



The Academies for Character and Excellence

'Excellence through cultivating character, sharing talents and pursuing innovation'

Progression in Spirituality

(This document should be read in conjunction with the 'Spirituality Policy'.)

In the ACE schools, we provide a variety of opportunities to develop and promote children's spirituality as an ongoing, reflective journey. The ACE curriculum teaches us about questioning, understanding and relationships: relationships with ourselves, others, the world and beyond. Spirituality enables our children to be happy; flourish and succeed and live life in all its fullness.

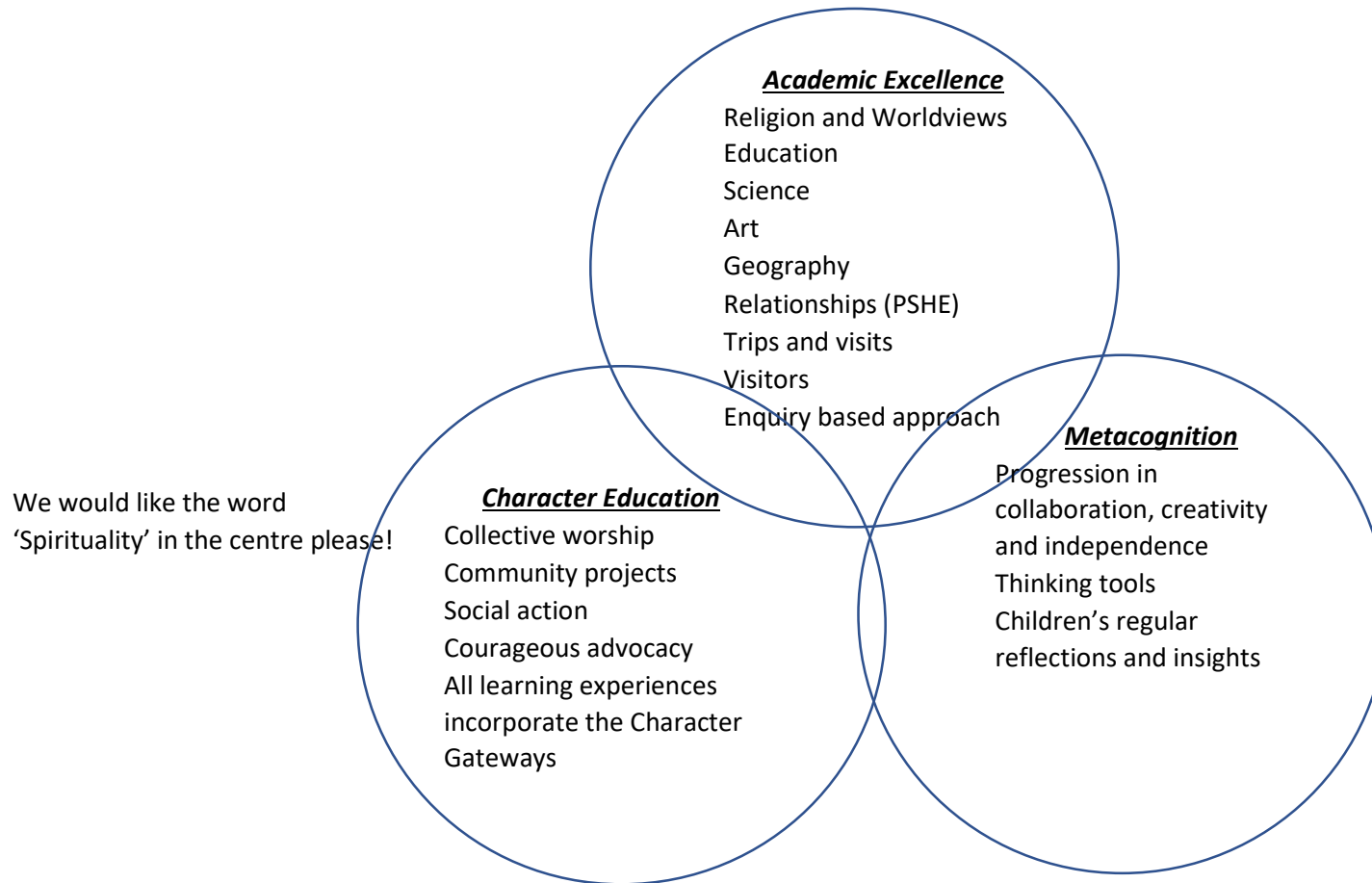
Children are provided with opportunities to develop the four elements of spirituality across the curriculum at school. These elements are:

- Self (their awareness of their relationship with themselves)
- People (their relationship with other people)
- World (their relationship with the natural world)
- Other (their relationship with God, Gods, or whatever their belief system feels/knows to be important)

Opportunities for spirituality development are established through the following task styles:

- Windows – Encounter (the learning about life)
- Mirrors – Reflection (the learning from life)
- Doors – Transformation (the learning to live by putting into action what they believe).

