



Spirituality across the curriculum

May 2024		

**Striving for excellence, caring for all
Within a loving and caring Christian environment.**

Our Vision

We are a community in which everyone is offered the opportunity to fulfil their full potential, to understand themselves and be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all. This is because we know we are all God's children.

“Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can.” John Wesley

Our mission statement:

As a RRS (Rights Respecting School – UNICEF) this policy upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

- Article 2: Everyone has equal rights whatever their race, religion, ability, whatever they think or say or whatever their family.
- Article 14: Every child has the right to follow their own religion.
- Article 29: Every child has the right to be the best they can.

‘Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind’ and ‘Love your neighbour as yourself.’ Luke 10:27

In keeping with our Christian vision, we recognise that we are all created in God's image and have a spiritual dimension to our existence. We nurture this through the academic rigor we bring to our work and through our passion to help children and adults to flourish and achieve their God given potential. At Abbey Academies Trust, we believe that our role is to educate the whole child and the spiritual growth of our children is an important and vital contributor to their academic and personal development. Children's spiritual development is nurtured through all aspects of our provision. We believe it is important to develop strong relationships using our school vision and values as well as the development of knowledge, concepts, skills and attitudes.

As church schools we understand spirituality as the way in which we combine our thoughts and emotions to reflect, respond to and seek to give meaning and purpose to the experiences that we encounter in life. We provide a variety of opportunities to develop and promote children's spirituality as an ongoing, reflective journey. It teaches us about questioning, understanding and relationships: relationships with ourselves, others, the world and beyond. Spirituality enables our children to be happy; to flourish, to succeed and to live life in all its fullness.

Spirituality is about seeking a meaningful connection with something bigger than oneself, which can result in positive emotions, such as peace, awe and wonder. Spirituality enables our children to be happy; to flourish, to succeed and to live life in all its fullness.



Below is a chart that broadly outlines how spirituality is woven into the fabric of our curriculum in terms of individual subjects.

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Subject	How Spirituality Can Be Developed
English	<ul style="list-style-type: none"> • Reading and discussing literature that explores moral and ethical dilemmas; writing reflective pieces on personal values and beliefs. • In responding to a poem, story or text; pupils can be asked ‘I wonder what you think happens next?’ ‘How would you feel if you were the person in the story?’ ‘Where have you met these ideas before?’ • By appreciating the beauty of language. • If pupils are invited to write about things that have profound meaning to them, how is this writing valued? The purpose and audience of writing • How can it be recognised as having value, rather than simply be reduced to an evaluation of SPAG? • Hooks for writing
Mathematics	<ul style="list-style-type: none"> • 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.
Science	<ul style="list-style-type: none"> • Studying the natural world and considering questions about the origins of life, the universe, and our place within it. • By demonstrating openness to the fact that some answers cannot be provided by Science. • By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment • Delight in discovering how things work. • Opportunities to linger longer on the wonder! • What questions cannot be answered by science?
Art and Design	<ul style="list-style-type: none"> • Expressing personal beliefs and values through creative artwork; exploring the spiritual significance of art throughout history. • By providing plenty of rich opportunities for pupils to explore both the spiritual dimension and natural phenomena e.g. natural form, waves, complex pattern in nature. • By exploring different artists’ interpretations of a key figure or event and asking what the artist was trying to convey. • By allowing pupils to show what they know through their own expression of big ideas about life e.g. morality; ethical issues. By promoting the process of ‘reviewing and evaluating’ • How does art invite you to explore the mystery that dances within your soul? • What are the wows and ows in the stories behind the artists you study? • How do you celebrate and respect different responses to art?
Design and Technology	<ul style="list-style-type: none"> • Reflecting on the impact of technology on society and the environment; considering ethical and moral implications of design decisions. • By enjoying and celebrating personal creativity. By reviewing and evaluating created things. • What motivates designers and their decisions? For example, is it a desire to make money or a desire to help and make improvements to daily life for everyone?

Subject	How Spirituality Can Be Developed
History	<ul style="list-style-type: none"> • Studying different cultures, religions, and belief systems throughout history; reflecting on the human experience and the search for meaning. • By considering how things would be different if the course of events had been different; for example • By looking at local history and investigating the reasons why there is a landmark, building or museum. • By speculating about how we mark important events from history and the people who shaped them. • Which stories tell historical wows? • Which stories tell historical ows? • What lessons for future decisions and choices do they provide?
Geography	<ul style="list-style-type: none"> • Exploring the natural world and our place within it; considering issues of sustainability, stewardship, and interconnectedness. • By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world. • By making links with history when exploring the environment and speculating on why the landscape is as it is. • By comparing their lives with pupils living in other countries or other parts of the UK • The wow of physical geography. • The ow of discovering different physical regions do not provide the same opportunities. • What options/opportunities are there to respond and take responsibility in a challenging world?
Music	<ul style="list-style-type: none"> • Exploring the emotional and spiritual dimensions of music; experiencing moments of transcendence through performance and composition. • By allowing pupils to show their delight and curiosity in creating their own sounds. By making links between their learning in literacy (or other curriculum area) with music being played as background. By considering how music makes one feel and can ‘move us’ deeply. • What style of music ‘invites you to explore the mystery that dances within your soul’ (K. Hall)? • What styles of music have the opposite effect? • How does music encourage creativity, delight, and curiosity?
Physical Education	<ul style="list-style-type: none"> • Developing a sense of connectedness between mind, body, and spirit; promoting values such as teamwork, respect, and resilience. • By delighting in movement, particularly when pupils are able to show spontaneity. By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative . By being aware of one’s own strengths and limitations. • How do you celebrate a new skill? How does it feel to be proud of your whole self? • What does it feel like to be completely focused on a task or challenge? • How do you recognise the delight in movement, connectedness, and creativity? • Encourage the awareness of one’s own strength and limitations. Recognise/celebrate equality, freedom, respect and trust.
Computing	<ul style="list-style-type: none"> • Reflecting on the ethical use of technology; considering the impact of digital interactions on personal and communal well-being. • By wondering at the power of the digital age e.g. use of the internet and social media. By understanding the advantages and limitations of ICT. By using the internet as a gateway to big life issues. • An opportunity for children to develop their creativity, critical thinking and ethical awareness.

