

# Spiritual Development - Opportunities for spirituality in the curriculum Nursery

**Self:** Spiritual learners become increasingly aware of the concept of self - the inner person and a way this shapes an individual's perception of themselves as a unique human being. Spiritual learners reflect on the relationship they have with their sense of being a unique person.

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

**World and beauty:** Spiritual learners become increasingly aware of the concept of physical creative world - growing relationship with beauty through the ability to respond emotionally to the experiences of wonder of the natural world and the results of human creativity. Explore understanding of beauty and the effect this has on their perception of and relationship with the world.

**Beyond (God/Divine):** Spiritual learners become increasingly aware of the concept of the beyond (God/Divine) - growing relationship with transcendental and ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme.

Encounter—Learning about life: provide openings for spiritual development through exploration of identity and personal values.



Encounter—Learning about life: provide openings for spiritual development: recognising the value and worth of others.

Encounter—Learning about life: provide openings for spiritual development: challenging experiences of beauty

Encounter—Learning about life: provide openings for spiritual development through exploration of identity and personal values.

Reflection—Learning from life: understanding an inner meaning of self and identity - critical reasoning and big questions.



Reflection—Learning from life: understanding an awareness of the affect of others search for meaning critical reasoning and big questions.

Reflection—Learning from life: reflecting on experiences of beauty - search for meaning, critical reasoning and big questions.

Reflection—Learning from life: reflecting on the beyond (God/Divine) a search for meaning, critical reasoning and big questions.

Transformation—Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.



Transformation—Learning to live life: responding as a means of expressing an idea of relationship with others: expressing inner thoughts in words, art, actions.

Transformation—Learning to live life: responding as a means of expressing an idea of the meaning of beauty: expressing inner thoughts through words, art, action. Being moved emotionally by beauty.

Transformation—Learning to live life: responding as a means of expressing the need to understand the purpose of life.

# Spiritual Development - Opportunities for spirituality in the curriculum Reception

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Transformation—Learning to live life: responding as a means of expressing the need to understand the purpose of life.

