

Behaviour Curriculum

Building Strong Foundations for the Future.

We hear the parable of the wise man and the foolish man. Better to build your house on a rock than on the sand. (Matthew 7.24-27).

The right foundations allow future potential to be unlocked and enable all in our school community to flourish. At Earley St Peter's Church of England Primary School, we want to give all our pupils strong foundations for the future.

We want them to

- Be curious and creative
- Be confident and resilient
- Know and remember more

The school's Behaviour Policy and Behaviour Curriculum promotes positive behaviour and supports pupils to develop strong foundations for the future.

Aims of our Behaviour Curriculum

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To foster positive, caring attitudes towards everyone where achievements at all levels are acknowledged and valued.



School Routines

There are a range of routines that are used across the school in order to support children in following the school rules.

Routines are important so that:

- Everyone knows what to expect
- There is consistency for staff and pupils
- High expectations are demonstrated
- Pupils learn good habits
- Pupils' working memory is freed up to focus on thinking and learning
- Time is maximised

Staff practice these routines until everyone can do them and reinforce, maintain and revisit them on a regular basis

Praise and Rewards

We believe that strong, pro-social behavior and attitudes to learning are achieved through positive reinforcement.

At ESP we use a combination of verbal praise and extrinsic rewards to show that pupils matter and feel:

- Valued
- Recognised
- Noticed

Praise is given:

- When someone has acted in a way that we want them to repeat
- When someone has done something that we want to normalise
- When someone has acted as an example we want others to aspire to
- When someone who normally struggles does something good for them
- When someone looks like they need a pick up
- For something extraordinary

Praise is effective when it is:

- Sincere (the pupil needs to believe it)
- Proportionate (not everything is perfect, good is good)
- Targeted (given for specific actions with a clear explanation and description as to why it has been given)

Rewards serve the following purposes:

- To recognise and reinforce expected behaviour
- To celebrate examples of over and above behaviour

- To motivate others to change their behaviour

Rewards are effective when they are connected to a specific behaviour

Explicit Teaching of Behaviour

The school's vision of Building Strong Foundations for the Future shaped the way we discreetly teach the importance of pro social behavior through the year. At the start of a new term, behavior expectations are reinforced through a whole school assemblies and classroom follow-ups.

[Appendix 1 shows the Whole School Behaviour Expectation Assembly.](#)

[Appendix 2 shows the Follow Up Classroom Activity](#)

Collective Worship

Collective Worship at Earley St Peter's reinforces the explicit teaching of behaviour by promoting respect, kindness and responsibility. Through stories from different worldviews, reflection and recognition of positive actions, pupils learn and apply these values in daily life. It provides clear expectations, encourages self-discipline and strengthens the school's vision of Building Strong Foundations for the Future.

Below is an overview of the Collective Worship Themes for the year.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
New Beginnings	Sacrifice	New Year, New Start	Fasting - Ramadan	A new beginning - Vaisakhi	Community
Journeys	Anti-bullying week	Perseverance	Lent	Resurrection	The Bible
Family	Prayer	Respect	Important Women	Healing	The Lord's Prayer
Friends	Remembrance	Listening	Festival of Purim	Promises	Jesus' Disciples
Good Conquers Evil	Generosity	Water	Helping Others	Kindness	Truth
Being Thankful	Waiting	Rules	Be prepared	Guidance	Belonging
Harvest service - Y3	Trusting	British Values	Easter	Shavuot	Saying Good-bye
Forgiveness – Yom Kippur	Christmas				
Light and Darkness – Diwali					

Within each Collective Worship, all pupils are given the opportunity to reflect on their own actions and behaviors. This is linked to the school's Spirituality Definitions and is applied through the prism of Mirrors, Windows and Doors.





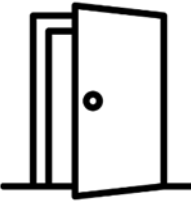
Spirituality at Earley St Peter's

We define spirituality as:

An ongoing journey of discovery of connection with ourselves and the world around us which allows everyone to develop a sense of belonging.

It relates to a child's relationship with four main elements: of Themselves, Others, Nature and the environment and showing a sense of Curiosity, Awe and Wonder.

Spirituality teaches us to question and reflect deeply about our relationships with ourselves (mirrors), others (windows) and how we act in the wider world (doors).







