



At Bromesberrow St Mary's, we provide a range of opportunities to develop and promote children's spirituality as an ongoing, reflective journey. It teaches us about questioning, understanding and relationships: relationships with ourselves, others, the world and beyond. Spirituality enables our children to *Reach for the stars with Aspiration and Hope* throughout life. We recognise the massive influence spirituality has on a child's well-being and their mental health and we aim to create an environment that will nurture people's minds, body and soul. However, we acknowledge it is a deeply personal journey. Spiritual development relates to fundamental questions about the meaning and purpose of life which affect everyone, and is not dependent on religious affiliation. We are guided by our Christian Faith and the Christian Values which we hold dear but we welcome all and we openly encourage children to reflect in the way that suits them best, enabling them to participate in an ongoing process of spiritual realisation and to flourish in a way that will help them find peace, comfort and strength throughout life's ever changing journey.

This document is for teaching staff and parents all across our community to help identify and guide the rich deep thinking opportunities which contribute to pupils' spiritual development throughout our broad curriculum.

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

- Self
- Others
- World
- Transcendence (beyond)

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

- **Windows** – to learn about life and to become aware of the new ways. Learning about life in all it's fullness. This includes things that amaze us and challenge us.



- **Mirrors** – to learn about ourselves and reflect upon our experiences. To meditate on life's big questions and consider possible answers. Learning from life by exploring our own insight and perspectives and those of others.
- **Doors** – to live out our Christian values in the wider world and give opportunities to respond, to do something creative in order to express, apply and further develop out thoughts and convictions. Learning to live by putting into action our beliefs and values.



This progression document is based upon guidance produced by the Gloucestershire diocese and provides a summary of how spirituality develops in each of our Key Stages across the school. The activities described below have been curated by staff across Bromesberrow St Mary's and is a working document that will develop over time.

Spiritual development – Self

Spiritual learners become increasingly aware of the concepts of self – the inner person and the way that this shapes individual's perception of themselves as unique human beings. 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
<u>Windows:</u> Learning about life; providing openings for spiritual development through an exploration of identity and personal values.			
<ul style="list-style-type: none"> - Drawing friendships. – PSHE/ RE - Exploring "I love..." – PSHE - I wonder questions through learning environment. – Across enquiry based curriculum. 	<ul style="list-style-type: none"> - I wonder questions. – Enquiry led curriculum. - Picture books to prompt discussion and questioning. – English/ Collective worship. - Be ready to say sorry when mistakes are made, 	<ul style="list-style-type: none"> - Writing shared prayers. - Demonstrate curiosity and open mindfulness when exploring life's big questions. - Experiences in the news e.g. a wedding could then generate the questioning of why people choose to 	<ul style="list-style-type: none"> - Creating spiritual pictures. - Creating pictures of who we turn to when we need support. - Be guided by our beliefs and values and be willing to take a stand to defend – through persuasive writing.

<ul style="list-style-type: none"> - Being ready to say sorry for when mistakes are made, to forgive themselves and forgive others. – PSHE/RE - Talking about what they like and dislike and being able to express themselves creatively – Music/Art - Be thankful and appreciate what is good in life and show generosity towards others. - Playtime experiences e.g. sharing, being kind. 	<p>to forgive themselves and forgive others. – PSHE</p> <ul style="list-style-type: none"> - Love themselves, care for themselves, and believe in their potential to achieve their inner strength and resilience when facing challenges. – PSHE - Playtime experiences e.g. thinking about what they say to others and how that may make them feel. - Forest School: children experience fire and how it can be used to cook and keep warm outside. They could use starters to create sparks and start a fire. Some children may find this challenging and find it difficult to persevere. - Express feelings around what they are learning. 	<p>marry and what makes two individuals decide to commit to one another for life.</p>	<ul style="list-style-type: none"> - Be self-aware and empathise with the experience of others in the school and wider community. - Be comfortable with stillness and silence and able to engage in reflection/meditation/prayer.
<u>Mirrors:</u> Learning from life: understanding an inner meaning of self and identity – critical reasoning and big questions.			
<ul style="list-style-type: none"> - What are feelings? - What makes me happy? - What do I do in my spare time that I like? - What is important to me? 	<ul style="list-style-type: none"> - What things do I value? - What should I do about right and wrong? - Who am I? - How do I decide what is right and wrong? - Who should I look up to? 	<ul style="list-style-type: none"> - What am I worth? - What do I deserve in life? - What do I want from life? - What difference does being loved make? 	<ul style="list-style-type: none"> - Should you respect yourself over all other things? - Is my understanding of self a selfish concept? - Are my beliefs important? - What are my values?