# Spiritual Development - Opportunities for spirituality in the curriculum Year One

<p><b>Self:</b> Spiritual learners become increasingly aware of the concept of self - the inner person and a way this shapes an individuals perception of themselves as a unique human being. Spiritual learners reflect on the relationship they have with their sense of being a unique person.</p>	<p><b>Others:</b> Spiritual learners become increasingly aware of the concept of others - growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationship with others.</p>	<p><b>World and beauty:</b> Spiritual learners become increasingly aware of the concept of physical creative world - growing relationship with beauty through the ability to respond emotionally to the experiences of wonder of the natural world and the results of human creativity. Explore understanding of beauty and the effect this has on their perception of and relationship with the world.</p>	<p><b>Beyond (God/Divine):</b> Spiritual learners become increasingly aware of the concept of the beyond (God/Divine) - growing relationship with transcendental and ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme.</p>
<p>Encounter—Learning about life: provide openings for spiritual development through exploration of identity and personal values.</p> 	<p>Encounter—Learning about life: provide openings for spiritual development: recognising the value and worth of others.</p>	<p>Encounter—Learning about life: provide openings for spiritual development: challenging experiences of beauty</p>	<p>Encounter—Learning about life: provide openings for spiritual development through exploration of identity and personal values.</p>
<p><b>Curriculum Links</b></p> <p>Science - Brilliant Bodies Senses</p> <p>PSHE - Making relationships Caring for themselves and others Being able to show respect/gratitude Being responsible for keeping themselves safe and healthy Understanding and managing feelings increasingly well</p> <p>RE - Faith belonging to groups/families How can I influence for good what happens in the world?</p> <p>Art - Self-portraits</p> <p>Music - Senses</p> <p>History - personal timelines what changes in their own lifetime?</p>	<p><b>Curriculum Links</b></p> <p>PSHE - Relationships—how to make and sustain -the value to us. Caring for others. Respect online.</p> <p>RE - What is God like does that speak to our interaction with others? Understanding other faith communities—respecting differences acknowledging what we share</p> <p>History - changes around us affect how we relate to others</p> <p>Art - Working collaboratively—helping each other Being appreciative of others.</p> <p>Geography - comparison with UK and Africa relationships between countries</p> <p>Music - singing as a choir Evoking emotions</p>	<p><b>Curriculum Links</b></p> <p>Literacy - Natural world Space</p> <p>Science - Seasonal changes—wonder of the natural world weather</p> <p>Music - weather sound as telling a story/creating pictures</p> <p>Geography - beauty wonder of landscapes oceans continents variety environments caring for environments. Seasons climates.</p> <p>Science - Growing /observing plants. Observing mini beasts. Seasons Study human senses. Materials.</p> <p>RE - links to Bible stories How to care for the world and why it matters</p> <p>Art - depicting nature seas animals seasons.</p>	<p><b>Curriculum Links</b></p> <p>RE - What do Christians believe God is like? Beliefs Personal beliefs and the beliefs of others. Places of worship - what they look like their importance.</p> <p>Prayers - daily prayers as a way of talking to God</p> <p>Art - Use colour to depict emotion</p> <p>Science - Senses how can we use them? Animals random or by design?</p> <p>Geography - ideas/ beliefs about the origins of the natural world being care takers questions of fairness—why are some rich and some poor?</p>
<p>Reflection—Learning from life: understanding an inner meaning of self and identity - critical reasoning and big questions.</p> 	<p>Reflection—Learning from life: understanding an awareness of the affect of others search for meaning critical reasoning and big questions.</p>	<p>Reflection—Learning from life: reflecting on experiences of beauty - search for meaning, critical reasoning and big questions.</p>	<p>Reflection—Learning from life: reflecting on the beyond (God/Divine) a search for meaning, critical reasoning and big questions.</p>
<p>Why are people different?</p> <p>How am I different to others?</p>	<p>How can I be a good friend?</p> <p>Should we ever say "No" to others?</p>	<p>Did God create the world?</p> <p>What happens if we do not look after our world?</p>	<p>Is God real?</p> <p>How do we know love is there when we can't see it?</p>
<p>Transformation—Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.</p> 	<p>Transformation—Learning to live life: responding as a means of expressing an idea of relationship with others: expressing inner thoughts in words, art, actions.</p>	<p>Transformation—Learning to live life: responding as a means of expressing an idea of the meaning of beauty: expressing inner thoughts through words, art, action. Being moved emotionally by beauty.</p>	<p>Transformation—Learning to live life: responding as a means of expressing the need to understand the purpose of life.</p>
<p>Developing awareness self physically/emotionally.</p> <p>Growing understanding we differ in appearance and in our feelings. That we respect and celebrate our differences.</p> <p>Being a positive influence for others/the world.</p>	<p>Growing understanding listening to others views and appreciating their comments.</p> <p>Thinking how others feel and how this may differ from themselves.</p> <p>Reflecting on their behaviour and responsibility in relationships.</p>	<p>Begin to talk about a wonderful, enjoyable, exciting experience.</p> <p>Have an appropriate physical or emotional response to a stimulus and try to explain why.</p> <p>Action to care for the environment.</p>	<p>Have a desire to find out about the unknown.</p> <p>Use imaginations to formulate "Big Questions" that increasingly encompass the bigger picture of life experience.</p>

