



Developing Spirituality Across the Curriculum



28th April 2022

LIVING OUT GOD'S TRANSFORMING PRESENCE



Agenda

- **Spirituality** – Ofsted/SIAMS and securing YOUR school's definition – Nicola
- **National Models of Spirituality** – Nicola
- **Sharing of Resources – Building a Booklist** - All

BREAK 10.40-10.55

- **Examples of Spirituality in the curriculum** – Charlotte Sides, Crockerton Primary School
- **Big Sheet Planning 1** - All
- **Contemplative Photography - Reflection** - Maria Wojciechowska-Canada, Arco Iris Learning

LUNCH 1.00-1.30

- **Grief, Loss & Death** – Nicola
- **Events & Activities to build Spiritual Literacy** – Catherine Wallace, Bishops Cannings Primary School
- **Big Sheet Planning 2** - All
- **Personal Planning Time** - All

LIVING OUT GOD'S TRANSFORMING PRESENCE



SELF

being a unique person
understanding self
What makes me tick?

OTHERS

how empathy, concern, compassion
and other values and principles affect
relationships
Others have different
perspectives/views from me

**It is what it is to
be human**

Relationships

WORLD

relating to the physical world,
its beauty, our responsibilities
to care for it

Love

BEYOND

relating to the transcendental,
outside the 'everyday'
experience, know that people
have different views of what is
'beyond'
Relationship with God



We nurture and celebrate the unique value and self-worth of each member of our school family. Here at XXXXX School spirituality is woven like a thread through the fabric of our school enriching who we are.

Spirituality is about creating precious moments to transform thoughts, actions and our senses. It is the capacity to be still and reflect with awe and wonder on the beauty and possibilities of the human and natural world ... and beyond.

XXXXX Church of England Primary School

'growing the soul'

Spirituality is the heart beat of our school. It is how we understand ourselves and our place in the world: recognising strengths, weaknesses and having confidence to challenge ourselves. We care for the local and global community and our Christian values underpin our learning and encourage children to ask 'big questions'.

XXXX Church of England Primary School



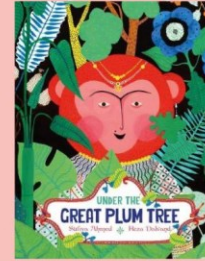
Time to Reflect and
work together
to create a first draft
definition
for your school



BUILDING A BOOKLIST



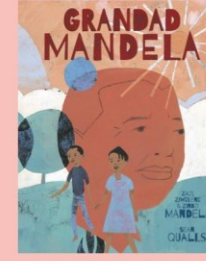
BOOKS ABOUT FORGIVENESS



Miss Bandari is a monkey who is known throughout the land for her heart of gold. When Mr Magarmach, a frail, elderly crocodile, seeks shelter under her plum tree, Miss Bandari can see that he is hungry and generously shares her fruit with him. He returns each day and a touching companionship develops between the two creatures.

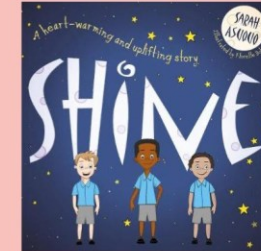
To repay her kindness, the crocodile tells her exciting stories of his younger days, when he battled with human hunters, pythons and lions. Their friendship is tested, however, when Mr Magarmach invites Miss Bandari to lunch and inadvertently puts her in grave danger.

This moving tale has courage, friendship and forgiveness at its core. This is a splendid story which explores traditional narratives from different cultural perspectives.



Young readers will learn that apartheid created a division between black and white South Africans, and Nelson Mandela, who believed passionately in racial equality, was imprisoned for opposing the unfair regime.

The book reveals how people from all over the world campaigned for his release, and he was finally freed after 27 years of incarceration. It describes how, after being elected as the first black president of South Africa, he worked tirelessly with his opponents to help create a fairer society, where homes, schools and hospitals were equally accessible to everyone, regardless of their racial heritage.

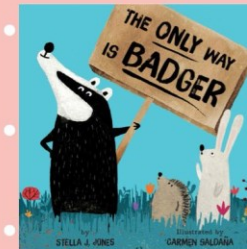


Kai is excited to go back to school after the summer holiday, but soon finds himself being mocked by his peers for being different. Kai's confidence is lowered and he begins to wish that he is 'normal' like everyone else.