<ul style="list-style-type: none"> - What is right and wrong? 	<ul style="list-style-type: none"> - What type of person do I want to be? - What rights do I have? - What makes me comfortable and what does not make me comfortable? 	<ul style="list-style-type: none"> - Is belief in something important? - Where does your identity come from? - Does more mean happier? - Are the opinions of my friends important to me? - What sorts of relationships make me happy? 	<ul style="list-style-type: none"> - What sort of relationships make me happy? What would I be looking for from a good relationship as I get older?
<u>Doors:</u> Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.			
<ul style="list-style-type: none"> - I can say what I like/don't like and what I am good at. Both materially and the way I want to be treated. - Knowing how to apologise and to try again. 	<ul style="list-style-type: none"> - An evolving awareness of knowing what I like and what I don't like both materially and in the way that I want to be treated. - A developing realisation of the concept of self as more than purely physical characteristics. - Beginning to recognise mistakes and how to deal with them in a positive way. 	<ul style="list-style-type: none"> - A growing realisation that being content with who you are is important for personal happiness. - An evolving sense of the concept of identity as more than purely physical characteristics or our likes and hobbies and being able to begin to describe the things you value about yourself. - Being able to set goals from my work and behaviour that will help me to progress. 	<ul style="list-style-type: none"> - 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. - 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

			<p>way that we approach our relationship with others and the world around us. The ability to express an interpretation of this verbally.</p> <ul style="list-style-type: none"> - Being able to explain my opinions or defend my position when in conflict with someone else.
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Spiritual development – Others

Spiritual learners become increasingly aware of the concept of others – a growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others.

EYFS	Key stage 1	Lower Key stage 2	Upper Key Stage 2
<u>Windows:</u> Learning about life; providing openings for spiritual development recognising the values and worth of others.			
<ul style="list-style-type: none"> - Prayer dots/ talking tins allow children to record their own thank you and prayer messages. - In RE topics the children are provided with opportunities to express their own feelings about religious texts, practices and beliefs and will be able to express their own interpretations, practices 	<ul style="list-style-type: none"> - In RE topics the children are provided with opportunities to express their own feelings about religious texts, practices and beliefs and will be able to express their own interpretations, practices and beliefs are whilst listening to others. This may be investigated 	<ul style="list-style-type: none"> - 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”. - Within RSE/PSHE - How people grow and change and the physical differences between 	<ul style="list-style-type: none"> - Exploring the role of Christian reformers in combating slavery in the past (and today) – Suffragette movement. - Within RSE/PSHE - How people grow and change throughout puberty and recognise the changes they have gone through themselves. To understand

<p>and beliefs are whilst listening to others.</p> <ul style="list-style-type: none"> - Within RSE/PSHE - How people grow, keeping themselves and others safe, understanding when to keep secrets and when not to and to identify support networks within their relationships 	<p>through reflective story telling.</p> <ul style="list-style-type: none"> - Within RSE/PSHE - How people grow and change and the physical differences between gender. To understand what responsibilities increasing independence will bring, celebrating strengths and setting goals and thinking about how to manage feelings. To distinguish between different types of relationship including identifying the features of positive and negative relationships. 	<p>gender. To understand what responsibilities increasing independence will bring, celebrating strengths and setting goals and thinking about how to manage feelings. To distinguish between different types of relationship including identifying the features of positive and negative relationships.</p> <ul style="list-style-type: none"> - Talk about the likes and silks of artists and discuss this with peers. - Talk about the likes and silks of artists and discuss this with peers. 	<p>their rights to protect their bodies, being able to explain how to get help with this if they need it and what makes them comfortable or uncomfortable. To explain what makes healthy and unhealthy relationships and how to maintain them.</p> <ul style="list-style-type: none"> - Talk about the likes and silks of artists and discuss this with peers. - Evaluate their work and talk about how they can improve it and think about what skills to use reflecting on what they are confident doing.
Mirrors: Learning from life: understanding an awareness of the effect of others – a search for meaning, critical reasoning and big questions.			
<ul style="list-style-type: none"> - What makes a good friend? - What do I like in my friends? - How do my friends make me feel? - Children draw pictures around friendships and family. 	<ul style="list-style-type: none"> - 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? 	<ul style="list-style-type: none"> - 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? 	<p>Exploring the question:</p> <ul style="list-style-type: none"> - 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?

	<ul style="list-style-type: none"> - Should we always be loyal to our friends? - How can I demonstrate compassion? 	<ul style="list-style-type: none"> - Why should we care for them? - Will we ever live in a world without fighting? - What responsibilities do I have for others? 	<ul style="list-style-type: none"> - Is being fair always the right thing to do? - Does more mean being happier?
<u>Doors:</u> Learning to live life: responding as a means of expressing an idea of relationship with others: expressing innermost thoughts through words, art or actions.			
<ul style="list-style-type: none"> - Understanding that other people have their own views and opinions and may value different things to you. - Children suggest ways to help others. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Writing letters to a loved one. - 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. - Children can suggest causes that they want to support and can advocate fairness for others. - Children choose causes that they want to support (School Council). 	<ul style="list-style-type: none"> - 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. - Children design their own activities to support others or causes of their own choosing. (School Council). - Children actively engage in speaking out for justice and causes that matter to them and

			can campaign for others where support or charity is needed.
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Spiritual development – world and beauty