# Spiritual Development - Opportunities for spirituality in the curriculum Year Two

<p><b>Self:</b> Spiritual learners become increasingly aware of the concept of self - the inner person and a way this shapes an individuals perception of themselves as a unique human being. Spiritual learners reflect on the relationship they have with their sense of being a unique person.</p>	<p><b>Others:</b> Spiritual learners become increasingly aware of the concept of others - growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationship with others.</p>	<p><b>World and beauty:</b> Spiritual learners become increasingly aware of the concept of physical creative world - growing relationship with beauty through the ability to respond emotionally to the experiences of wonder of the natural world and the results of human creativity. Explore understanding of beauty and the effect this has on their perception of and relationship with the world.</p>	<p><b>Beyond (God/Divine):</b> Spiritual learners become increasingly aware of the concept of the beyond (God/Divine) - growing relationship with transcendental and ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme.</p>
<p>Encounter—Learning about life: provide openings for spiritual development through exploration of identity and personal values.</p>	<p>Encounter—Learning about life: provide openings for spiritual development: recognising the value and worth of others.</p>	<p>Encounter—Learning about life: provide openings for spiritual development: challenging experiences of beauty</p>	<p>Encounter—Learning about life: provide openings for spiritual development through exploration of identity and personal values.</p>
<p><b>Curriculum Links</b></p> <p>PSHE - Uniqueness Keeping themselves safe What are they good at? "Big feelings" how to respond well.</p> <p>RE - creating prayers for ourselves Comparing themselves to others How can they be like Jesus? What is their special place?</p> <p>Science - Lifecycles how they have grown. How to care for themselves.</p> <p>History - local studies living in Cornwall</p>	<p><b>Curriculum Links</b></p> <p>RE - creating class prayers thinking of the needs of others. Comparing themselves to others Following Jesus' example</p> <p>PSHE - Being part of a community Thinking how to keep others safe too</p> <p>Geography - Relationships in local communities</p>	<p><b>Curriculum Links</b></p> <p>RE - Creation—who made the world? Awe and wonder natural world</p> <p>Geography - aerial views weather climate Differences town country. Commonwealth study. Geographical features in landscapes</p> <p>Science - Lifecycle butterfly metamorphoses Habitats food chains. Growing seeds. Wonder of new life. Responsibility to protect habitats.</p> <p>Art - celebrating landscapes nature trees human landscapes towns cities Weather</p> <p>Music - Depict seasons /landscapes World music</p> <p>History— Flight awe and wonder creativity.</p>	<p><b>Curriculum Links</b></p> <p>RE - Creation Who made the world? Other faiths vision of God and faith Sacred places</p> <p>History - St Piran—what does faith/belief enable us to do?</p> <p>Art - God all around us in nature/landscapes</p> <p>Geography - commonwealth idea ruling/sovereignty Different environments natural or God made?</p> <p>Drama - role play Bible stories</p> <p>Science - Why are we the way we are?</p>
<p>Reflection—Learning from life: understanding an inner meaning of self and identity - critical reasoning and big questions.</p>	<p>Reflection—Learning from life: understanding an awareness of the affect of others search for meaning critical reasoning and big questions.</p>	<p>Reflection—Learning from life: reflecting on experiences of beauty - search for meaning, critical reasoning and big questions.</p>	<p>Reflection—Learning from life: reflecting on the beyond (God/Divine) a search for meaning, critical reasoning and big questions.</p>
<p>What am I worth?</p> <p>What is right and what is wrong?</p>	<p>Why do we bully others?</p> <p>How should we treat each other?</p>	<p>Why did God create the world?</p> <p>How can we care for all the creatures and plants in our world?</p>	<p>What is Heaven like?</p> <p>Are angels real?</p>
<p>Transformation—Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.</p>	<p>Transformation—Learning to live life: responding as a means of expressing an idea of relationship with others: expressing inner thoughts in words, art, actions.</p>	<p>Transformation—Learning to live life: responding as a means of expressing an idea of the meaning of beauty: expressing inner thoughts through words, art, action. Being moved emotionally by beauty.</p>	<p>Transformation—Learning to live life: responding as a means of expressing the need to understand the purpose of life.</p>
<p>Increasingly aware that they need to be content with themselves to be happy.</p> <p>Know how to say sorry deal with mistakes.</p> <p>Making prayers/art work.</p>	<p>Begin to understand the need to respect the views of others, whatever they are.</p> <p>Skills to make and sustain relationships.</p> <p>Showing consideration to others.</p>	<p>Able to explain how they feel about some of the beautiful/amazing things in the world.</p> <p>Begin to take responsibility for caring for the environment (eg not to drop litter).</p>	<p>Enjoy asking and discussing questions that have no answer. Use imagination to think about big questions.</p> <p>Beginning to have ideas opinions and express them. Respecting others' too.</p>

# Spiritual Development - Opportunities for spirituality in the curriculum Year Three

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**Beyond (God/Divine):** Spiritual learners become increasingly aware of the concept of the beyond (God/Divine) - growing relationship with transcendental and ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme.

