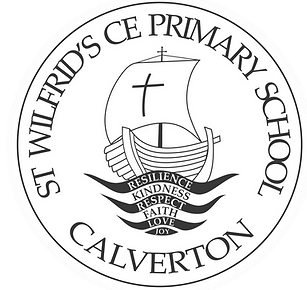


Spirited Curriculum 2025: *Learning and growing together; living life in all its fullness.*

Our curriculum is carefully planned to ensure that children are given the opportunity to seek meaningful connections with something bigger than themselves. This can result in positive emotions, such as joy through awe and wonder, as well as respect, kindness, and love for other and the world around them. It also promotes resilience through faith, enabling them to overcome life's 'ows' and to challenge these through courageous advocacy. Spirituality allows our children to be happy, to flourish, to succeed, and to live life in all its fullness.



	How can spirituality be developed?	Examples from St. Wilfrid's Curriculum
English	<ul style="list-style-type: none"> • Reading and discussing literature that explores moral and ethical dilemmas; writing reflective pieces on personal values and beliefs. • In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' • By appreciating the beauty of language. • If pupils are invited to write about things that have profound meaning to them, how is this writing valued? • The purpose and audience of writing • How can it be recognised as having value, rather than simply be reduced to an evaluation of SPAG? • Hooks for writing 	<p>Year 6: Trees writing unit – Through the study of nature in winter time children reflect on its beauty and use personification to consider how the tree responds to the cruel winter weather as well as how it is a sanctuary for animals. Skellig – This text promotes powerful feelings of empathy allowing the children to put themselves in another's shoes and consider how they might react. It also prompts discussion of morality and how individuals respond to the 'ows' that occur yet also the awesomeness of faith and belief in something that cannot be fully understood. Hot Air Balloon Ride – this descriptive first person writing uses the stimulus of the world from above. It requires the children to consider both the beauty of the earth as well as how this can best be described with metaphors and similes as well as the powerful emotions that a hot air balloon ride would elicit.</p> <p>Year 5: Biography unit – children write a biography on a significant person who has inspired them, such as Mae Jemison, Jesse Owens, David Attenborough, Anne Frank. This unit requires the children to identify their 'Northern Star'. Who do they look up to? Who inspires them? How can they emulate their behaviour? Non-chronological reports on the British Values – the children reflect on what the British Values mean to them and which they feel is the most important for them. They then write their own reports on the British Values.</p>

		<p>Adventure story set on Mount Everest – Children contemplate the amazing achievement and determination of Tenzing and Hilary (the first to successfully climb Mount Everest and Jordan Romero (the youngest to climb).</p> <p>There’s a boy in the girl’s bathroom text –themes of personal growth, self-acceptance, empathy and transformation are explored in this text to support the growth of spirituality.</p> <p>Wonder text – This novel embodies spiritual values that encourage personal growth and a deeper connection with others. The novel’s central theme ‘Choose Kind’ aligns with spiritual teachings that emphasise love and compassion.</p> <p>Year 4:</p> <p>Wind in the Willows: looking at David Attenborough Wildlife Trust campaign – how would you feel if your home was polluted (empathy for animals).</p> <p>The Water Cycle: opportunity for awe and wonder</p> <p>How to Survive an Earthquake: the ‘ows’ that natural disasters bring and the ‘wows’ of survival.</p> <p>Year 3:</p> <p>Shape Poetry – celebrating the beauty of nature and the changes we witness through the Autumnal season.</p> <p>Biography of Ernest Shackleton – Recognising a British hero who was celebrated for his achievements in the face of failures and showed courage and endurance.</p> <p>Iron Woman – Exploring human’s connection with nature and our responsibility to ensure its continued survival.</p> <p>The Chocolate Tree - The Mayan folktale about a god who loved humans and came to earth to gift a civilisation the food from the table of the gods.</p> <p>Year 2:</p> <p>Descriptive writing unit- We looked at the book called ‘ The Tear Thief’. Whilst we read the story about how a character took away children’s worries and sadness, the children reflected on how they can help the people in their own lives.</p>
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		<p>Newspapers- The children wrote newspaper articles on the ‘wow moment’, that is the incredible Bessie Coleman’s flying show. We also talked about times we have shown bravery and went out of our comfort zone.</p> <p>Year 1</p> <p>Weather poetry - Exploring our senses, being outside and still in the moment thinking about how we are feeling. Listening to music from a rainforest and imagining how it would feel to be there using our senses. Speaking and listening - performing weather rhymes and poems using music instruments. Exploring dynamics as the rain became heavier – appreciation and wonder of the rain storms. Poetry writing</p> <p>Reading and writing the story Handa’s surprise – the joy the story brought as the animals ate the fruits – reflections on the feelings of Handa and her friend at the end of the story. Retelling the story and sharing with others.</p> <p>Foundation:</p> <p>Writing lost posters when we lost our class owl for other people in school to help us. The joy when he returned to our class. Seeing photos of what he got up to when he was missing and writing a book of his adventures to share with others.</p> <p>Speaking and listening with visitors in our people who help us topic, meeting police officers, nurses, vets and fire fighters.</p> <p>Reading class texts with a theme of fairness– asking ‘Is this fair?’ eg. This is our house.</p> <p>Lost and Found (Oliver Jeffers) unit, the boy’s realisation that the penguin was lonely not lost. Valuing friendship.</p>
<p>Maths</p>	<ul style="list-style-type: none"> • Exploring patterns and connections in mathematics, fostering a sense of wonder and awe at the beauty and order in the universe. • By considering pattern, order, symmetry and scale both man made and in the natural world. • By appreciating the beauty of shape and space. 	<p>Year 6:</p> <p>Discovering rules for tests of divisibility – great ‘wow’ moments when children realise how easy it is to tell if a large number belongs to a certain multiplication table.</p> <p>Maths in the natural world when looking at spirals, the Fibonacci sequence and the Golden Rule.</p> <p>Resilience to overcome reasoning problems and puzzles.</p> <p>Year 5:</p> <p>Resilience to overcome reasoning problems and puzzles.</p>

