








Spirituality within the Curriculum

	Opportunities for spirituality
English 	<ul style="list-style-type: none"> Inspirational text choices e.g. learning about different cultures & diversity through 'The Proudest Blue' and learning about empathy and nurture through 'Bloom' by Anne Booth The appreciation of beauty in language Emotions & sentiments in writing and speech Escaping into other worlds through literature Listening to and reflecting on different perspectives
Maths 	<ul style="list-style-type: none"> Pattern & order Truth, certainty and likelihood The wonder of numbers
Science 	<ul style="list-style-type: none"> Wonder and the world around us e.g. growing plants, spring walk, caterpillars to butterflies, ducklings in YR, snowflake under the microscope, dissections (plants) Birth, life, death and renewal The universe and beyond Beliefs in science and the faith of scientists The impact of scientific achievements Questions of beginning, creation and evolution
RE 	<ul style="list-style-type: none"> Big questions and big thoughts Meaning and purpose Forms of worship Varieties of beliefs, celebrations and rituals The idea of mystery and questions which are not always answered Rights, wrongs and ethics including justice
Geography 	<ul style="list-style-type: none"> Inspired learning about our wonderful world e.g. using David Attenborough clips Questions and the care of our environment The beliefs behind causes and campaigns Wonders of the world Empathy with people from other parts of the world Exploring the impact of human decision making
History	<ul style="list-style-type: none"> How people have changed the world (positively or negatively) Being a part of history in the making Handling artefacts

	<ul style="list-style-type: none"> • Influential events and people • War and peace • The nature and importance of intervention and exploration • Empathy with people from other times in history e.g. survivors of war/great fire of London, Grace Darling • Differences and similarities
<p>Art</p> 	<ul style="list-style-type: none"> • Exploration of feeling and responses to different works of art • Beauty and appreciation • Considering different interpretations • Personal responses • Manipulating and experiencing different materials, textures and shapes • The effects of emotions and senses • Celebrating diversity
<p>DT</p> 	<ul style="list-style-type: none"> • Skill in creation and reflecting on designs • Manipulating different materials • Considering own responses to aspects of design • Celebrating own achievements • Discovering how something works • Appreciating inventiveness • Learning from others and nature
<p>PE</p> 	<ul style="list-style-type: none"> • Representing emotions and feeling through body movements • Being a member of a team • Aspiring to achieve personal best • Development of skills. Endurance and achievement • Learning from mistakes • Displaying good sportsmanship
<p>Music</p> 	<ul style="list-style-type: none"> • Responding to different types/styles of music • Effects on emotions and senses • Joy in performances • Experiencing different instruments and sound making
<p>PSHE</p> 	<ul style="list-style-type: none"> • Considering changes to self and those around us • Sharing own thoughts, ideas and opinions • Listening to differing views or opinions • Showing respect for diversity • Taking turns, waiting, pausing • Considering big questions about own life and others around us
<p>Collective Worship</p>	<ul style="list-style-type: none"> • Opportunities for reflection and responses planned into worships • Stillness • Personal and collective beliefs are respected

	<ul style="list-style-type: none"> • Sharing different emotions e.g. happiness, sorrow, fear • Remembering and celebrating special times • Emphasising common purpose and values
<p>Additional planned opportunities</p>	<ul style="list-style-type: none"> • Visits to places of beauty, interest and challenge • Opportunities to admire the natural world and human efforts • Opportunities to experience community • Opportunities to participate in new experiences and activities • Immersive experiences which encourage empathy and different perspectives (Nothe Fort (WW2) and Sea City- Titanic museum) <p>Planned trips & Experiences-</p> <ul style="list-style-type: none"> • EYFS- Local walk, Launceston Farm, Hatching Ducklings Visit to church • Year 1- Local walk (from hill top), Sir Harold Hiller Gardens & Hengistbury Head • Year 2- Sea City Museum & Old Sarum Museum • Year 3- Stonehenge, Salisbury Museum & Lyme Regis Museum • Year 4- Bolderwood, iSing Pop event, Egypt day (in school) & Marwell Zoo • Year 5- Lee Abbey Residential, Sea life Weymouth, Caterpillars to Butterflies (in school) and Greek day (in school) • Year 6- Nothe Fort, Y6 Leaver's Service (Cathedral), Residential (Land & Wave) and Chalke Valley Festival <p>School Enrichment opportunities-</p> <ul style="list-style-type: none"> • Cookery club • Taekwondo • Football • Seasonal sport e.g. Netball, Tag Rugby, Cricket • Beady Eyes (craft) • Games Club • Choir