Subject	How Spirituality Can Be Developed
	<ul style="list-style-type: none"> • Creation of digital media that explores themes such as belief systems, social justice, and environmental issues. • Using technology for spiritual practices encourages children to develop their spiritual awareness and helps them connect with themselves and others in meaningful ways.
Spanish	<ul style="list-style-type: none"> • Exploring different cultures, beliefs, and traditions through language; fostering empathy and understanding across cultures. • By exploring the beauty of languages from around the world. • By exploring the way language is constructed • What motivates language learning? • For example, buying an ice cream on holiday or welcoming and comforting a stranger in our country? • What does it feel like to genuinely communicate with someone in a new language?
Personal, Social, Health and Economic Education (PSHE)	<ul style="list-style-type: none"> • Reflecting on personal values, beliefs, and ethical decision-making; developing empathy, compassion, and self-awareness. • By developing awareness of and responding to others' needs and wants. By exploring meaning and purpose for individuals and society. By developing resilience and inner strength. By valuing self as unique in the image of God. By cherishing relationships. • As you explore topics such as relationships, feelings & attitudes, keeping safe and 'your body' where are the natural links with the wows, ows and nows? • How can the honesty and sensitivity needed to explore these topics gently reflect the language of spirituality already used throughout the school?
Religious Education	<ul style="list-style-type: none"> • Studying different religious and philosophical traditions; exploring questions of meaning, purpose, and morality. • By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews. • By asking and responding to questions of meaning and purpose. • By considering questions about God and evaluating truth claims.

For further detail and specific outlines of how spirituality is developed within each subject refer to subject long term plans. Here spirituality opportunities are detailed to enable subject leaders to guide and lead spirituality throughout their subject.

An example of the outline for art and history are detailed below.

Art

Specific examples	
Reception	Term 1 -Printmaking <ul style="list-style-type: none"> • Encourages children to explore their sense of self by creating unique patterns and designs. • Allows for individual expression and reflection of their personal thoughts and feelings. • Promotes collaboration with peers on printmaking projects. • Fosters empathy and social connections by appreciating and understanding others. • Utilises natural materials and observations of the environment for inspiration. • Develops a deeper connection to the natural world through the textures and patterns in printmaking. • Sparks imagination and invites exploration of abstract concepts.

- Encourages thinking beyond the tangible, exploring limitless creative possibilities.

Term 1 - Drawing

- Provides a medium for children to articulate their inner thoughts and emotions through lines and colours.
- Facilitates self-expression and personal reflection.
- Involves collaborative drawing exercises with classmates.
- Nurtures empathy and social skills by helping children appreciate and understand their peers.
- Encourages drawing elements of the natural world, such as plants, animals, and landscapes.
- Cultivates a sense of wonder and connection to their surroundings.
- Engages imagination by allowing children to think beyond the immediate and tangible.
- Explores boundless creative possibilities, fostering spiritual development.

Term 2 – Painting inspired by Van Gogh's *Starry Night* offer a profound way to explore spirituality.

- Children express their unique emotions and perspectives as they recreate the swirling skies and vibrant colours of *Starry Night*. This artistic exploration allows them to delve into their own feelings, fostering a sense of self-awareness and personal expression.
- Collaborative painting projects encourage children to work together, sharing ideas and techniques inspired by Van Gogh's masterpiece. This shared experience helps them appreciate the perspectives and contributions of their peers, nurturing empathy and cooperation.
- By studying the night sky depicted in *Starry Night*, children develop a sense of wonder and curiosity about the natural world.
- They learn to observe the beauty and patterns in the environment, deepening their connection to the world around them.
- Van Gogh's *Starry Night* invites children to imagine beyond the tangible, exploring the mystical and infinite aspects of the universe.

Term 3 – Drawing inspired by Queen Elizabeth I's *The Ditchley Portrait* and Stephen Wiltshire's London skylines provide a rich context for exploring spirituality.

- Drawing from *The Ditchley Portrait* allows children to express their sense of self by exploring identity, power, and presence through their own portraits.
- Working together on detailed cityscapes or royal portraits nurtures empathy and strengthens social bonds.
- By studying Wiltshire's intricate London skylines, children develop an appreciation for the complexity and beauty of their environment.
- They learn to observe and depict architectural details, enhancing their connection to the world around them and their understanding of urban landscapes.
- The grandeur of *The Ditchley Portrait* and the vastness of London skylines encourage children to think beyond the immediate, exploring historical significance and the vastness of cities.
- These artistic explorations inspire them to dream big and imagine the limitless possibilities of the future, broadening their spiritual and creative horizons.

Term 4 – Collage and drawing

- Creating collages inspired by Van Gogh's *Sunflowers* allows children to express their individuality through the use of colour, texture, and form.

- This creative process helps them explore their emotions and personal growth, fostering a deeper understanding of themselves.
- Using various natural and recycled materials for collages fosters a connection to nature and an appreciation for environmental sustainability.
- This practice helps children develop a sense of wonder and respect for the environment, deepening their connection to the earth.
- This artistic exploration invites them to dream and think abstractly, opening their minds to the infinite possibilities of creativity and the mysteries of the natural world.

Term 5 – 3D form and collage inspired by *The Great Wave of Kanagawa* provide a unique opportunity to explore spirituality.

- Creating 3D forms inspired by *The Great Wave of Kanagawa* allows children to express their inner creativity and individuality through sculpture and three-dimensional art.
- This hands-on activity encourages self-discovery and a deeper understanding of personal artistic capabilities.
- Collaborative 3D projects promote teamwork, as children share materials, ideas, and techniques to construct their interpretations of the iconic wave.
- Exploring the themes of nature and power represented in *The Great Wave* helps children develop an appreciation for the forces of nature and the beauty of the natural world.
- This activity enhances their understanding of the environment and their place within it, fostering a sense of awe and respect for nature.

Term 6 -Drawing and painting

- Children explore their identity by drawing self-portraits inspired by Van Gogh, fostering self-awareness and personal expression.
- Through examining Van Gogh's portraits, children learn about the artist's perspective and emotions, promoting empathy and understanding of others.
- Drawing self-portraits encourages children to delve into abstract thinking, exploring concepts of self beyond the physical appearance.
- Children express their individuality by painting their interpretations of Elmer, celebrating their unique creative ideas.
- Painting Elmer helps children understand and appreciate diversity, recognizing the beauty in differences.