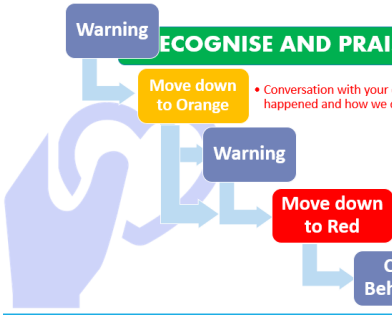


	Mirrors (inward looking)	Children have opportunities to consider their own perspective on life, reflecting on their own experiences, beliefs (religious or otherwise), values and morals.
	Windows (outward looking)	Children have opportunities to learn more about the world around them and the differing perspectives on life (religious or otherwise). Children are curious and have opportunities for awe and wonder as they look at nature and others.
	Doors (acting in the world)	Children have opportunities to make choices and express themselves in line with their values and beliefs. Children have opportunities to consider 'Take Away Thoughts' from Collective Worship and to be involved in activities for Courageous Advocacy.

[Appendix 3 shows the Mapping of Spiritual Development across the school](#)

[Appendix 4 shows the Progression of Spirituality across the school](#)

Appendix 1

Behaviour Expectations Assembly

 Earley St Peter's CE Primary School  <h2>Making sure our School is Calm, Kind and Focused</h2> <p>Building strong foundations for the future</p>	<p>At Earley St Peter's Our School is: </p> <table border="1"> <tr> <th data-bbox="820 409 1019 488">Kind</th> <th data-bbox="1046 409 1246 488">Calm</th> <th data-bbox="1273 409 1473 488">Focused</th> </tr> <tr> <td data-bbox="820 488 1019 651"> <ul style="list-style-type: none"> Be kind friendly and respectful to everyone in our school Be ready to forgive each other </td> <td data-bbox="1046 488 1246 651"> <ul style="list-style-type: none"> Listen when someone is talking to you </td> <td data-bbox="1273 488 1473 651"> <ul style="list-style-type: none"> Work hard and always do your best Look smart and have the uniform and equipment we need. </td> </tr> </table> <p>Building strong foundations for the future</p>		Kind	Calm	Focused	<ul style="list-style-type: none"> Be kind friendly and respectful to everyone in our school Be ready to forgive each other 	<ul style="list-style-type: none"> Listen when someone is talking to you 	<ul style="list-style-type: none"> Work hard and always do your best Look smart and have the uniform and equipment we need.
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 Earley St Peter's CE Primary School <p><u>Earley St. Peter's School Key Code</u></p> <ul style="list-style-type: none"> Work hard and always do your best Be kind, friendly and respectful to everyone in school Be ready to forgive each other Always tell the truth Listen when someone is talking to you Look smart and have the uniform and kit you need for each day Look after your possessions and school property  <p>Building strong foundations for the future</p>	<p>Our Traffic Lights </p>  <p>RECOGNISE AND PRAISE THE POSITIVE</p> <ul style="list-style-type: none"> Conversation with your class teacher about what happened and how we can avoid it happening again. Conversation with your class teacher about what happened and how we can avoid it happening again. Attend Reflection Break. KS1 – Child to see Phase Leader <p>Building strong foundations for the future</p>							
<p>Our Traffic Lights </p> <ul style="list-style-type: none"> We are always looking for children who are doing the right thing and hoping to move pupils up to Gold each day. Children who move down to Red will attend Reflection Break. Reflection Break will happen every day during Break Time. Opportunity to talk with Mr Smith or Mr Bisset about what happened and how you can make a different choice next time to make sure we are following our Key Code. If you are on Red 3 times within a term, your class teacher will talk with your adult. <p>Building strong foundations for the future</p>	<p>At Earley St Peter's Our School is: </p> <table border="1"> <tr> <th data-bbox="820 1187 1019 1265">Kind</th> <th data-bbox="1046 1187 1246 1265">Calm</th> <th data-bbox="1273 1187 1473 1265">Focused</th> </tr> <tr> <td data-bbox="820 1265 1019 1429"> <ul style="list-style-type: none"> Be kind friendly and respectful to everyone in our school Be ready to forgive each other </td> <td data-bbox="1046 1265 1246 1429"> <ul style="list-style-type: none"> Listen when someone is talking to you </td> <td data-bbox="1273 1265 1473 1429"> <ul style="list-style-type: none"> Work hard and always do your best Look smart and have the uniform and equipment we need. </td> </tr> </table> <p>Building strong foundations for the future</p>		Kind	Calm	Focused	<ul style="list-style-type: none"> Be kind friendly and respectful to everyone in our school Be ready to forgive each other 	<ul style="list-style-type: none"> Listen when someone is talking to you 	<ul style="list-style-type: none"> Work hard and always do your best Look smart and have the uniform and equipment we need.
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The school also uses a termly vision and values PowerPoint which is shared in assembly and followed up within classrooms.

