

SPIRITUALITY @ ST PETER'S

At St Peter's, we consider our pupils spiritual development to be a central part of the school's curriculum. At our school, we use the following definition when thinking about Spirituality...

"Spirituality is the concept of exploring the purpose and meaning of life, to develop a sense of awe and wonder at the world we live in, to question our place within it and to work to care for our body, mind and soul. Spirituality is not dependent on religious belief or a particular faith."

Here are some examples of how we promote Spirituality across the curriculum areas:

Spirituality across Music	
Music and spirituality are intricately related, with spirituality often being the inspiration for the creation of music, and music so often creating the desired atmosphere for a spiritual occasion. <i>"The aim and final end of all music should be none other than the glory of God and the refreshment of the soul."</i> —Johann Sebastian Bach	
Year 3	Listening: Children have the opportunity to appreciate a wide variety of music. Children listen to movements from Vivaldi's <i>Four Seasons</i>. They discuss how the music reflects the spirit of the season: calm, lively, serene, silent, thoughtful. We draw how the music is represented in our minds and add words. With our ideas and inspiration from the music we hear, children compose music of their own in groups. We listen to wonderful pieces set to biblical texts such as <i>Zadok the Priest</i> by Handel. Singing is a very spiritual activity. In Year 3, children sing together. This enlivens their spirit. It can also calm them down; taking time to listen, regulate breathing and appreciate the importance of silence in music.
Year 4	As a whole year group, year 4 take a great deal of pleasure in working together to learn the songs for their Christmas production. They get a great sense of belonging and joint responsibility to achieve something wonderful. Listening material in year 4 includes music of the Blues and Jazz genre. Here children learn about the history and how the music was a way of escapism from difficult experiences for the people who composed and performed the music. We watch performances of famous musicians singing with great feeling, moved by the music they are making. Children appreciate that music can transport you to different places, peoples' struggles and feelings. We discuss how we feel during and after we listen.

Year 5	At Christmas, Year 5 lead our whole school carol concert at St. Peter's Church in Ruddington. They perform poems, songs, prayers and bible readings to share the Christmas story. The whole school celebrate Jesus's birth through learning carols to share with the community. This s a very special event for the school and one we all value. In their music lessons, Year 5 explore the folk genre of music. They learn some traditional folk songs centuries old that tell stories. We discuss their lyrics and appreciate the spirit of the songs; sea shanties to motivate the sailors as they work; plaintive songs about lost loves; remembering wonderful times; love for the traditions of their country.
Year 6	In Year 6, children listen to songs and music from many genres but the work on gospel music involves the children learning about a specific spiritual musical genre. Spirituality is the foundation of gospel music, and the children learn songs and listen carefully to the lyrics to understand their meaning. We watch performances of gospel choirs (some in churches) and see the connection between themselves as a choir; and the connection the music gives them spiritually, to connect with God.

Spirituality across RE	
Pupils' spiritual development is enhanced through our RE curriculum by: • Experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and world views; • Visiting different places of worship and speaking to faith leaders; • Asking and responding to 'big' questions of meaning and purpose; • Considering questions and ideas about God ; • Exploring spiritual practices such as worship and prayer, and considering the impact of these on believers as well as any relevance to their own life.; • Using music, art and drama to express beliefs.	
Examples from Year 3	Pupils explore a range of stories from different religions including the creation story Pupils learn about key religious festivals including Diwali and Holi Pupils are visited by a Hindu faith leader in order to explore the importance of religion in their lives

	Pupils participate in an Easter Labyrinth in order to explore the Easter Story
Examples from Year 4	Pupils write an account of their own views about spirituality and music, giving some examples of their own Pupils explore a range of pilgrimages people go on in order to express their religious and spiritual ideas Pupils discuss and present thoughtfully their own and others' views on challenging questions about being inspired by others, and about the ways human courage and spirituality can make a person an example to others
Examples from Year 5	Pupils visit Southwell Minster to explore how buildings and creative arts can put the spirituality of a religion into visual forms, and how these beautiful buildings can create space for people's spiritual lives Pupils are visited by a local Vicar and Imam to explore how spirituality and religion impacts people's lives Pupils learn key stories from the Gospel and explore what this tells us about the kind of world Jesus wants Pupils explore how religious and spiritual thoughts and beliefs are expressed through charity and generosity
Examples from Year 6	Pupils study sacred texts in order to explore what they tell us about the world and human life Pupils reflect on suffering with a focus on the Kindertransport Pupils look at how religions respond to human rights, fairness and social justice

