

Spirituality Development Journey at Holy Trinity

Foundation Stage				
	SELF	OTHERS	WORLD & BEAUTY	BEYOND
EXPERIENCES	<p>Areas of provision</p> <p>Areas of learning – PSED, PD</p> <p>Topic focus – All about me</p> <p>Reflecting on family in home corners</p> <p>Focus folders – homes, families, babies</p> <p>Buddy Bear – sharing photos/stories</p> <p>Prayer time</p>	<p>Focus folders – looking at own and others homes, baby photos, family pictures</p> <p>Evidence Me – sharing achievements and Postcards</p> <p>Certificates</p> <p>Positive notes</p> <p>Rockets – sticker sharing</p>	<p>Seasonal walks</p> <p>Bulbs growing in the outdoor area</p> <p>Minibeasts in the outdoor area</p> <p>Freezing/melting experiments</p> <p>Snowy days</p> <p>Science – magnets/shadows</p> <p>Shared experiences – musical performance, Christmas band</p> <p>Butterflies</p>	<p>Cooking</p> <p>Tanzania similarities and differences</p> <p>Celebrating Divali, Chinese New Year</p> <p>Learning about the past – dinosaurs, Victorians, pre-technology, toys from the past</p> <p>Shared experiences – school trip, disco, visitors</p>
OUTCOMES	<p>Can say what I am good at</p> <p>Know what makes me special</p> <p>I can talk about me and my family</p> <p>I know that I am loved, have worth</p>	<p>I know that I belong</p> <p>I can share how I am proud with others</p> <p>I can celebrate other peoples' successes and achievements</p> <p>I can say what other people are good at</p> <p>I can show compassion</p>	<p>I appreciate natural processes and that there is a cycle of life</p> <p>I notice the beauty of the natural world</p> <p>I am excited by the things I see and natural phenomena</p> <p>Show curiosity</p>	<p>Be confident in asking questions that have no answer</p> <p>I am confident to ask questions</p> <p>I am excited to learn about other cultures and communities</p> <p>Ask why questions</p> <p>To show curiosity</p> <p>To show respect</p>



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Unit 2 – KS1				
	SELF	OTHERS	WORLD & BEAUTY	BEYOND
EXPERIENCES	<p>School trips</p> <p>Forest school after school clubs</p> <p>Positive notes and stickers/rewards</p> <p>Celebration</p> <p>Show and tell/news</p> <p>RSHE curriculum</p> <p>Celebrate individual difference (eg same sex parent, religion)</p> <p>Art lessons – creativity/journals</p> <p>Ambassador relationships</p> <p>Collective worship and reflection</p> <p>Animals – therapy dog</p> <p>Reading spine- diverse</p> <p>Nativity/class assembly</p>	<p>RSHE curriculum</p> <p>School values</p> <p>Playtime/interaction</p> <p>Learning mentor groups</p> <p>Reading pairs</p> <p>Reading for pleasure</p> <p>Restorative conversations</p> <p>Teams/feeling of together</p> <p>School council – food bank visits</p> <p>Guide dogs</p> <p>Cenotaph in school</p> <p>Rev Andrew and church</p> <p>History curriculum</p> <p>Reading spine- diverse</p> <p>Inspire morning</p>	<p>Forest school</p> <p>Bulb planting</p> <p>Nature walks</p> <p>School trip – Filey beach</p> <p>Seasonal changes</p> <p>Habitats – writing</p> <p>Books and reading curriculum</p> <p>Visitors - guide dogs</p> <p>Butterflies and chicks</p> <p>Cenotaph in school</p> <p>Geography curriculum</p> <p>Snow days/weather</p> <p>Reading spine- diverse</p>	<p>Loss in personal life</p> <p>Asking questions about the world, life and death</p> <p>I wonder why questions</p> <p>History – Rosa Parks</p> <p>Tanzania</p> <p>Reading spine- diverse</p>