		<p>Geo-Animal Angle art – this activity will blend sacred geometry, animal symbolism and mindful creation alongside developing their ability to measure and draw angles.</p> <p>Year 4: Multiplication check: self reflection and achievement – looking in on personal success</p> <p>Year 3 Multiplication - Patterns and numbers and how the pattern of factors can create beauty in shapes from a sequence. Throughout the curriculum, ensuring that pupils support each other in a safe nurturing environment where they can celebrate their successes (Wows) as well as consoling each other with their ‘Ow’ moments, giving them the courage to try again and show resilience.</p> <p>Year 2: The children show resilience when working out difficult mathematical concepts and topics. We have had many ‘wow’ moments, as the children began to apply their foundational knowledge to big questions.</p> <p>Year 1 Using maths within nature – finding objects outside such as twigs, leaves and stones and using mathematical vocabulary such as taller and shorter to order and compare length. Wow moments when children can grasp new concepts and are able to apply their number skills in reasoning questions then explain their thinking aloud to others. Children are beginning to make reflections and realise that there can sometimes be more than one answer or method to a problem.</p> <p>Foundation: Symmetry patterns with folded paintings (butterflies, ladybirds) Using the same printing technique to find doubles Patterns in nature</p>
Science	<ul style="list-style-type: none"> Studying the natural world and considering questions about the origins of life, the universe, and our place within it. 	<p>Year 6:</p>

