

## Spirituality: Love Togetherness Aspiration in the Curriculum

Key Stage 1			
Phase	Ow	Wow	Now
	<p><i><b>Love:</b> What can be learned about how we show love in the dark and hard times?</i></p> <p><i><b>Togetherness:</b> What can be learned about togetherness when life is tough?</i></p> <p><i><b>Aspiration:</b> Is there something about this learning that helps me foster resilience and to keep growing even in the tough times?</i></p>	<p><i><b>Love:</b> What can be learned about the benefits of love from this?</i></p> <p><i><b>Togetherness:</b> How does this learning illustrate/celebrate togetherness and belonging?</i></p> <p><i><b>Aspiration:</b> Is there something about this learning that helps me develop the virtues needed to grow into a great citizen and a wonderful human?</i></p>	<p><i><b>Love:</b> What can this teach me about what love is all about?</i></p> <p><i><b>Togetherness:</b> What can this teach me about how to be a good person and to manage my relationships with others?</i></p> <p><i><b>Aspiration:</b> What opportunity is there here for reflecting on good values and attitudes that can help me now and in the future?</i></p>
<b>Maths</b>	<p>Use of Growth Mindset to build resilience when solving mathematical problems.</p> <p>Use peer support to build confidence with mathematical concepts.</p>	<p>Celebrating personal achievements and mindset when overcoming an Ow.</p>	<p>Questions and problems which give children space for their own, thoughts and ideas.</p> <p>Opportunities for children to reflect on their learning, explore and ask questions.</p> <p>Maths problems which are set in real life contexts, related to every day life.</p>
<b>English</b>	<p>Teaching and using the skill of proof reading.</p> <p>Use of growth mindset to highlight the challenges of the writing process.</p> <p>Building up a writing and reading stamina.</p>	<p>Celebrating personal achievements and mindset when overcoming an Ow.</p> <p>Half-termly celebrations of writing in school.</p> <p>Entering writing competitions.</p> <p>Peer recognition and celebration of each other's achievements.</p> <p>Hook days for Talk for Writing e.g. following the snail around the playground in Year 1.</p> <p>World Book Day.</p> <p>Theatre groups in and out of school.</p> <p>Visiting authors to inspire a love of reading and writing.</p>	<p>A range of literacy text are used to stimulate children's imagination and creativity.</p> <p>Children are encouraged to ask questions, ponder and make predictions</p> <p>Children are given opportunity to write reflectively about their own personal ideas and feelings.</p>

<b>Science</b>	<p>Understanding the impact of plastic pollution on the oceans and wildlife. Looking at endangered animals and making a change for those cannot speak.</p>	<p>Children reflect on the beauty and wonder nature in the world around us e.g. seasonal changes and observations around school.</p> <p>Trips based on Science such as Coombe Abbey in Year 2.</p> <p>Learning about the ocean and being courageous advocates to reduce plastic pollution.</p> <p>Revolutionary experiments such as growing runner beans and seeing accelerated progress.</p>	<p>Children investigate living things in their natural habitats, e.g. pond dipping and woodland bug hunt.</p> <p>They make predictions about what will happen in an investigation, evaluating their results following the investigation and considering improvements that could be made.</p> <p>They work in pairs, small groups or whole class to complete science investigations and experiments.</p>
<b>RE</b>	<p>Learning about challenging concepts such as death, incarnation and resurrection.</p> <p>Certain religious stories can trigger an emotional response from children.</p>	<p>We have very strong links with the church and its worshipping community e.g. regular visits to the church for celebrations, as well as being involved with <i>Carols on the Green</i> and <i>church exhibitions and Festivals</i>. Parents welcomed to all services.</p> <p>Visits to other places of worship help to foster respect and values for other faiths and world views including visitors into school.</p> <p>Worships are led weekly by our church rector or curate.</p> <p>All Key Stages lead worship for parents. Children have opportunity to enjoy, appreciate and worship God through RE lesson E.g. blowing bubbles of thanks to God, writing prayers on leaves</p>	<p>Children reflect on the beliefs and world views of others and consider their impact on their own lives</p> <p>Children have time for prayer and reflection in collective worship and during the school day.</p> <p>An ethos of respect, love and kindness is cultivated and embedded.</p> <p>Difference is valued through RE teaching particularly those units of work that consider other belief systems</p> <p>Children have opportunity to explore their own views on life after death.</p> <p>Reflection of personal world views.</p>
<b>Collective Worship</b>	<p>Certain religious stories and songs can trigger an emotional response from children.</p> <p>Head Teacher reflects on challenge current national and world affairs</p>	<p>Celebration worship- children are given the opportunity to share the achievements.</p> <p>Children lead worship for parents each year.</p>	<p>Children have time for prayer and reflection in collective worship and during the school day.</p> <p>An ethos of respect, love and kindness is cultivated and embedded.</p>

