Walk On Water

St Paul's C of E VA Primary and Nursery School

Progression in Spirituality

To inspire a community which values everyone and their God given potential, encouraging all to flourish, achieve and believe in future possibilities.

At St Paul's, we provide a variety of opportunities to develop and promote children's spirituality as an ongoing, reflective journey. It teaches us about questioning, understanding and relationships: relationships with ourselves, others, the world and beyond. Spirituality enables our children to be happy; flourish and succeed and live life in all its fullness.

Children are provided with opportunities to develop the four elements of spirituality across the curriculum at school.
These elements are:

- Self
- Others
- World
- Transcendence (beyond)

Opportunities for spirituality development are established through the following task styles:

- Windows – to learn about life
- Mirrors – to reflect and learn about ourselves
- Doors – to live out our Christian values in the wider world.

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.

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Windows: Learning about life: providing openings for spiritual development through an exploration of identity and personal values.			
Writing shared prayers. Drawing friendship. Exploring "I love…"	I wonder questions Picture books to prompt discussion and questioning Spirited Arts	Creating pictures of who we turn to when we need support. Spirited Arts	Create pictures of values that are important to you. Spirited Arts
Mirrors: Learning from life: understanding an inner meaning of self and identity – critical reasoning and big questions.			
Use of text "How are you feeling?" What makes me happy? What do I do in my spare time that I like? What things do I value?	Circle time activities. Who am I? What am I worth? What is right and wrong? How do I decide what is right and wrong? How do we feel about ourselves? Who am I? (links to Creation unit in RE)	What are feelings? Don't we deserve to be happy? What should I do about right and wrong? What do I deserve in life? Who should I look up to? What type of person do I want to be? What difference does being loved make? Is belief in something important? What rights do I have?	Should you respect yourself over all other things? Where does your identity come from? Does more mean being happier? Is my understanding self a selfish concept? Are the opinions of my friends important to me? Are my beliefs important?
Doors: Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.			
Links Agents of Change – making unique cookies. 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. 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.	Identification of Growth Mindset 'learning pit', where children are in charge of their own learning. 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.	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. Discussing our religious beliefs and how we believe the world was made.

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.

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Windows: Learning about life: providing openings for spiritual development: recognising the values and worth of others			
Prayer time allowing children to record their own thank you and prayer messages.	Engaging with parables and the teachings of Jesus, e.g. Good Samaritan, Sermon on the mount.	Reflection on stories about inspirational people including protected characteristics.	Exploring the role of Christian reformers in combating slavery in the past (and today).
Mirrors: Learning from life: understanding an awareness of the affect of others– a search for meaning, critical reasoning and big questions			
Children draw pictures and discuss answers to the question. What makes a good friend? Why are my friends important to me? What do I like in my friends? How my friends make me feel? How do I look after my friends and family?	Why do people bully others? How do I treat others? Do I treat other people in the same way? Should I treat everyone in the same way? Should I treat my friends differently to others? Why do we fight and argue? Should we always be loyal to our friends? How can I demonstrate compassion?	Why do people ignore others when they need help? Is being a good friend easy? Why do we sometimes hurt the feelings of our friends? How sincerely can I care for those who may be in need, but I have never met? Why should we care for them? Will we ever live in a world without fighting? What responsibilities do I have for others?	Exploring the question: Can charities change the world? Is it better to please oneself first: or others? Why do people have to suffer? What is pain? Is there such a thing as a bad person? What is worth striving for? Why isn't life always fair? Is being fair always the right thing to do? Does more mean being happier?
Doors: Learning to live life: responding as a means of expressing an idea of relationship with others: expressing innermost thoughts through words, art or actions.			
Supporting our local community with links to Langleybury Farm. Understanding that other people have their own views and opinions and may value different things to you. Fundraising for a local charity. Mother's Day class assembly – giving back to our mothers.	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. Children are taught about turn taking. Children support the local community by singing at Arden House and fundraising for a local homelessness charity and reflecting on equal rights e.g. voting.	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. Supporting the local community with collections for a local foodbank.	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. Holding pre-loved clothes swaps for the community and gaining further knowledge about global issues e.g. climate change and refugees.

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 effect this has on their perception of and relationship with the world.

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Windows: Learning about life: providing openings for spiritual development: challenging experiences of beauty			
Opportunities to observe natural changes during the year, e.g. growing vegetables. Collect and make a creation table of natural objects found outside.	Engagement with creation stories from Christian and other traditions RE units of work.	Exploring diversity within the created world environments.	How have we made God's world ugly? What can we do? Plan and design spiritual spaces. Compare science and Creation in RE.
Mirrors: Learning from life: reflecting on experiences of beauty – a search for meaning, critical reasoning and big questions			
Actively encourage play in all weathers (e.g. snow) What types of weather do you like the most and why? What is your favourite colour and why? What sounds do you like to listen to? What makes you afraid? What is your favourite time of the day? Season? Etc.	Do different colours have different moods? What gives them these moods? What is the most beautiful thing in the world? Why should I care about animals and plants? How have humans changed the rainforest?	What season do you feel most reflects your personality? What is the difference between listening and hearing? What does it mean that the beauty is in the eye of the beholder? How and why is the world different around the globe? How can we protect different habitats? How has the arctic changed?	What is a perfect world? Why is there ugliness in the world? Why do you like certain types of music? What response do you get when you look at a piece of art? What is more important in religion – charity or architecture? What is the point in being creative?
Doors: 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.			
Links to harvest and trees planted on school site. Planting vegetables on school grounds. Have an instant response to something wonderful/ exciting happening. Evident in expression and simple phrases. Respond to sensory feelings and be able to show it. Know how dropping litter can impact our oceans.	Give a verbal response that explains a reaction to something wonderful/ exciting or awesome. Begin to explain in simple terms verbally or through body language (drama activities, including school production). Create posters about how we can save the rainforest.	Through our geography topic, identify the beauty and significance of the arctic. 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. Litter picking at the local canal.	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.

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Windows: Learning about life: providing openings for spiritual dev-elopment: a growing appreciation of the intangible – truth, love			
Becoming aware of worship through collective worship in school	Visiting the local church, exploring the sense of worship in Church – the touch, colour, smell, sound and stillness.	Life processes in science Exploring symbolism Exploring stories with life events Visiting and comparing places of worship	Creating spiritual pictures to express God. Reflecting on life rituals. Comparing inspirational people and their actions including people of faith and of no faith.
Mirrors: Learning from life: reflecting on the beyond – a search for meaning, critical reasoning and big questions			
What are the stars for? Why do we have rainbows? How big is the sky? What is the smallest thing there is? Why are people different? What does God look like?	Where is God? What might heaven be like? Is there such a thing as an angel? If you can't see something, is it real? What is true happiness? When have you experience moments of awe and wonder? Planned lessons in KS1 RE units.	What is the purpose of the earth? Is God alive now? Why is there illness? Why do destructive things, like earthquakes, have to happen? Which is stronger – love or hate? Is it good that scientists can't explain everything? Why are there religions? What is beyond the universe?	Is there life after death? Why do we love? Does love last forever? What lasts forever? What is unknowable? What else is there to discover? How do we know what we don't know?
Doors: Learning to live life: responding as a means of expressing the need to understand the purpose of life.			
Have the confidence to ask BIG questions that have no answers.	Have a sense of enjoyment in devising and discussing questions that have no answer. Use imagination to interpret responses to big questions.	Understand what big questions are. Be able to explain imaginative responses to questions of meaning.	Can generate big questions. Begin to express through a personal vocabulary responses to questions of meaning. Begin to be able to use critical reasoning in responding to a big question