

## Spirituality within all subjects at Shustoke C of E Primary School



That person is like a tree planted by streams of water, which yields its fruit in season and whose leaf does not wither – whatever they do prospers. Psalm 1:3

### English Reading

- Exploring the feelings and motivations of characters in very different circumstances, and reflecting on one's own responses.
- Careful selection of texts from different genres and cultures, and introducing characters who inspire e.g. *Robin Hood* (Y4), *Katherine Johnson* (Y5).
- The study of characters who experience spiritual or moral dilemmas, allowing students to reflect on personal growth and understanding. For example: Fantasy literature, *The Chronicles of Narnia* by C.S. Lewis (studied in Y3), presents spiritual themes such as good versus evil, sacrifice, and redemption in a way that resonates with many readers' spiritual beliefs.
- Spirituality in the English curriculum is often explored as part of a broader investigation into the human condition, particularly in KS2. The emotional and psychological struggles of characters can be seen as a reflection of spiritual struggles or an exploration of the meaning of life. For example, the character Charlie, depicted in the story *Charlie and the Chocolate Factory* (studied in Y4), and the mathematician Katherine Johnson, depicted through the texts, *Counting on Katherine* and *Hidden Figures* (studied in Y5).
- Reading poetry: exploring themes of transcendence, the divine, and the search for meaning. Poetry works encourage reflection on the spiritual nature of life.

### Writing

- Exploration of responses to emotions in writing.

### Mathematics

- Pattern and order in number and shape
- Awareness of infinity, and of nothing. Where do I stand in relation to those?
- Probability, certainty and likelihood.
- Perseverance with problem solving
- Exploring patterns and connections in mathematics, fostering a sense of wonder and awe at the beauty and order in the universe.
- By considering pattern, order, symmetry and scale both man-made and in the natural world.
- By appreciating the beauty of shape and space.
- Maths also offers moments for reflection and deeper thinking. The study of geometry, with its exploration of shapes, symmetry, and spatial reasoning, can inspire awe and wonder about the inherent order and beauty of the universe.
- Discussions on the infinite nature of numbers and the concept of zero can stimulate profound reflections on existence and the mysteries of the universe. Encouraging children to reflect on these abstract concepts nurtures their spiritual awareness and curiosity.

- Written responses to a text, for example, character profiles of key characters who experience ethical or moral dilemmas, and must draw on their own inner strength, linking to their spirituality.

#### Speaking and Listening

- Ethical and Moral Reflections: discussions about ethics, morality, and human values, which can be linked to spirituality. Discussion about the moral choices characters make and the consequences of those choices, which in turn prompts reflection on spirituality. For example, the Y6 curriculum, covering crime and punishment, requires pupils to reflect on moral and ethical decisions, which can connect with spiritual themes.
- Drama activities that allow the children to empathise with a character.

#### Science

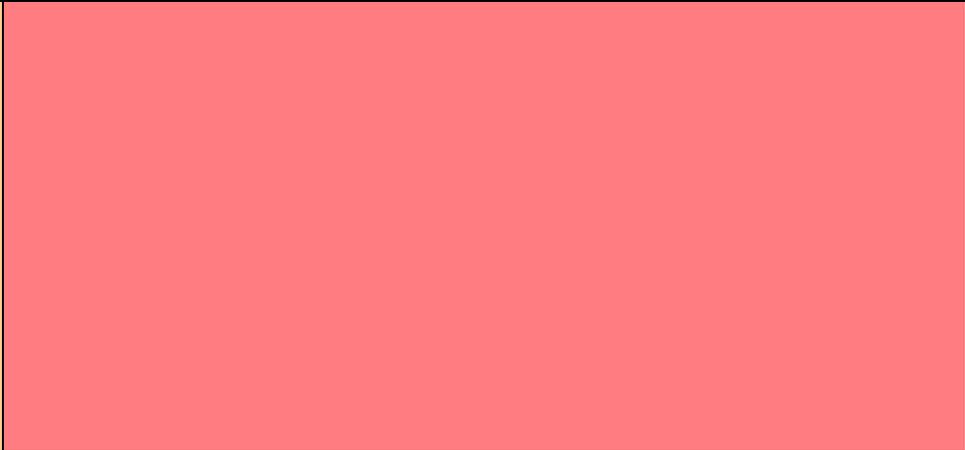
- Questions about the natural world and why things are the way they are
- Discovery about the way that things operate and connect together.
- Pupils responses to what they learn
- Links to how these things came about: science and religion
- Awe and Wonder
- Science encourages curiosity about the natural world—how things work, why they happen, and what causes change.
- Topics like the solar system, ecosystems, and the human body inspire awe, which some religious traditions see as evidence of a higher power or divine creation.
- In Year 5, pupils are shown images/videos of space (planets, stars, and galaxies); they discuss how science explains the universe (e.g., Big Bang, gravity).
- Both KS1 and KS2 explore how human and other animals grow and develop
- In Year 3 and 6 children conduct a variety of light experiments (e.g., making shadows, using prisms to split light). This links to how different religions use light as a symbol (e.g., Diwali in Hinduism, Hanukkah in Judaism, Jesus as the "Light of the World" in Christianity).
- In Years 4 and 5 children look at how we use water conduct experiment on (eg water filtration, the water cycle) Different religions use water (e.g., Baptism in Christianity, Wudu in Islam, River Ganges in Hinduism).
- Origins of the Universe and Life
- Science explores theories like the Big Bang and evolution.
- In years 3 and 6, they look at how fossils provide evidence for evolution. Year 6 study adaptations in animals (e.g., camouflaging chameleons, arctic

