



Spirituality Progression

Spiritual Learners – Self Awareness









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.





Encounter: Learning about life. Providing openings for spiritual exploration through the investigation of identity and personal values.

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Being special Exploring puzzling questions through role play, small world and dolls. Wiggle Worship	Say no to bullying New beginnings, family, baby Myself – all about me I wonder questions	It is good to be me, positive aspects about me Understanding and controlling emotions.	Going for goals – identifying personal strengths and weaknesses. Resilience, recovering and learning from mistakes. Creating spiritual pictures and art work Speak up for self

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 and 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? Id belief in something important?	Should you respect yourself over all other things? Where does identity come from? Does more mean happier? Is my understanding self a selfish concept? Are the opinions of my friends important to me? Are my beliefs important?
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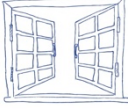
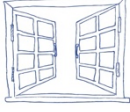





		What rights do I have?	
Transformation: Learning to live. Responding as a means of expressing an idea of self, developing a personal set of beliefs.			
<p>A growing awareness of knowing what I like and what I don't like materially and in the way I want to be treated.</p> <p>Can say what I like and what I am good at.</p>	<p>An evolving awareness of the concept of self as more than purely physical characteristics. A growing realisation that being content with who you are is important for personal happiness. Know how to apologise and to try again.</p> <p>Beginning to recognise mistakes and how to deal with them in a positive way.</p>	<p>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.</p>	<p>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 the verbally. Can explain my opinions.</p>
Windows, Doors and Mirrors			
 <p>Writing shared prayers Drawing self Exploring "I love.." Wiggle Worship</p>	 <p>I wonder questions Picture books, props and role play to stimulate discussion and questioning.</p>	 <p>The amazing things about being me. Creating pictures of self. Exploring emotions and how to manage them.</p>	 <p>Creating spiritual pictures of inner self. Creating pictures, art work, written work of who we turn to when we need support.</p>
 <p>Use of text "How are you feeling?" What makes me happy? What do I do in my spare time that I like? What things do I value?</p>	 <p>Circle time activities. Who am I? What am I worth? What is right and wrong? How do I decide what is right and wrong? How do we feel about ourselves? Who am I? (links to Creation unit in RE)</p>	 <p>What are feelings? Don't we deserve to be happy? What should I do about right and 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</p>	 <p>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?</p>





		something important? What rights do I have?	
 <p>Links to intergenerational friendship task with Beyond Housing at the Community Centre. 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.</p>	 <p>An evolving awareness of the concept of self as more than purely physical characteristics. A growing realisation that being content with who you are is 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.</p>	 <p>Identification of Growth Mindset, where children are in charge of their own learning. 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.</p>	 <p>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. Discussing our religious beliefs and how we believe the world was made.</p>

Spiritual Learners – Others

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 relationships with others.

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Encounter: Learning about life. Providing openings for spiritual growth. Recognising the values and worth of others.			
Being special Wiggle Worship	Making friends and falling out Building successful relationships Healthy relationships Belonging I wonder questions	Developing positive behaviour towards others Changes- how influence can be both positive and negative. The importance of decisions making. Engaging with parables and teachings of Jesus, how does he treat others. Engaging with stories from other cultures and faiths.	Going for goals – understanding other people's views, learning to get on with different types of people. Changes – learning to accept different opinions and beliefs. Conflict resolution stories and activities.
Reflection: Learning from life. Understanding an awareness of the effect 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 in 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 people? Do I treat other people in the same way? Should I treat everyone 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 show 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 I 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 we 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 and 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.
Windows, Doors and Mirrors			
 <p>Prayer dots / Talking tins allow children to record their own thank you and prayer messages.</p>	 <p>Engaging in practical prayer activities, use of arts and crafts. Explore different reasons for prayer.</p>	 <p>Engaging with parables and the teachings of Jesus, e.g. Good Samaritan, Sermon on the mount Reflection on stories, such as "If the world were a village"</p>	 <p>Exploring the role of Christian reformers in combating slavery in the past (and today)</p>
 <p>Children draw pictures and discuss answers to the question "What makes a good friend?" What makes a good friend? Why are my friends important to me? What do I like in my friends? How my friends make me feel? How do I look after my friends and family?</p>	 <p>Why do people bully others? How do I treat others? Do I treat other people in the same way? Should I treat everyone 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?</p>	 <p>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</p>	 <p>Exploring the question: Can charities change the world? 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?</p>

		responsibilities do I have for others?	
 <p>Links to intergenerational friendship task with church and local community.</p> <p>Understanding that other people have their own views and opinions and may value different things to you.</p>	 <p>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. Children are taught about turn taking.</p>	 <p>Writing letters to a loved one in Man on the Moon. 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.</p>	 <p>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. Using are to capture the effects of unfairness in the world.</p>

Spiritual Learners – world and beauty









Spiritual learners become increasingly aware of the concept of a physical and creative world – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. Spiritual learners explore their understanding beauty and the affect this has on their perception of and relationship with the world.

Encounter: Learning about life. Providing openings for spiritual growth, challenging experiences of beauty.

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Art Music Science What makes a place special? Places of worship	Art Music Science Geography Have people spoiled a god earth? Engagement with creation stories from Christian and other traditions.	Art Music Science Geography Exploring diversity within the created world environments.	Art Music Science Geography How do we make God's world ugly? What can we do? Explore through stories like The Man Who Planted Trees by Jean Giono Plan and design a spiritual garden for the school

Reflection: Learning from life. Reflecting on experience of beauty – a search for meaning, critical reasoning and big questions.