Appendix 2

Classroom Vision and Values Behaviour Follow-up

<p>OUR VISION AND VALUES</p>  <p>Building strong foundations for the future</p>	<p>Building Strong Foundations for the Future</p> <p>The right foundations allow our school community to flourish and achieve their full potential.</p> <p>We hear the parable of the wise man and the foolish man. Better to build your house on a rock than on the sand. (Matthew 7.24-27).</p> <p>With Jesus as a role model, we strive to develop the Christian values of</p> <ul style="list-style-type: none"> Kindness Respect Honesty Forgiveness Service <p>We want pupils to:</p> <ul style="list-style-type: none"> - Be curious and creative - Be confident and resilient - Know and remember more
<p>Building Strong Foundations for the Future</p>  <p>At Earley St Peter's we believe that the right foundations allow you to flourish and achieve your full potential. We hear the parable of the wise man and the foolish man. Better to build your house on a rock than on the sand. (Matthew 7.24-27).</p> <p>Click here for activity script.</p> <p>Building strong foundations for the future</p>	<p>Our Values</p>  <p>Kindness</p> <p>Can you tell me ways that we can show kindness?</p> <p>Building strong foundations for the future</p>
<p>Our Values</p>  <p>Respect</p> <p>Can you tell me ways that we can show respect?</p> <p>Building strong foundations for the future</p>	<p>Our Values</p>  <p>Honesty</p> <p>What does it mean to be honest? What does this look like?</p> <p>Building strong foundations for the future</p>
<p>Our Values</p>  <p>Forgiveness</p> <p>How can we show forgiveness?</p> <p>Building strong foundations for the future</p>	<p>Our Values</p>  <p>Service</p> <p>Can you tell me ways we can show service?"</p> <p>Building strong foundations for the future</p>
<p>We also come to school to learn new things. What types of things do we learn at school?</p> <div>  Kindness  Honesty  Service  Forgiveness  Respect </div> <p>Building strong foundations for the future</p>	<p>What can we learn from each other?</p> <div>  Kindness  Honesty  Service  Forgiveness  Respect </div> <p>Building strong foundations for the future</p>

Appendix 3

Spiritual Development Mapping

SPIRITUALITY AT EARLEY ST PETER'S

Building Strong Foundations for the Future.

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Kindness




Honesty

Respect

Forgiveness

Service

We define spirituality as an ongoing journey of discovery of connection with ourselves and the world around us which allows everyone to develop a sense of belonging. It relates to a child's relationship with four main elements: of Themselves, Others, Nature and the environment and showing a sense of Curiosity, Awe and Wonder. Spirituality teaches us to question and reflect deeply about our relationships with ourselves (mirrors), others (windows) and how we act in the wider world (doors).

	Mirrors  (Inward looking at ourselves)	Windows  (Outward looking at others)	Doors  (Acting in the world including Curiosity, Nature and Awe and Wonder)
Link to School Vision and Values	Building Strong Foundations for the Future, aligns closely with the <i>mirrors</i> aspect of spirituality, where pupils look inward at themselves. In fostering strong personal foundations , pupils are encouraged to reflect on their own character and values, considering how they embody kindness, respect, honesty, forgiveness and service . This self-reflection, much like looking in a mirror, allows pupils to	Building Strong Foundations for the Future connects with the <i>windows</i> aspect of spirituality, where pupils look outward at their relationships with others. In fostering a school community based on kindness, respect, honesty, forgiveness, and service , the Vision encourages pupils to consider how they interact with those around them. Through these values, pupils are prompted to view others with empathy and understanding,	Building Strong Foundations for the Future aligns with the <i>doors</i> aspect of spirituality, which relates to how pupils act in the wider world. By grounding students in values like kindness, respect, honesty, forgiveness, and service , the Vision encourages pupils to step through metaphorical doors, applying these values in real-world actions and decisions. This outward journey empowers them to contribute

	examine who they are, recognise their strengths, and identify areas for growth.	recognising their role in contributing to a positive and supportive community.	positively beyond the school, embodying their learning and values in the broader community. The goal for pupils to know and remember more complements this by equipping them with knowledge and skills they can use responsibly and wisely.
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CURRICULUM LINKS

