







At St Andrew's CofE Primary Academy, Chardstock, we provide a variety of opportunities to develop and promote children's spirituality as an ongoing, reflective journey. Our curriculum teaches about questioning, understanding and relationships: relationships with ourselves, others, the world and beyond. Spirituality enables our children to be happy; flourish and succeed and live life in all its fullness.

Children are provided with opportunities to develop the four elements of spirituality across the curriculum at school. These elements are:

- Self (their awareness of their relationship with themselves)
- People (their relationship with other people)
- World (their relationship with the natural world)
- Beyond (their relationship with God, Gods, or whatever their belief system feels/knows to be important)

<p><b>Mirrors</b> </p> <p>I am unique and I am proud of my own identity.</p>	<p><b>Doors</b> </p> <p>I can build good relationships with other people.</p>
<p> <b>Spirituality at St. Andrew's</b> </p>	
<p><b>Windows</b> </p> <p>I can see the beauty in the world around me.</p>	<p><b>Beyond</b> </p> <p>I can think about the meaning of life beyond that which I can see and touch.</p>

Opportunities for spirituality development are established through the following task styles:

- Windows – Encounter (the learning about life)
- Mirrors – Reflection (the learning from life)
- Doors – Transformation (the learning to live by putting into action what they believe).

This progression document is based upon guidance produced by the Salisbury Diocese and provides a summary of how spirituality develops in each of the areas described above across school. We have added the 'big' questions that children explore across the curriculum, both as learning enquiries but also explicitly explored within worships, school councils and other sessions. The activities described are the kinds of big questions we may pose to our children and are examples only. This is working document that will develop over time.

## ***Spiritual development- SELF***

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.  
 Children will reflect on the relationship that they have with their sense of being a unique person.  
*N.B Many of these activities could be undertaken in age group assemblies, if these take place, in your school. If they don't, then schools will need to incorporate these into lessons/ daily routines and activities in class bases.*

	Reception	Year 2	Year 4	Year 6
Encounter: Learning about life: providing opportunities for spiritual development through an exploration of identify and personal values.				
Links to Devon and Torbay Agreed syllabus.	RE- F4 Being Special: where do we belong? (Devon agreed syllabus) F5 What places are special and why? F6 What times/stories are special and why?			

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Specific to Church schools			Use an 'on this day in history Christian calendar' to remind pupils of events and people in Christian history.	Creating spiritual pictures e.g entering Spirited Arts competition
Appropriate for all schools.	Establish traditions such as giving a birthday card/ cake to every child in the class	Initiate a thought for the day.		

Reflection: Learning from life: understanding an inner meaning of self and identity-critical reasoning and big questions				
Specific questions to Church Schools			Is belief in something important?	Are my beliefs important?
Questions relevant to all schools	What makes me happy? What do I do in my spare time? Can say what I like and what I am good at?	Who am I? What am I worth? What is right and wrong? How do I decide what is right and wrong?	What are feelings? What should I do about right and wrong? Who should I look up to? What type of person do I want to be? What difference does being loved make? What rights do I have?	Should you respect yourself over all other things? Where does your identify come from? Does more mean being happier? Are the opinions of my friends important to me?
Transformation: Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.				

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<p>Appropriate for all schools</p>	<p>A <b>growing</b> awareness of knowing what I like and what I don't like both materially and in the way that I want to be treated.</p>	<p>An <b>evolving</b> 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>The <b>awareness</b> that the growing development of a personal identify 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 identify as more than purely physical characteristics or our likes and hobbies. Can set goals for work and behaviour that will help me to progress.</p>	<p>Can explain my own opinions. The <b>awareness</b> of the value of reflection to explore deeper responses to thoughts that help shape the 'inner self'. An understanding that we approach our relationship with others and the world around us. The ability to express an interpretation of this verbally.</p>
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## ***Spiritual development- OTHERS***

Spiritual learners become increasingly aware of the concept of others- a growing empathy, concern and compassion for how to treat others. They reflect on how their values and principles affect their relationships with others.

	Reception	Year 2	Year 4	Year 6
Encounter: Learning about life: providing opportunities for spiritual development through an exploration of identify and personal values.				
Links to Devon and Torbay Agreed syllabus.				

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Specific to Church schools		Pray for people in their class, family and local community.	Leave prayers and blessings to other pupils/adults and the community in a designated place. Engage with parables and the teachings of Jesus- Good Samaritan/ Sermon on the Mount Reflection on stories such as If the World were a village. Use news items to help pupils make connections between biblical teachings and the world around them.	Stilling activities such as The conflict from Stilling. Exploring the role of Christian reformers in combating slavery in the past (and today).
Applicable to all schools		Send 'get well' messages to children and adults, when appropriate.	Consider how to provide practical help to members of the community e.g refuges/ visiting the elderly or learning sign language.	Charity work/fund raising which demonstrates compassion towards others. Identify a need in either the local or national community.
<b>Reflection: Learning from life: understanding an inner meaning of self and identity-critical reasoning and big questions</b>				
Specific to Church schools			What does Jesus' life tell us about how we should treat others?	

Applicable to all schools	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 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?	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 responsibilities do I have for others?	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?
Transformation: Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.				

Applicable to all schools	Understanding that other people have their own views and opinions and may value different things to you.	A <b>growing</b> 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 <b>growing</b> empathy with the values of others and developing an understanding of the need to appreciate them to build meaningful relationships. A <b>growing</b> ability to express how understanding the value of others is an
				important part of building meaningful relationships.

