

Spirituality: Love Togetherness Aspiration in the Curriculum

Phase KS2	Ow	Wow	Now
	<p>Love: What can be learned about how we show love in the dark and hard times?</p> <p>Togetherness: What can be learned about togetherness when life is tough?</p> <p>Aspiration: Is there something about this learning that helps me foster resilience and to keep growing even in the tough times?</p>	<p>Love: What can be learned about the benefits of love from this?</p> <p>Togetherness: How does this learning illustrate/celebrate togetherness and belonging?</p> <p>Aspiration: Is there something about this learning that helps me develop the virtues needed to grow into a great citizen and a wonderful human?</p>	<p>Love: What can this teach me about what love is all about?</p> <p>Togetherness: What can this teach me about how to be a good person and to manage my relationships with others?</p> <p>Aspiration: What opportunity is there here for reflecting on good values and attitudes that can help me now and in the future?</p>
Maths	<ul style="list-style-type: none"> Challenging problem solving activities, which provide opportunity for children to persevere and overcome difficulties, experiencing satisfaction in reaching a solution. 	<ul style="list-style-type: none"> Children use the natural environment to consider the mathematical nature of the world around them. 	<ul style="list-style-type: none"> Questions and problems which give children space for their own, thoughts and ideas. Opportunities for children to reflect on their learning, explore and ask questions. Maths problems which are set in real life contexts, related to everyday life. There is an open and safe learning environment in which pupils express views and are happy to make mistakes as part of the learning process.
English	<ul style="list-style-type: none"> Children explore the consequences of right and wrong behaviour of characters in books; pupils can speculate and apply their learning to their own lives. Children debate moral issues. 	<ul style="list-style-type: none"> Termly celebration of writing. Poetry performances World Book Day Work published in books Reading for pleasure under the desks 	<ul style="list-style-type: none"> A range of literacy texts are used to stimulate children's imagination and creativity. Children are encouraged to ask questions, ponder and make predictions Children are given opportunities to write reflectively about their own personal ideas and feelings. Children consider different perspectives.

			<ul style="list-style-type: none"> Children learn about significant individuals and their moral choices.
Science	<ul style="list-style-type: none"> Children consider that not all developments have been good because they have caused harm to the environment and to people. 	<ul style="list-style-type: none"> Practical experiments The amazingness of the human body 	<ul style="list-style-type: none"> Children reflect on the beauty and wonder of nature in the world around us. Children consider the wonder of the natural world and the inventions which have made the world a better place. Children appreciate the magnitude of our universe through study of moons, planets and stars. Children investigate living things in their natural habitats. Children discuss questions linked to evolution and how the world was made. Children make predictions about what will happen in an investigation, evaluating their results following the investigation and considering improvements that could be made.
RE	<ul style="list-style-type: none"> Children have opportunity to explore their own views on life after death. Worships can reflect on current news involving breaches or challenges on moral code. Religious perspectives and responses to evil and suffering in the world are explored. 	<ul style="list-style-type: none"> Visits to other places of worship help to foster respect and values for other faiths. Sharing of their own personal experiences Theme days where children can express themselves through art and dance Key stage worships around Christian values and the school vision Different cultural expressions of Christianity are considered. 	<ul style="list-style-type: none"> Children discuss questions linked to evolution and how the world was made. Children learn about significant individuals and their moral choices. Children reflect on the beliefs of others and consider their impact on their own lives Children have time for prayer and reflection in collective worship and during the school day. An ethos of respect, love and kindness is cultivated and embedded. Difference is valued through RE teaching considering different worldviews.

			<ul style="list-style-type: none"> Children consider how Jesus is depicted by artists from different countries of the world. Values such as, truthfulness, justice, respect are taught as part of the school ethos and vision.
Collective Worship	<ul style="list-style-type: none"> Trickier themes and subjects – difficult news topics and current affairs 	<ul style="list-style-type: none"> Key Stage 2 lead worships for parents. The peace garden is another calm, peaceful area for reflection. During celebrations assemblies, children share their achievements in and out of school. Attending church Sharing of own prayers in worship 	<ul style="list-style-type: none"> Worships are led weekly by our church rector. Strong links with the church and its worshipping community. Children compare Christianity within different countries of the world. Different artistic expressions of Christianity are considered. Children have time for prayer and reflection in collective worship and during the school day. An ethos of respect, love and kindness is cultivated and embedded. Children have the opportunity to enjoy, appreciate and worship God through a variety of worship styles. There is daily time for reflections e.g. during the lighting of the candle, times of silence within worship. Children reflect on the lives of people both today and from the past, determining whether the decisions they made were wise or foolish.
History	<ul style="list-style-type: none"> Children reflect on the sacrifices made by others in the past. Children debate moral issues. Children explore the results of right and wrong behaviour in the past. 	<ul style="list-style-type: none"> Children take part in national remembrance services. Children reflect on thoughts and feelings during visits to historical places or visitors to school. Use of artefacts to give children a sense of the past. 	<ul style="list-style-type: none"> Children learn about significant individuals and their moral choices. Children look at issues from different points of view. Children explore the results of right and wrong behaviour in the past. Children debate moral issues.

