

Connections



Spiritual learners endeavour to make meaningful connections with each other and with something bigger than 'oneself'

What adults will do and provide to enable spiritual flourishing

- Singing and prayer in collective worship provides children with an experience of making a meaningful connection with God
- Forgiveness footprints available in reflection areas to encourage the value of forgiveness within relationships
- Collective worship overview ensures a focus on the importance of our relationships and the role that we have to play in those relationships
- Adults in school model the importance of living well with one another



Reception	Years 1 & 2	Years 3 & 4	Years 5 & 6
<ul style="list-style-type: none"> • Autumn 1 – All about me boxes; children share their personal items throughout the first half term with their peers • Use of tapestry • Wow work 	<ul style="list-style-type: none"> • SRE lessons – Loving me, Wonderful me • Choosing school council members • Eco-warriors • Self and peer-assessing during English lessons 	<ul style="list-style-type: none"> • Choosing school council members • Eco-warriors • Take part in Multi-faith day, this develops an appreciation of people's 	<ul style="list-style-type: none"> • Worship leaders working together help to plan and lead collective worships • Super six • Choosing school council members • Eco-warriors

<ul style="list-style-type: none"> • Pupils will be able to say what they like and what I am good at. • Role play corner • Show and tell 	<ul style="list-style-type: none"> • Use of 'busy learning' to allow children to work together to explore and present their own way of having met the learning objective • Achiever's collective worship and 'Wow work' displayed, giving children the opportunity to congratulate each other on their achievements • Take part in Multi-faith day, this develops an appreciation of people's differences (which links into our vision) • Pupil beginning to recognise mistakes and how to deal with them in a positive way. PSHE – P4C • Circle time opportunities for PSHCE lessons 	<p>differences (which links into our vision)</p> <ul style="list-style-type: none"> • RE unit: How and why do people try and make the world a better place? • Achiever's collective worship and 'Wow work' displayed, giving children the opportunity to congratulate each other on their achievements • PSHCE lessons on being a good friend, respecting others, managing conflict and dealing with big feelings • Given roles and responsibilities to allow them to develop understanding of their place in the school community • Team building work on residentials • Talking partners • Team work for specific lessons such as DT • Debating within lessons (i.e. debating within History) • Teamwork for den building 	<ul style="list-style-type: none"> • Take part in Multi-faith day, this develops an appreciation of people's differences (which links into our vision) • Planned opportunities for debates during lessons • Achiever's collective worship and 'Wow work' displayed, giving children the opportunity to congratulate each other on their achievements • Given roles and responsibilities to allow them to develop understanding of their place in the school community • Team building work on residentials • Promoting the importance of collaboration throughout the school day e.g. within lessons, when taking part in a team game, outdoor learning sessions. • PSHCE lessons on living in a diverse community, how to be respectful to others and also how to
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			<p>show self-respect, an understanding of what mental health it and how we can look after it.</p> <ul style="list-style-type: none"> • Playground buddies (Year 5) to develop leadership qualities/ enabling older pupils to be role models for younger pupils in the school. • Coverage of racial awareness and apartheid during WCR and RE lessons. In addition to this, books chosen to share with the children expose them to multi-cultural issues and gave them an awareness of racial discrimination.
<p>We hope that the outcome of this will be:</p>			
<ul style="list-style-type: none"> • Children will be able to form positive relationships with peers and adults • Children will offer their views and opinions during class discussions • Children will seek love and affection from those 	<ul style="list-style-type: none"> • Children will understand that other people have their own views and opinions and may value different things to them • Children will demonstrate respect towards others and recognise how to 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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

<p>they have familiar positive relationships with</p> <ul style="list-style-type: none"> • A growing awareness of knowing what they like and what they don't like both materially and in the way that they want to be treated. 	<p>listen to the views of others with respect and dignity</p> <ul style="list-style-type: none"> • Develop an appreciation of the viewpoints of others 	<ul style="list-style-type: none"> • The awareness that the growing development of a personal identity is an important aspect of being human. 	<p>understanding the value of others is an important part of building meaningful relationships.</p> <ul style="list-style-type: none"> • 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. • Pupils can explain their opinions with respect to those who have opinions that are different to theirs
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Awe and wonder



Spiritual learners become increasingly aware of the concept of the things in life that fill them with amazement, wonder and curiosity. Spiritual learners explore what is beyond what they can see and engage in moments of awe and reflection about something bigger than ourselves.