Spirituality across History	
Curiosity for how and why events happened	The study of History involves a strong sense of curiosity of how and why events in the past happened. History also raises questions as to what could have happened if events resulted in different outcomes. Examples across the school: - Year 3 - Nottingham Castle - How has Nottingham Castle changed over time? What caused these changes to happen? - Year 4 - Roman Britain - What was life like in Roman Britain? How did life change when the Romans arrived? What

	would have happened if they didn't invade? - Year 5 - The Suffragettes - How did women achieve the vote? What was the impact of the Suffragettes? Of WW1? - Year 6 - Civil Rights - What caused the civil rights movement in America to happen? What was the impact of these protests/actions?
Exploring Historical Sources	Historical sources are used to give children a sense of the past and aid children in understanding the people who produced and used these objects. When exploring sources, children can consider the idea of 'truth' and look at different interpretations. Exploration of these sources encourages children to find both similarities and differences to how we live today. Examples across the school: - Year 3 - Stone Age to Iron Age - exploring sources and making links to modern day (links to enrichment visit to Creswell Crags). - Year 4 - Roman Britain - visit to Collection Museum and exploration of a variety of sources. - Year 5 - Maya - variety of artefacts, valuing a sense of curiosity and wonder. - Year 6 - Vikings - exploring different interpretations of how the Vikings were viewed. Valuing different sources to gain a richer understanding. Enrichment drama day.
The role of important individuals	Children are also encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Examples across the school: - Year 3 - 'Black History Month' day - learn about individuals including Harriet Tubman. - Year 4 - Elizabethans - Learn about the role of Queen Elizabeth. - Year 5 - The Suffragettes - Role of Emmeline Pankhurst and local Suffragette Helen Kirkpatrick Watts. - Year 6 - Civil Rights - Learn about the role of Martin Luther King, Rosa Parks, Ruby Bridges, Little Rock Nine.
Valuing a sense of empathy	A sense of empathy is valued in many lessons. Questions may include 'how would you feel?', 'what would you do?' and 'how would you react?' This is particularly important when studying topics that have a big human impact. This use of empathy supports pupils to engage with the topics taught. Examples across the school: - Year 3 - Egyptians - consider class groups in society, where would you have liked to be? Why? How would life have been different to your life today? - Year 4 - Ancient Greece - when learning about Athenian Democracy consider how different groups in society would have felt about it, how 'democratic' was it?

	- Year 5 - Suffragettes - Photo source material (Emmeline Pankhurst being arrested, Boston Marathon runner) how would you feel if you saw this happening? - Year 6 - Civil Rights - Photo source material (Little Rock Nine). What would you do? How would you react?
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Spirituality across Geography	
Geography supports spiritual development by promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences. Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet.	
Year 3	The children explore different settlements and how communities and physical and human features are similar and different. The children explore India in detail, and wonder at the vast array of physical and human features the country has to offer. They understand how different climate zones are found across the country and think about the impact that the river Ganges has on people's spiritual development. The culture of India is explored and the children have the opportunity to discuss similarities and differences with our own culture. While studying rivers, the children learn about the journey of a river, and the way rivers help to form the natural world around us. The impact of flooding is discussed, including ways to prevent flooding, along with the ways it impacts on the wider community.
Year 4	Children will explore the causes and consequences of climate change, and reflect on their own position on how to address it. They will think about the lasting effect on future generations and how they can counter climate change. They explore their own feelings on the physical and human geography of Italy, comparing life in Italy to their own and to develop wonder about the wider world and the people in it.
Year 5	Children will reflect on how population density has affected cities and the impact this has on communities. Through the study of different regions, ecosystems, and human environment interactions, children may develop an understanding of the interconnectedness of all living things, promoting a sense of responsibility and preservation.

