The Federation of Snape Community and Thornton Watlass CE Primary Schools

Spirituality across the Curriculum

Subject	*Opportunities*	*Adults Role*
Literacy	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.	• *Encourage children to embark on a personal and thoughtful journey of self-expression.* • *Exploring genres, and storytelling, so children have the opportunity to articulate their thoughts, emotions, and spiritual experiences.* • *Use creative writing as a device for children to explore and express their inner worlds.* • *Provide opportunities for narratives,* • *poems, or reflections, to encourage children to engage in a process of self-discovery and contemplation, nurturing* • *a deeper understanding of their spiritual identities.* • *Remember writing can be a powerful tool for the development of spirituality, encouraging children to articulate their unique perspectives and contribute to their whole growth.* • *Through stories, fables, folktales, and poetry, readers encounter characters facing moral dilemmas, ethical choices, and moments of self-discovery, allowing children to reflect on their own values and beliefs.* • *Ask wonder questions.* • *Discuss the beauty of language when reading the class texts.*
Maths	The process of tackling mathematical challenges encourages resilience, patience, and a growth mindset, all of which are valuable aspects of spiritual development. By making connections between pupils' numeracy skills and real life; for example, pie charts could compare how a child in Africa spends their day with how children in the UK spend their time. By considering pattern, order, symmetry and scale both man-made and in the natural world. By appreciating the beauty of shape and space.	• *Encouraged children to delve deeper into their understanding of Mathematics and how it relates to the world around them.* • *Developing deep thinking and questioning the way in which the world works.* • *Analysing data to make sense of vast amounts of data available in the modern world around them.* • *Children considering the development of pattern in different cultures including work on tessellations.* • *Encourage recognition of patterns, symmetry, and order in mathematics as it can evoke a sense of awe and appreciation for the inherent beauty and harmony within mathematics.*
RE	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.	• *Refer to the school's Christian vision and Values.* • *Enabling every child/young person to have a rich understanding of Christian belief and practice, as well as to learn that there is diversity within both religious and non-religious worldviews.* • *Provide opportunities, and a safe space in RE lessons, for children to reflect, and engage with the fundamental questions of existence, purpose, and the nature of human connections.* • *Promote a sense of enjoyment and fascination in learning*

	By exploring spiritual practices such as worship and prayer and considering the impact of these on believers as well as any relevance to their own life. By working towards the RE Quality Mark.	*about themselves, others and the world around them.* • *Support children to develop an understanding of different worldviews, fostering tolerance and respect for diverse perspectives.*
PE	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.	• *Engage in activities that promote holistic well-being and a connection between mind and body.* • *Provides a space for children to explore their physical capabilities, fostering an appreciation for the harmony between the body, mind, and spirit.* • *Promote exercises, sports, and mindful activities, children can experience a sense of presence, discipline, and teamwork, contributing to their spiritual development.* • *Emphases on health, resilience, and self-awareness in PE to encourage children to recognise the importance of balance and self-care, aligning with spiritual principles.* • *Encourage the joy of movement, the camaraderie in team sports, and the cultivation of values such as respect and sportsmanship all contribute to a holistic approach to spirituality in PE,* • *Promote the connection between physical and spiritual well-being.*
Computing	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.	• *Encourage children to engage in the exploration of technology with a mindful and reflective approach.* • *When coding, digital storytelling, interactive simulations or creating videos, encourage children to express their imaginative and spiritual dimensions.* • *Encourage contemplation on the ethical use of technology, to foster a sense of responsibility and mindfulness in the digital realm.* • *Support children to navigate the digital landscape, so they can develop a rounded understanding of spirituality that encompasses both the tangible and virtual aspects of their lives, fostering a balanced and thoughtful approach to technology.*
Design and Technology	By enjoying and celebrating personal creativity. By reviewing and evaluating created things.	• *Encourage a connection between children's inner selves and the tangible world.* • *Provides a unique avenue for our learners to express their spirituality by designing and constructing objects that hold personal meaning or significance.* • *Through the process of crafting, prototyping, and problem-solving, encourage children to not only develop practical skills, but also gain a deeper understanding of their own creative capabilities and the interconnectedness of their creations with their beliefs and values.* • *Ensure DT becomes a platform for children to explore and express their spiritual dimensions through the act of making and shaping their understanding of the world.*
Music	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	• *Encourage children to engage in creative expression and emotional connection.* • *Ensure that through musical exploration, children have the opportunity to tap into their inner selves, expressing feelings, aspirations, and a sense of wonder.* • *Provide opportunities through singing, playing instruments, or listening to diverse musical genres, so children develop a unique avenue for self-discovery and emotional intelligence.* • *Ensure music fosters a communal spirit as children*