Encounter—Learning about life: provide openings for spiritual development through exploration of identity and personal values.



Encounter—Learning about life: provide openings for spiritual development: recognising the value and worth of others.

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## Curriculum Links

PSHE - Identify strengths How might this help in the future? Caring for themselves. Understanding feelings and how they change Well being Expressing their feelings positively.

RE - Pentecost how can the Spirit work in me? How can I follow God if I choose to? Marking the significant events in their life.

Science - moving and eating— wonder of bodies.

Art — personal story sculpture Silhouettes

## Curriculum Links

PSHE - Collective strength How to work as a team Empathising with others

RE — Serving others Understanding the faith of others Celebrate differences acknowledge what we share Global focus Christians around the world

Literacy— Stories/poems relationships behaviour.

Geography - comparative study countries what makes us similar and different?

History - protecting rights/safety.

Music - singing creating music collectively

## Curriculum Links

Literacy - poetry

Science/DT - healthy eating wonder earth's variety - food it provides. Rocks & soils natures designs the cycle of processes. Plants/flowers/seeds. Light and dark shadows.

Geography - Around the world comparison. Natural and man made features

Art - Use of colour/texture to express natural world

Music - reflect nature water

## Curriculum Links

RE - Exploring God who is God what is our relationship. Baptism Spiritual journey Being in God's family. Holy spirit Pentecost Trinity—how can we experience God?

PSHE -

Science/Geography - compass direction guiding Light and dark Day and night. Different environments natural or God made?

History - importance of spirituality to ancient civilisations place in the world Stonehenge why important to those who made it.

Reflection—Learning from life: understanding an inner meaning of self and identity - critical reasoning and big questions.



Reflection—Learning from life: understanding an awareness of the affect of others search for meaning critical reasoning and big questions.

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Is it ok to have different beliefs to others?

How do I stand up for what I believe?

Why is it so hard to say sorry?

Do we always have to forgive people who hurt us?

Why are there so many different landscapes?

Does God want us to take care of the world?

Do I have to be baptised to be loved by God?

How can God be three in one?

Transformation—Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.



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Develop skills assertiveness self-confidence

My ideas are important and make me who I am

Be confident to be myself be responsible for who I am and make changes to my behaviour if I need to.

Increasingly able see others points view.

Able to deal with differences in a positive way.

Able to put things right when I need to and forgive others when they get things wrong.

Able to express the awe and wonder of the world in a variety of ways (art/words/movement). Able to say what is beautiful to them.

Understand the variety of the earth and the need for care in how human beings use the earth's resources.

Begin to ask Big questions and understand there may not be answers.

Have own ideas/feelings regarding big questions. Respond in a variety of ways music/movement/story.