	<ul style="list-style-type: none"> • By demonstrating openness to the fact that some answers cannot be provided by Science. • By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment • Delight in discovering how things work. • Opportunities to linger longer on the wonder! • What questions cannot be answered by science? 	<p>Evolution and Inheritance – awe and wonder of how we are all human but so different and how we inherit characteristics from our parents. The ‘ows’ of extinction and the ‘wows’ of evolution and the survival of the fittest.</p> <p>Living Things and their Habitats – allows children to open their minds to the vastness of life on earth and how interconnected they are. The ‘awe and wonder’ in the speed at which bacteria multiply as well as the way in which a dry powder (yeast) can begin to respire in the right conditions.</p> <p>Through scientific investigations in light, electricity and the human body children are able to ask questions and discover the answer for themselves as well as posing ‘What if ...?’ questions.</p> <p>Year 5: Living things and their habitats - develops awe for nature’s interconnectedness, gratitude for life’s cycles, and a deeper sense of purpose. Space - inspiring wonder about the vastness of the universe and their place within it. Working scientifically and carrying out investigations encourages curiosity, honesty (fair tests) and a sense of wonder. Animals including humans - develops an understanding of life's purpose, the sacredness of growth and change, and a deeper appreciation for the journey of life.</p> <p>Year 4: Animals including humans – the diversity in creation, the wonder of how connected and dependent animals are to each other and their environment (food chains) States of Matter: Big question – does gas have mass? The wonder that something you can’t see can be weighed!</p> <p>Year 3: Fossils – Referencing the story of creation, when discussing the existence of dinosaurs and the formations of fossils. Plants – Identifying the stages of growth through a plant’s life cycle and the seed dispersal techniques used - including apples and their significance in the story of the Garden of Eden. The processes for the transport water around a plant – discussing the significance and purity of water to sustain life.</p>
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		<p>Animals, Including humans – Skeletons structure and muscles movement – referencing the fragility and strength of humans through the story of incarnation.</p> <p>Year 2: Forest school- the children were able to connect with nature. Great British bird watch. Litter picking- takin care of God’s creation. Materials and their properties- The children discovered how every material is designed perfectly for their different uses. Plants- Children watched in awe and wonder when watching a small seed, they planted grow into a plant.</p> <p>Year 1 Forest Schools – seasonal changes. Observing and reflecting how the trees and plants change throughout the year.</p> <p>Foundation: Seeing the life cycle of caterpillars in the classroom, growing, spinning cocoons and hatching into butterflies, releasing them in the wildlife area. Visit to field farm, picking their own vegetables eg. Cabbages, radishes, broccoli. Humpty Dumpty experiment – how high does the wall need to be before humpty breaks (children holding their breath as the wall gets higher!) Watching a shuttle take off into space (transport topic) Seasons walks – spotting signs of the season, colours of Autumn, frost patterns in winter, new life and growth in spring and colours and shadows in Summer.</p>
RE	<ul style="list-style-type: none"> • Studying different religious and philosophical traditions; exploring questions of meaning, purpose, and morality. • By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews. • By asking and responding to questions of meaning and purpose. • By considering questions about God and evaluating truth claims. 	<p>Year 6: The Holocaust - this powerful unit allows children to really consider spirituality on a deeper level through considering the ‘ows’ (persecution), ‘wows’ (those that put other’s lives before their own, steadfastness of faith and integrity) as well as the ‘nows’ the lasting impact of such a horrific event and what it means for the world today and how we live our lives. Creation Vs The Big Bang – this unit fills children with awe and wonder as they compare the events from religion and science that led to the creation of our planet. Children are able to ask and discuss big questions that allow them to look in, out and up.</p>

		<p>Year 5: How do people’s beliefs about God, the world and others have impact on their lives? – develops compassion, respect and tolerance. Kingdom of God – helps children to understand their role in building a world of kindness, faith and service to others. How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? - helps children deepen their appreciation for faith in action, inspiring creativity as a form of worship and encouraging them to live out their values through kindness.</p> <p>Year 4: Incarnation: How do Christians around the world celebrate incarnation – looking outwards Journey of Death and Life: how the ‘ows’ and ‘wows’ of life are celebrated and acknowledged.</p> <p>Year 3: People of God – Significant people from the Old Testament (Noah and Abraham) and their resolve and devotion, when others doubted or turned away from God. Places of Worship – The importance of focal points within the pupils’ local area and the ways in which places of worship serve their communities. Leaders of faith – What are the qualities of a leader of people - a fisher of men. Looking at Jesus and prophets of other faiths and how they inspired other to follow God. Pentecost – The beauty of the story of Pentecost and the birth of the Christian church. Exploring the spiritual significance of the four elements Earth (the Kingdom of God), Wind (change/the message), Fire (power/light) and Water (purity/cleansing).</p> <p>Year 2: What is God like- How is God like a Father. Wrote prayers different types of prayers. What makes a good leader- Looking at what qualities make a good leader, for example, kindness, confidence, and fairness.</p> <p>Year 1</p>
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		<p>Understanding the Creation story – How God made the world and showing our appreciation of everything in it. Thanking God for the foods we eat – writing Harvest prayers and leading the school in a Harvest Festival.</p> <p>Celebrations and festivals – exploring how Jews prepare for and celebrate Shabbat and Rosh Hashanah. Making and giving Rosh Hashanah cards to a local Synagogue – showing kindness, Faith, love.</p> <p>Exploring Christmas – performing songs and dances in our Nativity – sharing joy and love.</p> <p>Learning how we can all live together kindly - reading the story ‘All are welcome’ and discussion on our own ‘uniqueness’ as a person and within our community.</p> <p>Salvation and an exploration of feelings. Thinking about how Jesus’s disciples felt during different parts of Holy week. How does the Easter story make us feel?</p> <p>Foundation:</p> <p>Looking at a range of natural wonders in the world eg. Waterfalls, mountains, hot springs in creation theme</p> <p>Asking questions about creation</p> <p>Thinking about how we can care for living things and the world.</p> <p>The feelings of Mary and Joseph, travelling to Bethlehem and finding no where to stay (outdoor drama)</p>
Art	<ul style="list-style-type: none"> • Expressing personal beliefs and values through creative artwork; exploring the spiritual significance of art throughout history. • By providing plenty of rich opportunities for pupils to explore both the spiritual dimension and natural phenomena e.g. natural form, waves, complex pattern in nature. • By exploring different artists’ interpretations of a key figure or event and asking what the artist was trying to convey. • By allowing pupils to show what they know through their own expression of big ideas about life e.g. 	<p>Year 6:</p> <p>Faith Ringgold – ows of her life: experiencing segregation as a black person and inequality as a woman in 1950s America. Wows: being part of the Harlem renaissance and overcoming barriers in order to be a successful artist in her own right.</p> <p>Activism posters – children express big ideas of life including inequality, looking after the planet as well as aspects of life they are passionate about.</p> <p>Natural form: the polar bear – focusing on moving from 2D representations (evaluating and improving drawings) to the 3D form.</p> <p>Year 5:</p> <p>Architecture – the awe and wonder in structures especially those that take their form from the natural world as well as those that are ecologically sound.</p>

