 - History - Anglo-Saxons Y4 - History - Vikings	How should we respond to racism? Year 6 English Y6 Enterprise and Activism The Arrival <i>Why do others move around the world? To what extent is this a choice?</i> Windrush Child <i>How do others experience the same places in different ways?</i> Suffragette <i>How do we ensure that others have their voices heard?</i> Stonewall <i>How do we ensure that all people are able to be themselves?</i> The Three Little Pigs Project <i>How can our opinions affect how we see others?</i> The Explorer <i>How do the dynamics of the group change as the relationships between the children develop?</i>
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		<i>How has our region been shaped by the arrival of others?</i> Y4 - History - Tudors	The Little Match Girl Strikes Back <i>How does the behaviour of the factory owners affect the lives of everyone else?</i> Malala <i>How does Malala's life change, depending on how others behave towards her?</i> Orphans of the Tide <i>How does the behaviour of the Inquisitors change the way the inhabitants behave?</i> History - How has migration throughout history shaped the world we live in? History - Civil Rights in Changing Britain: How have people fought for their rights in Britain? Geography - Why do people migrate? RE - Why is pilgrimage important to some religious believers? RE - For Christians what kind of king was Jesus? RE - Why do Hindus want to be good? PSHE - Celebrating Difference DT - Structures: Playgrounds Computing - Computing Systems and Networks: Communication
Transformation: 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.	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. Year 2 RE: Who is a Muslim and how do they live? Showing respect and understanding to people of 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.

	faiths. Telling others about a visit to a place of worship. Year 2 shapes in art Year 2 observational drawings Year 2 rubbings, sketchings Year 2 cooking- preparing fresh food		
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Spiritual development – 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.

Reception	KS1	LKS2	UKS2
Encounter: Learning about life: providing openings for spiritual development: challenging experiences of beauty			
Spring term- Earth explorers: plants, animals and places. Summer term - Time travellers: beaches and beasts Music - our world - Big bear funk	English- Y1 Nature and the Environment: Stanley's Stick/ Dinosaurs and all that Rubbish. Cave Baby Y1 Science - Autumn and Winter Y1 Science - Spring and Summer Y1 Science Amazing Animals Y1 Science - Plants Y1 Science - Everyday Materials Y2 Dear Earth Isabel Otter & Clara Anganuzzi Y2 Fanatical About Frogs , including endangered species and environmental risks. Year 1 Science: seasons and weather Year 1 Science: Animals needs for survival	Year 3 Y3 - English Leon and the Place Between Y3 English - The First Painting Y3 English - The Lost Spells Y3 Geography - Tourism Y3 Science - Skeletons, bones and muscles Y3 Science - Rocks and fossils Y3 - What is it like for someone to follow God? Y4 - 'The Wild Way Home' raises awareness of beauty and the dangers	Year 5 Reading - When the stars come out Science - Earth and Space Science - Life cycles Geography - Climate across the world Geography - Sow, grow and farm Geography - Settlement and land use Art - Installation Art Year 6 Can we save the tiger? The Last Bear History - To what extent was the "Golden Age" of Athens really "golden"?

	Year 2 Science: protecting the Environment Year 2 Visit to Flamborough Head (rockpool environment and marine litter) Year 2 exploring shapes in art	along with how it connects to humans. Awe and Survival Y4 - RE What kind of world did Jesus want? Children notice how Christians respond with care for creation and justice. Jesus' vision of God's kingdom offers a hopeful picture of a just and loving world; pupils also consider human creativity, nature, and beauty. Y4 - States of Matter	Geography - What is life like in the polar regions? Geography - How are humans impacting our rainforest regions? Science - Light Science - Classification Science - Evolution and Inheritance Science - Electricity DT - Textiles: Waistcoats DT - Digital World: Navigating the World Computing - Creating Media: Webpage Creation (Rainforest Based) Music
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Reflection: Learning from life: reflecting on experiences of beauty – a search for meaning, critical reasoning and big questions