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<p><b>Curriculum Links</b></p> <p>RE - Gospel What would God want them to be? How can I make a difference? Creation—unique purposeful</p> <p>PSHE - Understanding and dealing with feelings Keeping themselves safe Volunteering being a good citizen</p> <p>Science - body digestion/teeth. Sound how we hear wonder of bodies/senses</p> <p>Art - self portraits</p> <p>Music - express emotions</p>	<p><b>Curriculum Links</b></p> <p>RE - Understanding the faith/beliefs of others celebrate differences acknowledge what we have in common. What would Jesus say about the way to treat others? Can I be a servant to others like Jesus?</p> <p>PSHE - Anti bullying Being a good friend Respecting others Resolving conflict positively volunteering being a good citizen</p> <p>Geography - comparative study relationships between countries</p> <p>History - how can the past inform us today?</p> <p>Music - singing joining together collaborative composition</p>	<p><b>Curriculum Links</b></p> <p>RE - God's creation - what lessons should we take from this? What kind of world would Jesus want? How why do people make the world a better place?</p> <p>PSHE - protecting the environment climate change</p> <p>Geography - Amazing Amazon biodiversity life in rain-forest. How to protect environments Study South America</p> <p>Science - Sound how we access the wonder of the world. Animal and plant classification. Water cycle role trees/plants.</p> <p>History — the creativity of those in the past how it impacts us today.</p> <p>Music - nature music.</p> <p>Art - draw what you hear / landscapes/ natural objects</p>	<p><b>Curriculum Links</b></p> <p>RE - Good Friday exploring God's power and comfort to the world through death. Why would Jesus die for me? Baptism marriage ideas God's family forgiveness heaven Comparing other faiths.</p> <p>History - crime &amp; Punishment ideas laws/rules. Can the past make the present understandable?</p> <p>Science - sound hearing can we "hear" God?</p> <p>Geography - Different environments natural or God made? Our place in this world.</p>
<p>Reflection—Learning from life: understanding an inner meaning of self and identity - critical reasoning and big questions.</p> 	<p>Reflection—Learning from life: understanding an awareness of the affect of others search for meaning critical reasoning and big questions.</p>	<p>Reflection—Learning from life: reflecting on experiences of beauty - search for meaning, critical reasoning and big questions.</p>	<p>Reflection—Learning from life: reflecting on the beyond (God/ Divine) a search for meaning, critical reasoning and big questions.</p>
<p>What does God want me to be?</p> <p>How can we all be equal in God's eyes?</p>	<p>How do we forgive others who hurt us?</p> <p>Why do we need rules in life?</p>	<p>Why do some people in the world live in places without enough food or water?</p> <p>Why does God let people starve in some places?</p>	<p>Can people who are not Christians go to heaven?</p> <p>Do miracles still happen today?</p>
<p>Transformation—Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.</p> 	<p>Transformation—Learning to live life: responding as a means of expressing an idea of relationship with others: expressing inner thoughts in words, art, actions.</p>	<p>Transformation—Learning to live life: responding as a means of expressing an idea of the meaning of beauty: expressing inner thoughts through words, art, action. Being moved emotionally by beauty.</p>	<p>Transformation—Learning to live life: responding as a means of expressing the need to understand the purpose of life.</p>
<p>Increasingly aware personal identity important more than just physical or likes.</p> <p>Set self goals to help progress. Identify how goals link to God's desire for our lives.</p> <p>Awareness God created us all equally important.</p>	<p>Respecting everyone's faith/relationship to God is personal. Understanding we are shaped by our beliefs/thoughts/opinions.</p> <p>Starting to discuss and understand we can differ in our belief systems and discuss differences with others.</p>	<p>Understand and verbalise the awe and wonder in the natural world for ourselves and people from the past. Action to protect environments.</p> <p>Be able to find different ways to express how we feel/our gratitude for the world around us.</p> <p>Use art to explore beauty of landscapes.</p>	<p>Have an understanding of the big questions in life. Confident to discuss questions imaginatively and know there may not be an answer.</p> <p>Writing prayers to express belief/talk to God.</p>