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		Harvest and food banks		
OUTCOMES	<p>To be confident</p> <p>To be inquisitive</p> <p>To be assertive</p> <p>To have an understanding as to who they are as a person, strengths, qualities etc</p> <p>To understand how they are unique</p> <p>To be more independent</p> <p>To express themselves</p> <p>To be responsible</p>	<p>To tolerate difference.</p> <p>To listen to others and value other people’s opinions.</p> <p>To interact well with each other.</p> <p>To respect each other.</p> <p>Understanding and respecting other cultures, religions, family life etc</p> <p>To be a good decision maker – including making decisions about religion.</p> <p>To have conversation with others, including talking about feelings, emotions, debates and discussions</p>	<p>To respect nature and animals.</p> <p>To understand life and death (cycles of life)</p> <p>To appreciate life.</p> <p>To understand the world beyond Ossett, and to have discussions about this that are respectful.</p>	<p>The ability to talk openly about life and death.</p> <p>To talk openly using their own opinion and to challenge opinions that are inappropriate.</p> <p>The ability to ask questions, including difficult questions.</p> <p>To learn from life lessons (including history)</p>



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Unit 3 – Lower KS2			
SELF	OTHERS	WORLD & BEAUTY	BEYOND
<p>Visits eg. Robinwood</p> <p>Music Wider Opportunities (Samba)</p> <p>Writing hooks</p> <p>Bigger focus on drama</p> <p>Final</p>	<p>Inspires with family</p> <p>Created Christmas Cards to go with food bank packages for the Resource</p> <p>RSHE curriculum – friendships, jobs, money, community</p>	<p>Litter picking</p> <p>Geography topics and local fieldwork</p> <p>Local history studies on coal mining and the mills</p>	<p>Tanzania</p> <p>Regular reflections in class about thinking of those who are less fortunate</p> <p>School cenotaph on 11/11</p>
<p>Develops self-esteem, independence, resilience</p> <p>Gives them an opportunity to learn how to play an instrument and perform to an audience</p> <p>Hooks give them a creative outlet to inspire their learning and the ability to make something concrete rather than abstract to aid imagination</p>	<p>Develops connections and memories with family members</p> <p>Develops a greater awareness of our community and helping others</p> <p>To understand how to build and maintain relationships and to be more aware of how to be successful in society</p>	<p>Develops an awareness of looking after our community</p> <p>Greater awareness of other places and cultures and how it differs from ours</p> <p>Greater awareness of how Ossett has changed over time</p>	<p>Develops empathy, compassion</p>



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Unit 4 – Upper KS2				
	SELF	OTHERS	WORLD & BEAUTY	BEYOND
EXPERIENCES	Residential Art lessons RSHE Bike ability Roles within school (JLT, ambassadors) Alton Towers Eden camp, Oakwell hall Climbing Cat Bells Summer show Class debates Themed days diversity, british values Young voices	Sharing projects work outside learning with class or on twitter Peer learning Peer editing Partner swapping, opportunities to talk in all lessons. Surveys in the local community. Geography and RE, things people would want to improve. Encouraging others Sportsmanship Class debates Community links- food bank Celebration assemblies	Seaside experience Lake experience Pantomime Town centre Fieldwork Squirrels outside Rain Snow Posters on how to prepare for an earthquake. Wildlife garden- finding minibeasts Eating lunch outside	Geography- life in other countries e.g. China, North America Letters to Tanzania Link with Headfields school (mosque visit, letter writing) Science and faith- evolution v creation RE topic Science space topic Speak another language (French) World war 2 topic (understanding how it was in the war times) Raising money for charities



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OUTCOMES	Confidence Independence Individuality Helping others Courage Understanding different faiths Respect Identify strengths and weaknesses and how to improve	Team work Communication Collaboration Encouragement	Appreciation for a range of natural places Pride of local community Enjoying nature	Understand how other people live and how lucky they are. Develop empathy and compassion.
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