Writing	<p>Developing their own personal style of writing and understanding their own voice. Having feedback on their writing that allows them to value their creative self.</p> <p>Writing independently gives the children the chance to put their personality and style into a piece of writing. They may all have the same objective, but they can make decisions in terms of vocabulary, style, register.</p>	<p>Early writing activities encourage pupils to adopt the perspectives of others, engaging in role-play exercises such as "hot seating" to develop a deeper understanding of various characters. They write imaginative diary entries from alternative viewpoints, enhancing their capacity for empathy. In Year 6, the curriculum evolves to include an exploration of historical figures, prompting students to analyse the choices made by individuals such as Winston Churchill during World War II. This critical reflection culminates in writing autobiographies, where pupils consider how these decisions have had a lasting impact on society and shaped the future for others.</p> <p>Students engage in peer review sessions, and assess each other's work, recognising strengths while also providing constructive feedback for improvement. This practice cultivates empathy, as children learn to anticipate how their words may be perceived by others. Through this process, they begin to understand the power of language in influencing emotions and perspectives.</p>	<p>English Units launch with experience days that are aimed to develop pupils' cultural capital and develop a love of learning through moments of awe and wonder. E.g: Building campfires, tasting new foods, exploring nature through the eyes of a Stone Age man, melting ice, visiting the train stations, acting and role-play.</p> <p>Early English writing opportunities unlock creativity through mark making, including using sticks to paint with. Using fingers to form initial sounds in mud.</p> <p>Tricky word hunts in the outdoor environment. Children get a sense of awe whilst hunting for their words and matching them to their clipboards.</p> <p>A range of engaging teaching methods such as using carrots as t-rex teeth to paint letters. Carefully selected Writing texts develop respect for nature/ sense of awe and wonder.</p>
Oracy	Developing their own ideas and point of view and how it is unique to them and how it	Staff cultivate a language-rich environment through effective modelling and probing	Sharing of beliefs and thoughts through talk for writing.

	overlaps or is different to others' points of view. How their ideas fit into the world.	questions. They introduce specialised vocabulary, encouraging children to utilise it in appropriate contexts. By assigning talking roles, children are empowered to build upon or respectfully challenge ideas and opinions, fostering mutual respect through attentive listening. Lessons are structured with planned opportunities to apply oracy skills, allowing for constructive reflection on the thoughts and insights of others. This collaborative discourse creates a space for children to reconsider or adjust their own views based on new perspectives presented by peers.	Learning new words through our senses and embracing the environment. Having a sense of excitement about a discussion because they will learn new ideas, will have 'aha' moments after hearing new ideas, enjoy presenting their own ideas and have a clearer idea of what they think about a topic.
Reading	<p>Year 6 buddy up with Year 3 readers, remembering themselves as novice readers and feeling inspired to help other children learn. Pride at being chosen to buddy younger readers.</p> <p>When reading on their own, getting stuck into an absorbing book and entering into that world and experiencing the pleasure and relaxation that can be associated with reading. Identifying with characters and realising other people feel like them and have similar experiences to them</p> <p>What choices would they make (at certain points in stories)</p> <p>Teaching of explicit vocabulary allows the children to express themselves in all areas of life.</p> <p>Enjoyment of reading through choice of library books.</p>	The exploration of diverse quality texts across various genres, facilitating children's understanding of characters' feelings and actions. This literary engagement encourages learners to reflect on character decisions—considering whether they would make similar choices and whether they concur with these decisions. Such reflections serve to enhance their empathy and understanding of others' emotions and motives. Reading cultivates a sense of wonder, prompting pupils to assess their values against those presented in literature. By contemplating what they would do in a character's circumstances, learners develop critical thinking skills and a deeper appreciation for the complexity of human experiences. The reading curriculum aims to foster emotional intelligence and interpersonal awareness through thoughtful literature exploration.	<p>Reading a range of books/genres, carefully chosen to engage pupils and in moments of awe and wonder and challenge them with perspective that may be different to their own, e.g. Little People, Big Dreams- learning about inspirational musicians and the choices they made.</p> <p>Immersive learning opportunities, e.g. Fairytale Day</p> <p>World book day</p>