	<p>morality; ethical issues. By promoting the process of 'reviewing and evaluating'</p> <ul style="list-style-type: none"> • How does art invite you to explore the mystery that dances within your soul? • What are the wows and ows in the stories behind the artists you study? • How do you celebrate and respect different responses to art? 	<p>Identity - How personal beliefs and values can be expressed through art work including what makes us who we are.</p> <p>Year 4: What can artists learn from nature?: why do so many artists use nature in their art, how bringing nature in doors is good for the soul, exploring natural forms and patterns in nature.</p> <p>Year 3: Cave Art – awe and wonder when looking at art work from prehistoric times, questioning and reflecting why the work was created and the early relationship between humans and animals. Festival feast – the joy and fun of pop art and the wonder of artwork that is created on such a huge scale.</p> <p>Year 2: Wax resistant painting- The children went into nature to collect natural objects. The children studied and drew leaves. Spirited arts- The children created artwork based on the parable of the mustard seed.</p> <p>Year 1: Exploring watercolours and discovering we can use accidental marks to help us make art. Discussions and practice using different colours to show our emotions. Print making exploring simple ways to make prints using line, shape, colour and texture to explore pattern, sequency and symmetry of leaves. The wonder as children used the ink and then turned their paper over to see their print. Making birds – develop understanding of sculpture. The exploration starts with careful looking and drawing, and from this “grounded” basis children are encouraged to take creative risks by using experimental mark-making with a variety of media. Children explore balance to finally create an individual bird. The class birds can then be brought together to make a “flock” – with each child’s artwork valued as part of the whole. Exploring the Bible Story David and Goliath and discussions of faith and belief. Many children compared this to other stories and picture books they know such as giraffes can’t dance and A little bit brave.</p>
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		<p>Foundation: Colour mixing, how to make different colours Exploring textures hand painting, cornflour, slime (soap flakes) Spirited Arts – What does God look like?</p>
Computing	<ul style="list-style-type: none"> • Reflecting on the ethical use of technology; considering the impact of digital interactions on personal and communal well-being. • By wondering at the power of the digital age e.g. use of the internet and social media. By understanding the advantages and limitations of ICT. By using the internet as a gateway to big life issues. • An opportunity for children to develop their creativity, critical thinking and ethical awareness. • Creation of digital media that explores themes such as belief systems, social justice, and environmental issues. • Using technology for spiritual practices encourages children to develop their spiritual awareness and helps them connect with themselves and others in meaningful ways. 	<p>Year 6: History of computing – children recognise how the use of technology can help to solve problems in real world events such as wars. This awe inspiring unit allows children to recognise the power of technology. Online Safety – children have the opportunity to reflect on the use of technology – where it can be the cause of hurt and suffering especially through the use of social media but also how with safe use the internet can allow people to connect themselves with others in a meaningful way. How the internet can be a useful tool to look in, out and up.</p> <p>Year 5: Online Safety – teaches children responsibility, respect, and integrity in their digital interactions, fostering values of honesty and kindness in an online world. Computer Networks and Systems – helps children understand connection and interdependence, reflecting spiritual lessons about community, unity, and working together for a greater purpose. Stop Motion Animation – encourages creativity and patience, allowing children to explore storytelling, express deeper beliefs, and appreciate the beauty of bringing ideas to life.</p> <p>Year 4: Online Safety and Collaborative learning: Considering the way in which we interact digitally and its impact on well being. Scratch: opportunity to develop critical thinking and creativity</p> <p>Year 3: Online Safety – The security of a trusted adult as someone who is able to care and protect a child from harm. Looking at how children can raise awareness and turn to people who have a duty of care. The Ows and Wows of social media and the age restrictions placed on apps to protect children from harm.</p> <p>Year 2:</p>

