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| **Subject** | **Opportunities for Spirituality** |
| **English** - Language and Communication/Drama | * Allow for insight, self-expression and the chance to walk in someone else’s shoes.
* Exploring and enjoying the sound and meaning of new words.
* Gaining the ability to communicate their experiences, beliefs and ideas more effectively.
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| **English** – Reading | * Explore diverse perspectives, fostering empathy and encouraging a sense of connection with the human experience.
* 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?’
* Appreciating the beauty of language.
* Engaging in self-reflection as a result of exploring the universal themes and challenges portrayed in literature.
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| **English** – Writing | * Foster a sense of empowerment and self-expression that writing can be a permanent mark.
* Exploring and expressing the pupil’s inner worlds as they create narratives, poems or reflections.
* Enjoy being expressive with their imagination.
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| **Maths** - number | * Making connections between pupils’ numeracy skills and real life.
* Engage in the process of tackling Mathematical challenges to encourage resilience, patience and a growth mindset.
* Engage on collaboration and work together to solve problems.
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| **Maths** – shape, space and measure | * Considering pattern, order, symmetry and scale both man-made and in the natural world.
* Appreciating the beauty of shape and space
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| **RE** | * Experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religious and non-religious worldviews.
* Asking and responding to questions of meaning and purpose, sometimes provoking challenge.
* Considering questions about God and evaluating truth claims.
* Question issues of right and wrong and what it means to be human.
* 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.
* Critically reflect upon their own religious, spiritual and/or philosophical convictions, questions and ideas.
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| **Science** | * Embark on a journey of exploration and curiosity about the natural world.
* Providing space for pupils to marvel at the wonders of the universe and foster a sense of awe and reverence for the intricacies of life.
* Encourages a mindset of questioning and discovery.
* Demonstrating openness to the fact that some answers cannot be provided by Science.
* Creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.
* Enjoy experimenting and observing cause and effect.
* Understand the process of change, including themselves.
* Using all their senses to experience wonder.
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| **Art and Design** | * Enjoying the chance to be creative and convey the pupils’ own ideas, feelings and inspiration through drawing, painting, sculpture, collage, printing and textiles.
* Enjoying plenty of rich opportunities for pupils to explore both the spiritual dimension and natural phenomena e.g. Northern Lights.
* Exploring different artists’ interpretations of a key figure or event and asking what the artist was trying to convey.
* Allowing pupils to show what they know through their own expression of big ideas about life e.g. morality; ethical issues.
* Promoting the process of ‘reviewing and evaluating’
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| **Design Technology** | * Enjoying and celebrating personal creativity.
* Design and construct objects that hold personal meaning or significance.
* Reviewing and evaluating created things.
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| **Music** | * Allowing pupils to show their delight and curiosity in creating their own sounds and compositions.
* Making links between their learning in literacy (or other curriculum area) with music being played as background.
* Considering how music makes one feel and can ‘move us’ deeply.
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| **Geography** | * Appreciate the beauty and complexity of the Earth, fostering a sense of wonder and reverence for the natural world.
* Develop an interconnectedness of all living things through studying different regions, ecosystems and the human environment.
* Enjoy using Google maps and asking pupils to imagine what it might be like to live in different parts of the world.
* Enjoy links with history when exploring the environment and speculating on why the landscape is as it is.
* Comparing their lives with pupils living in other countries or other parts of the UK.
* Using their senses to explore the weather and seasons.
* Delight in different geographical features such as seas and oceans, rivers, deserts, mountains and ice caps, developing a broader context of the Earth’s intricate tapestry.
* Understand how our actions can make the world around us a better and sustainable place to live, promoting a sense of responsibility and preservation.
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| **History** | * Embark on a journey through the rich tapestry of human experiences.
* Explore diverse cultures, traditions and belief systems.
* Reflect on moral and ethical aspects of human behaviour through the study of historical figures, events and civilizations.
* Ponder their own spiritual identities and values by connecting with stories of people from different periods.
* Develop a deeper appreciation for the shared human quest of meaning and purpose across time.
* Considering how things would be different if the course of events had been different.
* 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.
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| **PE** | * Delighting in movement particularly in dance and gymnastics but also when playing games.
* Engage in activities that promote holistic well-being and a connection between mind and body.
* Being spontaneous.
* Being connected with others in participation and teamwork.
* Being aware of talents, strengths, limitations.
* Cultivate values such as respect and sportsmanship.
* Being involved in celebration.
* Dealing with emotions e.g. winning or losing
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| **PSHCE** | * Foster self-awareness, empathy, ethical understanding and a sense of purpose for individuals and society.
* Build community, relationships and cultural awareness helping to appreciate connection and diversity.
* Supporting emotional well-being and body awareness.
* Exploring the wider world and think about social responsibility and moral implications of economic decisions.
* Contribute positively to society.
* Explore future aspirations.
* Developing awareness of and responding to others’ needs and wants.
* Developing resilience and inner strength.
* Valuing self as unique in the image of God.
* Cherishing relationships.
* Archbishop of York Youth Trust
* National Younger Leader Groups.
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| **Computing** | * Wonder at the power of the digital age.
* Using the internet as a gateway to life’s big questions.
* Understanding the advantages, limitations or disadvantages, pros and cons of the digital age in particular the internet and social media.
* Encourage the ethical use of technology and foster a sense of responsibility and mindfulness.
* Wonder at the connection to the wider world.
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| **MFL** | * Exploring the beauty of languages from around the world.
* Exploring the way language is constructed.
* Foster a sense of appreciation for diversity and a sense of connection with people from different cultures and backgrounds.
* Encourage adaptability and resilience.
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| **Wider Curriculum Offer** | There will be opportunities for Spirituality in various ways within the school’s wider curriculum offer.* Residentials
* Visitors to school e.g. from religious communities
* Class trips
* After school clubs e.g. Lego, Gardening, Music, Sport, Art and other creative activities.
* Forest School
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