Maths	<p>For those who naturally enjoy maths there is beauty in logic and satisfaction of manipulating numbers to find a solution. Finding different solutions to the same problem can be as creative as art and music.</p> <p>For those who tend to fear maths, there is the understanding of the challenge of learning, of not giving up. The building of the belief that, through experience and good support, they will be able to meet new challenges through perseverance because they have done it in the past.</p>	<p>Pupils work together to mark questions and identify mistakes. They then correct each other's work by understanding one-another and how a mistake has occurred.</p> <p>Pupils have opportunity to discuss and debate mathematical concepts.</p>	<p>Shared vision of what makes a good mathematician allows pupils to recognise themselves as a mathematician and apply it in the real world.</p> <p>Bringing the Numbers to life through immersive learning in Number Day.</p> <p>Apply knowledge to real life situations. E.g. money for sponsored walks, time telling for lessons.</p> <p>Using the natural environment to support Maths learning, making numbers out of nature using twigs, conkers and acorns, counting in the mud kitchen.</p>
Science	<p>Self reflect on own diet and self care</p>	<p>Pupils learn about living creatures, emphasising the importance of caring for them and fostering kindness, gentleness, and consideration.</p> <p>Discussions about the Earth, highlighting the beauty of God's creation. Children appreciate the diversity within our world, grasping the uniqueness of every individual.</p> <p>Children learn about the human body, examining its various parts and acknowledging the changes that accompany the ageing process. A focus on nutrition and healthy living ensures that learners understand the significance of maintaining both physical and mental well-being, thereby nurturing a holistic approach to life and spirituality.</p>	<p>Science experiments</p> <p>Exploration of microhabitats within school environment</p> <p>Living, Non-Living & Never living/materials- where do the things we rely upon come from?</p> <p>Science Day to instil curiosity and the confidence to question what they see or learn.</p> <p>Understanding the how the water cycle affects our planet.</p> <p>Understanding how electricity is used and the effect that fossil fuels have on the world.</p> <p>Humans affecting the habitat.</p> <p>Enchanted garden- opportunity to explore microhabitats.</p> <p>Science day</p> <p>Designing and building a light.</p> <p>Go on an autumn hunt and appreciate God's gift of nature.</p> <p>Caring for animals and plants and growing things from seed.</p>

RE	<p>Reflect on own beliefs and decisions and compare to others.</p> <p>Compassion towards others beliefs.</p> <p>Values reflected through bible stories</p>	<p>Appreciating other people's world views.</p> <p>Studying the lives of characters from the bible other other major religions. Learning from the stories in the bible and how they can be applied in modern life</p>	<p>RE Inspired</p> <p>Reflecting through RE inspired.</p> <p>Bible stories in the enchanted garden to encourage children to engage with their sense of belonging with the world whilst engaging in the word of the Lord.</p>
PSCHE	<p>See PSCHE Planning.</p> <p>Themes throughout the school's approach to PSCHE provide opportunities for self reflection for pupils (mirrors). These include:</p> <ul style="list-style-type: none"> - Health and Wellbeing - Being me in my world - Personal Growth and Resilience - Health and Wellbeing - Relationships 	<p>Recognising feelings in others. Pupils will learn to identify emotions—what are they feeling, why, and how can I assist? Through targeted activities, pupils will recognise signs that indicate the emotional state of their peers, promoting empathy.</p> <p>An NSPCC workshop will enhance this learning, focusing on mental health and resilience.</p> <p>During Mental Health Week, we implement anti-bullying activities to encourage kindness and respect.</p> <p>Pupils will explore differences in choices and attributes, addressing aspects of spirituality, fostering a deeper understanding of themselves and their community.</p>	<p>A capacity lesson done in the school swimming pool. Practical lesson.</p> <p>Harvest festival- food drive</p> <p>Sponsored walk raising money for local and national charity.</p>
Art	<p>Develop ideas- drafts in art books</p> <p>Self-reflection of expression through Munch artwork</p>	<p>Provides a platform for students to appreciate and evaluate diverse artworks, fostering respectful discussions of differing opinions.</p> <p>By exploring art from various cultures, pupils gain a wider perspective and develop respect for diverse artistic expressions.</p> <p>Collaborative projects, such as collages, enhance teamwork and creativity.</p> <p>Drawing one another encourages exploration of individual characteristics, promoting self-expression and personal identity.</p>	<p>Exploring using new materials and techniques</p> <p>Freedom to create artwork that they want – not too prescribed</p> <p>Painting with vegetables</p> <p>Vegetable printing</p> <p>Leaf rubbings</p> <p>Conker rolling</p> <p>Stick painting</p> <p>Mud painting</p> <p>Drawing nature</p> <p>Smelling nature</p> <p>Tasting nature</p>