	Children assess and reflect on the impact of volcanic explosions and earthquakes, and reflect on the wonder of natural phenomena.
Year 6	With an an ever growing population (population density USA topic), children will think about where their place in the world is and how we support and sustain the environment, and the impact of an evergrowing global community. Children will look at how one country can have a multitude of different climates and biomes, and how to conserve and protect these. Within the USA children will discuss and digest the vast array of physical, human and environmental aspects of geography within the country of USA. Inequality between MECD and LECD will be looked at in depth through the topic of globalisation with a focus on how circumstance and place of birth affects life choices and opportunities, and the bigger question of equal opportunities. Children investigate the impact of fair trade on producers and consumers, with how that influences people around the world and global citizens. Children learn a respect for the world's natural resources, and how misuse of these can impact on people globally. A case study of Copenhagen allows them to explore how we are guardians of our Earth, and how it is our duty to protect and sustain for future generations.

<i>Spirituality across Art</i>	
Throughout history, expressing spirituality has been a subject for artists. Artworks may express emotions, thoughts and spirituality in a creative and imaginative manner. They can be accessed and created by all, including those who find other academic skills challenging. Developing artistic skills and enjoying the process of creation can enable children to express a sense of awe and wonder at the world we live in. Where appropriate (for example, during our spirited arts project) children are encouraged to reflect on their personal beliefs, values, and connections to nature. This can enable children to start on a journey of self-expression and self-discovery through Art.	
Year 3	Georgia O' Keefe's art responds to the natural world. Her artworks are more than just figurative depictions, but try to express her emotional response to, and fascination with, floral subjects. Picasso's movement away from realistic figurative art reflected a desire to express more than the physical subject. This is clear in 'Weeping woman' an artwork we examine.

Year 4	Rousseau: Artworks express an appreciation of the vivacity of the natural world and his passionate response to it. His need to express his creativity and wonder was fundamental to his sense of purpose in life.
Year 5	Van Gogh: Some commentators identify symbolic elements within his art (blue perhaps representing God's presence and yellow God's love). Such ideas help children recognise that artists may convey messages within their artworks, sometimes through symbolism.
Year 6	Shaun Tan's work (The arrival) conveys a story solely through pictures. Via images, he explores themes such as the damage of isolation and a human need for connectedness and meaning in life. This has some links with artworks viewed in relation to WW2 and the spiritual harm when our world is out of balance and wellbeing suffers.

Spirituality across Spanish

The learning of Spanish at St. Peter's encourages spirituality as it provides a perfect opportunity for children who are eager to explore boundaries of 'beyond' and discovering purpose to their learning.

Learning Spanish helps our children to develop confidence in themselves and their communication. It helps to broaden their horizons by introducing them to new and exciting places they may have not heard of or have been before. Sharing of experiences by both adults and children, allows them to hear about other people's experiences of Spanish speaking places. Learning Spanish in a fun and interactive way is helping to build a generation open to and enthusiastic to learn new languages, meet people from different countries and explore new cultures.

Spirituality across PSHE and Citizenship

In PSHE and Citizenship children are given opportunities to be reflective about their own beliefs (religious or otherwise) and perspective on life. They develop knowledge, understanding and respect for, different people's faiths, feelings and values. The lessons are designed to provide a sense of enjoyment and fascination in learning about themselves, others and the world around them. We encourage children to use their imagination and creativity in their learning and to develop a willingness to reflect on their experiences and how they might shape their choices and behaviours now and in the future.

Year 3	Spiritual learners in Year 3 become increasingly aware of the concept of self – the inner person and the way that this shapes their individual perception of themselves as a unique human being. The children are given opportunities to reflect on the relationship that they have, with their sense of being a unique person and belonging to communities. We want children to develop an understanding of self and identity, and why difference is our world awe and wonder. We are educating children through PSHE and citizenship to respond as a means of expressing an idea of self: developing a personal set of beliefs. Developing understanding of personal differences within a family and how family structures can vary - same sex families, separated parents, adopted families, fostering. We want children to be able to identify their own strengths and positive attributes and how they can apply them to be able to contribute to our school and wider world. In Year 3 we are encouraging children to have 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.
Year 4	In Year 4 our PSHE and Citizenship curriculum encourage children to be spiritual learners who become increasingly aware of the concept of others – a growing empathy, concern and compassion for how to treat others. Our Year 4 spiritual learners reflect on how their values and principles affect their relationships with others. We want children to recognise the values and worth of others by developing an increasing awareness of how others help us and our own relationships with others. We educate children to have a greater understanding of how the world works around us and how important individuals are and their contribution to the wider world. Children develop empathy for people who face challenges for difference, this is explicit in our International Day of Education. We want to ensure children understand what respect and equality means and why it is important in a fair and just world.

