

## Spirituality Development

At Potters Gate and St Andrew's we aim to foster our children's spiritual development through an enriching and immersive curriculum that enables our pupils to see diversity of beliefs while recognising that we are all part of one global family.

We believe that our children's spiritual journeys of exploration and discovery is manifested through the encouragement of empathy, gratitude and an awareness of awe and wonder -including a sense of fascination and enjoyment in learning about themselves, others and the world around them including caring for nature and living things. A spiritual journey is one that is separate to teachings and learnings of faiths and religions.

It is important to us to provide our children with opportunities to build on their spirituality and to encourage children to explore their beliefs and values; fostering a foundation for personal growth and understanding within a diverse and interconnected world.

A good starting point to learn about spirituality is to think of Windows, Mirrors and Doors.

**Windows** - giving children opportunities to become aware of the world in new ways. Children are learning about life in all it's fullness.

**Mirrors** - giving children opportunities to reflect on their experiences; to ponder on life's big questions and to consider some possible answers. In this they are learning from life by exploring their own understandings and perspectives and those of others.

**Doors** - giving children opportunities to respond to all of this; to do something creative as a means of expressing, applying and further developing their thoughts and opinions. In this they are learning to live by putting into action what they are coming to believe and value.

Here are some examples of how we foster spirituality through our curriculum.

Year Group	Windows – Opportunities to wonder about the World	Mirrors – Opportunities to reflect on their experiences	Door - Opportunities to respond to these experiences/ creative
Reception	Topic – Mini- beasts: Thinking about the importance of 'small life'	How do we connect to nature?	Activities: litter picking, bug houses, flower pressing, sowing seeds, tending to our school garden.
Year 1	Topic- PSHE How do we connect with others?	Learning about how we play, how others play, how we can build connections with others. School rules.	Activities: Our voices matter. How can we change the world around us?
Year 2	Topic: Science – life cycles.	Forest school – what life cycles may happen in our school. Awe and wonder of nature.	Awareness of their local area Farnham Trail in Forest school
Year 3	Topic: International Day	Considering cultures from around the world.	Questioning why people do things differently across the world – celebrating similarities/ differences.

<b>Year 4</b>	Topic: Birds/ Heathland changes	Reflecting on the change to the country. Changes in nature and our effects on it.	Activities: Designing Heathland posters. Writing to Mrs Venables to ask for her support to protect our local birds and the introduction of school bird feeders.
<b>Year 5</b>	Topic: PSHE – Do we all have the same opportunities?	Watching videos and photographs from our link school in Tanzania. What can we learn from them? Shared values.	Writing to our friends in Tanzania and donating our old textbooks.
<b>Year 6</b>	Topic: English – Plastic Pollution.	What effect does it have on our world?	Writing to companies to persuade them to limit their plastic use and the effects they are having on our world.  Protest art – opportunity to respond in a creative way.

Whole school opportunities include:

- Spirited Arts Day (July) – An opportunity for all the children to express their beliefs and values through art, drama, poetry and music; relating to a number of ‘big questions’ including ‘Why do animals’ matter?’ and ‘Green Faith, Green Future?’
- Generation Restoration – A whole school initiative with the aim that our school can become more biodiverse, for children to have more awe and wonder for the world we live in and for the children to appreciate our native wildlife.
- Forest School – This offers our children the opportunity to take supported risks appropriate to the environment and to themselves. It also supports our Christian values and our school learning skills.
- Class thoughtful time – This is a weekly opportunity to discuss, as a class, the worlds ‘big questions’ for example; ‘Should we think of ourselves as ‘World Caregivers?’ Children have the opportunity to share their opinions and views whilst listening and valuing the ideas of others.
- Easter Pause day – on these special occasions, we ‘pause’ the ordinary timetable and spend the day focusing on the Easter theme in creative and reflective ways. In our classrooms and around the school, we create an environment of reflective concentration, which encourages spiritual development, deep thinking and respect for each other’s ideas.