Learning about Elmer's story introduces children to themes of inclusion and acceptance, broadening their understanding of the world.

Year 1

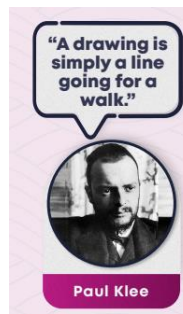
Term 1- Colour

- The lessons use seminal works of Mondrian, Bruegel the Elder, Van Gogh, Vermeer and Monet to explore concepts
- and vocabulary which relate to colour: primary and secondary colours; warm and cool colours; tints and shades. This allows the children to start to investigate the art of painting.
- Questioning in the lesson planning encourages children to assess critically how artists can use colour and paint in different ways to produce different effects, including evoking different emotional responses.



Term 2- Line

- They investigate the work of Miro, Bratescu and Klee which show how lines can be used to show different things, ranging from simple shapes and objects to representing dreams and music- something which cannot necessarily be seen but felt.
- Specific study of Miro Peinture- the paintings were inspired by images from Miró's unconscious.
- They look at how artists can use different materials to make lines, not only using pencils, pens and paint but using 3D media, such as wire and string.
- Line summarises one thing but it can take many different forms and represent many different things.



Term 4- sculpture

- The wonder of the human body and how it has been depicted by artists throughout history- Degas sculptures and drawings of ballerinas.
- How sculpture can depict natural form around them. Why would people want to capture the natural world in sculpture?
- The amazing change that takes place in materials such as Plaster of Paris moving from a liquid to a solid state.
- Investigation of the sculpting process themselves they create sculptures in clay and plaster.

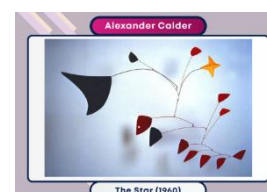
Term 6 Study of world famous architecture

- Westminster Abbey, St Paul's Cathedral, Houses of Parliament, Southwark Cathedral, The Penguin House at London Zoo.
- Why were these great buildings created? What is their significance?
- Why do you think they were created to look like they do?
- Links back to their study of the Great Fire of London and how places change over time and the impact that disasters can have on people and a location. E.g. St Paul's- The Great Fire in 1666 burned down a significant part of the cathedral, after which Sir Christopher Wren built a new cathedral with modern architecture in its place.

Year 2

Term 1- Colour, shape and texture

- Consider the difference between man-made geometric form and organic shapes in nature.
- What is an organic shape? Why can it not be defined more precisely?
- Geometric shapes are contrasted with organic shapes in portraits by Picasso and the mobile-like sculptures of Calder.



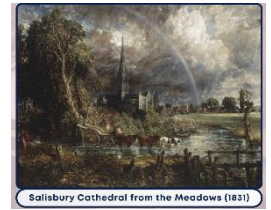
Term 3- Portraits and self-portraits

- This unit starts by looking at the difference between portraits and self-portraits by considering three renowned paintings: Leonardo da Vinci's Mona Lisa, Holbein's portrait of Edward VI as a child and Kahlo's Self-Portrait with Bonito.
- The children go on to consider the self-portraits of Van Gogh, Rembrandt and Gentileschi using all these works to think about how a portrait can show much more than just how a person looks: an artist can choose to represent a person's personality, emotions and status.

- They will consider how they can represent themselves, by the expression they show and by what they choose to put in the background of their portrait.
- Lessons 5 and 6 go onto look at how an artist can represent themselves in different ways, looking at how Picasso's self-portraits changed with age.

Term 5- landscape and symmetry

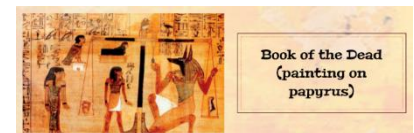
- Study of Turner's Snowstorm and Constable's Salisbury Cathedral from the Meadows. Comparison of the work of these artists, who were contemporaries, allow the children to study the different ways in which artists work
- The last two lessons in this unit look at the effect of symmetry in art, using The Last Supper by Leonardo da Vinci, The Avenue at Middelharnis by Hobbema and work by the modern sculptor Andy Goldsworthy who makes temporary works of art using natural objects.
- The children use different drawing techniques to become familiar with the painting by Hobbema and then go on to create their own temporary symmetrical sculptures in groups using natural objects.



Year 3

Term 1- Ancient Egypt

- Much of the art that we have from ancient Egypt is from tombs
- and the children learn that the artwork that remains shows us not only about what the ancient civilisation believed about the afterlife but also about how they lived, how they were ruled and the power of the pharaohs.
- This develops the children's understanding and interpretation of what art can tell us about the past.
- The children study in detail the Great Sphinx of Giza, the bust of Nefertiti and the representation of Egyptian gods and goddesses. They consider why the great monuments of the pyramids were built and what this tells us about their beliefs.



Term 4- Line


- Explore through the works of Rembrandt, Van Gogh, Picasso and Moore how artists use lines in different ways, to show shape, tone and texture.
- The children conclude the unit by studying how printing can create lines through the woodblock prints of Hokusai, in particular The Great Wave. Study this image closely. What can you see in the foreground, middle ground and background? What do you think the artist is trying to portray?





Term 5- Architecture

- This study allows consideration of the importance of this building (The Parthenon) both in its influence on architectural design throughout history (shown in the design of parts of St Paul's Cathedral) and by its own chequered history, with particular reference to the debate surrounding the Parthenon marbles which currently reside in the British Museum.