Opportunities for Spiritual Development in the ACE Curriculum



This progression document is based upon guidance produced by the Salisbury Diocese and provides a summary of how spirituality develops in each of the areas described above across school. The activities described are the kinds of big questions we may pose to our children and are examples only. This is a working document that will develop over time.

Spiritual development- self

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

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Windows: Learning about life: providing openings for spiritual development through an exploration of identity and personal values.			
Writing shared prayers. Drawing friendship. Exploring "I love..." Complete 'All about me' 'All about my family', Past and present type learning enquiries including shared photos	I wonder questions Picture books to prompt discussion and questioning		Creating spiritual pictures Creating pictures of who we turn to when we need support.
Mirrors: Learning from life: understanding an inner meaning of self and identity – critical reasoning and big questions.			
Use of text "How are you feeling?" What makes me happy? What do I do in my spare time that I like? What things do I value? Why am I special? What's different about me?	Circle time activities. Who am I? What am I worth? What is right and wrong? How do I decide what is right and wrong? How do we feel about ourselves? Who am I? (links to Creation unit in RE)	What are feelings? Don't we deserve to be happy? What should I do about right and wrong? What do I deserve in life? Who should I look up to? What type of person do I want to be? What difference does being loved make? Is belief in something important? What rights do I have?	Should you respect yourself over all other things? Where does your identity come from? Does more mean being happier? Is my understanding self a selfish concept? Are the opinions of my friends important to me? Are my beliefs important?
Doors: Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.			
What do I like? What do I not like? Why? How should I treat others? How do I want to be treated? Can I say something nice about others? Understanding how to 'fill someone's bucket'. Increasing understanding of the character values that relate to each gateway (see progression of values linked to gateways)	An evolving awareness of the concept of self as more than purely physical characteristics. A growing realisation that being content with who you are is important for personal happiness. Know how to apologise and to try again. Beginning to recognise mistakes and how to deal with them in a positive way.	Identification of Growth Mindset 'learning pit', where children are in charge of their own learning. The awareness that the growing development of a personal identity is an important aspect of being human. A growing realisation that an emphasis on self alone is not sufficient as a means of living out the self. An evolving sense of the concept of identity as more than purely physical characteristics or our likes and hobbies. Can set goals for my work and behaviour that will help me to progress.	The awareness of the value of reflection to explore deeper responses to thoughts that help shapes the 'inner self'. An understanding that we express our personal values in the way that we approach our relationship with others and the world around us. The ability to express an interpretation of this verbally. Can explain my opinions. Discussing our religious beliefs and how we believe the world was made.

Spiritual development- people

Spiritual learners become increasingly aware of the concept of others values and principles affect their relationships with others.

– a growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Windows: Learning about life: providing openings for spiritual development: recognising the values and worth of others			
What people help us? Who can help me? Why is...special? What special things have they done?Talk trios and partners allow children to record their own thank you and prayer messages.	Learning enquiries around diversity and RE learning. Why is it important to understand how people live differently, have different beliefs and look differently from us?	Engaging with parables and the teachings of Jesus, e.g. Good Samaritan, Sermon on the mount Reflection on stories, such as “If the world were a village”	Exploring the role of Christian reformers in combating slavery in the past (and today)
Mirrors: Learning from life: understanding an awareness of the affect of others– a search for meaning, critical reasoning and big questions			
Children draw pictures and discuss answers to the question “What makes a good friend?” What makes a good friend? Why are my friends important to me? What do I like in my friends? How my friends make me feel? How do I look after my friends and family?	Why do people bully others? How do I treat others? Do I treat other people in the same way? Should I treat everyone in the same way? Should I treat my friends differently to others? Why do we fight and argue? Should we always be loyal to our friends? How can I demonstrate compassion?	Why do people ignore others when they need help? Is being a good friend easy? Why do we sometimes hurt the feelings of our friends? How sincerely can I care for those who may be in need but I have never met? Why should we care for them? Will we ever live in a world without fighting? What responsibilities do I have for others?	Exploring the question: Can charities change the world? Is it better to please oneself first: or others? Why do people have to suffer? What is pain? Is there such a thing as a bad person? What is worth striving for? Why isn’t life always fair? Is being fair always the right thing to do? Does more mean being happier?
Doors: Learning to live life: responding as a means of expressing an idea of relationship with others: expressing innermost thoughts through words, art or actions.			

Children to develop links with others in their communities. They consider how they can support others whilst others support them eg the Seal project, Silver stories and other intergenerational projects

A growing appreciation that the views and opinions of others should be listened to with respect whether those views are similar to your own or different. Children are taught about turn taking.

