



## Spirituality Across the Curriculum

Our definition of spirituality at Coleshill Primary School:

**Uniqueness:** noticing and valuing our uniqueness of self,

**Stillness:** finding moments of stillness both indoors and experiencing wonder in the natural world

**Questioning:** asking big questions about life and the world around us

**Connecting:** it helps us to connect with ourselves, with others, and with something bigger than us – whether through faith or non-faith.

Spirituality to Coleshill is about taking time to be **still, wonder, reflect, and flourish**. We understand that spirituality is unique to each person. Our approach is inclusive, welcoming, and inspiring—encouraging every child and adult to explore and express their spirituality in ways that are meaningful to them.

When discussing this with our pupils, we refer to spirituality as:

***The way WOWS, OWS and NOWS shape me into the person that I am and will become.***

*We use the concept of Windows, Mirrors and Doors to explore spirituality in Collective Worship.*

Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian vision and our school's definition for spirituality, look at four key areas: self, others, transcendence (beyond), and nature.

**Uniqueness- Self**

- Awareness of feelings: ability to reflect and express.
- Awareness of our uniqueness: happiness with who we are.
- Gratitude for the things we have and the person we are.
  - Exploration of personal faith.
  - Development of imagination and creativity.
- Awareness of inclusivity (belonging), inner peace, resilience and our feelings.

**Connecting - Others**

- Empathy and understanding – respect, kindness, perseverance, self-control, forgiveness and honestly
  - To love all (Clothe yourself with love)
- Making a difference: justice, kindness and responsibility.

### Questioning - Transcendence (Beyond)

- Having the opportunity to encounter/experience God (having a sense of what lies beyond the material/physical).
- Ability to ask and discuss the 'Big Questions' (e.g. about life, death, suffering, nature of God).
  - Opportunities for prayer, connecting with God.
    - Making sense of the world.

### Stillness - Nature

- Developing a sense of awe and wonder.
- Enjoying the miracles of everyday life.
  - Taking time for what really matters.
- Appreciating beauty in art, music, nature, sport etc.
  - Caring for God's wonderful world

## Spirituality Opportunities

### Subject: Reading

#### Uniqueness- Self

##### **Opportunities**

- Ability to make links from books children have read to own lives and experiences.
- Celebrating each other's uniqueness (character's).
- Exploring own faith and spirituality through texts in Collective Worship, RE and Spacemakers (listening and responding).
- Stories where characters face tough decisions help children consider their own values and ethics.
- Some books gently touch on mortality or ideas about life beyond the physical world, encouraging contemplation of these big spiritual topics.

#### Connecting - Others

##### **Opportunities**

- To show empathy to other's experiences through fiction and non-fiction texts e.g. Y6 Rose Blanche.
- Understanding why people behave in certain ways e.g. flashbacks in narratives.
- Using role play to understand feelings and thoughts e.g. role on the wall, freeze frames.
- Books that depict characters overcoming challenges or experiencing joy and sadness allow children to reflect on their own feelings and how they relate to others.

- Parables and fables: These kinds of stories often carry deeper moral or spiritual lessons, helping children reflect on their own behaviour and values.
- Read books that encourage children to think about who they are, who they are in the world and what matters most to them.
- Discussion around interpreting poetry or texts that have been read can impact on the way they live their lives.

**Potential Question Prompts**

- How does this story make you feel?
- What did you learn from this character’s experience?
- Can you relate this story to your own life?
- How does reading stories help you grow or discover new things about yourself?
- Can you think of a character in a book who inspires you to be kind, brave, or thoughtful? How do they do that?
- How does the story or character’s experiences reflect our school vision and values?

- Stories featuring characters from various backgrounds, cultures, and beliefs can broaden children’s understanding of the world and foster a sense of unity or shared humanity.
- Explore texts based on real life events and how these made a positive difference in the world (Nelson Mandela, WW2).
- Exploring texts based on real life experiences from the past and empathising with struggles that they had, such as Shackleton’s Journey.
- Showing empathy with the struggles and challenges faced by refugees when exploring texts such as The Journey and A Story like the Wind.

**Potential Question Prompts**

- How do you think the character felt in that moment? Why?
- What led the character to make those decisions?
- How would you respond if someone you know faced these challenges?
- How do you know the character is loved?

**Transcendence**

**Opportunities**

- A journey or adventure in a book may symbolically represent a deeper, more spiritual journey toward self-understanding or connection with the divine. For example, in *The Secret Garden*, the garden can be seen as a metaphor for personal renewal and healing.
- Exploring poetry based around big questions and something greater.
- Stories where characters work together for a greater good, or where they learn the value of contributing to something larger than themselves, help children think about how they fit into the bigger picture of life.

**Nature**

**Opportunities**

- An appreciation for creation and the interconnectedness of life through reading books about animals, ecosystems, or the beauty of the Earth.
- Books about caring for the Earth or understanding ecosystems, they can highlight how all life is interconnected and how our actions have far-reaching consequences.
- Stories and poems that use vivid descriptions of landscapes, plants, animals, or weather can help children connect emotionally and spiritually to the natural world.
- Books set in forests, mountains, rivers, or other natural environments encourage children to imagine themselves within these spaces and develop a sense of connection to the earth.

- Some age-appropriate books touch gently on the topic of life after death, providing children with the opportunity to think about what might exist beyond physical life. This exploration can be a deeply spiritual and transcendent theme.

**Potential Question Prompts**

- When reading a text, have you ever felt a sense of awe, wonder or connection to something greater than yourself? What about the text made you feel that way?
- Have you ever read a book that made you feel like you were in a different world? How did that experience make you feel?

- Some books highlight the relationship between humans and animals, emphasising empathy and respect for all living things.

**Potential Question Prompts**

- Can you think of a character in a book who loved nature? How do they connect with the world around them?
- How do you think we can show kindness and care for the Earth, like characters in books show kindness to others?

**Spirituality Opportunities**

**Subject: Writing**

**Uniqueness- Self**

**Opportunities**

- Awareness of own qualities and uniqueness
- Performing poems of different themes e.g. gratitude, thankfulness.
- Allow students to delve into significant moments in their lives, fostering self-expression and exploring the themes of spirituality through storytelling.

**Connecting - Others**

**Opportunities**

- Creating fairy tales with moral lessons to give children opportunities to explore right and wrong, loving your neighbour and making a difference.
- Retelling traditional stories from various spiritual traditions.
- Using conscience alley in writing lessons to express children's spirituality by encouraging moral reflection, empathy, self-awareness, and a sense of community through the exploration of diverse perspectives.

- Reflecting on how stories make you feel emotionally and how you connect to the characters/themes.
- How the character relates to their own life and having gratitude and things for the person we are.
- Poetry enables students to express their emotions and thoughts creatively. It helps them explore spirituality through the art of language and encourages them to find beauty and meaning in their experiences.

**Potential Question Prompts**

- How are the children’s opinions valued?
- How is the children’s work valued?
- How do the children reflect on their own performance?
- Describe a moment when you were brave. What happened, and how did you feel afterward?

- Using role play and role on the wall in writing lessons to allow children to express their spirituality by enabling them to explore and reflect on the inner and outer qualities of characters, fostering empathy, self-awareness, and understanding of diverse perspectives.