Geography	<ul style="list-style-type: none"> Children compare their lives with pupils living in other countries or other parts of the UK and considering how we can impact their lives for good. Children consider how people treat the environment, being aware of how this impacts nature and society. Children consider social responsibility. Children learn about the inequalities in developing countries with regards to Fair Trade. 	<ul style="list-style-type: none"> Children explore the variety of landscapes and nature around the world, encouraging a sense of awe and wonder at the diversity of life. Children become courageous advocates for different environmental/community issues. 	<ul style="list-style-type: none"> Children imagine what it might be like to live in different parts of the world. Children make links with history when exploring the environment and speculating on why the landscape is as it is. Children explore the impact of climate change.
PSHE	<ul style="list-style-type: none"> Children reflect on what it feels like to be wronged and what remedies might make things better for the injured. 		<ul style="list-style-type: none"> Children learn about significant individuals and their moral choices. Children develop an awareness of and respond to others' needs and wants. Children explore meaning and purpose for individuals and society. Children display growth mind set in order to develop resilience and inner strength. Class discussion through Jigsaw Units such as Celebrating Differences allow for self-reflection and a wider understanding of themselves and their beliefs. Through Jigsaw and KiVa, children explore what is right and wrong and work out what they need to do in this particular community to make sure everyone thrives. School council are involved in whole school decision making.
Art and Design		<ul style="list-style-type: none"> Under the desks turned into a cave for cave paintings 	<ul style="list-style-type: none"> Children explore different artists' interpretations and ask what the artist was trying to convey.

			<ul style="list-style-type: none"> Children have time to review and evaluate their final product, celebrating success and suggesting ways of improvement. Children explore how emotions and inner feelings are expressed through painting, sculpture and architecture. Children respond to the use of visual images to evoke a range of emotions.
Design and Technology	<ul style="list-style-type: none"> Using perseverance to overcome challenges with tools and equipment. 	<ul style="list-style-type: none"> Opportunity for all children to shine through problem solving which positively encourages individuality and flair. 	<ul style="list-style-type: none"> Children have the opportunity to enjoy and celebrate personal creativity. Children have time to review and evaluate their final product, celebrating success and suggesting ways of improvement. Questions are raised about the effect of technological change on human life and the world around them.
Music	<ul style="list-style-type: none"> Emotional attachment/response to music and memories that can be triggered. 	<ul style="list-style-type: none"> Children learn about music from around the world and have the opportunity to compose music in a similar style. Music concerts help children appreciate musical expression from different times and places. Singing to God 	<ul style="list-style-type: none"> Children can experiment, show their delight and curiosity in creating their own sounds. Children have the opportunity to understand human feelings and emotions through evaluation and interpretation of music. Children explore how music can convey human emotions such as sadness, joy, anger Children appreciate the self-discipline required to learn a musical instrument.
Computing	<ul style="list-style-type: none"> Children reflect on the potential negative impact of technology on their mental health and well-being. 	<ul style="list-style-type: none"> Children wonder at the power of the digital age. Children develop a sense of awe and wonder at human ingenuity. 	Children explore human achievements and creativity in relation to worldwide communications.
French			<ul style="list-style-type: none"> Appreciation of the French culture

PE	<ul style="list-style-type: none"> • Building resilience during competitive activities, especially when things do not go as expected. • Acting on/responding to constructive criticism. 	<ul style="list-style-type: none"> • Achievements and good sportsmanship is celebrated during worships. • Opportunities to be selected for school teams to build confidence. 	<ul style="list-style-type: none"> • PE allows children to be self aware, challenge themselves to improve and develop their own personal ability. • Dance, gymnastic and team games help pupils to become more focused, connected and creative. • Children have time to reflect and respond to each other's performances, celebrating success and suggesting ways of improvement. • Values such as respect, truthfulness and friendship are reinforced during PE lessons. • Children are encouraged to develop qualities of self- discipline, commitment and perseverance. • Good sportsmanship is encouraged.
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