		<p>Online Safety- teaching children the ‘ows’ of internet safety. Children explained how to be safe as well as how to conduct themselves with kindness and respect online.</p> <p>Year 1 : Online safety</p>
Design & Technology	<ul style="list-style-type: none"> • Reflecting on the impact of technology on society and the environment; considering ethical and moral implications of design decisions. • By enjoying and celebrating personal creativity. By reviewing and evaluating created things. • What motivates designers and their decisions? For example, is it a desire to make money or a desire to help and make improvements to daily life for everyone? 	<p>Year 6: Soup making – children experience the ‘wow’ of creating their own soups from scratch, discovering that they like certain vegetables when eating them for the first time. They also consider the ‘ows’ of how far food travels and how we can limit that damage to the environment by eating seasonal, local produce. It allows children to put themselves into the position of people during WW2 whose food was limited in this way.</p> <p>Memory bags – this project looks at sustainability in design – by recycling old items of clothing into something new. They explore how textiles can be recycled and how this can result in more ethically produced and sourced products – the ‘ows’ of a throw away society and the cost on both the environment and people (fair trade, child labour, working conditions).</p> <p>Year 5: Making Their Own Fair Games – encourages children to practice fairness, kindness, and inclusivity, reinforcing spiritual values of justice and respect for others. Toy</p> <p>Mechanisms – inspires creativity and problem-solving, helping children appreciate the wonder of design and the joy of bringing ideas to life, reflecting the beauty of creation.</p> <p>Creating a Greek Feast – develops gratitude, hospitality, and an appreciation for cultural traditions, mirroring spiritual values of sharing and community.</p> <p>Year 4: Food and nutrition: how food is life sustaining but can also form a strong basis for celebration.</p> <p>Torches: reviewing and evaluating existing products and celebrating the importance of light to guide us throughout the ages – and the significance if human need to make it portable.</p> <p>Year 3:</p>

		<p>Christmas Picture Frames – a celebration of the festival of incarnation and connection to the pupil’s loved ones and the giving of a gift.</p> <p>Pneumatic Chinese Dragon puppets – The importance of faith and traditions - the spiritual connection humans have with nature and animals.</p> <p>Year 2:</p> <p>Sewing puppets- The children experienced lots of ‘wow’ moments when they showed tenacity and resilience learning how to do a running stitch.</p> <p>Healthy wraps- The children found out how they can look after their mind and bodies, looking at what makes a healthy diet.</p> <p>Year 1:</p> <p>Making and evaluating moving Christmas cards – learning how to make the star move over the Nativity scene. Wow when they have achieved this and shared the card with their families.</p> <p>Designing, building and evaluating a Church. The children will visit St Wilfrid’s Church and take sketchings of the building – using awe and wonder to pay attention to detail and notice the shapes and patterns of the building. Pay particular attention to the windows, ask and answer questions about the stain glass windows – attention to the Millenium window painted by a local artist which depicts Christ the Light of the World.</p> <p>Children design their church and then show resilience and kindness to others when using boxes to make their models. Helping each other.</p> <p>Foundation:</p> <p>Perseverance and reflection to make models fit for purpose eg. Boats that will float, bridges that will hold small world characters</p>
French	<ul style="list-style-type: none"> • Exploring different cultures, beliefs, and traditions through language; fostering empathy and understanding across cultures. • By exploring the beauty of languages from around the world. • By exploring the way language is constructed What motivates language learning? 	<p>Year 6:</p> <p>Let’s Visit a French Town – allows understanding of the similarities and differences between two cultures. Children are also able to discover commonality between the two languages in words that are shared.</p> <p>Our Precious Planet – children create a speech and experience the ‘wow’ of communicating in another language the ‘ows’ that we are causing our planet.</p> <p>Year 5:</p> <p>All About Ourselves – encourages self-reflection and appreciation of individuality, fostering gratitude and self-worth.</p>

