

SPIRITUAL DEVELOPMENT AT ST LAWRENCE CE PRIMARY SCHOOL

SELF (MIRROR MOMENTS): 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.			
Year R	Year 2	Year 4	Year 6
Encounter: Learning about life: providing openings for spiritual development through an exploration of identity and personal values.			
RE – Special Clothes; Being special & unique; Exploring puzzling questions; Reflective activities in CW PSHE - things they like and that make them feel good. That people have different feelings	RE – Being special and unique; mirror in prayer corner; Exploring puzzling questions; Reflective activities in CW PSHE: That we have a range of feelings. Kind and unkind behaviour. How to treat themselves and others with respect. That our gender does not affect our likes, dislikes and aspirations.	RE – Being special and unique; mirror in prayer corner; Exploring puzzling questions; Reflective activities in CW PSHE: Recognising common characteristics of loving families. Importance of friendships. Attributes of positive, healthy friendships. Looking after mental health	RE – Being special and unique; mirror in prayer corner; Exploring puzzling questions; Reflective activities in CW PSHE: Strategies and behaviours to support mental health. Problem solving strategies for dealing with emotions and change. Self respect. Tolerance and challenging stereotypes.
Reflection: Learning from life: understanding an inner meaning of self and identity – critical reasoning and big questions.			
What makes me happy? What do I do in my spare time that I like? What things do I value?	Who am I? What am I worth? What is right and wrong? How do I decide what is right and wrong?	What are feelings? Don't we deserve to be happy? What should I do about right & 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?
Transformation: Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.			
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 I 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	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.

SPIRITUAL DEVELOPMENT AT ST LAWRENCE CE PRIMARY SCHOOL

OTHERS (FOOTPRINT MOMENTS): 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 relationship with others.			
Year R	Year 2	Year 4	Year 6
Encounter: Learning about life: providing openings for spiritual development: recognising the values and worth of others.			
RE – Special clothes; special places; I wonder questions; Church visit Fair Trade – valuing others and treating people equally. PSHE – What makes a good friend. Who is in our local community. Different types of families	RE – Study of Judaism; I wonder questions; Church & Jewish synagogue visit PSHE: How we make friends and keep friendships going. How we can resolve arguments. How we are the same / different to others. Listening to others and playing/working cooperatively. Global and local communities. Fair Trade – valuing others and treating people equally.	RE – Study of Hinduism; I wonder questions; Engaging with parables, teachings of Jesus & reflections on stories. Church & Hindu temple visit PSHE: Recognising and managing positive and negative peer pressure. How positive friendships support mental wellbeing. How to reconcile differences peacefully. Global and local communities. Fair Trade – valuing others and treating people equally.	RE – Study of Islam; I wonder questions; Church, Mosque & Cathedral visit; Exploring the old of Christian reformers (combatting slavery in the past and today) William Wilberforce etc. PSHE: Benefits of diversity in communities, tolerance, discrimination and challenging stereotypes. Managing peer influence in friendships. Respect and courtesy. Fair Trade – valuing others and treating people equally. Geography Y6 – global trade
Reflection: Learning from life: understanding an awareness of the affect of others – a search for meaning, critical reasoning and big questions.			
What makes a good friend? Why are my friends important to me? What do I like I my friends? How do 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 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?	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?
Transformation: Learning to live life: responding as a means of expressing an idea of relationship with others: expressing innermost thoughts through words, art or actions.			
Understanding that other people have their own views and opinions ad may value different things to you.	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.	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.	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.