**Potential Question Prompts**

- How has the author’s beliefs and spirituality influenced their writing?
- How did linking your own ideas/experiences to others change your perspective?

**Questioning - Transcendence (Beyond)**

**Opportunities**

- Answering and asking “big questions” about death, abandonment and loss through a range of texts such as Grandad’s Island, Hansel and Gretel and Father.
- Exploring themes of disability through texts such as Splash.
- Exploring Ows through stories and texts and asking big questions, such as why God lets such things happen in the world.

**Potential Question Prompts**

**Stillness - Nature**

**Opportunities**

- Showing care to our world through books such as the Extraordinary Gardener and The Storm Whale.
- Awareness of the natural environment and habitats and learning about Gods creation and its uniqueness.
- Having an appreciation for the impact of art, music, nature and sport within literature.
- Taking a moment to appreciate the individual character and the miracles in their lives.

**Potential Question Prompts**

- How do we respect and empathise with differing opinions?
- How do we respect differences in each other?
- How can God help us through tough times?
- Why has God let that happen?

- How do we show care to our world?
- How is each living thing created in Gods image?
- What would you hear in this illustration?
- How does this image make you feel?

**Spirituality Opportunities**

**Subject: Maths**

**Uniqueness- Self**

**Opportunities**

- The process of solving complex mathematical problems can mirror a spiritual journey, where resilience, patience, and insight are required to overcome challenges.
- Setting aside time for pupils to reflect on their mathematical learning can create a space for contemplation, allowing them to

**Connecting - Others**

**Opportunities**

- Many spiritual traditions use geometric shapes and patterns in their architecture and art (e.g., mandalas, cathedrals). Understanding these shapes mathematically can deepen one's appreciation for their spiritual significance.
- Mathematics often involves concepts of sharing and fairness (e.g., dividing resources). Discussing these ideas can lead to important conversations about ethics, compassion, and the

consider the broader implications of their learning in relation to their values and beliefs.

- Celebrating collective achievements in mathematics can build a sense of belonging and shared purpose, reinforcing the idea of community within a spiritual context.
- We use the CPA approach in Maths - This supports pupils' resilience and spiritual awareness by helping them develop confidence through secure understanding. By beginning with hands-on, concrete experiences, children feel safe to explore, make mistakes, and persevere, which builds resilience. As their learning becomes more abstract, pupils gain a sense of achievement and self-belief, encouraging reflection on their own progress and abilities.

#### **Potential Question Prompts**

- When you solve a difficult maths problem, how does it feel to overcome the challenge? Can you relate this feeling to overcoming challenges in your life?
- When you make a mistake in maths, how do you respond? Can you think of a time when a mistake led to a valuable lesson in your life?
- How do you think your maths skills can help you in the future? What dreams do you have that involve using maths in a positive way?
- How does using the concrete and pictorial resources help you to achieve your goals in maths?

importance of treating others with respect, which are core spiritual values.

- Involving pupils in mathematical projects that benefit their community (like budgeting for a school event) can help them see the impact of their learning on others, reinforcing the importance of service and generosity.
- Children are partnered in maths and are frequently asked to share, support and explain their mathematical thinking.

#### **Potential Question Prompts**

- How can maths make a difference to the world?
- How do you feel when you help a friend understand a maths concept? What does this say about the importance of community and helping one another?
- When a classmate struggles with a maths concept, how can you show kindness and support? Why is it important to help each other in learning?

### **Questioning - Transcendence (Beyond)**

#### **Opportunities**

- Mathematics is fundamentally about patterns, sequences, and relationships. Recognising these patterns can lead to a deeper appreciation of the order and harmony in the universe, which can enhance one's spiritual awareness.

### **Stillness - Nature**

#### **Opportunities**

- Mathematics reveals patterns and symmetry in nature, such as the arrangement of leaves, flowers, and even the human body. Recognising these patterns can lead pupils to appreciate the beauty of creation, fostering a sense of wonder and gratitude.

- To explore maths through the questioning of science.
- Practice counting and simple maths problems while doing deep breathing exercises. Afterward, have a quiet moment where students reflect on how they feel more connected and calm, highlighting the transcendence of mindfulness.
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**Potential Question Prompts**

- Where is maths used within everyday life?
- What do you think infinity means? How does thinking about infinity make you feel?
- How do you think maths can help us understand the world better and feel more connected to it?
- How do you think creating art with shapes and patterns can help us feel more peaceful and connected to the world?

- Exploring geometric shapes found in nature (like hexagons in honeycombs or spirals in shells) can encourage pupils to reflect on the intricacies of the world around them, linking mathematical concepts to spiritual themes of creation and design.
- How nature impacts numerical system of temperature.

**Potential Question Prompts**

- What patterns do you see in nature around you? How do these patterns remind you of the order and beauty of the world created by God?
- How do you think patterns in nature, like the spirals in shells or the petals on flowers, show us the beauty of the world?
- How can maths help us understand how to use natural resources wisely, like water and trees? Why is it important to be responsible stewards of God’s creation?

**Spirituality Opportunities**

**Subject: RE**

**Uniqueness- Self**

**Opportunities**

- Learning about their faith.
- Exploring their culture, background and religious festivals.
- Comparisons to non-religious people.
- Always opportunities to make connections to their own lives.
- Learning about their religion.

**Connecting - Others**

**Opportunities**

- Learning about the religion of other people in their community.
- Creating a respectful environment to discuss and appreciate each other’s differences.
- Celebrate other religions in Inter-Faith Week.
- Celebration of all major religious festivals in CW.
- Worship leaders (representative of the whole school community) being role models.

- Opportunities to reflect in school: multi-faith prayer corner, prayer tables, calm time (PSHE), space makers, mindfulness time, prayer garden.
- Activities where students reflect on their spiritual beliefs, values, and personal experiences related to the topics discussed in class.
- Conduct activities where students explore their sense of self and purpose, such as creating “All About Me” posters that include their values and what makes them unique, linked to lessons on personal identity.

#### **Potential Question Prompts**

- What do you believe about God or a higher power? How did you come to hold these beliefs?
- What values are most important to you (e.g., kindness, honesty, respect)? How do these values influence your actions and decisions in everyday life?
- How do you feel when you learn about beliefs that are different from your own? What can you learn from these differences?
- What questions do you have about life, purpose, or the universe? How do these questions relate to what you are learning in RE?
- Think about a story from a religious tradition that resonates with you (e.g., a parable, myth, or teaching). What lessons can you take from this story, and how do they apply to your life?

- Organize simple service projects, like making cards for a local nursing home or collecting food for a food bank, to teach students about compassion and helping others.
- Guest speakers from different religious backgrounds to visit the class and share their traditions and beliefs.
- Use role-playing games to teach students how to resolve conflicts peacefully, based on teachings from various religions about kindness and forgiveness.

#### **Potential Question Prompts**

- When visiting a different place of worship to your own, how can we show respect?
- Why is it important to respect different beliefs and traditions? How can understanding others’ perspectives enrich your own life?
- What values do you think many religions share (e.g., love, compassion, forgiveness)? How can these shared values help bring people together?
- What do you know about the rituals or practises of other religions? How do these rituals help individuals connect with their faith and community?
- How do you think a person’s culture influences their religious beliefs? Can you give an example of how culture and religion are connected?