	<ul style="list-style-type: none"> • The children debate whether the marbles should stay in the British Museum or should be returned to Athens as well as considering the symmetrical design of the building and the sculptures which adorn it. • Study of the Parthenon contrasts with focus on the work of Gaudi, who the children study for three lessons. They learn how his designs were influenced by nature and were extraordinary for their time because of his use of curved lines and organic shapes. They also look at architectural features such as Gaudi's use of towers, stained-glass windows and mosaics. 	
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Year 4	<p>Term 1 Still life and Form</p> <ul style="list-style-type: none"> • The children then spend three lessons looking at the still life work of Morandi, using his work to investigate the meaning of form. <p>Term 3 Design</p> <ul style="list-style-type: none"> • They learn that we now analyse art by identifying that design (or composition) in art means how the different elements of art (line, colour, shape, form, tone, space and texture) work together to make a piece of art. • In lesson 4-6 the children examine the design of Munch's work The Scream of Nature, learning how the artist used colour and line to communicate strong emotions. • Expressionism- A type of art where the elements of art (colour, light, line, shape, form, space and texture) create a work of art which shows strong emotions <p>Term 5 Anglo Saxons</p> <ul style="list-style-type: none"> • Children study art of the Anglo Saxons by focusing on objects found at the burial ground at Sutton Hoo, illuminated letters painted in the Lindisfarne Gospels and the Bayeux tapestry. • They learn that the interlocking and interlaced patterns used in the metalwork at Sutton Hoo are echoed in the designs used in the Lindisfarne Gospels, and use watercolours to produce their own, similar designs. • The unit concludes by looking at the Bayeux tapestry, produced at the end of the Anglo-Saxon era and allows the children to explore how art can tell a story, rather like an old-fashioned comic strip. • Art can tell both emotional and real journeys. 	 <p style="text-align: center; font-size: 0.8em;">The Scream 1893</p>  <p style="text-align: center; font-size: 0.8em;">Illuminated letter from The Lindisfarne Gospels</p>
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Year 5	<p>Term 1- William Morris</p> <ul style="list-style-type: none"> • They learn that he was a key figure in the arts and crafts movement, and how this movement rejected industrialization of the Victorian age, looking to models of traditional production and craftsmanship of the medieval age. • Why might people reject technology development? What was the impact of the Industrial Revolution? Might this have impacted the Arts and Craft Movement and their beliefs? <p>Term 4- Islamic art and architecture</p>	
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- They are first introduced to art from the Islamic world by first studying the Dome of the Rock in Jerusalem.
- In it they identify examples of Islamic style, including calligraphy, geometric and vegetal patterns made from tilework and mosaics. They go on to consider these features in The Alhambra and the Taj Mahal, in particular noting the ornate plasterwork in the Nasrid Palaces at The Alhambra.
- The changing uses of buildings through time- mosque, churches, palaces, museums.



Term 6 Style in Art

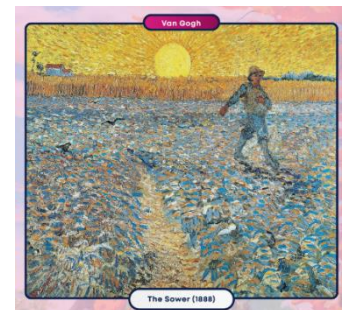
- A study of abstract expressionism considers how art does not have to show 'real' things but can express the spiritual, emotions and music through the way colours and lines were used.
- A study of Rothko's work examine how he used blocks of colour to produce a calm meditational response.



Year 6

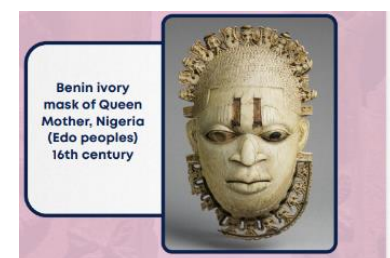
Term 1- impressionism and post impressionism

- This unit introduces the impressionists through the work of Monet, exploring how they broke from the norm by painting outside (en plein air), using rapid brushwork and painting landscapes showing the transient effects of the weather.
- They look at paintings by Renoir and Degas to explore how the impressionists were concerned with painting everyday life, rather than grand portraits or historical subjects.



Term 5 and 6- Art from Western Africa

- The children learn about how the Malian headdresses, made by the Bamana peoples are used in a ceremony to honour the spirit Chiwara and reflects the importance of farming in their rural community.
- The children explore how the shapes in the headdress represent different animals important in Bamana society.
- In the third lesson the children are introduced to the Benin plaques, also known as the Benin bronzes. They learn that the plaques, made by the Edo peoples, were cast from brass, made between 1550 and 1650 to decorate the pillars of the royal in Benin City and tell us about life in the royal palace and the Benin Kingdom.
- By studying the plaques the children understand how the Edo peoples traded with the Portuguese and consider the circumstances in which some of the plaques were taken from Benin City and brought back to Britain. They learn about the reception of the plaques by the late Victorians (who were surprised at the sophistication of the artworks) and of the current debate about restitution of the plaques to Nigeria.



- Understanding this as part of a wider debate regarding restitution by western museums of objects back to their country of origin builds on consideration of the similar debate concerning the Parthenon Marbles.

History

Year Group	Planned opportunities
<p>All of the history units from Year 1- Year 6 involve answering an overarching enquiry question and each lesson smaller questions which help the children link together their understanding across the units.</p>	
<p>We study spirituality through examining different cultures, societies and belief systems throughout history; reflecting on the human experience and the search for meaning</p> <ul style="list-style-type: none"> • By considering how things would be different if the course of events had been different; • By looking at local history and investigating the reasons why there is a landmark, building or museum. • By speculating about how we mark important events from history and the people who shaped them. • Which stories tell historical wows? • Which stories tell historical ows? • What lessons for future decisions and choices do they provide? 	
Reception	<p><u>Families</u></p> <ul style="list-style-type: none"> • Self-awareness: Encouraging children to explore and understand their own emotions, beliefs, and values, fostering a sense of self-awareness and introspection. • Identity exploration: Supporting children in exploring their identity within the context of their family, culture, and community, helping them to understand their place in the world. • Empathy: Promoting empathy towards family members and peers, encouraging children to consider others' feelings, experiences, and perspectives. • Relationship building: Facilitating positive relationships within the family unit and wider community, nurturing bonds based on care, respect, and understanding. • Sharing and cooperation: Encouraging children to share experiences, resources, and ideas with others, fostering a sense of unity and collaboration. • Connection with nature: Engaging children with the natural world, encouraging exploration and appreciation of the environment, fostering a sense of wonder and reverence for the world around them. • Responsibility: Instilling a sense of responsibility towards the world and its inhabitants, encouraging sustainable practices and consideration for future generations. • Wonder and awe: Encouraging children to explore existential questions about the universe, life, and beyond, fostering a sense of wonder, curiosity, and awe. <p><u>Christmas</u></p> <ul style="list-style-type: none"> • Reflection: Encouraging children to reflect on their own experiences of Christmas in the past, considering how they felt, what they believed, and how they've changed since then. • Personal beliefs: Providing opportunities for children to explore their own beliefs and values surrounding Christmas, fostering a sense of personal identity and understanding. • Acts of kindness: Encouraging children to engage in acts of kindness and generosity towards others, such as making cards for elderly neighbours or donating toys to those in need, fostering a sense of compassion and altruism.