Year 5	Children will have an awareness and a greater understanding of the changes they are/ will go through. This will prepare children for inevitable changes and how to respond and learn to live with such changes. We want children to experience wonder: children will think about their actions towards strangers, friends and family. Thinking about how actions and words have consequences. Children have an awareness of big changes within their lives. In Year 5 there is 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. In Year 5 opportunities to engage in Remembrance Day and Social Justice Day, these are designed to promote children's understanding of the history of human development and their place in the world. We want children at St Peter's to be able to understand and give meaning to something wonderful/exciting or awesome but also to understand that difficult and terrible events also shape lives.
Year 6	Children are educated to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England, recognising that for some groups of people these are not respected or upheld. Children can understand that their behaviour and actions will result in consequences. We encourage children to have an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. In PSHE and Citizenship we encourage children to explain and when appropriate give an emotional response to stimuli, such as the Abolition of Slavery or suffering during the Holocaust and begin to articulate this from a personal perspective. A developing appreciation that some things don't have answers or answers that feel satisfactory.

Spirituality across Maths

Our maths curriculum supports children's spiritual development by exposing them to opportunities to problem solve and reason, both verbally and in written form, encouraging them to think deeply: when connections between pupils' numeracy skills and real life are made. Maths lessons at St Peter's aim to encourage children to be curious and to open their minds to various possibilities. Spirituality can be seen in maths when children are asked to consider pattern, order, symmetry and scale (both man made and in the natural world) and when appreciating the beauty of shape and space.

Year 3	Collecting and representing data in using representations Recognise, describe and make 3D shapes Solving problems with time
Year 4	Making shapes with specific areas Correspondence problems - how many possibilities? Find missing lengths Solve problems with money
Year 5	Solve problems with multiplication and division Symmetry Estimate with measurements
Year 6	Solve problems with two unknowns Scale drawing, proportion problems and recipes The Fibonacci sequence - 'Beautiful Maths' enrichment unit in Summer term Hexaflexagons

Spirituality across Reading

Reading isn't just about gaining new knowledge or relaxing. It can be a spiritual practice in its own right. Children across our school have a pre-planned and defined reading spine which allows them to enjoy and experience a range of texts and genres. It takes them to destinations afar and offers them insight into the wider world.

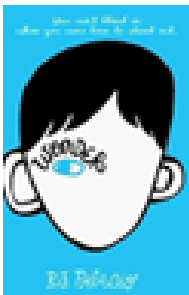
Reading books of any genre is life-giving, as books provide a window to escape our own lives and enter a new imaginary or lived life of the book's author. Reading, whether off a physical page or from a device, offers a change from the demands of school and hectic schedules. During the moments we read, we become immersed in a place and situation other than our daily life and routine.

As a whole school, we feel that reading can be more enjoyable when we do it together. All classes enjoy regular storytime where we can immerse ourselves into the lives of characters we feel for. Not only this, we promote regular whole school events such as our bedtime stories and campfire stories where children can meet together and giggle - immersing themselves into picture books with a buddy, a biscuit and a hot chocolate! Gazing at the roaring fire, enjoying the atmosphere and the celebration of stories is some of our former pupils' most spiritual memories from their time at this school.

Year 3	In Year 3, we expose our children to life in the Stone Age through the novel, 'The Boy with the Bronze Axe.' This story details the daily life of a young pair of siblings who share their childhood experiences. From carving a boat from a tree to celebrating the summer solstice at the Ring of Brodgar, there are multiple opportunities for our children to reflect on the larger questions in life. In 'Secrets of the Sun King' the children will adventure with Lil to Egypt in order to experience the true meaning of friendship, returning King Tutankhamen's ashes to their final resting place.
Year 4	Year 4 explores further the opportunities for children to follow their dreams - wherever they may lead. The story of Lila in 'The Firework Maker's Daughter' shares her gritty desire to rebel against society's wishes for her to be married. Lila is determined to follow in her father's footsteps and become a Firework Maker. The understanding of the 'gifts' that she possesses will allow children to be inspired by her passion and bravery.
Year 5	Year 5 children have the opportunity to study a selection of remarkable women of the world and the impact that they have had on our lives today. Through sharing the real life stories of these brave women throughout history, the children can be inspired to see that they are capable of making a difference to the world around them. These powerful women come from a range of different backgrounds and nationalities to demonstrate their strength of character and the barriers that they have overcome.
Year 6	The novel 'Wonder' allows children to consider the life of children with facial disfigurements. The journey through high school tackles the ongoing difficulties faced by pupils including bullying and exclusion. The empathy developed for these characters helps children to consider their actions and the actions of others in demonstrating tolerance and acceptance. Hopefully this understanding will be held dear and taken with them in readiness for secondary school.