Spiritual learners become increasingly aware 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 through challenging experiences of beauty.			
<ul style="list-style-type: none"> - Opportunities to observe natural changes during the year, e.g. decomposing pumpkins. - Collect and make a creation table of natural objects found outside. - Forest school. - Science – animals including humans, plants, seasonal changes. 	<ul style="list-style-type: none"> - Engagement with creation stories and other traditions within R.E units of work and Science (Living things and their habitats, animals including humans, plants, rocks, light, forces and magnets). - Forest school. 	<ul style="list-style-type: none"> - Exploring diversity within the created world environments. - RE – who made the world? Noah's Ark. - Science – living things and their habitats, animals including humans, states of matter, plants, light, rocks (investigating and exploring) - Eco club. - Forest School. 	<ul style="list-style-type: none"> - How have we made Gods world ugly? - What can we do? - Explore through stories like the man who planted trees by Jean Giono. - Plan and design spiritual spaces. - RE – what do Christians learn from the Creation story? Creation and science: - Science - Living things and their habitats, Animals including humans, States of Matter, Plants, Electricity, Sound, Light, Earth and Space, Evolution and Inheritance and Forces.(wondering about

			<p>the expanse of the universe, investigating and exploring).</p> <ul style="list-style-type: none"> - Eco club.
<u>Mirrors:</u> Learning from life: reflecting on experiences of beauty – a search for meaning, critical reasoning and big questions.			
<ul style="list-style-type: none"> - Actively encourage play in all weathers (e.g. snow) - What types of weather do you like 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 day? Season? Etc. 	<ul style="list-style-type: none"> - 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? 	<ul style="list-style-type: none"> - 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? 	<ul style="list-style-type: none"> - 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?
<u>Doors:</u> 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.			
<ul style="list-style-type: none"> - Links to harvest. - Eco club garden and crop growing. - Exploring the area around school and noting its beauty during play. - Have an instant response to something 	<ul style="list-style-type: none"> - Give a verbal response that explains a reaction to something wonderful/ exciting or awesome. - Be seen to respond to a stimulus and being to explain in simple terms verbally or through body language (drama 	<ul style="list-style-type: none"> - Through our DT experiences of trying foods, identify the beauty and significance of different types of food. - Be able to understand and give meaning to 	<ul style="list-style-type: none"> - Be able to explain/ give an emotional response to stimuli and begin to articulate this from a personal perspective. - Be able to display a continuum of meaning when verbalising sensory responses and

wonderful/ exciting and awesome happening. Evident in expression and simple phrases. - Respond to sensory feelings and be able to show it.	activities, including school productions).	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.	understand and interpret their reaction. - A developing appreciation that some things don't have answers.
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Spiritual development – beyond

Spiritual learners become increasingly aware of the concept of 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
<u>Windows:</u> 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. - PSHE curriculum becoming aware of feelings, love and truth etc.	- Visiting local Churches, exploring the sense of worship in Church – the touch, colour, smell, sound and stillness. - Children to enjoy and seek moments of 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.
<u>Mirrors:</u> Learning from life: reflecting on the beyond – a search for meaning, critical reasoning and big questions.			

<ul style="list-style-type: none"> - What are 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? 	<ul style="list-style-type: none"> - 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? - RE why is the word 'God' important to Christians? What do Christians believe that God is like? Why does Christmas matter to Christians? 	<ul style="list-style-type: none"> - What is the purpose of 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 have a soul? If so, what happens to it after death? - Why do we love? - What lasts forever? - What else is there to discover? 	<ul style="list-style-type: none"> - Do we come back after death as a different being? - Is there life after death? - Why do we love? - Does love last forever? - What is unknowable? - What else is there to discover? - How do we know what we don't know? - Where do our spirits go when we are dead? - Do we come back after death as different beings? - What is unknowable? - How do we know what we don't know? - What is worth dying for?
<u>Doors:</u> Learning to live life: responding as a means of expressing the need to understand the purpose of life.			
<ul style="list-style-type: none"> - Have the confidence to ask questions that have no answers. 	<ul style="list-style-type: none"> - Have a sense of enjoyment in devising and discussing questions that have no answer. 	<ul style="list-style-type: none"> - Understand what big questions are. - Be able to explain imaginative responses to questions of meaning. 	<ul style="list-style-type: none"> - Can generate big questions. - Begin to express through a personal vocabulary responses

	<ul style="list-style-type: none"> - Use imagination to interpret responses to big questions. 		<p>to questions of meaning.</p> <ul style="list-style-type: none"> - Being to be able to use critical reasoning in responding to a big question. - Can engage in debate about issues that matter to them including 'life after death'.
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