



Spirituality at Navenby

Spiritual development supports children to understand their place in the universe. It encourages them to explore relationships with themselves, others, the world around them and beyond.

As a school we have defined spirituality as: "Spirituality is a personal experience; something we feel inside ourselves. It is about experiencing awe and wonder, asking questions and looking beyond."

At Navenby, our church school family works together and supports each other so that everyone can flourish and achieve in God's name. Exploring spirituality ensures that children love and respect both themselves and others, and can form positive relationships.

Although our exploration of spirituality is rooted in Christianity, spirituality is not dependent on religious belief or a particular faith. In school we explore spirituality through RE and Collective Worship, alongside all areas of our curriculum.

We feel it is important that we use age appropriate language to define spirituality, so when talking to our children we will refer to:

Windows: A windows moment is when we are being curious and learning about the world around us. This may present as a sense of awe and wonder; a 'wow' moment, or a sense disappointment and failure; an 'ow' moment.

Mirrors: A mirror moment is when we are reflecting on our experiences and considering possible answers to life's big questions. We are learning from life by exploring our own ideas and ideas of others.

Doors: A doors moment is when we are given opportunities to respond to our beliefs and values and put them into action.



Opportunities for spirituality in our curriculum

Aspect of Spirituality	Curriculum Opportunities	Opportunities outside the curriculum
A sense of the mystery of life	<p>Whole School:</p> <ul style="list-style-type: none"> • RE - Creation stories • RE - Life journeys units • History topics – promote intrigue and curiosity • Science – Space, life cycles, evolution <p>EYFS and Key Stage 1:</p> <ul style="list-style-type: none"> • EYFS Understanding the world – using the outdoor area to explore different seasons – How did everything freeze? How did the spiders make the webs? • EYFS hooks into learning – who broke into our classroom and stole the cuddly toys? • Year 1 English (Supertato) – Who has trapped the fruit? How can we catch the villain? • Year 2 History – How did the Great Fire spread so quickly <p>Key Stage 2:</p> <ul style="list-style-type: none"> • Year 3 History – Ancient Civilisation • Year 4 Philosophy for children – Is there such a thing as an accident? Is a workhouse a home? • Year 4 History – the mystery behind the end of the Mayan era 	<p>Whole School:</p> <ul style="list-style-type: none"> • Collective Worship - exploring mystery in the Bible – miracles of Jesus
A sense of choice, decision making and personal responsibility	<p>Whole School:</p> <ul style="list-style-type: none"> • Opportunities to choose creative responses to work • Self-evaluation during learning • Responding to choices and feedback • Jigsaw charter 	<p>Whole School:</p> <ul style="list-style-type: none"> • Discussions during collective and class worship about our Christian values and how this impacts our choices • Behaviour choices in and out of the classroom – class charters



	<ul style="list-style-type: none"> • Internet safety <p>EYFS and Key Stage 1:</p> <ul style="list-style-type: none"> • EYFS – Responsibility for toys in the classroom, looking after the outdoor area, children use their picture to show they are going outside • EYFS Climbing frame – children asked to ensure there are only a certain number of children • Year 1 – provision choices after completing learning activity • EYFS and Year 1 – children choose a story to read in the classroom • Year 2 Monitors – children given responsibility in the classroom <p>Key Stage 2:</p> <ul style="list-style-type: none"> • Class novels – e.g. Last Bear • Year 4 and Year 6 enterprise opportunities • English persuasive and discussion texts • Year 4 Geography and English: Sources of energy and decision making about environmental issues, Fairtrade • Year 5 Geography – Blue Planet • Year 6 Geography and Science – Animal Planet – climate change, endangerment and conservation, electricity (renewable sources of energy) 	<ul style="list-style-type: none"> • Children being responsible for their belongings – putting them in the correct place • Home Learning • School council – children making choices on behalf of the school • School environment – whole school responsibility to take of our school, looking after resources, thinking about other’s work around school • School chickens – whole school responsibility to look after e.g. not dropping litter • Forces club • Picture News – children are sometimes asked what they could do to change something/help <p>EYFS and Key Stage 1:</p> <ul style="list-style-type: none"> • Year 2 monitors • Outdoor area – EYFS and Y1 to look after <p>Key Stage 2:</p> <ul style="list-style-type: none"> • Sports Crew • Collective Worship councillors
<p>A sense of awe and wonder</p>	<p>Whole School:</p> <ul style="list-style-type: none"> • Geography – exploration of different locations • Computing curriculum • Art curriculum – exploring awe and wonder through the Arts • Science experiments 	<p>Whole School:</p> <ul style="list-style-type: none"> • Visitors to school • Visits to church – Harvest service, Christmas carols, Easter service • Picture News – finding out about news around the world • Sacred spaces around school – Cairn