# Spiritual Development - Opportunities for spirituality in the curriculum Year Five

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<p><b>Curriculum Links</b></p> <p>RE - Can following God change me? What do I believe?</p> <p>PSHE - Understanding how amazing their bodies are embracing change Keeping themselves safe and healthy Preserving their wellbeing managing risks</p> <p>Science - Animal lifecycles including human How we came to be. How bodies will change over time.</p>	<p><b>Curriculum Links</b></p> <p>RE - Understand what unites us to Christians around the world, Be able to make positive relationships with those who hold different beliefs</p> <p>PSHE - think about the lives of people living in other places Respect for different values and customs. Diverse communities. Managing relationships online.</p> <p>History - study Roman Empire / Victorian Era their legacy to us. Issues of justice rights how we treat others</p> <p>Geography - Settlements how and why people form communities. Study Commonwealth trading/origins.</p>	<p><b>Curriculum Links</b></p> <p>RE - What matters most to humanists Christians?</p> <p>Science - earth, moon and sun. Awe and wonder at the beauty vastness of the universe.</p> <p>Music - space themed music. World music.</p> <p>Geography - Exploration the awe of the natural world Settlements how we use the earths resources</p> <p>Art - geometric patterns as in art. Nature drawing.</p>	<p><b>Curriculum Links</b></p> <p>RE - How can /God bring freedom and justice? Who is Jesus? What does it mean to be a saviour? How do you have a relationship with Jesus? What is my place in the world?</p> <p>Science - Earth, moon and stars as stimulus for what is beyond. Changing materials ideas reversibility (forgiveness/faith)</p> <p>History - legacy ancient civilisations God inspired?</p> <p>Geography - Different environments natural or God made?</p>
<p>Reflection—Learning from life: understanding an inner meaning of self and identity - critical reasoning and big questions.</p> 	<p>Reflection—Learning from life: understanding an awareness of the affect of others search for meaning critical reasoning and big questions.</p>	<p>Reflection—Learning from life: reflecting on experiences of beauty - search for meaning, critical reasoning and big questions.</p>	<p>Reflection—Learning from life: reflecting on the beyond (God/Divine) a search for meaning, critical reasoning and big questions.</p>
<p>Why can't I be good at everything?</p> <p>Does God like me even when I get things wrong?</p>	<p>Should every one be treated the same?</p> <p>Can we like people who have different values and customs to us?</p>	<p>Are there other people like us in the universe?</p> <p>Why are there so many natural disasters in the world?</p>	<p>Was Jesus really the Son of God?</p> <p>How could Jesus be raised from death?</p>
<p>Transformation—Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.</p> 	<p>Transformation—Learning to live life: responding as a means of expressing an idea of relationship with others: expressing inner thoughts in words, art, actions.</p>	<p>Transformation—Learning to live life: responding as a means of expressing an idea of the meaning of beauty: expressing inner thoughts through words, art, action. Being moved emotionally by beauty.</p>	<p>Transformation—Learning to live life: responding as a means of expressing the need to understand the purpose of life.</p>
<p>Recognise we can learn from the achievements/ qualities of others.</p> <p>Understand that my positive qualities will help me achieve my goals and that success is down to me.</p>	<p>Appreciate people around the world have different customs and beliefs and that we need to respect them and can in fact learn important things from them.</p>	<p>Have a sense of awe and wonder at the physical processes of the universe and understand this is beyond human control.</p> <p>Feel and experience the awe and wonder of the natural world and understand the human impact on the landscape.</p>	<p>Ask the big questions. Understand that faith is belief without proof.</p> <p>Form opinions understand the Christian viewpoint.</p>