	Y2 <i>How do I respond to the beauty of the Earth? How can we protect our planet? What are my hopes and aspirations for the Earth?</i> Year 2- Writing Text: If all the world were - How does the world offer wonder? What special memories of our families do we hold dear? RE <i>Who do Christians say made the world?</i> Year 2 <i>Dear Earth text: How do you feel about animals that are endangered because of human actions? How can we change our behaviour to protect the environment?</i> Yr Year Year 2 Visit to Flamborough Head : Why is this local habitat important? How can we protect it and keep it special?	Y4 - Reading 'The Wild way home' asking: <i>How do I respond to the beauty of nature? Why is the natural world important to me?</i> Y4 - RE What kind of world did Jesus want? <i>What kind of world do I want? How do I see beauty, peace, or fairness in the world?</i> Y4 - States of Matter 'How can materials be grouped/ what happens when they are heated or cooled/ how does the water cycle impact our world?' Y3 Science - Rocks and fossils Y3 Geography - Tourism	
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	Y2 Fanatical About Frogs - How can we protect vulnerable species? Yr 2 Geography physical and human features Yr 2 Geography coastal towns		
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.			
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.	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. Year 2 Dear Earth: Writing a letter to the people of planet Earth - raise awareness of endangered animals and how we can protect them. Year 2 Science: Beach Clean - removing plastic waste from a local beach. Writing to inform others about marine plastic waste. Year 2 Art- exploring nature- rubbings/ sketching Year 2 art- observational drawings Year 2- Writing Text: If all the world were - How does the world offer wonder?	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.	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.

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.

Reception	KS1	LKS2	UKS2
Encounter: Learning about life: providing openings for spiritual development: a growing appreciation of the intangible – truth, love			
	Y1 English Dadaji's Paintbrush Y1 English The Magic Bed Y2 Ocean Meets Sky Eric Fan and Terry Fan Year 2 Year 2 Charlotte's Web Year 2 - Changing me Year 2- Writing Text: If all the world were	<u>Year 3</u> Y3 English - Leon and the Place Between Y3 RE - Incarnation Y3 RE - What is the trinity and why is it important for Christians? Y4 - The Wild Home invites big questions about time, sense of loss and family. Y4 - RE What kind of world did Jesus want? Children learn what Christians believe about the Gospel and its meaning. Jesus' "Good News" raises ultimate questions about God, hope, suffering, and the Kingdom of God.	<u>Year 5</u> RE - What does it mean if Christians believe God is Holy and Loving English Alten Zache English The Good Thieves The Odyssey <u>Year 6</u> Grimm Tales Romeo & Juliet House with Chicken Legs RE - What difference does the resurrection make to Christians? RE - Why do Christians believe that Jesus was the Messiah?
Reflection: Learning from life: reflecting on the beyond – a search for meaning, critical reasoning and big questions			
	Y1 what impact do we leave on the world?	Y4 - The Wild Way Home exploring What lies beyond the everyday? What makes	

	Year 2- Writing Text: If all the world were What special memories of our families do we hold dear? How do we remember those who have passed away? What impact do others have on our lives?	life meaningful? How do I cope with grief and change? Y4 - RE What kind of world did Jesus want? <i>Why do people suffer? What kind of world might God want? How do we imagine justice and peace?</i>	
Transformation: Learning to live life: responding as a means of expressing the need to understand the purpose of life.			
Have the confidence to ask questions that have no answers.	Have a sense of enjoyment in devising and discussing questions that have no answer. A developing understanding of remembering those we have lost from our lives. Use imagination to interpret responses to big questions. Yr 2 cooking/ preparing fresh food	Understand what big questions are. Be able to explain imaginative responses to questions of meaning.	Can generate big questions. Begin to express through personal vocabulary responses to questions of meaning. Begin to be able to use critical reasoning in responding to a big question