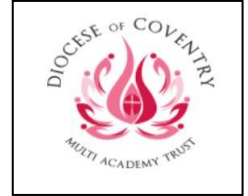





# Leamington Hastings C of E Academy

## Spirituality progression



At Leamington Hastings C of E Academy, the curriculum provides many opportunities for children to develop spiritually and develop an understanding of their own world view, whilst developing an understanding of the views and impact that others have on the world. At Leamington Hastings Academy, our aim is to give opportunities across the curriculum that enable every child to flourish and to live life in all its fullness (John 10:10). This is rooted in our school vision and Christian values, linked to The Parable of the Sower. Our teaching aims to maximise the outcomes for every child so they can learn, remember, understand and do more, exploring big questions about belief, ethics, how they connect to the world around them and how this affects their developing personal knowledge. Children are given opportunities to question, wonder, reflect and debate across the curriculum, in a range of ways to find their own spiritual pathway. Our aspiration is for children to leave us in year two with a good understanding of how they can be like the 'good soil', to have open hearts, curious minds and to care about their impact on the world around them. Our hope is that they will grow to challenge injustice, be fruitful to others and have the courage to be a force for good in their local communities.

### Spirituality (opportunities throughout the curriculum)

	Rising 3	Pre-School	Reception	Year 1	Year 2
 <p><b>Windows:</b> Giving opportunities to become aware of the world in new ways. Learning about life in all its fullness. This includes both the things that amaze us and challenge us.</p>	<p>Exploring the natural world around them. Using all their senses and following their interests to spark wonder and amazement.</p>	<p>Using their senses to explore new and exciting possibilities, as well as those from their immediate experience. Wondering and exploring how different experiences make us feel. Providing managed risks to challenge children's perceptions of their own capabilities and resilience.</p>	<p>Exploring our wonderful world, connecting our senses to our feelings, both positive and negative. Supporting children to embrace and overcome challenge. Understanding what life around the world is like for other children and the challenges they face. Understanding some key issues for our world and how they can contribute in a positive way.</p>	<p>Explore a range of people and issues from different backgrounds, cultures and world views to begin to understand cause and perspective. Reflect on their own feelings and thoughts and have time to discuss these. Develop an understanding of global issues and how these can be affected positively or negatively by people's actions. Empower children to believe they can try to make a difference.</p>	<p>Children explore a wide range of historic and current issues through the curriculum. Opportunities and careful scaffolding given to enable children to reflect on the motivation and perspectives behind many problems or injustices. Compare local and Global issues to help develop a sense of empathy and understanding.</p>



**Mirrors:** Giving opportunities to reflect upon our experiences. To meditate on life's big questions and consider some possible answers. Learning from life by exploring our own insights and perspectives and those of others.


Developing a sense of belonging within their own family and our school community. (E.g. through participating with whole school activities, parent partnerships and developing nurturing relationships with staff)

Encouragement to talk about their own feelings and experiences, sharing special things or thoughts with each other in order to develop a sense of identity. (Through show and tell, RE, PSHE, circle times and personal response to exploring feelings through art and music)

Opportunities to reflect on their own life experiences and begin to make sense of their own beliefs and feelings of connection to God or their own world view. Understanding that others have different beliefs or thoughts and this is to be celebrated and respected. Encouragement to wonder and explore big questions. Expressing personal hopes through prayer or reflection.

Provoke responses and debate on big questions through a range of activities, such as sorting criteria, ethical enquiry and discovering messages or contrasting points of view in stories. Children reflect on their personal beliefs and are shown how to disagree well when faced with contrasting views.

Discussions and debates of current issues or life's 'big questions' to link their own world view and sense of justice to explore what this means to them. Children reflect on whether they may be inspired to be agents of change for the greater good.

 <p><b>Doors:</b> Giving opportunities to respond, to do something creative in order to express, apply and further develop our thoughts and convictions. Learning to live by putting into action our beliefs and values.</p>	<p>Planting seeds and helping care for plants. Beginning to share and take turns with others. Developing positive relationships and demonstrating this by being kind, helpful and gentle.</p>	<p>Beginning to understand that their actions can have a positive impact on the world around them. Demonstrating this by being kind to animals, helping care for plants, looking after their immediate environment and resolving conflicts appropriately. Showing the school Christian values through their interactions with each other.</p>	<p>Developing a sense of right and wrong and standing up for their rights and the rights of others in an appropriate way. Responding to discussions around equality, honesty and justice with their own thoughts, experiences and proposed resolutions to scenarios. Showing empathy to other by helping them when they are in need. Showing respect for each other and property by treating resources well and listening to the ideas and needs of others. Understand the school Christian values and recognise what they could do to demonstrate these.</p>	<p>Developing a sense of what they think is important and why. Exploring how others have used social action to effect change, thinking about their actions, aspirations and hopes. Children have opportunities to champion causes, vote on important issues and contribute their ideas to the school community in order to express their personal beliefs and values. Children recognise when our school Christian values are being demonstrated by themselves or others and see these as an important concept for living well together.</p>	<p>Opportunities to creatively express hopes and aspirations for themselves, each other and the wider world. Becoming courageous advocates to champion causes which are meaningful to them or challenge injustice. Understanding how our actions affect the world and how our Christian values can be utilised to become a force for the greater good.</p>
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As a church school we are concerned with the development of people’s mind, body and soul. We believe that spirituality should influence all areas of education and life, therefore we aim that all areas of the curriculum contribute to pupils’ spiritual development. Spiritual development relates to fundamental questions about the meaning and purpose of life which affect everyone and is not dependent on a religious affiliation.