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| **SPIRIUALITY AT EARLEY ST PETER’S**  ***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 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).** | | | |
|  | 31,300+ Mirror Icon Stock Illustrations, Royalty-Free Vector ...**Mirrors**  **(Inward looking at ourselves)** | 677,852 Window Icon Images, Stock Photos, 3D objects ...**Windows**  **(Outward looking at others)** | Door - Free buildings icons**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 *mirrors* 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 examine who they are, recognise their strengths, and identify areas for growth. | Building Strong Foundations for the Future connects with the *windows* 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, recognising their role in contributing to a positive and supportive community. | Building Strong Foundations for the Future aligns with the *doors* 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 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. |
| **CURRICULUM LINKS** | | | |
| Writing | 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.  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. | 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.  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. | 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.  Early English writing opportunities unlock creativity through mark making, including using sticks to paint with. Using fingers to form initial sounds in mud.  Tricky word hunts in the outdoor environment. Children get a sense of awe whilst hunting for their words and matching them to their clipboards.  A range of engaging teaching methods sich as using carrots as t-rex teeth to paint letters  Carefully selected Writing texts develop respect for nature/ sense of awe and wonder. |
| Oracy | Developing their own ideas and point of view and how it is unique to them and how it overlaps or is different to others’ points of view. How their ideas fit into the world. | Staff cultivate a language-rich environment through effective modelling and probing 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. | Sharing of beliefs and thoughts through talk for writing.  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 | 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.  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  What choices would they make (at certain points in stories)  Teaching of explicit vocabulary allows the children to express themselves in all areas of life.  Enjoyment of reading through choice of library books. | 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. | 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.  Immersive learning opportunities, e.g. Fairytale Day  World book day |
| Maths | 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.  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. | 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.  Pupils have opportunity to discuss and debate mathematical concepts. | Shared vision of what makes a good mathematician allows pupils to recognise themselves as a mathematician and apply it in the real world.  Bringing the Numbers to life through immersive learning in Number Day.  Apply knowledge to real life situations. E.g. money for sponsored walks, time telling for lessons.  Using the natural environment to support Maths learning, making numbers out of nature using twigs, conkers and acorns, counting in the mud kitchen. |
| Science | Self reflect on own diet and self care | Pupils learn about living creatures, emphasising the importance of caring for them and fostering kindness, gentleness, and consideration.  Discussions about the Earth, highlighting the beauty of God’s creation. Children appreciate the diversity within our world, grasping the uniqueness of every individual.  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. | Science experiments  Exploration of microhabitats within school environment  Living, Non-Living & Never living/materials- where do the things we rely upon come from?  Science Day to instil curiosity and the confidence to question what they see or learn.  Understanding the how the water cycle affects our planet.  Understanding how electricity is used and the effect that fossil fuels have on the world.  Humans affecting the habitat.  Enchanted garden- opportunity to explore microhabitats.  Science day  Designing and building a light.  Go on an autumn hunt and appreciate God’s gift of nature.  Caring for animals and plants and growing things from seed. |
| RE | Reflect on own beliefs and decisions and compare to others.  Compassion towards others beliefs.  Values reflected through bible stories | Appreciating other people’s world views.  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 | RE Inspired  Reflecting through RE inspired.  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. |
| PSCHE | See PSCHE Planning.  Themes throughout the school’s approach to PSCHE provide opportunities for self reflection for pupils (mirrors). These include:   * Health and Wellbeing * Being me in my world * Personal Growth and Resilience * Health and Wellbeing * Relationships | 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.  An NSPCC workshop will enhance this learning, focusing on mental health and resilience.  During Mental Health Week, we implement anti-bullying activities to encourage kindness and respect.  Pupils will explore differences in choices and attributes, addressing aspects of spirituality, fostering a deeper understanding of themselves and their community. | A capacity lesson done in the school swimming pool. Practical lesson.  Harvest festival- food drive  Sponsored walk raising money for local and national charity. |
| Art | Develop ideas- drafts in art books  Self-reflection of expression through Munch artwork | Provides a platform for students to appreciate and evaluate diverse artworks, fostering respectful discussions of differing opinions.  By exploring art from various cultures, pupils gain a wider perspective and develop respect for diverse artistic expressions.  Collaborative projects, such as collages, enhance teamwork and creativity.  Drawing one another encourages exploration of individual characteristics, promoting self-expression and personal identity. | Exploring using new materials and techniques  Freedom to create artwork that they want – not too prescribed  Painting with vegetables  Vegetable printing  Leaf rubbings  Conker rolling  Stick painting  Mud painting  Drawing nature  Smelling nature  Tasting nature  Colour finding using B&Q strips  Exploring using new materials and techniques  Freedom to create artwork that they want – not too prescribed |
| PE | Evaluating their own performances  Setting goals and working towards achieving them in individual and team sports  Reflecting on their own attitudes to exercise and wellbeing | Through collaborative teamwork, children learn to assess each other’s performances and provide constructive feedback, which enhances their respect for diverse perspectives.  Group dance and gymnastics sequences encourage compromise, developing, essential interpersonal skills.  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. | Sports day  Use of a range of equipment and practising a range of skills/sports – finding new hobbies or talents  Interschool competitions  Trust wide competitions  Woodley sports week  Outdoor tai chai in the enchanted gardens  Use of a range of equipment and practising a range of skills/sports – finding new hobbies or talents |
| Music | Express emotions through music composition  Exposure to and appreciation of a variety of different musical genres. | 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.  Listening to music and moving to the rhythm fosters not only physical coordination but also an appreciation for varied musical genres.  Engaging in discussions about music encourages pupils to express their opinions respectfully, nurturing a supportive environment for differing perspectives.  Learning brass instruments and performing to parents, instills a profound sense of achievement and confidence, reinforcing the importance of collaboration | Whole class music lessons  Making music in nature- pans and shells, spanners  Wooden spoons  Wind chimes |
| History and Geography |  | History and Geography play a crucial role in fostering empathy and understanding among students.  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.  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. | GFoL Interactive workshop  Chiltern open air museum  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. |
| Computing | Reflect on safety and internet use | - 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.  Weeding Club engages children in maintaining the school's gardens, instilling a sense of responsibility and appreciation for nature.  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. | Experience days (English)  Fire  Ice melting: frozen tuff trays (awe and wonder)  Go to the farm and consider animals and being kind and gentle |
| Enrichment Opportunities, e.g. trips and workshops |  | 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.  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.  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. | School trip – Winchester science museum  WASMA -singing with other schools/ enjoying  PE team games  Choir club- lunch time so open to all  School trip – Winchester science museum |