- **Family bonds:** Celebrating the importance of family relationships during Christmas in the past, nurturing a sense of belonging and connection within the family unit and beyond.
- **Cultural understanding:** Exploring the cultural and historical significance of Christmas, both in the UK and around the world, fostering appreciation for diverse traditions and practices.
- **Community spirit:** Engaging with the wider community through festive activities such as carol singing, attending local events, or participating in charity initiatives, fostering a sense of solidarity and togetherness.
- **Spiritual traditions:** Introducing children to spiritual aspects of Christmas, such as the Nativity story or religious customs, providing opportunities for reflection and contemplation on the deeper spiritual significance of the festive season.

Royalty

- **Identity exploration:** Encouraging children to explore their own sense of identity and place in society, considering how their understanding of themselves may be influenced by historical concepts of monarchy and hierarchy.
- **Empathy:** Promoting empathy towards historical figures and their subjects, encouraging children to consider the perspectives and experiences of people living in different social contexts, including both rulers and ordinary citizens.
- **Collaboration:** Fostering collaboration and cooperation among children as they engage in role-playing or storytelling activities, encouraging them to take on different roles and perspectives within a royal court or community setting.
- **Respect:** Cultivating respect for authority and diversity, helping children understand the importance of treating others with kindness, fairness, and dignity, regardless of their social status or background.
- **Global connections:** Encouraging children to consider the broader implications of monarchy and power dynamics on a global scale, fostering a sense of interconnectedness and interdependence among different nations and peoples.

Farming

- **Personal growth:** Providing opportunities for children to engage in activities such as planting seeds, caring for animals, and harvesting crops, allowing them to witness their own efforts contribute to the growth and sustenance of life, fostering a sense of personal agency and responsibility.
- **Reflection:** Allowing children time for quiet reflection amidst the tranquility of the farm environment, encouraging them to ponder questions about life, growth, and the interconnectedness of all living things.
- **Respect for animals:** Promoting empathy and compassion towards farm animals, encouraging children to consider the needs and welfare of living creatures, fostering a sense of stewardship and respect for all forms of life.
- **Environmental awareness:** Engaging children in discussions about sustainable farming practices and environmental stewardship, encouraging them to consider the impact of human activities on the land, water, and air, fostering a sense of responsibility towards future generations and the planet.
- **Spiritual connection:** Encouraging children to experience moments of wonder and awe as they observe the miracles of life and growth on the farm, fostering a sense of reverence for the mysteries of nature and the cycles of creation and renewal.
- **Gratitude:** Cultivating a sense of gratitude for the abundance provided by the land and the hard work of farmers, encouraging children to express thanks for the food on their plates and the beauty of the natural world.

Pirates

- **Imagination and creativity:** Encouraging children to engage in imaginative play as they embody the roles of pirates, fostering the development of their creativity and self-expression.

	<ul style="list-style-type: none"> • Exploration of identity: Providing opportunities for children to explore different aspects of their identity through role-playing, encouraging them to consider questions of bravery, resilience, and adventure. • Empathy towards fictional characters: Encouraging children to empathize with the experiences and emotions of fictional characters, such as pirates or their adversaries, fostering a deeper understanding of human relationships and emotions. • Respect for diversity: Promoting respect for diversity and inclusion by exploring stories of pirates from different backgrounds and cultures, fostering an appreciation for the richness and complexity of human society. • Exploration of geography: Introducing children to maps, globes, and historical accounts of pirate voyages, helping them develop an understanding of geography and navigation while fostering a sense of curiosity about the wider world. • Environmental awareness: Encouraging children to consider the impact of human activities on the marine environment, such as pollution and overfishing, fostering a sense of responsibility towards the protection and conservation of natural resources. • Spirit of adventure: Fostering a sense of wonder and excitement as children embark on imaginary quests and treasure hunts, encouraging them to explore the unknown and embrace the thrill of discovery.
Year 1	<p><u>Toys</u></p> <ul style="list-style-type: none"> • Children today have different experiences to their parents and to their grand parents • Things change over time- sometimes gradually and sometimes quickly. Learning about the history of toys helps children understand the concept of time and how things evolve. This can foster a sense of connection to the past and an appreciation for how the present is shaped by history. • Consider what their grandparents might have enjoyed playing with compared to what they play with today and thinking about why these changes might have occurred. • Exploring toys from different eras can spark a sense of wonder and curiosity about how children played in the past and the creativity involved in making toys. • Seeing the simplicity of past toys compared to modern ones can help children appreciate what they have and develop gratitude for their own toys. • Learning about how children in the past used their imagination to play with simple toys can inspire children to be creative and make the most of what they have. • Understanding how children adapted their play to the available toys and materials helps children appreciate the value of adaptability and resourcefulness. <p><u>Explorers- into the unknown</u></p> <ul style="list-style-type: none"> • There are people within living memory and beyond living memory who have taken amazing journeys • On these journeys the explorers faced different dangers but they travelled anyway. Studying how these explorers faced and overcame significant challenges helps children understand the value of resilience and persistence in achieving goals. • Learning about the remarkable journeys of these explorers can evoke a sense of wonder and curiosity about the world and beyond. Children can marvel at the vastness of the Earth and space, and the bravery of those who venture into the unknown. Considering why people would want to take potentially dangerous journeys. • Exploring the dreams and aspirations of Henson, Armstrong, and Earhart can inspire children to think about their own dreams and what they would like to achieve in their lives. • Learning about these explorers can boost children’s self-confidence by showing them that ordinary people can achieve extraordinary things through hard work and determination. What does it mean to be significant and leave a legacy for others?

