

Spirituality at Curzon- Growing Spiritually

As part of our mustard seed vision, we encourage our children and adults to grow spiritually as this is what makes us human.

“Spirituality brings that quality of aliveness which sparks inquiry, ideas, observations, insights, empathy, artistic expression, earnest endeavour and playfulness. It opens us to life and to each other.” CAFOD. Christian Aid.

Spirituality is hard to define as it is about our feelings and is not visible or tangible. Different people can experience it in different ways and at different times and often spirituality changes within people during their lifetime. Spirituality is not the same as having a religion or faith; a person can be spiritual without having a particular faith.

We use a shared language of windows, mirrors, doors to help us identify examples of spiritual experiences. Windows allow pupils to look out and wonder at the world—its beauty, complexity, and the experiences of others. Mirrors offer moments for self-reflection, encouraging children to think about their own beliefs, emotions, and responses to the world around them. Doors represent opportunities for action and transformation, inviting pupils to step out and live out their values in courageous, connected and compassionate ways. Through this approach, spirituality becomes a natural and meaningful part of everyday school life.

We recognise that spiritual moments can be spontaneous or planned. We celebrate these unplanned moments, modelling our appreciation for nature and sharing our emotional responses and feelings where appropriate. In our curriculum, we plan a range of learning opportunities and experiences which feed the spirit and activate the imagination. We make space for reflection and questioning. We promote creativity, the joy of connecting with others and encourage pupils to make a difference where they can.

We have mapped out some opportunities with potential to lead to spiritual growth for both children and adults. As adults, we make these explicit to children and model our emotional responses, encouraging them to do the same and recognise their spiritual growth.

Subjects	Window-looking at the world and nature beyond, awe and wonder, can see challenging things.	Mirror- looking inwards, reflecting, noticing feelings and emotions. Can reflect alone or with others. Moments of stillness. Inner strength. Asking big questions.	Door- looking to the needs of others, changing our attitude, social actions, connecting with others.
Collective worship	Range of stimuli used in collective worship. Lyrics of Isingpop songs. Whole school church services Pop up Prayer Space	Reflecting on God's word. Opportunities to reflect on the beauty and joy of the world and on suffering and pain. Isingpop- time built in for reflection to big questions. Calm and reflective nature of being in church Time to reflect on worries	Praying and sending out words. Connecting with others through performances and through participating in church services. Dissolving worries
Whole school events	Planetarium (KS1) World book day Sign2Sing Jeans4Genes Spiritual trail	Opportunity to sit and stare up. Time for quiet reflection.	Feeling of community when with others from the school Connecting with others through shared performances and events e.g. In Concert, Echoes, supporting each other in sports day. Taking part in charity events. Litter picking
EYFS	Range of stimuli in continuous and enriched provision. Time outdoors appreciating nature.	Children encouraged to ask questions. Discussion time- I wonder...	Connecting with others through group activities. Having an older buddy. Creating with a range of materials.

		Times for stillness e.g. close your eyes and imagine...	Small world imaginative play.
Other	Pupils are encouraged to appreciate their natural environment.	Reflecting and repairing in behaviour policy. Throughout the curriculum, children are encouraged to ask questions.	Pupils encouraged to be advocates of change.
Literacy	<p>Imaginative Play and Writing (KS1)</p> <p>Drama sessions (ks1)</p> <p>Mary Anning –first female palaeontologist (Y3)</p> <p>Stone Age Boy (Y3)</p> <p>Rainforest (Y3)</p> <p>Romans in Britain (Y4)</p> <p>Boy at the back of the classroom (Y5) (refugees)</p> <p>Fair trade (Y6)</p> <p>Wonder (Y6)</p> <p>The Arrival (Y6)</p> <p>Appreciation of beauty in language, e.g. alliteration (all year groups).</p> <p>Escaping into other worlds through literature (all year groups)</p>	<p>Self-discovery (KS1)</p> <p>Expressing feelings and emotions through drama (KS1) Reflect and discuss how a piece of drama can evoke certain emotions. (ks1)</p> <p>Autumn themed poetry (Y3)</p> <p>The Piano (Y5)</p> <p>How should we treat people moving to new places? (Y6)</p> <p>Listening to stories (across the whole school)</p>	<p>Community, or personal growth (KS1)</p> <p>Explanation of the effects of deforestation(Y3)</p> <p>Write letters persuading supermarkets to stock fair trade products. (Y6)</p> <p>Acting out stories (all year groups)</p> <p>Developing empathy with characters (all year groups)</p>
Maths	<p>Shape (KS1)</p> <p>Balance – scales (KS1)</p> <p>Fact families (Y2)</p> <p>Prime numbers (Y5)</p> <p>Infinity (Y6)</p>	<p>Time to reflect when imagining whether shapes tessellate or nets make 3D shapes.</p> <p>Questioning how things work.</p> <p>Problem solving perseverance</p>	Creating patterns (all year groups)