	<ul style="list-style-type: none"> • For example, buying an ice cream on holiday or welcoming and comforting a stranger in our country? • What does it feel like to genuinely communicate with someone in a new language? 	<p>Family and Friends – strengthens the values of love, respect, and community, reinforcing the importance of relationships</p> <p>Year 4: Going shopping: the joy of being able to genuinely communicate a need and be able to find what you need in another country. Hobbies & Holidays: exploring a different culture.</p> <p>Year 3: Getting to Know You – How we can build a connection to the people around us, and how politeness and manners are an important facet of being a good person and making good choices - doing to others what you would have them do unto you.</p>
Geography	<ul style="list-style-type: none"> • Exploring the natural world and our place within it; considering issues of sustainability, stewardship, and interconnectedness. • By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world. • By making links with history when exploring the environment and speculating on why the landscape is as it is. • By comparing their lives with pupils living in other countries or other parts of the UK The wow of physical geography. • The wow of discovering different physical regions do not provide the same opportunities. What options/opportunities are there to respond and take responsibility in a challenging world? 	<p>Year 6: The Caribbean – links to the slave trade and how this has had an impact on the human geography of the islands. Exploring the ‘wows’ of how diverse the islands are in both their physical and human features. Population – the wows of over population both on the people and the environment in terms of sustainability and stewardship. Discovering the poverty that a growing population can create. How are we damaging our planet? - Exploring this big question looks allows children to explore the natural world and dependent we are on it for our consumer needs and energy. We wonder at the importance of interconnectedness when considering how we depend on the different regions of the planet for natural resources.</p> <p>Year 5: Why Are Mountains So Magnificent? – inspires awe and wonder, encouraging children to reflect on the power, beauty, and sacredness of the natural world. European Study on Greece – deepens appreciation for cultural heritage, history, and faith traditions in different countries.</p> <p>Year 4: Rivers what is special about them?: Awe and wonder at the natural world, exploring how rivers can shape the landscape that they are within.</p>

		<p>Can the Earth shake, rattle and roll: The power of nature and the wow of physical geography as well as the ‘ows’ that can be caused and how humanity responds to disaster.</p> <p>Year 3: Where on Earth are we? Exploring the wonder of our place in a vast and diverse world. Teaching children the cycles of Earth – Day and Night/ Light and Dark. Finding our way in the world using compass points. Climate – Researching the distinct climates of various Biomes and focusing on deserts – The wows of how animals and people have adapted to survive in such harsh conditions.</p> <p>Year 2: Our wonderful world- Celebrated differences in continents and cultures. Oceans and Seas- Awe and wonder at how vast and unknow the ocean is.</p> <p>Year 1 Wonderful weather – observation and discussion of different weather types.</p> <p>Foundation: Role play tour bus of London – seeing sights of London Looking at a range of natural wonders in the world eg. Waterfalls, mountains, hot springs.</p>
History	<ul style="list-style-type: none"> • Studying different cultures, religions, and belief systems throughout history; reflecting on the human experience and the search for meaning. • By considering how things would be different if the course of events had been different; for example • By looking at local history and investigating the reasons why there is a landmark, building or museum. • By speculating about how we mark important events from history and the people who shaped them. • Which stories tell historical wows? • Which stories tell historical ows? 	<p>Year 6: World War 2 – children have the opportunity to reflect on the human experience, hear first hand accounts, consider moral integrity in entering into war and its impact on communities and families. They learn why we have the ‘Polish Cross’ in a nearby woodland and why this is a significant place for the community to visit a Remembrance. The Census – allows children to recognise the sacrifice of women striving for equality during the suffragette movement and how the few their ‘ows’ and ‘wows’ can have a significance to our ‘nows’.</p> <p>Year 5: The Vikings – encourages children to explore themes of journey, courage, and belief systems, sparking "ows" about the impact of their conquests, leading to reflections on morality and faith. The Tudors – helps children consider the role of religion in shaping societies.</p>