#### Computing

- Explore how children represent themselves in the online world. · Children can explore deeper questions about life, intelligence and existence, particularly through the development/learning of AI · Coding and digital creation allow children to express themselves, much like art or music, which fosters creativity. · As the children learn about online safety, and digital ethics, they begin to explore moral questions about right and wrong and develop an ethical awareness. · The internet and computing show how everything is connected, much like spiritual teachings emphasize unity, which develops an understanding of connectedness. · Advanced topics like artificial intelligence, consciousness, and virtual reality naturally lead to philosophical and spiritual inquiries. What does it mean to be human? Can machines have a soul? Such questions can enrich a child's spiritual journey.

foxes changing fur) and examine the human evolution timeline (e.g., Homo sapiens, Neanderthals).

- Environmental Responsibility
- Science teaches about climate change, biodiversity, and the importance of conservation.
- Many religions emphasize caring for the Earth so linking these ideas helps students see moral responsibilities alongside scientific knowledge.
- In year 4, they see how pollution affects the planet and study the biodiversity of our local area.
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- Discovery about the way that things operate and connect together.
- Pupils responses to what they learn
- Links to how these things came about: science and religion
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**History**

- Appreciation of the passing of time.
- Development of an awareness of a world greater than themselves.
- Learning about connection and legacy.
- Reflect Christian values, such as compassion and respect, alongside moral teachings through historic events and periods of time.
- Making connections between historical events and their spiritual implications.
- Understanding of their responsibilities as an individual and as part of a collective.
- Development of empathy and respect.
- Connection to their local and national identity.
- Empathetic and responsible citizens.
- Faith and community.

**Geography**

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**Art**

- Pupils' responses to human creative expression in art
- Opportunities to explore their own expressions

**Design Technology · Opportunities for awe and wonder at what man has created – Architectural Design: Places of**

<p>through a range of media</p> <ul style="list-style-type: none"> <li>• Opportunities to become immersed in creativity.</li> <li>• Thoughtful selection of artists from different cultures, to allow a wide variety of experience, connection and response.</li> <li>• Creating artwork based on natural elements within the curriculum.</li> <li>• Create personal art sketchbooks that are individual to each child and express their own art identity.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to explore their own expressions through a range of media Opportunities to become immersed in creativity. · Thoughtful selection of artists from different cultures, to allow a wide variety of experience, connection and response. worship—such as temples, mosques, churches, and synagogues—often incorporate design principles meant to inspire a sense of awe, reverence, and connection to the divine. The careful design of these spaces can elevate the spiritual experience and provide a space for reflection, meditation, and prayer. · Sustainable Design: Many spiritual traditions emphasize a deep respect for nature and the environment. Ethical design practices that prioritize sustainability, renewable resources, and eco-friendly technologies align with these values. Spirituality can influence how designers approach the impact of their work on the planet and encourage design that reflects a reverence for life and the Earth. · Design as a Form of Expression: For many, the act of creating—whether it’s through graphic design, product design, or other forms of artistic expression—can be a spiritual practice in itself. The process of designing can foster mindfulness, allow for self-reflection, and provide a means to connect with the higher self or divine inspiration. · Learning about the connections between and properties of materials. For example, certain schools of thought view technology as a tool that can either enhance human connection to the divine or alienate people from their spiritual essence.</li> </ul>
<p>Music</p> <ul style="list-style-type: none"> <li>• Pupils’ responses to human creative expression in music and the opportunity to explore their own expressions through a range of media</li> <li>• Selection of musicians and composers from different genre and cultures, to allow a wide variety of experience, connection and response</li> <li>• Use music, dance or movement to help students express their spirituality.</li> <li>• Discussing the meaning behind songs.</li> <li>• Composing music to reflect feelings, beliefs or personal experience</li> </ul>	<p>Physical Education</p> <ul style="list-style-type: none"> <li>• Pupils’ responses to human creative expression in dance and the opportunity to explore their own expressions through movement In PE dance lessons, pupils watch and discuss a professional dance performance (e.g., ballet, contemporary, or cultural dance) and then create their own movements to express emotions or tell a story. Finding out what the body can do and pushing it a bit further During athletics, pupils challenge themselves to improve their personal best in activities like long jump, sprinting, or endurance running, developing resilience and self-motivation. Being a team member and working together In football, dodgeball or netball matches, pupils practice passing drills and team strategies, emphasising communication, trust, and collective success over individual achievement. Being aware of the role of others in gymnastics, swimming, and team sport Taking pride in achievement and dealing with disappointment After a school sports competition, pupils reflect on their performance, celebrating successes while discussing ways to improve and</li> </ul>