# Spiritual Development - Opportunities for spirituality in the curriculum Year Six

<p><b>Self:</b> Spiritual learners become increasingly aware of the concept of self - the inner person and a way this shapes an individuals perception of themselves as a unique human being. Spiritual learners reflect on the relationship they have with their sense of being a unique person.</p>	<p><b>Others:</b> Spiritual learners become increasingly aware of the concept of others - growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationship with others.</p>	<p><b>World and beauty:</b> Spiritual learners become increasingly aware of the concept of physical creative world - growing relationship with beauty through the ability to respond emotionally to the experiences of wonder of the natural world and the results of human creativity. Explore understanding of beauty and the effect this has on their perception of and relationship with the world.</p>	<p><b>Beyond (God/Divine):</b> Spiritual learners become increasingly aware of the concept of the beyond (God/Divine) - growing relationship with transcendental and ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme.</p>
<p>Encounter—Learning about life: provide openings for spiritual development through exploration of identity and personal values.</p> 	<p>Encounter—Learning about life: provide openings for spiritual development: recognising the value and worth of others.</p>	<p>Encounter—Learning about life: provide openings for spiritual development: challenging experiences of beauty</p>	<p>Encounter—Learning about life: provide openings for spiritual development through exploration of identity and personal values.</p>
<p><b>Curriculum Links</b></p> <p>RE - Does God love me? Begin to form own beliefs and opinions on faith What can we turn to if life is hard?</p> <p>PSHE - coping with changes and transitions in life Being able to regulate themselves conduct themselves respectfully</p> <p>Science - SRE explore idea self-worth . Diet and exercise responsibility to look after body/ mind/soul. Light how do we see?</p> <p>Literacy—biography</p>	<p><b>Curriculum Links</b></p> <p>RE - Comparison to other faiths - what we share and how we differ Understanding that people have different beliefs and opinions we can respect despite this Global Christianity What would Jesus do?</p> <p>PSHE - Different families SRE explore ideas positive relationships with others. What is unhealthy What does consent mean? Having safe relationships online</p> <p>History — WW2 impact lives. Mayan Civilisation what can we take from it?</p> <p>Geography - natural disasters impact o people how aid agencies help those in need.</p>	<p><b>Curriculum Links</b></p> <p>RE - Creation science conflict or complimentary? What would Jesus do?</p> <p>Geography - Awe and wonder natural world Natural disasters how we view tragedy/ destruction. Can they benefit the world? Darwin's voyage to understand geographical features.</p> <p>Science - Comparison organisms adaptability. Light how do we see? Habitats - protection of environments</p> <p>Music - Music to create atmosphere.</p> <p>Art - impact sculpture on our world. Art from nature.</p>	<p><b>Curriculum Links</b></p> <p>RE - Is there a God? Why do we have different beliefs? Can having a faith help when life is difficult? Does God love everyone?</p> <p>Geography - Different environments natural or God made? Natural disasters why does God not intervene?</p> <p>History - ancient Mayans ideas many gods. Role individuals through history God inspired?</p>
<p>Reflection—Learning from life: understanding an inner meaning of self and identity - critical reasoning and big questions.</p> 	<p>Reflection—Learning from life: understanding an awareness of the affect of others search for meaning critical reasoning and big questions.</p>	<p>Reflection—Learning from life: reflecting on experiences of beauty - search for meaning, critical reasoning and big questions.</p>	<p>Reflection—Learning from life: reflecting on the beyond (God/ Divine) a search for meaning, critical reasoning and big questions.</p>
<p>How do I know what I am good at?</p> <p>How can God help me to be happy?</p>	<p>Who should I listen to more, my friends or my family?</p> <p>Why should I love my enemies?</p>	<p>If science tells us about evolution can there be a God who created the world?</p> <p>Will the Earth always provide what we need?</p>	<p>Why doesn't God always heal people when we pray?</p> <p>How do we know there is only one God?</p>
<p>Transformation—Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.</p> 	<p>Transformation—Learning to live life: responding as a means of expressing an idea of relationship with others: expressing inner thoughts in words, art, actions.</p>	<p>Transformation—Learning to live life: responding as a means of expressing an idea of the meaning of beauty: expressing inner thoughts through words, art, action. Being moved emotionally by beauty.</p>	<p>Transformation—Learning to live life: responding as a means of expressing the need to understand the purpose of life.</p>
<p>Ability to understand our own emotions. Stand up for what we believe in and accept who we are.</p> <p>Develop opinions/beliefs - who is Jesus to you?</p>	<p>Empathy for people in the past and those who experience tragedy.</p> <p>Appreciate others have different views demonstrate through art.</p> <p>Understand how beliefs impact on life.</p>	<p>Able to appreciate the beauty of the natural landscape and understand how humans impact on it.</p> <p>Understand the interdependence of all living things.</p>	<p>Generate big questions. Express responses to questions of meaning. Begin use critical reasoning in responding to big questions. Compare the scientific and Bible accounts of creation.</p>