	<ul style="list-style-type: none"> • Highlight Matthew Henson’s achievements and discuss the importance of diversity and inclusion in exploration and other fields. • The stories of these explorers emphasize the values of courage and perseverance. Understanding the challenges they faced and overcame teaches children the importance of bravery and determination. • A study of Amelia Earhart and her achievements as the first woman to fly solo across the Atlantic. What happened to her? Was what she did significant? • Understanding the global impact of these explorers’ achievements helps children appreciate the interconnectedness of the world and the importance of exploration in expanding our knowledge and horizons. • A study of Matthew Henson examining the great he faced adversity because of the racism- he wasn’t recognised for his achievements. Now he has been recognised but this is after his death. Was his achievement significant? Learning about Matthew Henson’s achievements as an African American explorer can promote respect for diversity and highlight the contributions of people from different backgrounds. • A study of a local significant figure Matthew Flinders and his legacy. • A study of Neil Armstong considering how he travelled and whether this was significant.
Year 2	<p><u>Danger! Dungeons and Dragons!- Local history Castles</u></p> <ul style="list-style-type: none"> • Bourne had a Castle! Wow! Bourne was of enough importance to have Castle. • There is still evidence visible during dry periods using aerial photography- something that has completely disappeared can still at times be ‘seen’ • Learning about Bourne Castle, which no longer exists, and Lincoln Castle, which still stands, helps children understand the passage of time and the transient nature of human creations. This fosters a sense of connection to history and an appreciation for the present. • Exploring the history of castles, including those in different regions and cultures, broadens children’s understanding of cultural diversity and the different ways people lived in the past. • Consideration about how the natural wonder of nature/geography of the land has impacted where things are built- Lincoln Castle is at the top of a hill. • A superb visit to Lincoln Castle to admire the architecture and consider the lives of the people who would have once lived there. • Understanding the historical significance of castles and the efforts to preserve sites like Lincoln Castle fosters respect for cultural heritage and the importance of preserving history for future generations. • Exploring the grandeur and stories of castles can evoke a sense of wonder and ignite children’s imaginations, allowing them to envision life in the past. • The Magna Carta is held in Lincoln Castle. Use this to consider whether rights and agreements are important and the different ways in which people lived their lives then compared to now. Learning about the Magna Carta and its significance in establishing principles of justice and human rights can help children understand the importance of fairness, justice, and the rule of law. • Understanding the historical impact of the Magna Carta and its legacy helps children appreciate the long-term influence of historical events and documents on contemporary society. • People from our local area have made an impact and their legacy is still known today e.g. Raymond Mays • Facilitating discussions about the values and lessons learned from studying castles, such as the importance of justice (Magna Carta) and the effort in building these structures, can help children reflect on their own values and beliefs. <p><u>London’s Burning- GFoL</u></p>

	<ul style="list-style-type: none"> • Learning about the Great Fire of London helps children understand the concept of historical events and their impact on communities. This fosters a connection to the past and an appreciation for how history shapes the present. • The wonder of how places have changed over time. London has changed a lot since 1066! Including: <ul style="list-style-type: none"> • Houses and buildings • Jobs/trade/business • Transport and travel • People and population <p>But we know this from artefacts/sources as there were no pictures from 1066. We can work out information from these sources.</p> <ul style="list-style-type: none"> • Times had been tough- they had an unpopular King- King Charles 1 before King Charles II. There had been a civil war and the plague had killed 100,000 Londoners. People had suffered. It help the children to consider overcoming adversity. • Technology didn't exist to fight fires well- wonder at how technology has changed over time • An opportunity for the children to engage with a theatre company and consider what life at the time of the GFoL would have been like. Engaging in storytelling and role-playing activities where children act out scenes from the Great Fire can foster empathy and understanding of the experiences and emotions of people affected by the event. • Understanding how the people of London came together to fight the fire and rebuild the city highlights the importance of community, cooperation, and helping others in times of need. • Learning about the changes in London's architecture and urban planning after the fire provides insights into cultural and societal shifts over time. <p>Consider how the destruction of GFoL had a <u>positive</u> legacy encouraging children to think about resilience and recovery.:</p> <ul style="list-style-type: none"> • The architecture of London changed after the fire. This encourages children to think creatively and develop problem-solving skills. • Street layouts were changed • Buildings admired today all over the world were built/rebuilt- St Paul's Cathedral • A fire brigade was formed
Year 3	<p><u>That's not my mummy!- The Ancient Egyptians</u></p> <ul style="list-style-type: none"> • The Ancient civilisation of the world all formed along a similar latitude and next to a major river • A civilisation has to have certain characteristics: <ul style="list-style-type: none"> • Organisation • Written records • Industry • Culture • A form of government • Not all civilisations were the same- they created different ways of living and rules to live by. • The great span of time and the three Kingdoms of the Ancient Egyptians- The last Pharaoh Cleopatra is closer to us in time now than she was to the Old Kingdom of Ancient Egypt. • Natural features such as the Nile were vital to the Ancient Egyptians for their growing season and trade • Investigating how Ancient Egyptians overcame agricultural challenges, such as managing the annual flooding of the Nile, can inspire children to think creatively and develop their own problem-solving abilities. • The Ancient Egyptians interacted with other great civilizations such as the Ancient Greeks and Romans- they were not isolated they knew the importance of trading with others.

- Exploring the achievements of the Ancient Egyptians, such as their innovative farming techniques and the meticulous work of scribes, can spark a sense of wonder and admiration for human ingenuity and perseverance.
- Understanding the crucial role of scribes in recording and preserving knowledge can instil a respect for education, literacy, and the value of lifelong learning. The Ancient Egyptians had a social structure with the pharaoh at the top down to slaves at the bottom
- Studying the daily lives of farmers and scribes, and the dedication required in their tasks, teaches children about the value of hard work, perseverance, and attention to detail.
- Learning how Ancient Egyptians worked together to manage agriculture and build their society highlights the importance of cooperation, community effort, and shared responsibilities. The Ancient Egyptians built great monuments- tombs and pyramids- made possible by the scribes who had a major role to play in Egyptian life and the established agricultural system.
- Learning about Ancient Egyptian culture and its contributions to human history broadens children's understanding and appreciation of different cultures and their impact on the world.
- Great monuments played a significant part in their belief system, particularly the afterlife. Consideration of why so much time and effort would be spent recording things such as The Book of the Dead and elaborate tombs.
- Learning about Ancient Egyptian agriculture, especially the importance of the Nile River and the agricultural cycles, helps children appreciate the vital role of nature and the environment in human survival and well-being.
- Answering challenging questions such as 'If the Nile wasn't there, could the pyramids have been built?' Exploring how the Ancient Egyptians relied on the Nile and their agricultural system for survival helps children understand the interconnectedness of human societies and the natural world.