	<p>learning how to handle defeat gracefully. Teamwork and Respect – Promoting cooperation, fairness, and support in team games. In tag rugby, pupils learn the importance of passing fairly, following rules, and respecting the referee’s decisions, reinforcing sportsmanship. Mindfulness and Well-being – Using yoga, breathing exercises, and reflection for inner peace. At the end of a PE session, pupils engage in guided relaxation, stretching, and breathing exercises to help them refocus and reduce stress. Nature and Outdoor Activities – Encouraging awe and connection through outdoor sports. During cross-country running in the school field or local nature trail, out in the community pupils have the opportunity to pause to appreciate their surroundings and reflect on their connection to the natural world</p>
<p>French</p> <ul style="list-style-type: none"> <li>• Increased awareness of a world larger than themselves.</li> <li>• Understanding another language helps children see the world from different perspectives. It teaches them to appreciate cultural differences, recognize shared human experiences, and develop a compassionate heart—important qualities in any spiritual journey.</li> <li>• Learning French exposes children to new ways of thinking, different cultures, and diverse perspectives. This broadens their understanding of humanity and fosters empathy, which is a key aspect of many spiritual traditions.</li> <li>• Learning French connects a child to a vast global community of speakers in Europe, Africa, the Americas, and beyond. This realisation of being part of a larger human family can reinforce spiritual values of unity and interconnectedness.</li> <li>• Knowing French can equip children to help others—whether through translation, communication, or cultural exchange. Using language as a tool to connect and serve others aligns with many of our school values such as compassion.</li> <li>• By learning French, a child can develop qualities like patience, empathy, appreciation for beauty,</li> </ul> <p>and a deeper sense of connection to the world — all of which enrich their spiritual growth.</p>	<p>PSHE</p> <p>Development of skills to form loving relationships- This is shown through half termly values and issues are covered with constant relationship/teamwork sessions within. Tools and vocabulary to express emotions Using an "Emotion Wheel" helps identify and articulate feelings, promoting self-awareness. Restorative practice circles encourage open discussions, conflict resolution, and rebuilding relationships, fostering empathy and deeper connections. SCARF-</p> <p>Safety – Respecting and Valuing Life Pupils role-play road safety and reflect on the importance of making safe choices to protect themselves and others, fostering gratitude for life. Caring – Compassion and Kindness Pupils write appreciation notes to classmates, recognising acts of kindness, deepening empathy, and understanding the joy of giving. Achievement – Personal Growth and Fulfilment Pupils set personal goals and share achievements in a reflection circle, promoting self-awareness, pride, and a sense of purpose. Resilience – Overcoming Challenges and Inner Strength Pupils explore stories of resilience (e.g., Paralympians) and reflect on their own challenges, building inner strength and perseverance. Friendship – Connection and Belonging Pupils take part in trust-building activities, discussing how friendships require trust and understanding, strengthening their sense of unity. Citizenship. Feeling proud of their school community. Community Involvement and Service – Encouraging pupils to take part in charity events, eco-projects, or school council activities fosters a sense of purpose, responsibility, and connection to a wider community. Celebrating Diversity and Shared Values – Teaching respect and inclusion through discussions on different cultures, beliefs, and</p>

traditions helps pupils appreciate others, promoting unity and a deeper understanding of the world.

#### RE

- Learning about the spiritualities of others, and how religious people and others respond to the world
- Reflection upon beliefs and actions inspired by faith
- Finding out about the importance of the Christian faith to believers
- Learning how to behave towards others; learning about how people think about and respond to God
- Finding out about commitments and belonging
- Dealing with questions that have no clear answers
- Exploring big questions
- Encouraging personal reflection. Children can consider how different religious teachings apply to their own lives, and reflect on their personal values, moral decisions, and life goals.
- Ethical and Moral Discussions: Spirituality often intersects with ethical considerations, such as the concepts of good and evil, justice, forgiveness, and love. Through discussing these topics, children are able to develop a sense of inner spirituality or connection to a higher purpose.
- Understanding Religious Practices and Ritual
- Respecting diversity.
- Personal growth and Development
- Incorporating Practices like Meditation or Mindfulness
- Spirituality is integrated into the RE curriculum and is aimed at helping students develop a deeper understanding of both themselves and the world around them, while promoting respect for the diverse ways in which spirituality can be experienced and expressed.

#### Curriculum Enrichment

- Opportunities to explore and develop skills.
- Promotion of experiencing exhilaration when engrossed in an activity.
- Broadening children's horizons nurturing greater awareness of the world.

#### Ethos, Values, Worship

- Reflection and praise.
- Joyful collective singing.
- Promotion of belonging to a school family and teams within this.