#### **Questioning - Transcendence (Beyond)**

##### **Opportunities**

- Theological side of the RE curriculum: learning about the 6 main religions of the world.
- Visiting places of worship and learning about other Gods.
- Exploring artefacts.

#### **Stillness - Nature**

##### **Opportunities**

- Prayer garden.
- Exploring creation and the natural world.
- Space makers – links to nature, appreciating the natural world around them and how to look after it.
- Links to Art across the year groups.

- Introduce students to simple stories from sacred texts of different religions, focusing on themes of the divine and transcendence.
- Plan short, reflective activities or quiet time in a peaceful part of the school grounds where students can think about big questions and connect with something greater than themselves.

**Potential Question Prompts**

- I wonder...
- Big questions linked to the RE curriculum.
- What does the concept of the divine or a higher power mean to you?
- How do different religions and spiritual traditions describe the experience of transcendence?
- What practices or rituals help you feel connected to something greater than yourself?

- EYFS – understanding the world.
- Develop activities that explore the spiritual significance of nature, such as nature walks where students observe and reflect on the beauty of the natural world.
- Engagement in simple environmental projects, like planting a school garden or participating in a recycling program, inspired by religious teachings on caring for the Earth.
- Celebrate religious festivals and rituals connected to the natural world, such as harvest festivals or Earth Day, with activities that include storytelling, crafts, and reflections on the importance of nature.

**Potential Question Prompts**

- How would God want us to look after our world?
- What is so special about our world? Why?
- What spiritual lessons can we learn from observing nature?
- How can we take care of the environment as an expression of our spiritual beliefs?
- How do you feel a sense of connection to the natural world?

**Spirituality Opportunities**

**Subject: Science**

**Uniqueness- Self**

**Opportunities**

- After experiments, hold discussions about the wonder of scientific discovery. Ask pupils how these experiences make them feel and what questions they have about the world.
- Discuss how our senses help us experience the world and connect with others, fostering gratitude and awareness.

**Connecting - Others**

**Opportunities**

- To care for habitats to reinforce the understanding of unity and interconnectedness. Children feel part of a larger whole, fostering a sense of belonging and purpose.
- Taking responsibility of the environment is a way of fulfilling our responsibilities towards others and future generations, producing a stillness of the mind.
- To explore significant people and the wows in their field.

- Opportunity to explore personal faith and how this reflects on their scientific views.
- To love and respect our own bodies and have an understanding of how our bodies are unique.
- Facilitate discussions about the vastness of the universe and what it means to be part of something so large. Prompt pupils to think about their place in the universe and what they find awe-inspiring about it.
- Discuss the concept of growth and change, relating it to personal experiences. Ask pupils to reflect on their own growth and the changes they have experienced in their lives.
- Encourage pupils to think about their responsibilities towards the environment. Discuss the idea of stewardship and how caring for the Earth can be seen as a spiritual practice.
- Discuss the interconnectedness of body, mind, and spirit. Encourage pupils to reflect on what it means to be healthy and how they can care for themselves holistically.

**Potential Question Prompts**

- How does this work?
- Why has this happened?
- How are you unique?
- How can you make a difference in the world?
- How does understanding the human body and mind help you appreciate your own existence?
- How can learning about genetics and heredity influence your sense of identity and purpose?

- Encourage pupils to reflect on teamwork and collaboration. Discuss the importance of listening to different viewpoints and how working together can lead to better outcomes.
- Facilitate discussions on how science can address social issues and improve lives. Encourage pupils to think about their role in advocating for others and promoting equity.

**Potential Question Prompts**

- Why should we care for habitats?
- What are the wows and ows in the stories behind the significant people you study?
- How can scientific advancements in medicine and technology improve the well-being of others?
- What role does empathy play in scientific research and healthcare?
- How can understanding ecosystems and biodiversity help us work together to protect our planet?

**Questioning - Transcendence (Beyond)**

**Opportunities**

**Stillness - Nature**

**Opportunities**

- Opportunity to explore how living organisms adapt to their ecosystems.
- How each organism plays a role, connecting to the idea of 'being at one in the world'.
- Having a sense of how states of matter impact the world around us.
- Opportunity to be grateful for the world around us.
- Encourage pupils to reflect on the vastness of the universe and their connection to it. Discuss questions like, "What do you feel when you look at the night sky?" or "How does understanding the universe change your perspective on life?"
- Discuss the themes of transformation and renewal. Ask pupils to reflect on their own experiences of change and growth, and how these experiences connect them to the larger cycle of life.
- Discuss the importance of caring for the Earth and how this reflects a commitment to future generations. Encourage pupils to think about how their actions can lead to positive change in the world.

#### **Potential Question Prompts**

- How do living organisms survive?
- How do living organisms adapt to their surroundings?
- I wonder how animals survive?
- What would happen if there was no water to evaporate?
- How do scientific discoveries about the universe expand our understanding of the divine or the transcendent?
- What are the similarities and differences between scientific and spiritual explanations of the origins of life?
- How can studying the vastness of space inspire a sense of wonder and connection to something greater than ourselves?

- Appreciating the beauty in nature and understand the differences and similarities in plants and eco-systems and how they are interconnected.
- Discuss the idea that all living things are part of a better system and depend on each other fostering a sense of connection to the natural world.
- Appreciating the natural world around us and how the time taken to produce the natural elements of the world.
- Organising trips to learn about ecosystems, observe wildlife, and understand biodiversity. These experiences can inspire a sense of awe and interconnectedness with the natural world.
- Taking time to appreciate the natural world.
- Grow plants under different conditions to study the factors that affect growth, such as light, water, and soil type. Reflect on the miracle of growth and the spiritual lessons of nurturing and patience.
- Keep journals to record observations of seasonal changes in the local environment. Reflect on the spiritual significance of seasons and cycles in nature.

#### **Potential Question Prompts**

- What are the differences and similarities in plants and eco-systems?
- How are the living things dependent on each other?
- How does learning about the natural world enhance your appreciation for the environment?
- What spiritual lessons can we draw from the cycles and systems observed in nature?
- How can scientific knowledge about climate change motivate us to take better care of our planet?

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**Spirituality Opportunities**

**Subject: History**

<p><b><u>Uniqueness- Self</u></b></p> <p><b>Opportunities</b></p>	<p><b><u>Connecting - Others</u></b></p> <p><b>Opportunities</b></p> <ul style="list-style-type: none"><li>• Encourage pupils to empathise with the experiences of others. Discuss how understanding these diverse perspectives can foster compassion and a sense of shared humanity.</li></ul>
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- Encourage pupils to reflect on how their personal experiences relate to broader historical narratives. Discuss what these events mean to them and how they have shaped their identities.
- Facilitate discussions about how understanding their heritage can contribute to their sense of self. Encourage pupils to share stories and reflect on how their family history influences their values and beliefs.
- Ask pupils to choose a historical figure they admire and reflect on what qualities they would like to emulate. Discuss how these figures' values can inspire their own actions and decisions.
- Encourage pupils to reflect on how history influences their lives today. Discuss the importance of learning from the past to understand their role in the present and future.
- Facilitate discussions about the values that resonate with pupils and how these values are reflected in historical contexts. Encourage them to consider how they can embody these values in their own lives.

