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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. |
| **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. |
| **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. |
| **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. |
| **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 |
| **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. |
| **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. |
| **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’ |
| **Design Technology** | * Enjoying and celebrating personal creativity. * Design and construct objects that hold personal meaning or significance. * Reviewing and evaluating created things. |
| **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. |
| **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. |
| **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. |
| **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 |
| **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. |
| **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. |
| **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. |
| **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 |