		<p>Ancient Greeks – develops awe at their mythology, philosophy, and democratic ideals.</p> <p>Year 4: Spiritual belief in early civilisations – The Romans and Egyptians, the impact of conversion to Christianity in the Anglo Saxons and how this faith shaped their impact on Britain. The wows of Roman inventiveness and how this shaped life across Europe.</p> <p>Year 3: Pre-history Stone Age to the Iron Age – Using artefacts and cave paintings to imagine the world as it was before history was recorded. Focusing on community and how civilisations support each other and protect themselves from the struggles of survival. Egyptians – Big Question – Is it important to live a good life? Exploring Egyptians belief system, their gods and the concept of an afterlife.</p> <p>Year 2: History of flight- ‘Wow’ moment of the first flight. Inspire children to take risks and celebrate their own interests and achievements. Children thought about injustice, when learning about Bessie Coleman and Amelia Earhart. Children thought about how they can be an upstander to injustice and show kindness and respect in their lives. Great Fire of London-</p> <p>Year 1: Awe and wonder as children explore toys their grandparents and great grandparents would have played with. Visit to a museum. Learning about Floella Benjamin</p> <p>Foundation: Inspiring people from the past: Florence Nightingale, Mary Seacole, Rosa Parks Looking for clues to decide when a story was written – joy at correct guesses and reasoning.</p>
Music	<ul style="list-style-type: none"> • Exploring the emotional and spiritual dimensions of music; experiencing moments of transcendence through performance and composition. 	<p>Year 6: Recorders – children are able to feel a sense of pride in overcoming challenges and delight in producing ‘recognisable’ music. Opportunities to perform and record pieces of music bring delight and ‘wow’ moments.</p>

	<ul style="list-style-type: none"> • By allowing pupils to show their delight and curiosity in creating their own sounds. By making links between their learning in literacy (or other curriculum area) with music being played as background. By considering how music makes one feel and can 'move us' deeply. • What style of music 'invites you to explore the mystery that dances within your soul' (K. Hall)? • What styles of music have the opposite effect? • How does music encourage creativity, delight, and curiosity? 	<p>Songs of WW2 – offers opportunity to consider how music makes people feel and how it can be used to support people in times of hardship.</p> <p>Year 5: South and West African Music – encourages children to connect with the joy, rhythm, and storytelling of different cultures, fostering unity and a sense of global spiritual connection. Performance – builds confidence and self-expression, allowing children to experience the power of music to uplift, inspire, and bring people together in shared emotion. Recorders – teaches patience and discipline, helping children appreciate the beauty of small, simple sounds coming together in harmony, much like a spiritual journey. Looping and Mixing – sparks creativity and wonder as children layer sounds to create something new, leading to "wows" at their creations and "ows" when things don't work, teaching resilience and growth.</p> <p>Year 4: Exploring cultures through music – Indonesia and South America How music makes you feel. Participation in collaborative performance – Christmas and Summer.</p> <p>Year 3: Pentatonic Scale and Chinese folk music – Exploring how the five notes of the scale can be arranged in various combinations and how certain combinations can evoke different emotional responses. Calypso exploring joyous Trinidad and Tobago music born from oppression and racism. Connecting the Ows of prejudice with the Wows of the calypso sound and how music can be good for the human spirit.</p> <p>Year 2: Nativity Collective worship- Led a school worship focused on Love.</p> <p>Year 1 Leading whole school worship on Harvest. Singing harvest songs in the Harvest Festival – showing resilience, faith and joy when performing. Nativity</p>
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		<p>Weekly singing sessions – developing a sense of whole school community, learning new songs and sharing joy.</p> <p>Foundation: Talking about how music makes us feel, watching videos of an orchestra Moving to music and describing the different emotions we feel. Building our resilience and performance throughout the year.</p>
PE	<ul style="list-style-type: none"> • Developing a sense of connectedness between mind, body, and spirit; promoting values such as teamwork, respect, and resilience. • By delighting in movement, particularly when pupils are able to show spontaneity. By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative. • By being aware of one’s own strengths and limitations. • How do you celebrate a new skill? How does it feel to be proud of your whole self? • What does it feel like to be completely focused on a task or challenge? • How do you recognise the delight in movement, connectedness, and creativity? Encourage the awareness of one’s own strength and limitations. Recognise/celebrate equality, freedom, respect and trust. 	<p>Year 6: Sports Leaders – children have the opportunity to work together on activities while showing respect for the pupil who is leading it – listening and being supportive in order to overcome challenges. Dance & Gymnastics – allow perseverance in learning new movements, freedom for creativity as well as self-reflection and peer evaluation. Children also discover not only their bodies strengths when balancing, turning, jumping and leaping but also its limitation. They are able to develop recognition that these strengths and limitations are different for each person. OAA – This allows for connectedness with the natural world as they spend time in the outdoors orienteering and completing team challenges.</p> <p>Year 5: Invasion Games – teach teamwork, respect, and fair play, helping children develop a sense of unity, perseverance, and the importance of integrity in competition. Dance and Gymnastics – encourage self-expression and appreciation for movement, allowing children to experience the joy of creativity, rhythm, and the connection between body, mind, and spirit. Circuit Training – builds resilience and self-discipline, teaching children to push through challenges while recognising the strength and potential within themselves.</p> <p>Year 4: Gymnastics – being aware of our bodies, strengths and limitations and celebrating improvements recognised through self-evaluation. Dance – working collaboratively and developing a sense of connectedness while working creatively. Moving in a large group as one body. Athletics – developing resilience and recognising improvement.</p>