**Potential Question Prompts**

- How did historical figures' spiritual beliefs influence their personal growth and leadership?
- What can we learn about our own spiritual journey by reflecting on the personal struggles and triumphs of historical figures?
- How did individuals in history find spiritual strength and resilience during times of adversity?
- How have personal spiritual experiences shaped the decisions and actions of historical figures?

- Facilitate discussions about the richness of cultural diversity and the importance of respecting and valuing different backgrounds. Encourage pupils to reflect on their own cultural identities and how they relate to others.
- Learn about historical figures who championed social justice, equality, or peace, such as Martin Luther King Jr., Malala Yousafzai, or Nelson Mandela. Discuss the values these figures embodied and how their actions can inspire pupils to make positive contributions to their communities. Encourage pupils to reflect on how they can embody similar values in their own lives.
- Encourage pupils to reflect on the importance of justice and equality. Discuss how understanding past injustices can motivate them to advocate for fairness and compassion in the present.

**Potential Question Prompts**

- How have different cultures and societies expressed compassion and spiritual care throughout history?
- What can we learn from historical interactions between different religious and spiritual groups?
- How have historical events shaped our understanding of empathy, community, and spiritual solidarity?
- How have spiritual leaders influenced social and political movements throughout history?

**Questioning - Transcendence (Beyond)**

**Opportunities**

- History allows children to see where they fit as part of a long, continuous human story.

**Stillness - Nature**

**Opportunities**

- Learn about historical pilgrimages to natural sites.
- Study how different religions incorporate nature into their rituals and festivals.

- To understand the emotions and efforts of others during historical events.
- To understand remarkable human achievements.
- To be inspired by important historical figures.
- Study significant historical achievements, such as the construction of the pyramids, the moon landing, or the abolition of slavery. Encourage pupils to reflect on the human spirit's capacity for greatness and innovation. Discuss how these achievements inspire us to strive for excellence and contribute positively to society.
- Read and analyse historical narratives that highlight human experiences of struggle, resilience, and triumph. Encourage pupils to connect emotionally with these stories and reflect on the shared human experience. Discuss how understanding these narratives can foster empathy and a sense of belonging to a larger human story
- Study events such as the Holocaust, colonialism, or civil rights movements, focusing on the impact of these injustices on individuals and societies. Facilitate discussions about the importance of justice, compassion, and healing. Encourage pupils to reflect on how they can contribute to creating a more just and equitable world.

#### **Potential Question Prompts**

- How have different civilizations understood and expressed the concept of the divine or a higher power?
- What role did spirituality and religion play in the lives of people during significant historical events?
- How have mystical experiences and spiritual movements influenced historical change?
- How have historical events and discoveries influenced people's understanding of the universe and their place in it?

- Discuss the role of spiritual beliefs in historical conservation efforts.
- Study the effects of colonization on the spiritual practices of Indigenous peoples, particularly their connection to the land and nature.
- Investigate historical figures who integrated scientific and spiritual perspectives.
- Examine historical agricultural festivals.

#### **Potential Question Prompts**

- How did ancient civilizations view and interact with the natural world through a spiritual lens?
- What spiritual lessons can we learn from historical approaches to nature and the environment?
- How have historical events influenced our spiritual relationship with the environment?
- How have spiritual beliefs inspired environmental conservation efforts throughout history?

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**Spirituality Opportunities**

**Subject: Geography**

<b><u>Uniqueness- Self</u></b>	<b><u>Connecting - Others</u></b>
	<b>Opportunities</b>

### **Opportunities**

- By learning about different regions, cultures, and environments, students begin to reflect on where they come from and what makes their own home special. This fosters a sense of belonging and rootedness, helping children to appreciate their personal connection to their environment.
- Geography lessons that involve outdoor activities or quiet time in nature give students opportunities to reflect on their inner thoughts and feelings. This quiet reflection can lead to spiritual insights or a deeper sense of peace.
- By learning about the Earth's resources, diverse landscapes, and ecosystems, children can develop gratitude not only for the natural world but also for their own experiences and privileges. This sense of appreciation fosters a positive spiritual connection between self and the world.
- Understanding how humans affect the environment helps students reflect on their own actions and choices. This self-awareness promotes a sense of responsibility and encourages thoughtful, ethical decisions.
- Studying different regions of the world, including areas affected by poverty, natural disasters, or environmental degradation, can foster empathy and compassion in students. Geography helps them understand that others may live in very different conditions, promoting a sense of care for people and the planet.

### **Potential Question Prompts**

- When you think about the world and all the different places in it, how does it make you feel about where you live?
- What is something in nature that you are thankful for? How does it make you feel?
- Do you ever feel like you are a part of nature, like the plants and animals? How does that make you feel about yourself?

- By studying different cultures, countries, and ways of life, children gain a greater understanding of how people live around the world. This fosters empathy, as students reflect on the experiences, challenges, and joys of others in different geographical contexts.
- Learning about regions affected by poverty, natural disasters, or environmental issues helps students develop compassion for those who face challenges.
- By exploring global issues like climate change, deforestation, or water scarcity, children learn that solving these problems requires cooperation and unity. This sense of shared responsibility helps students see themselves as part of a global community.
- By learning about challenges faced by people in different regions (such as lack of access to clean water, food insecurity, or housing), students may feel inspired to take action. This could lead to participation in service projects, fundraising, or awareness campaigns, nurturing a spiritual sense of kindness, compassion, and social responsibility.
- Geography lessons can inspire children to become advocates for the environment, encouraging them to think about how protecting nature also protects people – Eco-warriors.

### **Potential Question Prompts**

- How do you think people in other parts of the world feel when they face natural disasters, like floods or earthquakes? What can we do to help them?
- What can we learn from people who live in different environments, like deserts or rainforests, about how to care for the Earth?
- When you learn about people who don't have access to clean water or food, how does that make you feel? What can we do to help them?
- How do the choices we make, like how we use water or energy, affect people in other parts of the world?

- When you hear about places that have been affected by natural disasters or environmental problems, how does that make you feel? Why do you think you feel that way?
- How would you feel if the nature around you was in danger? How would you want to help?

- Why is it important for people around the world to work together to take care of the Earth?
- What can we do to show respect for the Earth?
- How do you feel when you hear about children in other countries who don't have access to clean water?