			<p>Colour finding using B&Q strips</p> <p>Exploring using new materials and techniques</p> <p>Freedom to create artwork that they want – not too prescribed</p>
PE	<p>Evaluating their own performances</p> <p>Setting goals and working towards achieving them in individual and team sports</p> <p>Reflecting on their own attitudes to exercise and wellbeing</p>	<p>Through collaborative teamwork, children learn to assess each other's performances and provide constructive feedback, which enhances their respect for diverse perspectives.</p> <p>Group dance and gymnastics sequences encourage compromise, developing, essential interpersonal skills.</p> <p>Focus on dances from around the world encouraging pupils to engage in discussions about the various cultures represented. This exploration fosters an appreciation for diversity and allows students to understand the historical and social contexts of each dance form.</p>	<p>Sports day</p> <p>Use of a range of equipment and practising a range of skills/sports – finding new hobbies or talents</p> <p>Interschool competitions</p> <p>Trust wide competitions</p> <p>Woodley sports week</p> <p>Outdoor tai chai in the enchanted gardens</p> <p>Use of a range of equipment and practising a range of skills/sports – finding new hobbies or talents</p>
Music	<p>Express emotions through music composition</p> <p>Exposure to and appreciation of a variety of different musical genres.</p>	<p>Through exploring dances from around the world, pupils gain insight into the diverse cultural expressions of rhythm and movement, while also recognising both the similarities and differences that unite us.</p> <p>Listening to music and moving to the rhythm fosters not only physical coordination but also an appreciation for varied musical genres.</p> <p>Engaging in discussions about music encourages pupils to express their opinions respectfully, nurturing a supportive environment for differing perspectives.</p> <p>Learning brass instruments and performing to parents, instills a profound sense of</p>	<p>Whole class music lessons</p> <p>Making music in nature- pans and shells, spanners</p> <p>Wooden spoons</p> <p>Wind chimes</p>

		achievement and confidence, reinforcing the importance of collaboration	
History and Geography		<p>History and Geography play a crucial role in fostering empathy and understanding among students.</p> <p>Workshops focused on significant periods such as the Roman era and World War II encourage children to immerse themselves in the past, allowing them to adopt different perspectives and consider the experiences of others.</p> <p>Geography field trips provide students with invaluable opportunities to engage with diverse environments. By exploring various communities and observing physical features of the landscape, children can better understand the complexities of how different people live.</p>	<p>GFoL Interactive workshop</p> <p>Chiltern open air museum</p> <p>Children can experience different periods of history, different cultures and ways of living through books. This can lead to awe and wonder; a fascination about life in the Victorian times, an understanding of evacuees during the war.</p>
Computing	Reflect on safety and internet use	<ul style="list-style-type: none"> - iPads in every lesson to bridge the gap for disadvantaged pupils, ensuring they have equal opportunities alongside their peers. - Collaborative group projects, encouraging teamwork and communication skills, preparing students for real-world challenges. - Internet safety, addressing the potential risks they may face online, including the signs of cyberbullying. 	-Animation- children creating their own flipbooks after watching amazing examples
Eco / outdoors		Eco Council, empowering pupils to take ownership of caring for our school environment and promoting sustainable practices that benefit our planet for future generations.	<p>Experience days (English)</p> <p>Fire</p> <p>Ice melting: frozen tuff trays (awe and wonder)</p> <p>Go to the farm and consider animals and being kind and gentle</p>