SPIRITUAL DEVELOPMENT AT ST LAWRENCE CE PRIMARY SCHOOL

WORLD & BEAUTY (WINDOW MOMENTS): 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 relationship with others.			
Year R	Year 2	Year 4	Year 6
Encounter: Learning about life: providing openings for spiritual development: recognising the values and worth of others.			
<p>RE – Creation ; What makes a place special? I wonder questions; Spiritual garden; Collect and make a creation table of natural objects found outside.</p> <p>Art – creative responses to nature etc</p> <p>Music – listening & responding to music</p> <p>Maths – patterns in nature</p> <p>Science – observe the seasons and changes in nature, learn about problem solving and experiment to help others</p> <p>Geography – comparing local places that are familiar to them with new places, noticing changes in their local environment</p> <p>PSHE How they can look after our planet - reduce, reuse, recycle</p>	<p>RE – Creation – Who made the world?; I wonder questions; Spiritual garden; Engagement with Creation stories from Christian and other traditions</p> <p>Geography – discussing their impact on the world for future generations and finding positive solutions, learning about others around the world and their lifestyles, discovering and learning about beautiful places in the world</p> <p>Science – observe the seasons and changes in nature, understand what plants and animals need to survive, creating a bug hotel as a safe habitat, discuss habitats and how some animals are under threat and need protecting, learn about famous scientists and their achievements</p> <p>Art – creative responses to nature etc</p> <p>Music – listening & responding to music</p> <p>PSHE: reducing plastic pollution, wildlife conservation</p> <p>Maths – pattern in nature</p>	<p>RE – Gospel - What kind of world did Jesus want? Creation - What do we learn from Creation?; Spiritual garden; I wonder questions; Exploring diversity within the created world environments – key concept in Year 4.</p> <p>Art – creative responses to nature etc</p> <p>Music – listening & responding to music</p> <p>PSHE: reducing CO2 and electricity use.</p> <p>Sustainability and biodegradable materials</p> <p>Geography – discussing their impact on the world for future generations and finding positive solutions, learning about others around the world and their lifestyles, discovering and learning about beautiful places in the world</p> <p>Science – discuss habitats and how some animals are under threat and need protecting, care and grow their own plant, learn about famous scientist and their achievements</p> <p>Maths – pattern in nature</p>	<p>RE –; I wonder questions; Spiritual garden; Creation and Science: Conflicting or complementary?; Plan and develop spiritual garden</p> <p>Art – creative responses to nature etc</p> <p>Music – listening & responding to music</p> <p>PSHE: conserving water, deforestation</p> <p>Geography – discussing their impact on the world for future generations and finding positive solutions, learning about others around the world and their lifestyles, discovering and learning about beautiful places in the world</p> <p>Science – discuss habitats and how some animals are under threat and need protecting, learn about famous environmentalists such as David Attenborough and Jane Goodall, learn about famous scientist and their achievements</p> <p>Maths – pattern in nature</p>
Reflection: Learning from life: understanding an awareness of the affect of others – a search for meaning, critical reasoning and big questions.			
<p>What types of weather do you like the most and why?</p> <p>What is your favourite colour? And why? What sounds do you like to listen to? What makes you afraid?</p> <p>What is your favourite time of day/season?</p>	<p>Do different colours have different moods? What gives them these moods?</p> <p>What is the most beautiful thing in the world?</p> <p>Why should I care about animals and plants?</p> <p>How/why does the weather affect our mood?</p>	<p>How do we know we have found all the colours in the world?</p> <p>What season do you feel most reflects your personality?</p> <p>What is the difference between hearing and listening?</p> <p>Should we try to tame nature?</p> <p>What does it mean that beauty is in the eye of the beholder?</p> <p>What would it be like without seasons?</p>	<p>What is a perfect world?</p> <p>Why is there ugliness in the world?</p> <p>Can you love something that is ugly?</p> <p>Why do you like certain types of music? What response do you get when you look at a piece of art?</p> <p>Is beauty something that you can learn or do you just have to feel it?</p> <p>What is the point in being creative?</p>
Transformation: Learning to live life: responding as a means of expressing an idea of relationship with others: expressing innermost thoughts through words, art or actions.			
<p>Have an instant response to something wonderful/exciting and awesome happening. Evident in expression and simple phrases</p> <p>Respond to sensory feelings and be able to show it.</p>	<p>Give a verbal response that explains a reaction to something wonderful/exciting or awesome. Be seen to respond to a stimulus and begin to explain in simple terms verbally or through body language.</p>	<p>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. A growing confidence to explore concepts orally.</p>	<p>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 reaction. A developing appreciation that some things don't have answers.</p>

SPIRITUAL DEVELOPMENT AT ST LAWRENCE CE PRIMARY SCHOOL

BEYOND (CANDLE MOMENTS): Spiritual learners become increasingly aware of the concept of 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.			
Year R	Year 2	Year 4	Year 6
Encounter: Learning about life: providing openings for spiritual development: recognising the values and worth of others.			
RE – Collective Worship; Class Prayer Corner; Easter; Why is the word 'God' so important to Christians?; Becoming aware of worship through Collective Worship in school PSHE Ways to help others	RE – Beliefs; I wonder questions; Easter; What is the good news that Jesus brings?; Visiting the local church exploring the senses of worship in church: touch, colour, smell, sound, stillness. Visiting different places of worship comparing a sense of worship PSHE: Change and loss - ways to cope with them. Global and local communities and how we can help them	RE – Easter; I wonder questions; What is it like to follow God?; Visiting the local church exploring the senses of worship in church: touch, colour, smell, sound, stillness. Visiting different places of worship comparing a sense of worship PSHE: Global and local communities and how we can help them Science – understanding life processes of animals, humans and plants, knowing that every living thing has a life cycle	RE Easter; I wonder questions Symbolism of The Lion, the Witch and the Wardrobe. What difference does belief in life after death make?; Visiting the local church exploring the senses of worship in church: touch, colour, smell, sound, stillness.; Visiting different places of worship comparing a sense of worship; Visiting Winchester Cathedral PSHE: Bereavement and grief - ways to cope with them. Global and local communities and how we can help them Science – understanding life processes of animals, humans and plants, knowing that every living thing has a life cycle Geography – understanding the interconnectedness of the world, how one action can affect another action or outcome elsewhere
Reflection: Learning from life: understanding an awareness of the affect of others – 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 still real? What is true happiness? When have you experienced moments of awe and wonder?	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?	Do we come back after death as a different being? Is there life after death? Where do our spirits go when we are dead? Do we have a soul? If so what happens to it after death? Why do we love? What lasts forever? What is unknowable? What else is there to discover? How do we know what we don't know? What is worth dying for?
Transformation: Learning to live life: responding as a means of expressing an idea of relationship with others: expressing innermost thoughts through words, art or actions.			
Have the confidence to ask 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.

SPIRITUAL DEVELOPMENT AT ST LAWRENCE CE PRIMARY SCHOOL

SPIRITUAL DEVELOPMENT AT ST LAWRENCE CE PRIMARY SCHOOL