**Questioning - Transcendence (Beyond)**

**Opportunities**

- Geography allows children to explore natural phenomena like mountains, oceans, rivers, and forests. Understanding the size and complexity of these natural wonders can evoke a sense of awe.
- Geography teaches children how ecosystems are interconnected, showing how plants, animals, humans, and the environment are all part of a larger web of life.
- Geography also reveals how human societies are connected through trade, migration, and shared environmental challenges.
- Through Geography, children learn about natural cycles such as the water cycle, the seasons, and day and night. Understanding these cycles can help them feel in tune with the rhythms of the Earth.
- Geography often introduces the idea that the Earth is a living system, with processes like plate tectonics, erosion, and the carbon cycle shaping the planet over time. This can inspire a sense of wonder at the Earth's ability to sustain life and change, helping students feel connected to something ancient and enduring.
- Geography teaches children about environmental sustainability and the importance of protecting the Earth. Recognising that their actions can contribute to the well-being of the planet and future

**Stillness - Nature**

**Opportunities**

- Fieldwork – local area walks. Looking at what is in immediate environment – appreciating local features.
- studying rainbows can prompt reflection on the wonders of the natural world, encouraging feelings of gratitude and respect.
- Observing the changing seasons
- the water cycle, or the interdependence of species can lead to an awareness of how all living things are connected, promoting a spiritual sense of unity with nature.
- observing trees, birds, or rivers, provides opportunities for students to quietly reflect and feel connected to the living world around them.
- Learning about different plants, animals, and ecosystems helps foster a respect for all living things, encouraging children to view nature as sacred and valuable.
- Teaching children about the importance of protecting nature and conserving resources can nurture a sense of responsibility for the Earth, rooted in a spiritual understanding of caring for the planet.

**Potential Question Prompts**

- Have you ever felt amazed by something in nature? Can you describe that feeling?
- How do you think we are part of nature? What can we learn from it?

generations can give students a sense of purpose that transcends their individual lives.

**Potential Question Prompts**

- What do you think when you learn about enormous natural places like mountains, oceans, or deserts? Do they make you feel small or part of something bigger?
- How does learning about things like volcanoes, or waterfalls make you think about the power of nature?
- What does it feel like to know that the air you breathe, the water you drink, and the land you stand on are shared by everyone on Earth?

- If the earth could talk, what do you think it would say to us?
- What sounds, smells, or sights in nature make you feel peaceful or calm?
- Why do you think it's important to take care of plants, animals, and the Earth?
- What would happen if people didn't look after the earth? How would that make you feel?
- What in nature are you most thankful for? Why?

**Spirituality Opportunities**

**Subject: Art and Design**

## Uniqueness- Self

### **Opportunities**

- Studying artwork and themes around it to explore connections to self.
- Pupils gain a respect for the spiritual journey of creation which involves resilience and endurance.
- Children should experience moments of stillness in order to gain an appreciation for the hope and joy and delight in the beauty of artwork.
- To be exposed to variety of samples of art and to consider art as a medium of self-expression.
- Self-portraits and awareness of uniqueness, e.g. expressing emotion.
- Stillness opportunities when doing observations in preparation for artwork.
- Linking colours to feelings and reflecting on how that makes you feel.
- Creating artwork that promotes sense of self and belonging.
- Developing gratitude and pride through taking care of sketchbooks.
- Opportunities to share artwork and developing pride in this.

### **Potential Question Prompts**

- In what ways can art be a form of spiritual expression or connection? Give examples.
- How does this artwork relate to concepts like beauty, truth, purpose or the human condition?
- How might different materials, colours, forms or techniques be used to evoke a sense of spirituality or transcendence?
- In what ways does your cultural or religious background influence your artistic style or subject matter?

## Connecting - Others

### **Opportunities**

- Experience great admiration and respect for their own work and that of peers which could be used to bring hope to others.
- Encourage everyone to 'keep their eyes open' and sow the seeds of spirituality.
- Pause for reflection in relation to difficult themes within artwork which allows people to express their response to challenging circumstances and build a resilient hope.
- Be introduced to works of great artists and experience wonder and awe at the achievements of these works of art.
- How artists use techniques to make sense of the world.
- Creating artwork with underlying messages promoting moral, spiritual and environmental opinions and beliefs.
- Upcycling materials to create art to promote a sense of responsibility and understanding how this impacts on others.
- Exploring local community through landscape and creativity.

### **Potential Question Prompts**

- What are the wows and ows in the stories behind the artists you study?
- How do you celebrate and respect differences responses to art?
- What deeper meanings or emotions do you think the artist was trying to convey through this work?
- How might different cultures or belief systems interpret the symbolism or imagery used in this artwork?
- In what ways does this artist's cultural or religious background seem to influence their artistic style or subject matter

- How can we use the creative process of art-making as a means of introspection, meditation or spiritual growth?
- What is your preferred choice of medium and how does this let you express yourself.

**Questioning - Transcendence (Beyond)**

**Opportunities**

- Studying abstract and non-representational art forms that aim to express ideas, emotions or spiritual experiences beyond the material world.
- Looking at religious/spiritual art from various cultures and faiths that depict transcendent experiences, visions, or sacred beings/realms. This could include Buddhist mandalas, Islamic geometric patterns, Christian icons, or Indigenous art depicting the spirit world.
- Using art as a means of personal expression and reflection on profound questions about existence, the universe, and humanity's place within it. Children could create artwork meditating on big philosophical/spiritual questions.
- Examining how various artists have used symbolic imagery, metaphor and allegory in their work to convey transcendent meanings beyond just the physical objects depicted.
- Experiencing art through biblical texts and opportunities to reflect on this and answer big questions.
- Exposure to art that depicts challenging topics.

**Potential Question Prompts**

- In what ways can art be a form of spiritual expression or connection to the beyond?

**Stillness - Nature**

**Opportunities**

- Be given opportunities to respond to deeper meanings of art and create art linked to natural phenomenon.
- Develop curiosity and fascination about a piece of art.
- Going outdoors to closely observe and draw natural objects like plants, trees, insects etc.
- Discussing the intricate details, patterns, and beauty found in nature.
- Guided meditation or breathwork outside before an art activity to cultivate focus and presence.
- Using natural materials to create sculptures or land art installations outdoors.
- Exploring the cycles of seasons and how they link to beliefs.
- Reflecting on the impact of human behaviour on the world.
- Listen to sounds of nature, responding to what they have heard through art.
- Examining how various artists have used symbolic imagery, metaphor and allegory in their work to convey nature and the environment.

**Potential Question Prompts**

- Some artists try to capture the beauty and mystery of the natural world in their art. What in nature fills you with a sense of wonder or spiritual connection?

- When looking at a piece of art, have you ever felt a sense of awe, wonder or connection to something greater than yourself? What about the artwork made you feel that way?
- How might an artist use colours, shapes, textures or materials to create a feeling of peace, calm or transcendence in their work?
- If you could create a piece of art to express your deepest hopes, questions or feelings about life's biggest mysteries, what might it look like?
- When making art, have you ever felt "in the zone" or deeply absorbed in the creative process? What did that feel like?
- Sacred buildings like churches, temples or mosques often use specific design elements to inspire a sense of spirituality. What design choices might an architect make for this purpose?

- When looking at artwork that depicts nature (landscapes, animals, plants etc.), what feelings or thoughts does it stir up inside you?
- How might an artist use colours, textures or materials found in nature to create a sense of peace, wonder or connection to the natural world?
- How might an artist use light, shadows or contrasting elements to show the different moods, cycles or forces of nature?
- When creating artwork inspired by nature, have you ever felt deeply focused, calm or "at one" with your subject?
- If you could create a piece of artwork celebrating the natural world, what from nature would you want to feature? How would you use art materials to represent it?