What adults will do and provide to enable spiritual flourishing

- Deepening spirituality floor books used to capture moments of deepening spirituality
- Sentence stems including “I wonder...” Used in wider curriculum to promote critical thinking
- Opportunities to ask questions and identify those that they wish to find out within units
- PSHCE curriculum teaches and revisits feelings, interactions and physical sensations linked with feelings
- Moments of reflection incorporated in collective worships to promote awe and wonder
- Trips, visitors and links to aspirational role models taught within the curriculum



Reception	Years 1 & 2	Years 3 & 4	Years 5 & 6
<ul style="list-style-type: none"> • Use of the outdoor area in continuous provision • RE – special places for them • Special places for Christians and other faiths • Outdoor learning; weekly use of the wild tribe space • Visit to a local church – encountering a place of worship • Thinking about how we can look after the world • Looking at the creation story 	<ul style="list-style-type: none"> • Learning about the Amazon rainforest, landmarks within the UK, the different continents within Geography • Learning about different plants and animals, and the life cycle of different animals within Science • Trip to the Eden project • Observational drawings/links to nature • Twice half-termly outdoor learning sessions in the Wild tribe space 	<ul style="list-style-type: none"> • Twice half-termly outdoor learning sessions in the Wild tribe space • RE unit: What do Christians learn from the Creation story? • Topic unit all about Spain • Beach trip to Charlestown • Observational drawings at Charlestown • Residential trips Camp Kernow and Hendra • Outdoor art linked with world book day • Going on a nature walk to look at the different parts of a plant 	<ul style="list-style-type: none"> • Twice half-termly outdoor learning sessions in the Wild tribe space • Rolling 2-year residential to Barton Hall, Torquay (22/23), London (23/24) • RE unit: Creation and science – conflicting or complimentary? • Learning about different plants and animals, describing the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Learning about the mountain ranges and

<ul style="list-style-type: none"> • Circle time and discussions throughout the day, as they arise • Trip to Heligan gardens • Jumping in muddy puddles • Pond dipping • Minibeast hunt • Growing things in the EYFS garden 	<ul style="list-style-type: none"> • Observing seasonal changes within Science and geography • RE unit: How should we care for others and the world? • Creation story through Godly play • Sharing thoughts and feelings using stem sentences within RE lessons and within PSHCE • Responding to artwork, poetry, music • Reflecting on the wonder of the seasonal changes • Nature walks 	<ul style="list-style-type: none"> • Learning about the rainforests of the world and their layers • Beach trip including beach art 	<p>where these are located around the world.</p> <ul style="list-style-type: none"> • Visit from a local climber sharing his experiences of climbing some major mountains • Responding to artwork, poetry and music • Observational drawings/ links to nature • Topic unit all about America (23/24) • Trip to the beach • Wild Tribe sessions linked environmental issues e.g. litter picking, bird feeders • Outdoor art linked to maths • Sharing thoughts and feelings using stem sentences across the curriculum to deepen responses and reflection • Nature walks as part of Wild Tribe sessions
<p>We hope that the outcome of this will be:</p>			
<ul style="list-style-type: none"> • Pupils will develop ways to show a range of feelings 	<ul style="list-style-type: none"> • Pupils will give a verbal response that explains a reaction to something wonderful/ exciting or awesome. 	<ul style="list-style-type: none"> • Pupils will be able to understand and give meaning to something wonderful/ exciting or awesome. 	<ul style="list-style-type: none"> • Pupils will be able to explain/ give an emotional response to stimuli and begin to

<ul style="list-style-type: none"> • Pupils will identify and describe a range of feelings • Pupils will develop responses to something exciting or wonderful, or if something awesome happens 	<ul style="list-style-type: none"> • Pupils will be seen to respond to a stimulus and begin to explain in simple terms verbally or through body language. • Pupils will be able to ask "I wonder..." questions, such as "I wonder why if God is a loving God, why he sent the flood." • Pupils will identify experiences relating to God's creation and its beauty, and will share comments linked to this • Pupils will have a sense of enjoyment in noticing and responding to observations and discussions about God's creation 	<ul style="list-style-type: none"> • Pupils will be able to verbalise their sensory responses and begin to explore their reactions to stimuli. • Pupils will have a growing confidence to explore concepts orally. 	<p>articulate this from a personal perspective.</p> <ul style="list-style-type: none"> • Pupils will be able to display shades of meaning when verbalising sensory responses and understand and interpret their reaction. • Pupils will have a developing appreciation that some things don't have answers.
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