	'move us' deeply.	*collaborate in ensembles or share their musical talents, instilling a sense of unity.*
Art and Design	By providing plenty of rich opportunities for pupils to explore both the spiritual dimension and natural phenomena e.g. Northern Lights. 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. morality, ethical issues. By promoting the process of 'reviewing and evaluating'	• *Ensure art provides a unique platform for children to express their emotions, thoughts, and spiritual experiences in a creative and imaginative manner.* • *Provide opportunities for various artistic mediums such as drawing, painting, and crafting, in order that children can explore themes of self-discovery, empathy, and a sense of wonder.* • *Encourage children to reflect on their personal beliefs, values, and connections to nature through artistic expression.* • *Provide a nurturing environment where children can begin to understand and appreciate the spiritual aspects of their lives, promoting a holistic development that goes beyond the confines of traditional academic subjects.* • *Provide opportunities for children to embark on a journey of self-expression and self-discovery, laying the foundation for a lifelong connection between spirituality and creative exploration.*
PSHE/RSE	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.	• *Ensure that PSHE foster self-awareness, empathy, ethical understanding, and a sense of purpose among children.* • *Ensure personal development activities encourage self-reflection and the exploration of values and beliefs, deepening the children's spiritual self-awareness.* • *Emphasise community, relationships, and cultural awareness, helping children appreciate connection and diversity, which are fundamental aspects of spirituality.* • *Ensure health education supports emotional well-being and body awareness through practices like mindfulness, contributing to inner peace and holistic health.* • *Highlight ethical consumerism, social responsibility, and the moral implications of economic decisions, encouraging children to align their future aspirations with their values and contribute positively to society.*
Geography	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, possibly through a school's linking programme. See UN Sustainability Goals and Global Neighbours	• *Provide opportunities for children explore the diverse landscapes, cultures, and connections that shape the world.* • *Ensure Geography lessons offer a unique lens through which children can appreciate the beauty and complexity of the Earth, fostering a sense of wonder and reverence for the natural world.* • *Through the study of different regions, ecosystems, and human-environment interactions, ensure children develop an understanding of the interconnectedness of all living things, promoting a sense of responsibility and preservation.* • *Provide a platform for children to explore the cultural and religious practices that are deeply rooted in specific geographical contexts, which will allow children to appreciate the diversity of spiritual beliefs across the globe.*

History	By considering how things would be different if the course of events had been different; for example, what difference would it have made if the Normans had not been successful in 1066? 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.	• *Ensure history lessons provide a platform for exploring diverse cultures, traditions, and belief systems, enabling children to develop an understanding of the spiritual dimensions that have shaped societies throughout time.* • *Provide opportunities to learn about historical figures, events, and civilizations, so that children can reflect on the moral and ethical aspects of human behaviour, so they can foster a sense of empathy and interconnectedness with the past.* • *Make connections with the stories of people from different periods, so children cultivate a broader perspective on spirituality and develop a deeper appreciation for the shared human quest for meaning and purpose across time.*
MFL	By exploring the beauty of languages from around the world. By exploring the way language is constructed.	• *Provide opportunities for children to embark on a linguistic and cultural exploration of MFL.* • *Explore a new language to ensure it fosters an appreciation for diversity, fostering a sense of connection with people from different cultures and backgrounds.* • *Ensure when teaching MFL children gain insights into different worldviews, beliefs, and expressions, nurturing a broad-minded understanding of the human experience.* • *When learning a new language encourages adaptability and resilience, contributing to the development of spiritual qualities such as patience and open-mindedness.* • *Ensure MFL is used as a tool for nurturing not only linguistic proficiency but also a global awareness and appreciation that aligns with the spiritual dimensions of a well-rounded education.*
Science	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. Use tools such as, star walks, which allow pupils to plot stars in relation to their location and open up questions about the size of the universe and how it might be formed.	• *Installing a sense of wonder and curiosity.* • *Ensure children embark on a journey of exploration and curiosity about the natural world.* • *Provide a space for young minds to marvel at the wonders of the universe, fostering a sense of awe and reverence for the intricacies of life.* • *Provide opportunities for hands-on experiments and observations, so children develop an appreciation for the beauty of nature and the interconnectedness of living organisms.* • *Ensure scientific inquiry encourages a mindset of questioning and discovery, allowing children to ponder the profound questions about existence and the mysteries of the universe.*

Final thought….

Spiritual development is not a tick box exercise, it is an exciting adventure.

You cannot capture everything, so do a few things really well.

Talk about it, let the children talk about it.

Create the space to think, be quiet, marvel.

Celebrate.

Enjoy it.

Be prepared to be surprised.

'Education is about formation of people, for the transformation of the world.'