**Spirituality Opportunities**

**Subject: Design and Technology**

## Uniqueness- Self

### **Opportunities**

- Opportunities to feel you're fully in the moment and doing something with care, can make you feel peaceful and calm.
- DT can help you feel connected to yourself and what you're doing in a mindful way.
- Have students design and create personal items that reflect their values, beliefs, and goals.
- Introduce activities that promote mindfulness and self-awareness.
- Encourage students to design and build projects that express their individuality.

### **Potential Question Prompts**

- Reflect on the sources of inspiration in your life. How do these influences shape your designs and projects?
- Consider the ethical implications of your materials and processes. How do your personal values guide your decisions in DT?
- Reflect on what success means to you personally. Is it about functionality, aesthetics, or the impact on others?
- Consider the obstacles you encounter while designing. How do these experiences contribute to your growth and resilience?
- Reflect on the emotions you experience during the design process. What does creating mean to you on a personal level?
- Reflect on your attitudes toward mistakes in the design process. How can viewing failure as a learning opportunity help you grow?

## Connecting - Others

### **Opportunities**

- Children being respectful of others creation, however remembering to give feedback is purposeful.
- Engage students in designing and creating items for community service.
- Organize group projects where students work together to solve a problem or create something meaningful that has an impact on others.
- Have students explore and create designs inspired by different cultures and religions, promoting understanding and respect for diversity.

### **Potential Question Prompts**

- Reflect on how your creations address the needs or challenges faced by specific individuals or communities. What considerations do you take into account to ensure your designs are beneficial?
- Consider how your designs can be accessible to diverse groups of people. How can you ensure that your creations are welcoming and usable for everyone?
- Reflect on the importance of collaboration and input from peers or users. How do you incorporate their perspectives into your work?
- Consider the broader implications of your design choices. How can you create products that are sustainable and positively affect the community?
- Reflect on how your design capabilities can contribute to solving problems such as poverty, inequality, or health. What projects can you undertake that align with these goals?
- Consider how your creations can bring people together or enhance relationships. How can you design products that encourage collaboration and interaction among users?

## Questioning - Transcendence (Beyond)

### **Opportunities**

- To explore the belief that this connects to something bigger than us.
- How creating is similar feeling to meditate or pray.
- To create or admire something that is well-designed and beautiful, it can make you feel connected to something greater, like the beauty of the world or even the creativity of others.
- Have students design models of spiritual spaces, such as meditation gardens or quiet reflection areas, to understand the importance of space in spiritual practices.
- Encourage students to design and create art pieces featuring inspirational quotes from various spiritual traditions, fostering a sense of connection to something greater.

### **Potential Question Prompts**

- Reflect on the potential of your creations to challenge perceptions and provoke thought. What innovative ideas can you integrate to inspire change?
- Consider how your designs can address societal challenges or promote well-being. How can you ensure that your projects serve a higher purpose beyond personal gain?
- Think about the broader concepts your work might embody, such as love, justice, or sustainability. How can you incorporate these themes into your design process?
- Reflect on the long-term impact of your creations. How do you want your work to be remembered, and what values do you hope to pass on?
- Consider how your design process can serve as a medium for exploring deeper questions about existence, purpose, or the human experience. What themes resonate with you?

## Stillness - Nature

### **Opportunities**

- An understanding of where things come from and the impact this can have on the world. Eg paper from trees.
- Junk modelling to think about how we can reuse materials to create something new.
- Engage students in designing and building projects using recycled or natural materials, emphasizing the importance of sustainability and care for the environment.
- Involve students in designing and building elements for a school garden, such as planters, bird feeders, or compost bins, to connect with nature and learn about environmental stewardship.

### **Potential Question Prompts**

- Could you be more environmentally friendly with the materials you have used?
- How can we use recycled or natural materials in our projects to show respect for the environment?
- What lessons can we learn from nature that can be applied to our design projects?
- How can we design projects that help protect and preserve natural habitats?
- In what ways can observing nature inspire your creativity and design ideas?
- What are some ways we can design products that reduce waste and promote sustainability?
- What role does nature play in different cultural and spiritual practices, and how can we reflect this in our designs?

- Consider how you can create an experience through your work that invites reflection and connection. What elements can you incorporate to evoke emotions and thoughts?

**Spirituality Opportunities**

**Subject: Physical Education**

### Uniqueness- Self

#### **Opportunities**

- Encourage the awareness of one's own strength and limitations.
- Express emotions through movement, body language and stillness.
- Engaging in physically challenging activities such as residential activities – Use these activities as metaphors for spiritual resilience and overcoming obstacles in life and reflect on religious teachings labour perseverance, faith and the inner strength needed to face challenges.

#### **Potential Question Prompts**

- How do you celebrate a new skill?
- How does it feel to be proud of your whole self?
- What does it feel like to be completely focused on a task or challenge?
- How can focusing on breathing and being present during activities like yoga or stretching help us feel calm and connected to ourselves?

### Connecting - Others

#### **Opportunities**

- Recognise / celebrate equality, freedom, respect and trust.
- Recognising that the end result is not the most important thing.
- Use role-playing scenarios to practice conflict resolution and effective communication during PE lessons.
- Support each other during physically and mentally challenging activities in Commando Joe sessions.

#### **Potential Question Prompts**

- How can you ensure everyone feels part of the team?
- How can you support others in your team and come together as one?
- Can you create / adapt games which include reluctant participants / children with different needs?
- How could this person inspire you? (Linking to inspirational athletes)

### Questioning - Transcendence (Beyond)

#### **Opportunities**

- Express wider themes and feelings through movement
- PE classes can include mindfulness exercises such as guided meditation, body scans, and mindful movement. These activities help students focus on the present moment, reducing stress and enhancing their overall well-being.

### Stillness - Nature

#### **Opportunities**

- Teach about the spiritual aspects of yoga in Hinduism and Buddhism and discuss the concept of mindfulness in different religious traditions, encouraging children to reflect on their inner peace and connections to the world around them.
- Orienteering combines navigation with physical activity. It encourages students to engage with the landscape, enhancing their appreciation of nature and fostering a sense of achievement and self-discovery.

- Participating in team sports and cooperative games can help students develop a sense of unity and connectedness with their peers. The collective effort and shared goals in team sports can lead to experiences of transcendence as students work together harmoniously.
- Dance allows children to express themselves creatively and emotionally through movement. The rhythmic and expressive nature of dance can lead to transcendent experiences as children connect with their inner selves and the music.

#### **Potential Question Prompts**

- How do you recognise the delight in movement, connectedness and creativity?
- How can you regulate your breathing?
- Are there any exercises that help you calm your mind and body?
- Can you describe a moment in sport when you felt like you were in the zone or experiencing a flow state? What was that like?

- Setting up obstacle courses in natural settings can help students develop physical skills while connecting with the environment. The challenges can foster resilience, teamwork, and a sense of accomplishment.
- In Early Years, children have opportunities to explore a variety of animals through movement.

#### **Potential Question Prompts**

- How do you feel when you exercise or play sports in nature compared to an indoor setting?
- Can you describe a moment during a physical activity in nature when you have felt a deep sense of peace or connection?
- What aspects of nature inspire you during physical activities and why?
- How do the sounds, sights and smells of nature influence your physical performance and mental state during sports?

