

Progression of Spiritual Development through Science

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.”

Year / curriculum links	Self	Others	The World and Beauty	Beyond
EYFS Exploring living things, materials, seasons and the immediate environment	Recognise their own curiosity, feelings and growing confidence as they explore and ask questions about the world.	Care for plants and animals; listen to and value other children's observations and discoveries.	Experience awe through seasonal changes, growing seeds, textures, light, shadows and the diversity of living things.	Wonder where living things come from, why things change and what makes our world so remarkable.
Year 1 Plants; Animals including Humans; Everyday Materials; Seasonal Changes	Explore personal identity through the five senses and recognise the importance of their own body and wellbeing.	Appreciate similarities and differences between people and living things; practise care for local plants and animals.	Notice the beauty of local trees, flowers, changing seasons and the variety of materials in everyday life.	Ask big questions about how life changes through the seasons and why living things are so diverse.
Year 2 Plants; Animals including Humans; Living Things and their Habitats; Uses of Everyday Materials	Reflect on personal growth, healthy choices, exercise and hygiene; develop patience through observing plant growth.	Consider the needs of humans, animals and plants, and how our actions can help protect their habitats.	Marvel at plant life cycles, microhabitats, food chains and the ways living things depend on their surroundings.	Explore questions about what makes something alive and the interconnectedness of living things.
Year 3 Plants; Animals including Humans; Rocks; Light; Forces and Magnets	Develop confidence and perseverance through investigations; reflect on how evidence can change an initial idea.	Consider the needs of plants and animals and share responsibility when planning and carrying out fair investigations.	Experience wonder at pollination, fossils, rock formation, shadows and the surprising effects of magnetism.	Ask what fossils reveal about life long ago and why some natural phenomena are visible while others are not.
Year 4 Living Things and their Habitats; Animals including Humans; States of Matter; Sound; Electricity	Reflect on choices that affect physical health and recognise feelings of curiosity and achievement in enquiry.	Consider the effects of environmental change on threatened living things and the importance of caring for habitats.	Appreciate the intricate connections in food webs, the water cycle, vibrations and the power of electricity.	Explore how invisible processes such as sound vibrations and electrical current shape everyday experiences.
Year 5 Living Things and their Habitats; Animals including Humans; Properties and Changes of Materials; Earth and Space; Forces	Reflect on growth, change, resilience and the uniqueness of their own developing identity.	Consider respect for different stages of human life and collaborate responsibly in complex investigations.	Experience awe at planetary orbits, the Moon, gravity, life cycles and reversible and irreversible changes.	Explore the scale of the universe, the passage of time and humanity's place within the solar system.
Year 6 Living Things and their Habitats; Animals including Humans; Evolution and Inheritance; Light; Electricity	Reflect on individuality, inherited characteristics, personal health and the responsibility to make informed choices.	Consider how scientific knowledge can help protect biodiversity and improve the wellbeing of others.	Appreciate the complexity of the circulatory system, adaptations, biodiversity, light and electrical systems.	Explore profound questions about change over generations, extinction, evidence and the diversity and continuity of life.

Progression in spiritual development

EYFS: curiosity, belonging and wonder • Years 1–2: self-awareness, care and appreciation • Years 3–4: thoughtful enquiry, empathy and reflection • Years 5–6: deeper questions, evidence, responsibility and a sense of humanity's place in the world.

SIAMS self-evaluation statement

Our Science curriculum creates progressive opportunities for spiritual development through self, others, the world and beauty, and beyond. Inspired by our Christian vision and Matthew 5:16, pupils develop curiosity, resilience and confidence as they investigate the natural world. Scientific enquiry encourages awe and wonder at living things, Earth and space, and the complexity of physical processes. Pupils reflect on their responsibility towards others and the environment, consider questions of life, change and interdependence, and recognise how their knowledge and gifts can be used in service of others. These opportunities are inclusive and invitational, enabling all pupils to flourish through thoughtful enquiry and reflection.

Planning note: Opportunities are suggested spiritual reflections aligned to the school's Science Progression document, not claims that activities have already been delivered. Impact may be evidenced through pupil questions, dialogue, reflection, work and responsible action.