	Patterns, tessellations (all year groups)		
Science	<p>Looking at space pictures (KS1)</p> <p>Rocks & fossils, magnetic force, shadows (Y3)</p> <p>Understanding how electricity works (Y4)</p> <p>Evaporation (Y4)</p> <p>Endangered animals (Y4)</p> <p>Awe and wonder- changing state, colour spectrum (Y6),</p> <p>Space(Y5)</p> <p>Evolution and inheritance(Y6)</p> <p>Microorganisms and Penicillin (Y6)</p>	<p>Big questions about sound and sound waves (Y4)</p> <p>Using scientific experiences to raise different types of questions (Y5,6)</p> <p>Asking questions (all year groups)</p>	<p>Creating own magnetic games (y3)</p> <p>Creating own circuits (Y4, 6)</p>
RE	<p>The Creation (Y3/4)</p> <p>Omnipotent, Omnibenevolent and Omniscient nature of God (Y5 and Y6)</p> <p>Creation stories and Science (Y5 and Y6)</p> <p>Buddhism and the Four Noble Truths (Y5)</p> <p>Visits and visitors (across the school)</p>	<p>How do people know how to behave? (KS1)</p> <p>What makes a good leader? (KS1)</p> <p>Responses to Creation based art (Y3/4)</p> <p>Hinduism –Om (Y3)</p> <p>Does it matter if a story is true or not? (Y3/4)</p> <p>Can places be spiritual? (Y3/4)</p> <p>What is worship to me? (Y5 and Y6)</p> <p>Do you need a deity to be a good person? (Y5 and Y6)</p> <p>Buddhism visitor (Y5) - time to practise stillness.</p>	<p>Impact of the Holy Spirit (Y3/4)</p> <p>Martin Luther King Jr and Archbishop Desmond Tutu – social action (Y5 and Y6)</p>

		<p>Visit to Baptist Church- time to ask questions about the Baptistry (Y6)</p> <p>Evolution lessons – time to ask clergy about their beliefs and explore big questions around creation (Y6).</p>	
History	<p>Florence Nightingale Day (KS1)</p> <p>Pre-history (Y3)</p> <p>Romans in Britain (Y4)</p> <p>Mosquito Plane and flight (Y6)</p> <p>Significant developments in Ancient Bagdad (Y6)</p>	<p>Understanding the impact of the Romans on Britain (Y4)</p> <p>My understanding of other cultures developments and legacy (Y6)</p> <p>Understanding role of women, democracy in society through Ancient Greece topic (Y5)</p> <p>Being part of history.</p> <p>Valuing their own identity.</p> <p>Reflecting on how people might have felt during some key events.</p>	COAM making fire and shelters (Y3)
Geography	<p>Forest School</p> <p>Seasons and weather patterns (ks1)</p> <p>Penn Wood/Amazon Rainforest (Y3)</p> <p>Watching videos of volcano eruptions (Y4)</p> <p>Learning about the water cycle(Y4)</p> <p>Living conditions around the world. (Y6)</p>	<p>Nature</p> <p>Time for stillness in forest school</p> <p>Questions about how to care for our environment.</p> <p>Use of paper/ wood products- deforestation (Y3)</p> <p>Why don't rivers run out of water? (Y4)</p> <p>Impact of our consumer choices around the world. (Fairtrade) Y6</p>	<p>How weather can impact our mood.</p> <p>Foods we can harvest.</p> <p>Environmental sustainability (Y3)</p> <p>Impact of natural disasters within the Ring of Fire (Y4)</p> <p>Impact of population change in London (Y5)</p> <p>Designing Fairtrade products and changing consumer choices. (Y6)</p>

	Wonder about the diversity of environments and people.		
Computing	Awe and wonder of technology (KS1) Digital photography (KS1) Stop-motion animation (Y3) Looking at how the internet works (Y3/4/5/6)	Perseverance to solve problems. Exploring digital identity- reflecting on how they present themselves online	How technology can be used to create feelings and emotions. Developing creativity through coding. How to use technology responsibly.
MFL	Awe and wonder-Learning that some words are similar in English and in French– learning why there are similarities. The fact that some words are masculine and some are feminine. Hearing French spoken by a French speaker.	Me in the World (Y6) Exploring emotions through language.	Learning and singing French songs Empathy with children from around the world.as a group. Empowered to use their language skills in the outside world.
PSHE	Being me in my world (ks1) Gratitude Practices (KS1)	Sharing something they are grateful for (KS1) Jigsaw chimes and reflection time Think and respond. End of topic time for personal reflection	Foster a sense of mindfulness and awareness of the good around them (KS1) Knowing myself but also respecting the beliefs of others even if they are different. What can I do differently or keep the same
PE	Team building games (KS1) Dance workshop (Indian dancing) (KS1) Mindfulness and Relaxation (KS1) Disability sports (Y3,4)	Mindfulness activities or relaxation techniques (like breathing exercises or stretching) (KS1) Expression of emotions through dance.	Other forms of dance can help us to express our emotions. children become more aware of their bodies and their inner states,