Digging up the Past- Prehistory

- Prehistory is huge in time and split into three periods the Palaeolithic, Mesolithic and Neolithic. Lithic means stone! Our modern language has routes to ancient languages. Learning about Prehistory helps children understand the vastness of time and the continuity of human existence. This fosters a sense of connection to their ancestors and an appreciation for the progression of human societies.
- Things changed and developed very slowly. Consideration that during this time in Britain the Ancient Egyptians were developing very differently and this was much more advanced civilisation.
- Exploring the lives and cultures of prehistoric peoples can spark a sense of wonder and curiosity about how early humans lived, adapted, and thrived in different environments.
- We can learn things about the past without written records such as the newly discovered footprints at Happisburgh. New discoveries are made all of time.
- People lived with very primitive tools and in a completely different way during this time and there were significant changes during prehistory. Understanding how prehistoric peoples lived in harmony with nature, using natural materials for tools and shelters, promotes respect for the environment and the importance of sustainability.
- During the Neolithic period there was a form of revolution. This was the beginning of modern agriculture people staying in one location and farming the land. This was a big change in society. Understanding how prehistoric peoples made use of the resources available to them teaches children the value of resourcefulness and ingenuity.
- The Beaker people migrated from Doggerland and brought with them new innovations such as smelting metal, which meant people could build stronger tools. Studying how prehistoric peoples adapted to changing environments and developed

	<p>new technologies encourages children to think creatively and develop problem-solving skills.</p> <ul style="list-style-type: none"> • Discussing how prehistoric peoples interacted with neighbouring cultures and exchanged ideas and goods promotes an understanding of global connections and exchanges in ancient times. • By the Iron Age people had moved from nomadic hunter gathers during the Palaeolithic into tribal groups, living in hill forts for defence.
Year 4	<p><u>The Romans</u></p> <ul style="list-style-type: none"> • A Roman invasion took place. The response to the Roman invasion of Britain – a look at two alternative responses and the consequences of their actions, drawing on the impact of conflict • Understanding the long-lasting impact of the Romans on Britain helps children reflect on the continuity of history and their own place within it. This can instill a sense of connection to the past and awareness of the present. • Exploring Roman innovations, architecture, and the transformation of Britain can evoke a sense of wonder and admiration for human achievement and progress. • Amazing finds in places like Vindolanda – archaeological site revealing life at the time of Hadrian’s Wall- which give clues about the past • The wonder of the legacy of the Romans: <ul style="list-style-type: none"> • Drainage and plumbing – aqueducts and sewers • Bath houses • Architecture – use of arches to create Colosseum, amphitheatres, • Roads – network linking the empire and leading to Rome. Ideal for transporting goods to trade and to allow easy movement of troops across the empire. • Hadrian’s Wall – built to combat threats from the Picts and Scots. • Learning about Roman contributions to British culture, such as roads, architecture, and legal systems, fosters an appreciation for cultural heritage and its importance in shaping contemporary society. • The organisation and structure of Roman society, particularly their emphasis on law, governance, and public works, highlight the values of community participation and good citizenship. • Studying Roman engineering and problem-solving approaches, such as building aqueducts and roads, encourages children to think creatively and develop their own problem-solving skills. • Learning about the effort and dedication required to construct Roman buildings and infrastructure teaches children about the value of hard work and perseverance. • Understanding the widespread influence of the Roman Empire helps children appreciate the global connections and exchanges that have shaped human history. <p><u>The Anglo-Saxons</u></p> <ul style="list-style-type: none"> • Learning about the Anglo-Saxons helps children understand the concept of historical time and continuity. Reflecting on how people lived in the past can foster a deeper appreciation for the present and an awareness of their place in the long span of human history. <ul style="list-style-type: none"> • Exploring the lives, beliefs, and achievements of the Anglo-Saxons can spark a sense of wonder and curiosity. This helps children appreciate the complexity and richness of human cultures and history.

	<ul style="list-style-type: none"> • A study of the different Anglo-Saxon Kingdoms and the subsequent conflict between Kingdoms- highlighting the impact of the importance of community, co-operation and mutual support in modern Britain. • Understanding how the Anglo-Saxons adapted to challenges, such as invasions or environmental changes, can teach children about resilience and the importance of adaptability. • Comparing the Anglo-Saxon culture with other cultures around the world broadens childrens' perspectives and promotes global awareness. • Amazing finds found at locations such as Sutton Hoo and pieces of written evidence such as <ul style="list-style-type: none"> • Effect of Viking invasions on society • A study of Lindisfarne and the impact of Viking invasion • Exploring Anglo-Saxon myths and legends, such as Beowulf, allows children to delve into rich narratives that explore themes of heroism, morality, and the struggle between good and evil.
Year 5	<p><u>The Victorians</u></p> <ul style="list-style-type: none"> • The amazing innovation of the industrial revolution- developing machinery which moved Britain forward to events such as the Great Exhibition • Careful consideration of the positive and negative impacts of the industrial revolution. Learning about the social changes during the Industrial Revolution encourages children to reflect on how society evolves over time and the impact of these changes on people's lives. • How would the Industrial Revolution have impacted people in towns and rural areas differently. • Discussing the broader social and economic changes of the Industrial Revolution in both rural and urban areas encourages children to consider the interconnectedness of historical events and their impact on different communities. • Learning about the struggles of Victorian workers and their families fosters compassion and empathy for those facing hardships, both past and present. • Look at local buildings in Bourne which give further information and clues about Bourne's past- The Corn Exchange, Bourne Abbey, the Workhouse • Consideration of why workhouses existed and the Victorian view of poverty. Exploring the experiences of Victorian workers, including those in workhouses, helps children empathise with the challenges faced by people in the past and appreciate the progress made in society since then. • Studying the conditions in workhouses and the efforts to improve working and living conditions during the Victorian era promotes discussions about social justice and the importance of advocating for the rights of all individuals. • Investigating primary sources like the school log book allows children to develop critical thinking skills as they analyse historical evidence and draw conclusions about the past. • Studying the resilience of Victorian workers and reformers in the face of adversity encourages children to develop their own resilience and perseverance when facing challenges. An insightful visit to Southwell Workhouse where they will gain greater understanding into the hardships of the workhouse for inmates. • Exploring local buildings in Bourne and their history provides insights into Victorian architecture and daily life, helping children understand the cultural context of the era. • Review of the Bourne Abbey log books which show actual children from Star Lane Primary and what they moved onto after finishing their education <p><u>The Ancient Greeks</u></p> <ul style="list-style-type: none"> • A comparison of Athens and Sparta life- how different would it have been in these two cities form the same civilisation.