		<p>Weeding Club engages children in maintaining the school's gardens, instilling a sense of responsibility and appreciation for nature.</p> <p>Our Early Years students experience daily outdoor learning through forest school-style activities. This includes cooking over a fire, constructing bug houses, and gardening, which allow them to observe the changing seasons.</p>	
Enrichment Opportunities, e.g. trips and workshops		<p>Initiatives such as a sponsored walk, aimed at raising funds for various charities, cultivate a sense of empathy and awareness of others' situations and needs.</p> <p>School trips provide children with invaluable real-life experiences; visits to farms, science museums, and workshops focused on World War II and Roman history broaden their understanding of the world.</p> <p>Engaging with community members, including pilots, police officers, and firefighters, offers pupils insights into various societal roles and the contributions these individuals make to assist others. These enriching experiences foster a deeper awareness of community, promote social responsibility, and ignite curiosity about the broader world.</p>	<p>School trip – Winchester science museum</p> <p>WASMA -singing with other schools/ enjoying PE team games</p> <p>Choir club- lunch time so open to all</p> <p>School trip – Winchester science museum</p>

Appendix 4

Progression of Spirituality

Progression and Spirituality, Including Example Sentence Stems

Building Strong Foundations for the Future.

We hear the parable of the wise man and the foolish man. Better to build your house on a rock than on the sand. (Matthew 7.24-27).

Kindness

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Forgiveness

Service

Spirituality in Reception, Year 1 and 2

For **Reception, Years 1 and 2**, the focus is on foundational skills that allow pupils to begin exploring their sense of spirituality through understanding themselves, understanding others, and recognising their ability to make a difference.


	Skills and Knowledge	Sentence Stems
Mirrors	Basic Emotional Awareness Recognising and naming their feelings Beginning to link actions to emotions How emotions can be altered through action Sense of Identity Describing their preferences and abilities Recognising what makes them unique. Basic Goal Setting Identifying small ways to improve or grow	I feel happy when I _____. I am good at _____ because _____. When I try my best, I feel _____. I like to _____ because it makes me feel _____. I know I have been kind when I _____.
Windows	Empathy Development Recognising that others may have different feelings or needs Noticing acts of kindness or positive behaviour in others. Respect for Differences Acknowledging that others may think, feel, or do things differently. Showing curiosity about others' experiences (e.g., asking questions about a friend's favourite activity). Listening and Observing Listening actively to others and reflecting on what they've heard. Recognising others' strengths or positive actions.	My friend helps me understand _____. I like learning about _____ because it is _____. When I see someone being kind, I feel _____. I can help my friends by _____. I learned something new about _____ when I _____.
Doors	Kindness in Action Acting on simple ways to help others	I can help others by _____. I showed kindness when I _____. I take care of the world by _____.



	<p>Demonstrating basic acts of service, like tidying up or including someone in play.</p> <p>Personal Responsibility Taking small steps to care for their environment Following school rules to contribute to a positive community.</p> <p>Reflection on Impact Beginning to notice how their actions affect others</p>	<p>I can share with others by _____.</p> <p>When I _____, I help make the school a happy place.</p>
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Spirituality in Year 3 and 4 Pupil

For **Years 3 and 4**, pupils should begin developing more complex reflective skills, greater empathy, and a deeper understanding of how their actions connect to others and the world.

