

Progression of Spiritual Development through the RE Curriculum

Newland St John's Church of England Academy | EYFS–Year 6

Christian vision: Living together, learning together and shining together in the love of God.

Matthew 5:16: “Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.”

Curriculum-linked opportunities for spiritual reflection. Unit titles are from the school RE long-term plan; suggested reflections are opportunities for teachers to develop.

Year group	Self	Others	The World and Beauty	Beyond
EYFS	Being special – Where do we belong? Reflect on what makes each child unique, valued and special. Share feelings about belonging.	Which stories are special and why? Explore the Lost Sheep and consider how we show love, kindness and care.	Why is the word “God” so important to Christians? Explore the creation story through nature, sensory experiences and moments of wonder.	Which places are special and why? Experience the atmosphere of places of worship and consider why people find them sacred.
Year 1	Who am I and what does it mean to belong? Reflect on personal identity, relationships and the groups to which pupils belong.	What do Christians believe God is like? Explore forgiveness through the Lost Son and consider how relationships can be restored.	Who do Christians say made the world? Appreciate the beauty of creation, express gratitude and consider responsibility for nature.	Why does Easter matter to Christians? Reflect on sadness, hope, new beginnings and Christian beliefs about resurrection.
Year 2	Humanism – How can I know what is good? Reflect on personal values, choices and developing a sense of right and wrong.	What is the good news that Jesus brings? Consider forgiveness, friendship, peace and welcoming those who feel excluded.	How should we care for the world and others? Explore stewardship, compassion and how individual actions affect the world.	What makes some places sacred to believers? Consider the significance of sacred spaces, silence, prayer and reflection.
Year 3	What is it like to follow God? Reflect on trust, commitment and personal choices when facing challenges.	What kind of a world did Jesus want? Consider how Jesus’ teaching challenges people to show love, compassion and inclusion.	What do Christians learn from the creation story? Respond with awe and wonder to the natural world and consider human responsibility.	What is the Trinity? Explore mystery, Christian understandings of God and the limits of human understanding.
Year 4	Humanism – How would humanists live their lives? Reflect on personal values, meaning and how beliefs influence decisions.	How and why do believers show their commitments to the journey of life? Explore belonging, commitment and significant life experiences.	What are the deeper meanings of festivals? Appreciate the beauty and symbolism of light, music and celebration across religious traditions.	Why do Christians call the day Jesus died Good Friday? Reflect on sacrifice, suffering, hope and the mystery of salvation.
Year 5	What would Jesus do? Reflect on conscience, moral courage and how beliefs influence personal decisions.	What will make our city a more respectful place?	What kind of King is Jesus? Explore a vision of a world shaped by justice, peace, generosity and service.	What does it mean if God is holy and loving?

		Consider prejudice, dignity, justice and responsibility for others in the local community.		Explore questions about God's nature, forgiveness, justice and unconditional love.
Year 6	Why do some people believe in God and some people not? Reflect thoughtfully on personal convictions, uncertainty and differing worldviews.	How do religions help people live through good times and bad times? Develop empathy and consider how faith, community and relationships offer comfort.	Creation and Science – Conflicting or complementary? Explore the wonder of the universe, scientific discovery and questions about its origins.	What difference does the resurrection make to Christians? Explore profound questions about death, hope, eternal life and the meaning of existence.

Progression in spiritual development

EYFS: Recognise uniqueness, express feelings, experience belonging and respond with curiosity and wonder.

Years 1–2: Reflect on actions, appreciate others' experiences, recognise beauty and ask questions about faith and meaning.

Years 3–4: Deepen reflection, develop empathy, explore moral responsibility and consider complex spiritual questions.

Years 5–6: Reflect critically on beliefs and values, engage with justice and purpose, respect diverse worldviews and articulate developing perspectives.

SIAMS self-evaluation statement

The school's RE curriculum provides planned and progressive opportunities for spiritual development through the exploration of self, others, the world and beauty, and beyond. Rooted in our Christian vision, pupils encounter increasingly challenging questions about identity, belonging, relationships, creation, justice, faith and meaning. Through theological enquiry, philosophical reflection and the study of lived religious and non-religious worldviews, pupils develop self-awareness, empathy, curiosity, awe and wonder. These opportunities enable pupils to reflect on their own developing beliefs and values, appreciate the diversity of others and consider how they can make a positive difference, reflecting Matthew 5:16.

Evidence of impact may include pupil reflections, questions, RE work, pupil voice and examples of learning influencing attitudes and actions. Spiritual reflection is invitational and inclusive.