## ***Spiritual development- Beauty***

Spiritual learners become increasingly aware 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 of beauty and the affect this has on their perception of and relationship with the world.

	Reception	Year 2	Year 4	Year 6
<b>Encounter: Learning about life: providing openings for spiritual development: challenging experiences of beauty</b>				
Links to Devon and Torbay Agreed syllabus.	RE- 1.2 CREATION: Who Made the World? How should we care for the world and for others, and why does it matter?		RE- 2a.1: CREATION/ FALL: What do Christians learn from the creation story? How and why do religious and non-religious people try to make the world a better place?	RE 2b.2 CREATION/FALL: Creation & Science – Conflict or Complimentary?
Specific to Church schools	Collect and make a creation table of natural objects found outside.	Engagement with creation stories from	Prayer walk around the school or local community.	How have we made God's world ugly? What can we do?
		Christian and other traditions.		<p>Explore through stories like The Man who planted trees by Jean Giono</p> <p>Plan and design a spiritual garden for the school.</p> <p>Write letters or emails to local politicians or organisations such as Amnesty International.</p> <p>Sign up for Global Neighbours  <a href="http://www.christianaid.org.uk/schools/global-neighbours/accreditation/scheme">www.christianaid.org.uk/schools/global-neighbours/accreditation/scheme</a></p>

Applicable to all schools	Art Music Science	Art Music Science Geography Undertake a village/street litter pick going beyond the school grounds.	Art Music Science Geography Exploring diversity within the created world: Natural world DVD	Art Music Science Geography
Reflection: Learning from life: reflecting on experiences of beauty- a search for meaning, critical reasoning and big questions				
Specific to Church schools			What does the world tell us about God?	
Applicable to all schools	What types of weather do you like the most and why?	Do different colours have different moods?	How do you know we've found all the colours in the world?	What is a perfect world? Why is there ugliness in the world?

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	<p>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 day/season?</p>	<p>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 mood?</p>	<p>What season do you feel most reflects your personality?          What is the difference between hearing and listening?          Should we try and tame nature?          What does it mean that beauty is on the eye of the beholder?          What would it be like without seasons?</p>	<p>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 of being creative?</p>
<p><b>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</b></p>				
<p>Applicable to all schools</p>	<p>Have an instant response to something wonderful/exciting and awesome happening. Evident in expression and simple phrases. Respond to sensory feelings n be able to show it.</p>	<p>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 boy language.</p>	<p>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 <b>growing</b> confidence to explore concepts orally.</p>	<p>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 <b>developing</b> appreciation that some things don't have answers.</p>

**Spiritual development- Beyond**

Spiritual learners become increasingly aware of the concept of the beyond- a growing relationship with the ability to explore experiences beyond the everyday. They search for meaning in their very existence and their place in the greater scheme of things.

	Reception	Year 2	Year 4	Year 6
Encounter: Learning about life: providing opportunities for spiritual development through an exploration of identify and personal values.				
Links to Devon and Torbay Agreed syllabus.	RE- F1 Why is the word 'God' so important to Christians. 1.1 GOD: What do Christians believe God is Like?	RE- 1.4 GOSPEL: What is the good news Jesus brings? Why do some people think that life is like a journey and what significant events mark this?	RE- How does faith help people when life gets hard?	RE- Why do some people believe in God and some people not?

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Specific to Church schools	Becoming aware of worship through collective worship in school	Visiting local church: exploring the senses of worship in church including touch, colour, smell, sound, stillness. Use 'stilling' or Christian mindfulness.	Visiting different churches comparing senses of worship. Explore symbolism of The Lion, the witch and the wardrobe. Exploring children's stories that deal with death e.g Heaven by Nicolas Allen/ Badgers Parting Gifts by Susan Varley. Provide time for pupils to write poetry, music, prayers or narratives about their spirituality.	Creating spiritual pictures to express ideas about god e.g entering Spirited Arts competition (Ethos day) Reflecting on Death rituals connected with Christian and other traditions.
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Applicable to all schools	Art Music Drama	Art Music Drama	Science- Life processes	Art Music Drama
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**Reflection: Learning from life: understanding an inner meaning of self and identity-critical reasoning and big questions**

Specific to Church schools	What does God look like?	Where is God? What might heaven be like? Is there such a thing as an angel?	Is God alive now? Why are there religions?	Is there life after death?
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<p>Applicable to all schools</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?</p>	<p>If you can't see something, is it still real?          What is true happiness? When have you experienced moments of awe and wonder?</p>	<p>Why is there illness? What is the purpose of the earth?          Why do destructive things, like earthquakes, have to happen?          Which is stronger- love or hate?          Is it good that scientists can't explain everything?          What is beyond the universe?</p>	<p>Do we have a soul? If so, what happens to it after death?          Do we come back after death as a different being?          What is worth dying for?          Why do we love?          What lasts forever?          What is unknowable?          What else is there to discover?</p>
<p>Transformation: Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.</p>				
<p>Applicable to all schools</p>	<p>Have the confidence to ask questions that have no answers</p>	<p>Have a sense of enjoyment in devising 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>Provide opportunities for debate and discussion about spiritual matters. Can generate big questions.</p>

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**Trust**

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				Begin to express through a personal vocabulary, responses to questions of meaning. Begin to be able to use critical reasoning in responding to a big question.
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