With the help of his parents, Kai learns to be proud of himself and his unique qualities and values. Kai's mother explains how although the moon and stars are different they both shine beautifully in the sky. He learns an important lesson: that everyone is special and valuable in their own way. He realises that the things that make him different are the things that make him special. He makes a decision to use his qualities to 'shine his light'.

As the title implies, Badger has no time for appreciating diversity and sets about creating a woodland that conforms to his view that the only way is badger. He sets up a wall and covers the habitat with signs that accompany his chanting and placards about how superior badgers are. Things are very black and white for him.

Steadily, each creature fails to live up to Badger's standards (how can a rabbit bark or a deer dig a burrow?) and is therefore banished to the other side of the wall. Badger insists that this is for the best whenever another animal raises concerns but this eventually makes his world rather dull. It becomes a place where nobody wants to be, including himself. Badger learns a valuable lesson about tolerance and the benefits of diversity in the end.



Shine is a touching and heart-warming story which encourages young readers to celebrate diversity and to recognise how our differences make us special. It deals confidently with issues including bullying, low self-esteem, self-confidence and forgiveness.

PIC•COLLAGE

LIVING OUT GOD'S TRANSFORMING PRESENCE



Is there
diversity in your
school library?
In your Literacy
Spine?





TAKE A BREAK



LIVING OUT GOD'S TRANSFORMING PRESENCE



SPIRITUALITY ACROSS THE CURRICULUM

Charlotte Sides – Crockerton CE Primary School

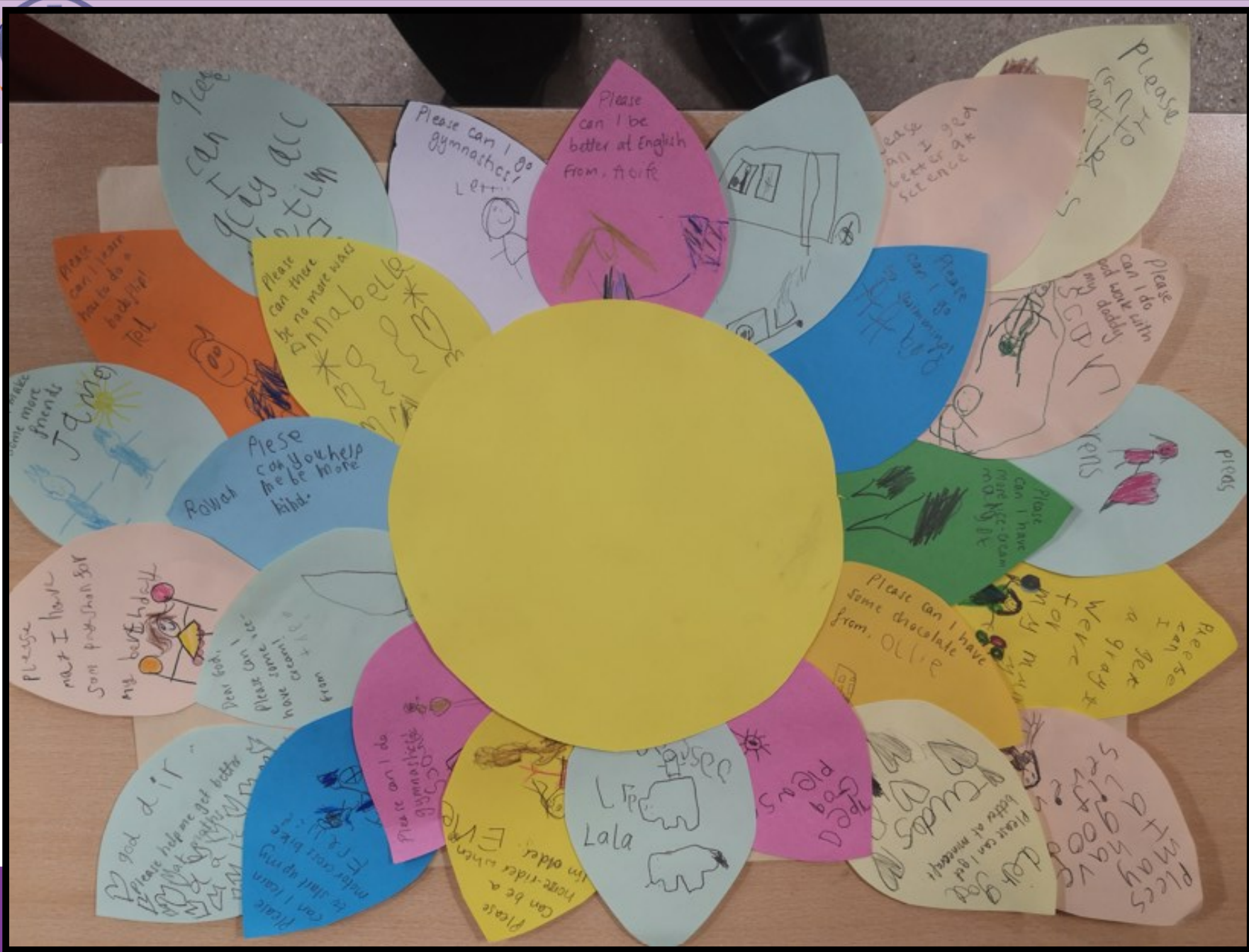
Spiritual development

This refers to a child's beliefs, religious or otherwise, which inform their perspective on life and their respect for other people's feelings and values. It is about the development of a sense of identity, self-worth, personality and character. This is supported by:

- The opportunity to develop a set of values and principles which complement Crockerton Christian ethos and informs children's perspective in life and their patterns of behaviour.
- An awareness of, understanding and respect for their own and others' beliefs.
- The opportunity for children to experience 'awe and wonder' through exploring natural environments.