	Skills and Knowledge	Sentence Stems
	<p>Deeper Emotional Awareness Identifying and articulating more complex emotions. Understanding how emotions influence their actions and decisions.</p> <p>Recognising Personal Strengths and Weaknesses Reflecting on what they are good at and areas they want to improve. Beginning to link their values to their actions.</p> <p>Taking Responsibility for Actions Reflecting on the consequences of their actions. Identifying how they can improve in the future</p>	<p>I feel proud of myself when I _____ because _____.</p> <p>I have learnt that I am good at _____, and I can improve by _____.</p> <p>When I reflect on my choices, I think I could _____ better.</p> <p>A time I felt peaceful was when I _____ because _____.</p> <p>I feel happy when I _____.</p>
Windows	<p>Empathy and Perspective-Taking Recognising and articulating how others may feel in different situations. Beginning to see the world from someone else's perspective.</p> <p>Appreciation of Diversity Respecting and valuing differences in others. Showing curiosity about others' experiences and beliefs.</p> <p>Building Positive Relationships Developing collaborative skills, such as sharing ideas and compromising in group settings. Noticing and appreciating acts of kindness or helpfulness in others.</p>	<p>When I listen to others, I learn that _____.</p> <p>I think it is important to understand _____ because _____.</p> <p>I admire _____ because they _____, and it teaches me to _____.</p> <p>When someone is struggling, I can _____ to help them.</p> <p>Learning about _____ helped me to understand _____ better.</p>
Doors	<p>Doors (Taking action): Demonstrating Kindness and Service Taking initiative to help others without being prompted. Finding ways to live out school values in everyday actions.</p> <p>Caring for the Environment Beginning to understand their role in environmental stewardship. Taking part in group activities like planting, recycling, or school community projects.</p> <p>Reflection on Impact Thinking about the effects of their actions on others and the world. Starting to connect their actions to bigger ideas, like fairness or responsibility.</p>	<p>I can make a difference by _____ because it will help _____.</p> <p>When I act kindly, I notice that _____.</p> <p>I care for nature by _____ because it is important to _____.</p> <p>One way I follow our school values is by _____, which helps _____.</p> <p>I can stand up for _____ by _____.</p>



Earley St Peter's
CE Primary School



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Spirituality in Year 5 and 6 Pupils

For **Years 5 and 6**, pupils should build on earlier skills to develop deeper self-awareness, critical thinking, and the ability to reflect on ethical and global issues. They should also demonstrate the capacity to take meaningful action within their school, community, and the wider world.

LEVC

	Skills and Knowledge	Sentence Stems
	<p>Advanced Emotional Intelligence Identifying complex emotions (e.g., pride, guilt, empathy) and understanding how they shape decisions. Recognising triggers for their emotions and developing strategies to regulate them.</p> <p>Deep Self-Awareness Reflecting on personal strengths, weaknesses, and values. Setting personal goals for growth based on honest self-assessment. Exploring questions about their purpose and identity in the wider context of their school and community.</p> <p>Moral Responsibility Reflecting on their actions and recognising the moral or ethical implications. Accepting responsibility for mistakes and demonstrating a willingness to make amends.</p>	<p>Mirrors: When I reflect on my actions, I feel _____ because _____.</p> <p>I am learning to improve at _____ by _____.</p> <p>I feel most connected to myself when I _____ because _____.</p> <p>Something I value about myself is _____ because _____.</p> <p>A time I showed resilience was when I _____, and I learned _____.</p>
	<p>Empathy and Perspective-Taking Understanding diverse viewpoints and the reasons behind others' actions or beliefs. Demonstrating the ability to empathise with others, even when their experiences differ significantly.</p> <p>Appreciation of Diversity Recognising the value of cultural, religious, and social diversity. Respecting and celebrating differences while finding common ground.</p> <p>Collaboration and Communication Engaging in effective teamwork, including active listening, sharing ideas, and resolving conflicts. Communicating with clarity, empathy, and confidence to understand and support others.</p>	<p>I see the world differently now because I learned _____ from _____.</p> <p>Understanding others' perspectives helps me _____.</p> <p>I noticed that _____ acts with kindness by _____, and it inspires me to _____.</p> <p>I can show respect for other people's beliefs or cultures by _____.</p> <p>When I listen to others, I realize that _____.</p>

<p>Ethical Action and Advocacy Taking responsibility for their community by addressing fairness, justice, or environmental issues. Being proactive in making changes that align with their values, such as supporting causes or charities.</p> <p>Environmental Stewardship Understanding their role in caring for the environment and promoting sustainability. Taking meaningful action, such as reducing waste, recycling, or participating in eco-councils.</p> <p>Reflection on Impact Reflecting on the impact of their actions on others, their community, and the environment.</p>	<p>I can make the world a better place by _____ because _____.</p> <p>When I take responsibility for _____, I feel _____ because _____.</p> <p>One way I can live out our school values in the community is by _____.</p> <p>I think looking after the environment means _____, and I can do this by _____.</p> <p>I can stand up for what I believe in by _____, even when _____.</p>
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