What types of weather do you like the most and why? What is your favourite colour and why? What sounds do you like to listen to? What makes you afraid? What is your favourite season/ time of day	Do different colours have different moods? What gives them these moods? What is the most beautiful thing in the world? Why should I care about animals and plants? How/why does the weather affect our mood?	How do we know we've found all the colours in the world? What season do you feel most reflects your personality? What is the difference between hearing and listening? Should we try to tame nature? What does it mean that beauty is in the eye of the beholder? What would it be like without seasons?	What is a perfect world? Why is there ugliness in the world? Can you love something that is ugly? Why do you like certain types of music? What response do you get when you look at a piece of art? Is beauty something that you can learn or do you just have to feel it?
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			What is the point of being creative?
Transformation: Learning to live life. Responding as a means of expressing an idea of the meaning of beauty. Expressing innermost thoughts through words, art or actions. Being moved emotionally by beauty.			
Have an instant response to something wonderful/ exciting and awesome happening. Evident in expression and simple phrases. Respond to sensory feelings and be able to show it.	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.	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.	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 their reaction. A developing appreciation that some things don't have answers.
Windows, Doors and Mirrors			
 <p>Opportunities to observe natural changes during the year, e.g. decomposing pumpkins. Collect and make a creation table of natural objects found outside.</p>	 <p>Engagement with creation stories from Christian and other traditions RE units of work</p>	 <p>Exploring diversity within the created world environments</p>	 <p>How have we made Gods world ugly? What can we do? Explore through stories like the man who planted trees by Jean Giono Plan and design spiritual spaces.</p>
 <p>Actively encourage play in all weathers (e.g. snow) What types of weather do you like the most and why? What is your favourite colour and why? What sounds do you like to listen to? What makes you afraid? What is your favourite time of the day? Season? Etc.</p>	 <p>Do different colours have different moods? What gives them these moods? What is the most beautiful thing in the world? Why should I care about animals and plants? How/why does the weather affect our mood?</p>	 <p>How do we know we've found all the colours in the world? What season do you feel most reflects your personality? What is the difference between listening and hearing? Should we try to tame nature? What does it mean that the beauty is in the eye of the beholder? What would it be like without seasons?</p>	 <p>What is a perfect world? Why is there ugliness in the world? Can you love something that is ugly? Why do you like certain types of music? What response do you get when you look at a piece of art? Is beauty something that you can learn, or do you just have to feel it? What is the point in being creative?</p>



Links to harvest and apple tree planted on school site. Planting new trees on school grounds. Have an instant response to something wonderful/ exciting and awesome happening. Evident in expression and simple phrases.

Respond to sensory feelings and be able to show it.



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 (drama activities, including school production).



Through our chocolate topic, identify the beauty and significance of cocoa beans. 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.















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 their reaction. A developing appreciation that some things don't have answers.

Spiritual Learners – beyond

Spiritual learners became increasingly aware of the concept of the 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.

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Encounter: Learning about life. Providing openings for spiritual growth. A growing appreciation of the intangible- truth, love			
Music Art Drama Becoming aware of worship through collective worship in school. Wiggle worship Use of prayer/ reflection spaces	Beliefs Engaging in I wonder questions Visiting local places of worship	Sciences- life processes Exploring children's stories that deal with death. Symbolism in The Lion, The Witch and the Wardrobe.	Easter Beliefs and questions Journey of life and death. What difference does belief in life after death make?
Reflection: Learning from life. Reflecting on the beyond – a search for meaning, critical reasoning and big questions.			
What are the starts for? Why do we have rainbows? How big is the sky? Why are people different? What does God look like?	Where is God? What might heaven look like? Is there such thing as an angel? If you can't see something, is it real? What is true happiness? When have you experienced moments of awe and wonder?	What is the purpose of 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 is there to discover? How do we know what we don't know? What is worth dying for?

Transformational: Learning to live life. Responding as a means of expressing the need to understand the purpose of life.			
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 response to questions of meaning. Begin to be able to use critical reasoning in responding to a big question.
Windows, Doors and Mirrors			
 <p>Becoming aware of worship through collective worship in school</p>	 <p>Visiting local Churches, exploring the sense of worship in Church – the touch, colour, smell, sound and stillness</p>	 <p>Life processes in science Exploring symbolism Exploring stories with life events Visiting and comparing places of worship</p>	 <p>Creating spiritual pictures to express God. Reflecting on life rituals</p>
 <p>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?</p>	 <p>Where is God? What might heaven be like? Is there such a thing as an angel? If you can't see something, is it real? What is true happiness? When have you experience moments of awe and wonder? Planned lessons in KS1 RE units.</p>	 <p>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?</p>	 <p>Do we come back after death as a different being? Is there life after death? Why do we love? Does love last forever? What lasts forever? What is unknowable? What else is there to discover? How do we know what we don't know?</p>
 <p>Have the confidence to ask questions that have no answers.</p>	 <p>Have a sense of enjoyment in devising and discussing questions that have no answer. Use imagination to interpret responses to big questions.</p>	 <p>Understand what big questions are. Be able to explain imaginative responses to questions of meaning.</p>	 <p>Can generate big questions. Begin to express through a personal vocabulary response to questions of meaning. Begin to be able to use critical</p>

			reasoning in responding to a big question
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