- The opportunity for children to reflect on their learning and progress and to learn from this reflection
- Promoting teaching styles which value pupils' questions and gives them space for their own thoughts, ideas and concerns so they can make connections between their learning and the context of their own lives.

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**Bringing
Prayer Alive
Prayer Space**





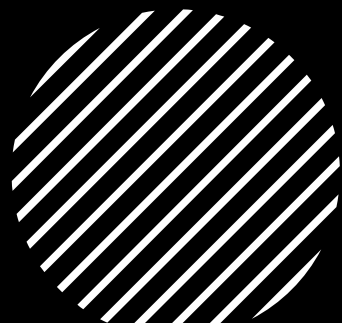
**“Awe might be our most undervalued emotion.
Here’s how to help children find it.”**



LIVING OUT GOD’S TRANSFORMING PRESENCE



BIG SHEET PLANNING SESSION – Part One



	SELF	OTHERS	WORLD	BEYOND
EYFS				
YEAR ONE				
YEAR TWO				
YEAR THREE				
YEAR FOUR				
YEAR FIVE				
YEAR SIX				
Whole School				



ARCO IRIS LEARNING - Maria Wojciechowska-Caneda



Arco Iris Learning

- a rainbow of creative opportunities -

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LUNCH



LIVING OUT GOD'S TRANSFORMING PRESENCE



GRIEF, LOSS, DEATH



LIVING OUT GOD'S TRANSFORMING PRESENCE

Always Remember

Always remember to forget
The things that made you sad
But never forget to remember
The things that made you glad.

Always remember to forget
The friends that proved untrue.
But don't forget to remember
Those that have stuck by you.

Always remember to forget
The troubles that have passed away.
But never forget to remember
The blessings that come each day.

**What do you
want to
remember?**

**What will you
choose to
forget?**





PRAYER ACTIVITY

Bottle of Tears



• Equipment

Wooden cross, large bottle with water, bowl with clear aqua beads, tear shaped pieces of card, pens, Blu Tack, blue material.

• Set up

Place the large bottle (filled with some water) at the bottom of the cross and decorate it using the blue material. Put the clear aqua beads into a bowl and place it at the bottom of the cross alongside the tear shaped pieces of card and Blu Tack.

• Instructions

Life has been tough this past year. Lots of things may have made you sad, and you know what, it's okay to feel that way.

Jesus felt sad too. God understands our sadness. The Bible says, 'You keep track of all my sorrows. You have collected all my tears in your bottle.' – Psalm 56:8

Take a tear drop bead and think about something that has made you sad this past year. Drop the 'tear' into the big bottle. If you want to, you can write or draw your sad thing onto a big tear drop and stick it onto the cross as a prayer.