		<p>Year 3: Dance and Gymnastics – encourage expressions of animals and the natural world through movement, sharing their creativity, rhythm, and the connection between each other, and their own body, mind, and spirit. Testing the limitation of their bodies through high energy competition, learning to be respectful and humble and having dignity in victory and defeat. Learning to be at rest and find peace through meditation and breathing.</p> <p>Year 2: Dance and Gymnastics- Children explored ways to move their bodies and express their creative spirit. Taught teamwork, compromise and collaboration.</p> <p>Year 1: In Year 1 PE, spirituality comes through in how children experience movement, connection, and wonder: Running and Jumping – A sense of freedom, joy, and being fully present in the moment. Throwing and Catching – Trust, teamwork, and focus, building connections with others. Dance – <i>Starry Skies</i> – Awe, imagination, and a sense of something bigger than themselves.</p> <p>Foundation: Persevering with skills, throwing and catching Working together, in pairs and team games Demonstrating new skills learnt</p>
PSHE	<ul style="list-style-type: none"> • Reflecting on personal values, beliefs, and ethical decision-making; developing empathy, compassion, and self-awareness. • By developing awareness of and responding to others’ needs and wants. • By exploring meaning and purpose for individuals and society. • By developing resilience and inner strength. By valuing self as unique in the image of God. • By cherishing relationships. As you explore topics such as relationships, feelings & attitudes, keeping 	<p>Year 6: AREP – allows the children to question how society treats one another, the morals and integrity that they hold in order to treat one another with respect. The experience the ‘ows’ of racism as well as the ‘wows’ of our connectedness and intersectionality. Rights and Responsibilities – looks closely at the impact we can have as individuals through being stewards of our environment and through democracy and governance – children are able to reflect on their personal values as well as ethical decision-making.</p> <p>Year 5:</p>

	<p>safe and 'your body' where are the natural links with the wows, ows and nows?</p> <ul style="list-style-type: none"> • How can the honesty and sensitivity needed to explore these topics gently reflect the language of spirituality already used throughout the school? 	<p>AREP – encourages empathy, justice, and respect for all people, helping children see the worth in every individual.</p> <p>Growing and Changing – inspires "wows" as children recognise the miracle of growth and development, while also bringing "ows" as they navigate challenges and changes to their bodies, encouraging self-acceptance and trust in life's journey.</p> <p>Relationships – teaches the importance of kindness, forgiveness, and healthy connections, helping children understand love and friendship as reflections of spiritual and moral values</p> <p>Year 4:</p> <p>Me and my relationships: how to develop positive relationships and the special connections that can be cherished; the ows or falling out with friends and the wows of overcoming this</p> <p>Valuing difference: celebrating diversity and developing empathy, compassion and self-awareness.</p> <p>Year 3:</p> <p>Being My Best – Celebrating how wonderful we are and how amazing the world around us is.</p> <p>Rights and Respect – Looking after our planet and being eco-conscious about litter. How we have a responsibility to make the good choices when we are faced with a decision. What is right and why is it right?</p> <p>AREP – The Ows of intolerance and the Wows of celebrating pupils' differences while discussing our spiritual commonality.</p> <p>Relationships - Pupils explore their identity and their connections to the people in their lives</p> <p>Growth – Identifying changes and what challenges that means for us on the inside as well as out.</p> <p>Year 2:</p> <p>AREP- How to be an upstander instead of a bystander. Children thought of ways to stand up for others and show kindness.</p> <p>Rights and responsibilities- Linking to the British values.</p> <p>Year 1: In Year 1 PSHE, spirituality can be seen in how children develop a sense of care, respect, and connection to the world around them:</p>
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