Writing letters to a loved one in Man on the Moon. Acknowledgement and respect for the rights of others to have their own deep thoughts that shape their inner self. A developing ability to enter into discussions with others about their values and opinions.

A growing empathy with the values of others and developing an understanding of the need to appreciate them to build meaningful relationships. A growing ability to express how understanding the value of others is an important part of building meaningful relationships. Using art to capture the effects of unfairness in the world.

Spiritual development–

Spiritual learners become increasingly aware of the concept of a physical and creative world – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. Spiritual learners explore their understanding beauty and the affect this has on their perception of and relationship with the world.

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Windows: Learning about life: providing openings for spiritual development: challenging experiences of beauty			
Opportunities to observe natural changes during the year, e.g. the Curiosity cube, the changing seasons, minibeast learning experiences, beach visits. . Collect and make a creation table of natural objects found outside.	Engagement with creation stories from Christian and other traditions RE units of work	Exploring diversity within the created world environments	How have we made God's world ugly? What can we do? Explore through stories like the man who planted trees by Jean Giono Plan and design spiritual spaces
Mirrors: Learning from life: reflecting on experiences of beauty – a search for meaning, critical reasoning and big questions			
Actively encourage play in all weathers (e.g. snow) What types of weather do you like the most and why? What is your favourite colour and why? What sounds do you like to listen to? What makes you afraid? What is your favourite time of the day? Season? Etc.	Do different colours have different moods? What gives them these moods? What is the most beautiful thing in the world? Why should I care about animals and plants? How/why does the weather affect our mood?	How do we know we've found all the colours in the world? What season do you feel most reflects your personality? What is the difference between listening and hearing? Should we try to tame nature? What does it mean that the beauty is in the eye of the beholder? What would it be like without seasons?	What is a perfect world? Why is there ugliness in the world? Can you love something that is ugly? Why do you like certain types of music? What response do you get when you look at a piece of art? Is beauty something that you can learn, or do you just have to feel it? What is the point in being creative?

Doors: Learning to live life: responding as a means of expressing an idea of the meaning of beauty: expressing innermost thoughts through words art or actions. Being moved emotionally by beauty.

Links to harvest and growing projects in school grounds. Growing and planting seeds. Have an instant response to something wonderful/ exciting and awesome happening. Evident in expression and simple phrases. Respond to sensory feelings and be able to show it -links to our senses learning enquiries.

Give a verbal response that explains a reaction to something wonderful/ exciting or awesome.
Be seen to respond to a stimulus and begin to explain in simple terms verbally or through body language (drama activities, including school production)

Through our chocolate topic, identify the beauty and significance of cocoa beans. Be able to understand and give meaning to something wonderful/ exciting or awesome. Be able to verbalise their sensory responses and begin to explore their reactions to stimuli. A growing confidence to explore concepts orally.

Be able to explain/ give an emotional response to stimuli and begin to articulate this from a personal perspective.
Be able to display shades of meaning when verbalising sensory responses and understand and interpret their reaction. A developing appreciation that some things don't have answers.

Spiritual development– other

Spiritual learners become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Windows: Learning about life: providing openings for spiritual development: a growing appreciation of the intangible – truth, love			
Becoming aware of worship through collective worship in school	Visiting local Churches, exploring the sense of worship in Church – the touch, colour, smell, sound and stillness	Life processes in science Exploring symbolism Exploring stories with life events Visiting and comparing places of worship	Creating spiritual pictures to express God. Reflecting on life rituals
Mirrors: Learning from life: reflecting on the beyond – a search for meaning, critical reasoning and big questions			
What are the stars for? Why do we have rainbows? How big is the sky? What is the smallest thing there is? Why are people different? What does God look like?	Where is God? What might heaven be like? Is there such a thing as an angel? If you can't see something, is it real? What is true happiness? When have you experience moments of awe and wonder? Planned lessons in KS1 RE units.	What is the purpose of the earth? Is God alive now? Why is there illness? Why do destructive things, like earthquakes, have to happen? Which is stronger – love or hate? Is it good that scientists can't explain everything? Why are there religions? What is beyond the universe?	Do we come back after death as a different being? Is there life after death? Why do we love? Does love last forever? What lasts forever? What is unknowable? What else is there to discover? How do we know what we don't know?

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

Have the confidence to ask questions that have no answers.	Have a sense of enjoyment in devising and discussing questions that have no answer. Use imagination to interpret responses to big questions.	Understand what big questions are. Be able to explain imaginative responses to questions of meaning.	Can generate big questions. Begin to express through a personal vocabulary responses to questions of meaning. Begin to be able to use critical reasoning in responding to a big question
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