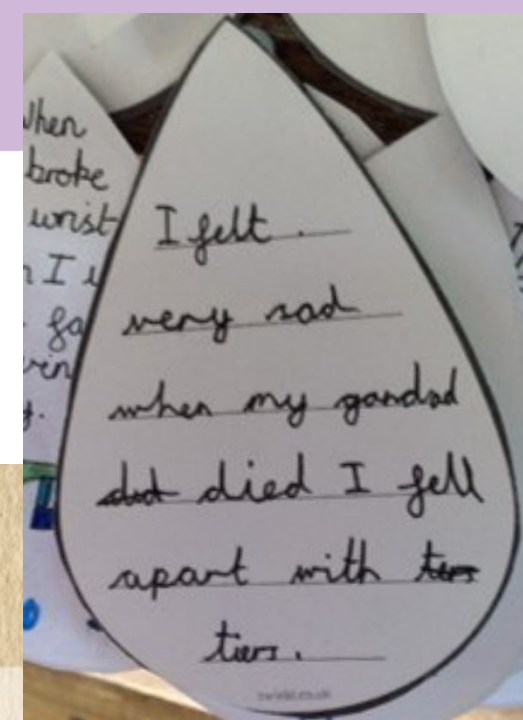
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BOTTLE OF TEARS

It's OK not to be OK

"Give all your worries to Him, because he cares for you." 1 Peter 5:7



Life is sometimes a bit tough, particularly over this last year.

Lots of things may have made you feel sad, and you know what, it's okay to feel that way.

Jesus felt sad too. God understands our sadness.



ACTIVITIES



- Prayer Space Weeks
- Spirituality Day
- Holy Week Trail
- Worship Works Award
- World Faiths Day
- Spirituality baskets
- Candlemas
- Oddments theatre
- Reflective Storytelling with sand-bag
- House points linked to charity giving
- Whole School Communion
- Harvest and Reception Blessing service
- Letter writing to MP and new Bishop Stephen
- Spirited Arts
- Termly Spirituality Mornings



AT GOD'S TRANSFORMING PRESENCE



PRAYER SPACE DAYS

<https://sway.office.com/cABh6F3C4L6AFcyQ?ref=email>



"The human body has many parts, but the many parts make up one whole body.

So it is with the body of Christ ... we have all been baptized into one body by one Spirit, and we all share the same Spirit."

1 Corinthians 12:12-14

We are all different to one another and when we come together we can be something beautiful.



Pom Pom People



HOW DID THIS PRAYER SPACE WEEK MAKE YOU FEEL?

Year 2: Happy because it was relaxing; Relaxed, Calm, Joyful, Peaceful, a bit sad; Calm and happy and loved; Happy because it was peaceful

Year 3: I felt calm and relaxed because I knew I was with God and the sounds were very calming; The prayer space made me feel a part of God; Relaxed, peaceful and thankful; It made me feel generous because we don't often go on the field and sit with our eyes closed; I felt calm and to believe in God more and more; Happy and peaceful as it was really quiet and there was a lot of space; noticed that I felt calm and new

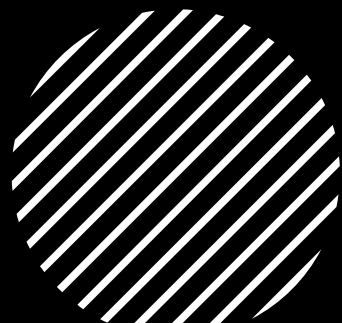
Year 4: I felt calm and relaxed because I felt safe and happy; Lucky because I am not homeless and they have no food or toys; The waterfall made me feel peaceful; The prayer space made me feel relaxed and calm because you could let your fears wash away

Year 6: The prayer space made me feel happy, calm and at one with God; I felt mindful and it helped me connect with God





BIG SHEET PLANNING SESSION - Part Two



	SELF	OTHERS	WORLD	BEYOND
EYFS				
YEAR ONE				
YEAR TWO				
YEAR THREE				
YEAR FOUR				
YEAR FIVE				
YEAR SIX				
Whole School				



PLANNING TIME



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