## Spirituality Opportunities

### Subject: Foreign Languages

#### Uniqueness- Self

##### **Opportunities**

- Children have the opportunity to label their feelings in French.
- Children explore family member vocabulary in French.
- Encourage students to write lists of things they are like and are grateful for in the French. This can promote a positive mindset and self-awareness.

##### **Potential Question Prompts**

- How can you describe yourself?
- What are some things that you can do, that you're proud of?
- What is your happy place? Can you describe it? How does it make you feel?
- Write about a time when you felt very happy. What made that moment special?

#### Connecting - Others

##### **Opportunities**

- Children can learn about and celebrate cultural and religious festivals from the countries where the language is spoken. For example, discussing and celebrating Noël in French classes.
- Exhibiting behaviours such as kindness, empathy, and cooperation in classroom activities and respecting peers.
- Children to create a safe and respectful environment so everyone can flourish in French.
- Using role play to understand feelings and thoughts.

##### **Potential Question Prompts**

- How is Christmas celebrated in France?
- Are there any French traditions that are similar/different?
- How can we be respectful when we are practising French language in pairs?
- How can we encourage others to have a go and be brave?

#### Questioning - Transcendence (Beyond)

##### **Opportunities**

- Exploring the culture of other countries including religious festivals (linking to the culture strand of MFL)
- Read a myth or legend from the target culture that involves transcendence. For example, the legend of Orpheus and Eurydice in French. Dual bible?

##### **Potential Question Prompts**

- How is this festival celebrated differently in \_\_\_ and \_\_\_?

#### Stillness - Nature

##### **Opportunities**

- Children have the opportunity to explore the circle of life to make sense of the world. They will learn new animal vocabulary and sort the nouns according to gender.
- Learning to say what they love about life and nature
- Take children on a nature walk and describe the surroundings in the target language. Discuss the beauty and vastness of nature as a form of transcendence.

- What does this myth teach us about the culture and beliefs of the time?

#### **Potential Question Prompts**

- Tell me in French, what do you love about your world?
- In French, describe the beauty of nature around you. What do the trees, leaves flowers look like?
- How do you feel when observing nature?

### **Spirituality Opportunities**

#### **Subject: PSHE**

#### **Uniqueness- Self**

##### **Opportunities**

- Children given the opportunity to discuss our wonderful differences and what makes us unique.
- Looking at how our bodies adapt and change over time through the cycle of life.
- Devising strategies to help me come to terms with grief.
- Understanding and identifying how some forms of touch can be an ow.
- Identifying my own dreams and goals and having a realistic plan on how I am going to achieve them.
- Opportunities to talk about our appreciation for what we have.
- Giving children a sense of purpose by setting personal goals and reflecting on aspirations.
- Discussing personal values and emotions through moments of self-reflection.
- Giving children the understanding and awareness of the rights they are entitled to, including the right to an education.

##### **Potential Question Prompts**

- What makes you special?
- What special skills or talents do you have?

#### **Connecting - Others**

##### **Opportunities**

- Having an understanding that everyone has difference opinions, and some people may feel differently to me about big topics.
- Celebrating our own successes and acknowledging the achievements of others.
- Having empathy for others through talking about challenges and struggles that others may face daily.
- Learning how to collaborate with a variety of my classmates through teamwork exercises.
- Fostering a sense of belonging either to a group, club, class, or school community through activities and group discussions.
- Teaching social skills such as active listening and forgiveness, helping students to build and maintain harmonious relationships with others.

##### **Potential Question Prompts**

- Do we all need to be the same?
- What would the world be like if we were all the same?
- How do we celebrate success?
- What does empathy mean to you?
- Why is working collaboratively an important part of life?
- How do you know you belong?

- Are differences important?
- Are personal dreams and goals essential?
- How do your personal beliefs influence your daily life?
- What values are most important to you, and where do they come from?
- How can you stand up for what you believe in while respecting others opinions?

- Why should we forgive?
- What happens if we do not forgive?

**Questioning - Transcendence (Beyond)**

**Opportunities**

- Discussing different beliefs.
- Calm me time and opportunities to be still.
- Experiencing inner peace and connecting with a sense of the transcendent through mindfulness practises.
- Learning how different cultures and religions experience the divine or transcendent.
- To ask and answer questions about struggles and Ows, such as death and grieving.

**Potential Question Prompts**

- How do we experience the divine within our own lives?
- How do your spiritual beliefs influence your sense of right and wrong?
- How can God support people through Ows?

**Stillness - Nature**

**Opportunities**

- Discussing how we can work with nature and our planet to provide us with a variety of healthy foods.
- Discussing the importance of taking care of our planet, encouraging pupils to think about their role in preserving nature and taking responsibility for how we live and how this can have an effect on the world around us.

**Potential Question Prompts**

- How do our lifestyles effect the environment?
- What can we do to preserve the world around us?

**Spirituality Opportunities**

**Subject: Music**

**Uniqueness- Self**

**Opportunities**

- Encourage students to compose or perform music that reflects their personal beliefs, values, and spiritual experiences.
- Introduce mindfulness practices using music, such as guided meditations with calming music or creating soundscapes that promote inner peace.
- Have students explore their own identity by researching and presenting music from their cultural or spiritual heritage.
- Ask students to reflect on how different pieces of music make them feel and what personal or spiritual connections they find.
- Explore how music can be used to express and process emotions, helping students understand and articulate their feelings.

**Potential Question Prompts**

- Reflect on the emotions that different songs or pieces of music evoke in you. What feelings do they bring up, and why do you think that is?

**Connecting - Others**

**Opportunities**

- Expressing spirituality through singing together (choir, collective worship)
- Engage students in community music projects, such as performing at local shelters or creating music for community events, to foster empathy and compassion.
- Facilitate music exchanges with students from different cultural or religious backgrounds, promoting understanding and respect through shared musical experiences.
- Study how music has been used in social movements to promote peace, justice, and solidarity, and encourage students to create their own songs with positive messages.
- Introduce basic concepts of music therapy and how music can be used to help others heal emotionally and spiritually.

**Potential Question Prompts**

- Reflect on the ways music creates connections among friends, family, and communities. What experiences have you had where music helped you feel closer to others?

- Consider a song that resonates with you personally. What memories or experiences does it remind you of, and why is it special to you?
- Think about how you can use music as a way to share your emotions or ideas. What instruments or styles of music do you feel best represent you?
- Reflect on the narratives or messages conveyed in songs. What do you think the artists are trying to communicate through their music?
- Consider how music brings people together. How do you feel when you sing or play music with friends or family?
- Think about the music traditions in your family or community. How do these traditions shape your understanding of music and its significance?
- Consider the emotions you experience when you compose or improvise. What does the creative process mean to you?
- Reflect on the deeper messages in songs that resonate with you. How do these themes connect with your beliefs or values?
- Consider how music can provide comfort during challenging moments. What songs do you turn to when you need support?