		Pushing yourself to the limit.	providing a moment of peace or clarity. (KS1) Working as a team (all year groups)
Art	<p>Pictures of sculptures (KS1). Artists who use the environment e.g. Andy Goldsworthy (KS1). We cover a range of artists and stimuli as some children experience spiritual growth e.g. recreating poppies for Remembrance Day (Y5). Motivating stories behind pieces of art e.g. Matisse's snail (KS1). Art to convey a message- Janine Rossiter (Y6)</p>	<p>How to make an inclusive playground (KS1) Personal reflection time on different pieces of art. Emotional response to art. End of topic time for personal reflection</p>	<p>Making sculptures (KS1) Upcycling materials Creating art using the environment. Creating fair trade posters Studying artists with disabilities (Y5)</p>
D&T	<p>Looking at playgrounds (KS1) Cooking (KS1) Flight (Y6) Textile pictures-leaf study (Y3) Beauty in design</p>	<p>Being grateful for where our food comes from and how we use it. (KS1) Discovering how something works Perseverance to solve problems.</p>	<p>Making their playground and testing with their peers (KS1) Making fresh food we can enjoy keeping our body and mind healthy (KS1) Creating our designs- (all year groups). Collaborative problem solving</p>
Music	<p>Exploring Emotions through Sound (KS1) Listening to different types of music- BBC ten pieces. Gospel music (Y4) Music and Social Justice (Y6)</p>	<p>Playing instruments or exploring different sounds (KS1) Emotional response to music.</p>	<p>Expressing and understanding emotions, which is a form of personal and spiritual reflection (KS1) Empathy for different cultures and how they are represented through music.</p>

			<p>How can music be used to spread a message. (Y6)</p> <p>Participating in large group events (e.g. Echoes, In Concert, IsingPOP)</p>
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Progression in spiritual development

This table illustrates how spiritual development becomes more **complex, reflective, and outward-facing** as pupils move through the school.

	Windows (Awe, Wonder, Curiosity)	Mirrors (Reflection, Emotions, Identity)	Doors (Action, Compassion, Connection)
EYFS	Exploring nature through outdoor play and sensory experiences.	Encouraged to ask questions and express feelings (e.g. "I wonder..."). SHREK approach to help children reflect on their play and learning.	Group activities, buddy systems, imaginative play to build empathy.
KS1	Exposure to awe-inspiring stimuli (e.g. space, music, nature).	Reflecting on stories, emotions, and personal experiences through drama, art and PSHE.	Participating in charity events, teamwork, and community celebrations.
KS2	Deeper exploration of global issues, science, and diversity (e.g. Fairtrade, evolution, social justice).	Engaging with big questions in RE, journaling, and moral dilemmas.	Leading social action (e.g. writing persuasive letters, mentoring), showing empathy through creative work.

Impact

Spiritual Development is sometimes a slow and gradual process, at other times there might be significant stages of realisation, which are part of the ongoing 'developing' process.

The benefits of spirituality

- Good for mental health;

- Helps develop resilience;
- Gives people a greater self-confidence and a sense of purpose;
- Helps people understand their feelings and emotions;
- Helps people connect with others;
- Helps develop empathy towards others;
- Helps us develop a positive attitude to diversity;
- Allows people to recognise moments of joy and savour life.

Pupils' and adults' spiritual growth can be shown by their:

- Having beliefs which inform their perspective on life;
- Sense of enjoyment and fascination in learning about themselves, others and the world around them;
- Ability to acknowledge and understand their emotional reactions;
- Ability to find inner strength when facing challenges;
- Willingness to reflect and ask big questions;
- Use of imagination and creativity;
- Joy in connecting with others;
- Passion to make positive changes.

Opportunities offered to children for spiritual development will be monitored and evaluated in the following ways:

- Observing and listening to children;
- Looking at evidence from pupils' work, e.g. RE books, PSHE reflections, creative writing, art;
- Regular discussion at staff and governor meetings alongside the school's Christian vision and values;
- Sharing of classroom work and practice;
- Ensuring that staff have a clear understanding of what spirituality means in this school by providing them with induction and development training;
- Networking with other schools.