Spirituality across Writing

"Spirituality is not something we can see; it is something we feel inside ourselves. It is about awe and wonder, asking questions, inspiration and being aware of something 'bigger' outside of ourselves."



Mirrors - thinking deeply, connecting new knowledge to what we already know, thinking about ourselves and how we feel about the world around us.

The Writing curriculum at St. Peter's encourages children to be reflective and consider themselves and their emotions. Texts such as 'Wonder' in Year 6 and Greta's Story in Year 5, introduce the children to sensitive and emotive issues which naturally elicit a degree of self-reflection. Furthermore, tasks such as writing a memoir from the perspective of a fictional person who survived the eruption of Mount Vesuvius, require the children to think deeply about how they would be affected and how they would be feeling.

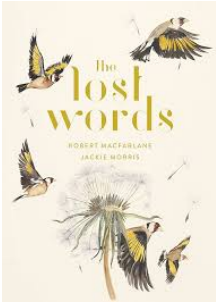
Windows - looking at the world in new ways, exploration of a new concept.

Our Writing curriculum includes texts which explore the British values of democracy, the rule of law, tolerance and mutual respect and individual liberty. Cultural capital is at the heart of our Writing curriculum, exposing



children both to texts that explore different cultures, and texts that they will encounter frequently in their life as common cultural references. It is through texts such as *Rama and the Demon King*, *The Adventures of Odysseus* and *A Christmas Carol*, that children will be able to broaden their knowledge and understanding of the world and challenge their current perceptions.

Doors - understanding how other people feel



Much of our Writing curriculum requires children to write 'in role'. This ability to put oneself into another's shoes to the extent that an effective piece of writing can be produced as a result, is a key part of our children's spirituality in Writing. In order to write as that person, children must first of all understand how that person thinks and feels and have the ability to empathise with them. The theme of love is interwoven from Year 3 where the children gain an appreciation for nature and the beauty of the world in their topic of nature poetry through to Year 6 where the children explore the love shown by Martin Luther King Jnr to the people of the Civil Rights Movement during his 'I have a Dream...' speech.



Spirituality across PE

At St. Peter's, spirituality can be seen in PE as our children engage in sessions which encourage a complete well-being and a connection between mind and body, being aware of the benefits an active lifestyle can offer for mental as well as physical health throughout school and into adulthood. PE provides a space for our children to explore their physical capabilities so they can develop an appreciation for the harmony between the body, mind, and spirit. Examples of how this approach is adopted throughout our curriculum can be evidenced below.

Gymnastics	- Understanding how to control the entire body - Being able to create routines which allow children to express themselves with freedom - Being amazed at the capability of your own body - Building the ability to reflect both personally and collaboratively on the performances and routines.
World Games	- Helping children to understand the world around them, experiencing sports from across the world, from different cultures. - Recognising that pupils in our school come from differing backgrounds and both reflecting and celebrating this through our diverse curriculum.
Dance/Drumba	- Exploring themselves and their emotions through dance and music - Being able to tell and enjoy a story in different ways. - Appreciating different styles of dances and different cultures (e.g. Y3 Bollywood Dancing)

Field Games (inc Football, Rugby, Hockey, Cricket and Rounders)	- Helping generate a sense of belonging, being part of a team - Teamwork, working alongside others of all abilities to achieve a collective goal - Community- appreciating that many sports are part of a wider community and the benefits of being part of this. - Showing sporting behaviour- kindness, encouragement and inspiration for all. - Passion - generating the sense of awe and pure enjoyment that sport can uniquely offer all children. - Inspiring children to become part of something beyond the self, which might include being part of a team, or supervising others in the sport (i.e. refereeing)
Sports Leaders	- Children are able to explore developing the confidence to lead and instruct others - The concept of 'giving back' where children can support others through something they themselves have benefitted from in their time at St. Peter's.