- Think about how exploring diverse musical styles can broaden your perspective. What have you learned about other cultures through their music?
- Reflect on how music can provide comfort to others. What songs or types of music do you think would help someone feel better?
- Consider how music is used in events like birthdays, weddings, or festivals. How does it enhance the experience for everyone involved?
- Think about the importance of teamwork in music-making. What are some ways you can work with your classmates to create something special?
- Reflect on how your performances or compositions can affect others' feelings. What emotions do you want to evoke in your audience?
- Reflect on how certain songs remind you of special times with others. What memories do those songs bring back?
- Consider how music can be a tool for fostering a positive environment. What initiatives can you create to spread kindness through music?

**Questioning - Transcendence (Beyond)**

**Opportunities**

- Singing religious songs and reflecting on the lyrics in Collective Worship.
- Rhythms, harmonies, and repetitive patterns can induce a trance-like state that allows for deeper self-reflection, inner peace, and connection to the divine or something beyond the self.
- Introduce students to sacred music from various traditions and discuss their spiritual significance.

**Stillness - Nature**

**Opportunities**

- Have students create music inspired by the sounds and rhythms of nature, such as bird songs, water flows, or wind patterns, to connect with the environment spiritually.
- Engage students in projects that raise awareness about environmental issues through music, such as composing songs about conservation or performing at eco-friendly events.
- Organise music sessions in natural settings, where students can perform and reflect on the connection between music and the natural world.

- Encourage students to compose their own pieces inspired by spiritual themes or texts, exploring how music can express transcendent experiences.
- Use music as a tool for meditation and spiritual reflection, guiding students through listening exercises that focus on the transcendent qualities of sound.

#### **Potential Question Prompts**

- Reflect on moments when music has made you feel part of a larger community or experience. What songs or pieces of music evoke that feeling for you?
- Consider how certain songs or melodies uplift your spirit. What messages do these pieces communicate that resonate with your sense of purpose?
- Consider the act of making music as a form of expression that connects you to your inner self. How does the creative process feel spiritual or transcendent?
- Reflect on how music can evoke feelings of awe. What pieces of music make you feel inspired by the beauty of the world around you?

- Encourage students to record natural sounds and use them to create soundscapes or compositions that reflect the beauty and diversity of the environment.
- Celebrate the changing seasons with music that reflects the natural world, such as songs about spring renewal or autumn harvests, and discuss their spiritual meanings.

#### **Potential Question Prompts**

- What natural object does the instrument sound like?
- How can we use natural sounds in our music to create a deeper connection to the environment?
- In what ways can music help us appreciate the beauty and complexity of nature?
- How can we design musical instruments using natural materials, and what spiritual significance might this have?
- How can we use music to tell stories about the natural world and its conservation?
- How can we use music to celebrate the changing seasons and natural cycles?

## **Spirituality Opportunities**

### **Subject: Computing**

#### **Uniqueness- Self**

##### **Opportunities**

- Have students create personal blogs or digital journals where they reflect on their spiritual journey and personal growth.
- Encourage students to design digital work that represent their goals, values, and spiritual aspirations.
- Use coding to create simple mindfulness apps or websites that guide users through meditation and relaxation exercises.
- We encourage spiritual awareness when using technology by promoting self-awareness, kindness towards ourselves, and the ability to recognise when something negative or uncomfortable is happening. Pupils are supported to reflect on their feelings, make safe choices, and understand how and when to seek help or report concerns, empowering them to use technology responsibly and with care for themselves and others.

##### **Potential Question Prompts**

- How does coding or designing make you feel? Does it connect to a bigger purpose or goal in your life?
- What message or story would you want to share with the world through a game, app, or website?

#### **Connecting - Others**

##### **Opportunities**

- Engage students in creating digital solutions for community issues, such as developing apps that connect volunteers with local charities or creating websites that raise awareness about social causes.
- Use technology to connect with students from different countries and cultures, fostering intercultural understanding and empathy.
- Organise projects where students create digital stories or multimedia presentations on themes of compassion, kindness, and community.
- Engage with other online in a kind, respectful manner.

##### **Potential Question Prompts**

- Do you think technology should be used to help others and make the world a better place? What are some examples of how it can do that?
- Consider the importance of online behaviour and how it affects others. How can you ensure your actions online reflect kindness and respect?

- What can you do to make sure your relationship with technology is healthy and balanced?
- How do you feel when you're trying to solve a problem in coding? Does it teach you anything about patience or persistence?
- How can technology help you understand yourself better? Can you think of any apps or tools that help you reflect on your emotions or thoughts?
- Have you used any tools, like journaling apps, to keep track of your personal growth? How does this make you feel about your own journey

- Think about how technology can address social issues. What ideas do you have for using computing to make a difference in the world?
- Reflect on how computing allows us to communicate globally. What have you learned about other cultures through technology?
- Consider the importance of online safety. What steps can you take to ensure that you and your peers are safe while exploring the digital world?
- Think about how understanding others' feelings can shape your online behaviour. How can you show empathy in your digital communications?
- Reflect on how technology can strengthen or weaken connections. What are some positive and negative impacts you've noticed in your own life?

### Questioning - Transcendence (Beyond)

#### **Opportunities**

- Creating or engaging with technology solutions that focus on environmental sustainability
- Use virtual reality or 3D modelling to create virtual tours of sacred sites from various religions, allowing students to explore these places and their spiritual significance.
- Develop interactive digital versions of sacred texts that include annotations, multimedia elements, and discussion forums to deepen understanding and reflection.
- Encourage students to use digital tools to create art or music inspired by spiritual themes, exploring how technology can enhance spiritual expression.

#### **Potential Question Prompts**

- How has using technology helped you experience a sense of awe or wonder about the universe or nature?

### Stillness - Nature

#### **Opportunities**

- Apps that encourage users to take and share nature photography or create digital art.
- Apps and games that offer puzzles or quizzes about animals, plants, or ecosystems
- Interactive e-books or apps that tell stories about the environment, animals, and nature conservation can spark children's imagination
- Simple digital cameras or apps that encourage children to take pictures of plants, animals, and landscapes help them develop a deeper appreciation of their surroundings.
- Art apps can encourage children to draw and paint scenes from nature.

#### **Potential Question Prompts**

- How does creating or interacting with digital art or music make you feel about the beauty of the world or the universe?
- When working on collaborative coding or open-source projects, do you feel like you're part of a larger community or purpose? How does that shape your sense of contribution?
- In what ways can technology be designed to help people slow down, reflect, and feel more connected to themselves and others?
- How can technology help deepen our connection with nature, even when we're not physically present in it?

- Reflect on ways that computing can be used to monitor environmental changes or protect wildlife. What technologies have you learned about that help us care for nature?
- Consider how experiences in nature might influence your ideas for projects or designs in computing. What aspects of nature do you find most inspiring when creating something with technology?
- Think about how digital platforms can be used to share information about climate change or conservation. What message would you want to communicate to others about protecting our planet?
- Reflect on how the natural world demonstrates balance and interconnectedness. How can we apply these lessons to ensure that technology works in harmony with nature rather than against it?
- Consider ways you can leverage technology to encourage recycling, energy conservation, or other sustainable behaviours. What projects could you initiate to inspire others to be more environmentally friendly?
- Reflect on how computing can enhance our understanding of natural phenomena. What technologies, such as apps or simulations, have helped you learn more about the environment and its wonders?