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<b>History</b>	<p>They reflect on the sacrifices and struggles made by others in the past. e.g. Robert Falcon Scott.</p> <p>Reflect on key historical events in History e,g Great Fire of London</p>	<p>Visiting local significant places such as Kenilworth castle.</p> <p>Studying significant local people in history e.g Maude Watson.</p>	<p>They reflect on the impact of war during national remembrance services.</p> <p>They reflect on thoughts and feeling during visits to historical places e.g.Berkswell Church, Coventry Cathedral</p>
<b>Geography</b>	<p>Children understanding the impact of litter on the environment and take part in a litter pick.</p>	<p>Drama workshop and performance for parents based on wildlife in the ocean.</p>	<p>Pupils imagine what it might be like to live in different parts of the world e.g. India Year 1</p> <p>They make links with history when exploring the environment and</p>

			<p>speculating on why the landscape is as it is i.e. Castle visit year 1</p> <p>They explore the variety of landscapes and nature around the world, encouraging a sense of awe and wonder at the diversity of life. E.g. comparisons of plants and animals in the ocean Blue Planet and India. This includes key landmarks such as the Taj Mahal.</p> <p>Children have opportunities to consider what they like/dislike about their local environment.</p>
<b>PSHE</b>	<p>Through Jigsaw and KiVa they exploring what is right and wrong and to work out what they need to do in this particular community to make sure everyone thrives.</p> <p>They reflect on what it feels like to be wronged and what remedies might make things better for the injured e.g. during Anti-bullying Week.</p>	<p>The school council are involved in reviewing the school mission statement and aims, making it meaningful and relevant to children.</p>	<p>Children develop an awareness of and respond to others' needs and wants.</p> <p>They explore meaning and purpose for individuals and society.</p> <p>They practise mindfulness to developing resilience and inner strength.</p> <p>Class discussion through Jigsaw Units such as Celebrating Differences allow for self-reflection and a wider understanding of themselves and their beliefs.</p> <p>They create a class and whole school learning charter to identify rights, rules, responsibilities within the school community.</p>
<b>Art and Design</b>	<p>Using the principals of the growth mind set to support children when they can find creating a piece of work challenging.</p>	<p>Children work collaboratively to complete a group, whole class project. E.g. hall pictures.</p>	<p>Rich opportunities for children to explore the spiritual dimension and natural phenomena</p>

	Supporting pupils when they respond to and use of visual images to evoke a range of emotions.	As part of courageous advocacy children in Year 1 designed Christmas cards for the local community to share joy and celebrate being 'One'  Celebrating individual successes e.g through WOW frames in Year 1.	They explore different artists' interpretations of a key figure or event and asking what the artist was trying to convey e.g. depiction of Jesus in RE.  Children have time to review and evaluate their final product, celebrating success and suggesting ways of improvement  They explore how emotions and inner feelings are expressed through painting, sculpture and architecture.
<b>Design and Technology</b>	Overcoming challenging techniques.  Children to consider other ways to improve and evaluate own work.	Completing final piece of work and celebrating successes and reflecting on the journey it took to get there.	Children have the opportunity to enjoy and celebrating personal creativity  Children have time to review and evaluate their final product, celebrating success and suggesting ways of improvement
<b>Music</b>	Children explore how music can convey human emotions such as sadness, joy, anger e.g. Holst the planets.  Children to consider other ways to improve and evaluate own work.	Children have the opportunity to perform to their parents and the school.  Children participate in school events with the community e.g. community tea party, Carols on the green  Children have the opportunities to experience and enjoy music performed by a live audience at Birmingham Symphony hall	Children can experiment, show their delight and curiosity in creating their own sounds.  Children have opportunity to understand human feelings and emotions through evaluation and interpretation of music.  Children consider how music makes one feel and can 'move us' deeply and how music is used in different ways in different settings e.g. for pleasure, for worship, to help people relax.  Children take part in singing and music activities during the school day e.g. worships, music lessons.
<b>Computing</b>	Children consider the benefits and potential dangers of the internet – e.g. campaigns for charities and injustice as a force for good. Cyber bullying as a danger.	Children produce pieces of work including coding programmes and have the opportunity to share their work with others.	They work in pairs or small groups to create programmes and complete projects.

	<p>During Internet safety Day and through the computing curriculum they learn the importance of being safe when using technology.</p> <p>Children learn how to persevere and overcome problems when working with technology including debugging of coding.</p>		
<b>PE</b>	<p>Children to be self aware, challenge themselves to improve and develop their own personal ability.</p> <p>Team games and PE lessons encourage children to develop social skills by co-operating with each other in small and large teams- understanding emotions of winning and losing.</p>	<p>Inter school events allow children to develop a sense of community identity. E.g Year 2 Infant Agility Festival</p> <p>Achievements and good sportsmanship is celebrated during worships.</p>	<p>Dance, gymnastic and team games help pupils to become more focused, connected and creative.</p> <p>Children have time to reflect and respond to each other's performances, celebrating success and suggesting ways of improvement.</p>