	<ul style="list-style-type: none"> • Learning about the development of city-states Athens and Sparta encourages children to reflect on the foundations of democracy and different forms of governance. This fosters a deeper understanding of political systems and civic responsibility. • Exploring the contrasting values and lifestyles of Athens and Sparta prompts children to reflect on their own values and the importance of individual freedoms versus collective responsibilities. • Learning about the military-focused society of Sparta encourages discussions about discipline, duty, and sacrifice for the common good. Children can reflect on the balance between individual rights and the needs of society. • Studying the democratic principles of Athens promotes discussions about equality, justice, and the rights of citizens. Children can reflect on the importance of participation in decision-making processes and the protection of individual freedoms. • Exploring the leadership styles of Athenian and Spartan leaders encourages children to consider their own roles as leaders and citizens. They can reflect on the qualities of effective leadership and the responsibilities of citizenship. • Studying the achievements of Ancient Greek culture, such as philosophy, art, and architecture, encourages children to think creatively and consider the importance of innovation and intellectual curiosity. • The Greek’s importance goes far beyond the Olympics and can be seen in most aspects of our life several of them including health, architecture and others in ways that children can relate to and see in the wider world to make those important links. <ul style="list-style-type: none"> • Legacy in: <ul style="list-style-type: none"> • Architecture • Olympics • Language • Maths • Democracy • Significant individuals: <ul style="list-style-type: none"> • Alexander The Great • Archimedes • The Ancient Greeks traded with the Romans and Egyptians- great distances within modern travel! Discussing the spread of Greek culture through trade and colonization promotes an understanding of global connections and the exchange of ideas in the ancient world. • They used the power of the gods to explain ‘everything’ in their lives – both good and bad.
Year 6	<p>World War 2</p> <ul style="list-style-type: none"> • The German people were in despair during the development of the Naziz party in Germany. The children consider how this might have helped their rise to power. • The power of a dictator and the destruction that can cause. • The children review and carefully consider the quote by Winston Churchill about the Battle of Britain, “never in the field of human conflict was so much owed by so many to so few”. What would have been the implications if the RAF had not defeated the Luftwaffe? Exploring the sacrifices made by individuals during the war, such as those who served in the military or endured bombings, encourages children to reflect on the concept of sacrifice and the importance of remembrance. • A review of the part Lincolnshire air bases played in Bomber Command • The impact on the war on local people- real life accounts of the Blitz • Evacuation stories of the 900 hull children moved to Bourne during the war- both positive and negative. Learning about the coping strategies used by evacuees and refugees, such as forming new friendships and adapting to unfamiliar environments, prompts children to reflect on their own resilience and ability to adapt to change. • The Allied forces were made up of troops from across the World. They played a significant roles on different fronts during the war and the importance of recognising this. Discussing the impact of World War II on different regions and communities

around the world promotes an understanding of global connections and the interconnectedness of human experiences during times of conflict.

- Jewish persecution and what the laws made in Germany during the build up to the war show us. Consideration of Jewish refugees on the Kindertransport and the personal account from one child who never saw the family she left behind again. Learning about the experiences of evacuees and refugees, including the Kindertransport, fosters compassion and empathy for those who have been displaced by conflict. Children can reflect on the importance of offering support and assistance to those in need.
- The changing role of women during the war and the new opportunities that arose. Women played an important part they in: intelligence, industry, services and the land army. Children can reflect on the importance of recognising and valuing the contributions of all individuals, regardless of gender.
- Exploring the legacy of World War II, including its impact on modern society and the importance of remembrance, encourages children to reflect on the long-term consequences of historical events.

The Ancient Maya

- The Ancient civilisation of the world all formed along a similar latitude and next to a major river
- A civilisation has to have certain characteristics:
 - Organisation
 - Written records
 - Industry
 - Culture
 - A form of government

Not all civilisations were the same- they created different ways of living and rules to live by.

- The Ancient Maya developed ingenious ways to collect water and live in areas of Meso America without overground rivers.
- Advanced farming methods allowed the development of culture and society
- Exploring Maya achievements in architecture, astronomy, and art encourages children to think creatively and appreciate the power of human ingenuity. They can reflect on their own potential for innovation and problem-solving.
- There was a social structure with the King/Queen/High Chief or Priest at the top- how would this impact the people at the bottom?
- Great monuments were created in cities such as Chichen Itza. At its peak, the civilisation was made up of 40 great cities and almost 2 million people! Exploring the diverse beliefs, practices, and achievements of the Maya prompts children to reflect on the richness of human culture and the value of respecting and preserving cultural heritage.
- The civilisation died out but no-one is completely sure of the reason! Learning about the challenges faced by the Maya, such as environmental changes or political conflicts, prompts children to reflect on the importance of resilience and adaptability in overcoming adversity.
- A comparison to Britain at the time during the Bronze Age. Across the other side of the world what were the similarities and differences to how people lived? How advanced were the Ancient Maya?
- Discussing the connections between the Maya civilization and other ancient cultures, such as the Egyptians or Greeks, promotes an understanding of global interconnections and the shared human experience across time and space.

This is just an example of where spirituality can be found within our curriculum subjects in planned opportunities. Throughout the school day, there will be other spontaneous moments where there is opportunity for spiritual thinking.