	<p>EYFS and Key Stage 1:</p> <ul style="list-style-type: none"> • EYFS Understanding the world – using the outdoor area to explore different seasons – How did everything freeze? How did the spiders make the webs? Where did it come from? How did it grow? • EYFS Nature study • Year 1 Science – floating and sinking experiments, magnetic materials, growing plants in the classroom, looking at unusual animals around the world • Year 1 Geography and History – holding a banquet, hot and cold places, exploring Mrs Smith’s cottage • Year 2 History – Inspirational people – Nelson Mandela, Florence Nightingale <p>Key Stage 2:</p> <ul style="list-style-type: none"> • Active English • Class novels – e.g. Kensuke’s Kingdom 	<p>EYFS and Key Stage 1:</p> <ul style="list-style-type: none"> • Visits from Firefighters • EYFS – India Day visit • EYFS Wildwood craft visit • Year 1 visit to Lincoln Castle – trying on knight’s armour, walking around the castle walls • Science Day ran by Year 4 <p>Key Stage 2:</p> <ul style="list-style-type: none"> • Science visit from LSST • Year 3 – Stone Age trip to Wildwood Craft • Year 4 – India Day visit, running Science Day for EYFS and KS1 • Year 5 - Young Voices • Year 6 – Residential
<p>A sense of transcendence and an awareness of there being something more to life than meets the eye</p>	<p>Whole School:</p> <ul style="list-style-type: none"> • RE – Creation stories, learning about different religions • Science experiments <p>EYFS and Key Stage 1:</p> <ul style="list-style-type: none"> • Science units – space, forces <p>Key Stage 2:</p> <ul style="list-style-type: none"> • Myths and Legends English Units • Science units – forces, rocks and soils, evolution, gravity • Year 5 Psalm 	<p>Whole School:</p> <ul style="list-style-type: none"> • Use of language ‘God’ and ‘Jesus’ during worship • Christian value of faithfulness – discussion of believing in things that we cannot see • Christian value of peace – meditation, relaxation • Church visits • Time to reflect during collective and class worship • Forces Club Remembrance Assembly <p>Key Stage 2:</p> <ul style="list-style-type: none"> • Year 6 Remembrance trip • Year 6 Church School’s Festival



<p>A sense of love for the outside and a reflective attitude to the natural world</p>	<p>Whole School:</p> <ul style="list-style-type: none"> • Geography curriculum across year groups, Understanding the world in EYFS • Geography fieldwork fortnight and other fieldwork units • Science curriculum across year groups • Outdoor learning across the curriculum, using outdoors as a classroom where possible • Outdoor PE lessons, Sports Day <p>EYFS and Key Stage 1:</p> <ul style="list-style-type: none"> • EYFS Nature study and use of outdoor area • Key Stage 1 Science – seasons, weather, plants (growing cress) • Outdoor Maths • Year 2 Art – Creating art using natural materials <p>Key Stage 2:</p> <ul style="list-style-type: none"> • Year 4 Art – seasonal oil paintings • Year 5 Art – Kensuke’s Kingdom and Hokusai Wave • Year 6 Art – line and tone • Year 5 Geography – Natural disasters • Year 6 Geography – Changing Society, Changing Planet 	<p>Whole School:</p> <ul style="list-style-type: none"> • Use of the cairn for outdoor collective worship, class worship and services • Emphasis on recycling, picking up own litter outside, turning lights off, looking after the environment • Use of trim trail and field <p>EYFS and Key Stage 1:</p> <ul style="list-style-type: none"> • EYFS Wildwood Craft <p>Key Stage 2:</p> <ul style="list-style-type: none"> • Year 6 Residential • Year 3 Wildwood Craft trip
<p>A sense of pattern, sequence and order</p>	<p>Whole School:</p> <ul style="list-style-type: none"> • History timelines in classrooms - chronology • Computing – coding, using BeeBots • RE – Creation stories • PE – Dance and Gymnastics sequences • Music – Composition 	<p>Whole School:</p> <ul style="list-style-type: none"> • School rules, behaviour expectations • Behaviour policy – order of staff • School council – democratic voting • Christian calendar – Harvest, Christmas, Easter



	<p>EYFS and Key Stage 1:</p> <ul style="list-style-type: none"> • Phonics – a sequence of learning • EYFS Maths – counting and subitising • EYFS Chronology – timeline of learning made in classroom • EYFS Expressive Art and Design – leaf printing, patterns in nature • KS1 Maths – working systematically, number bonds, times tables, number patterns, using shapes of make patterns, subitising • Year 2 DT – Sewing patterns • Year 2 Music – Singing London’s Burning as a round <p>Key Stage 2:</p> <ul style="list-style-type: none"> • PE – Orienteering • Maths units – fractions and times tables • Year 4 Geography – Water cycle • Year 4 Art – repeat printing • Year 5 DT – Control BeeBots • Year 6 Art – lino printing • Year 6 DT – Sewing patterns 	
<p>A sense of enquiry and open mindedness</p>	<p>Whole School:</p> <ul style="list-style-type: none"> • Learning questions – investigate questions each lesson • Inference through sharing stories and reading • Discussions during RE – what others believe and thinking about our own beliefs • Scientific enquiry and investigation • Jigsaw – listening to others • Jigsaw – Celebrating difference unit • Let’s talk Maths/Maths mindset – developing curiosity <p>EYFS and Key Stage 1:</p>	<p>Whole School:</p> <ul style="list-style-type: none"> • Interfaith Week • Visits to places of worship • Picture News – learning about the world around us • Christian value of respect – learning to be open minded about others beliefs • British Values – respect and tolerance of others • Behaviour discussions – How might that have made the other person feel? How would you feel if it was you?



	<ul style="list-style-type: none"> • Circle time – encouraging discussion • Year 2 History – Nelson Mandela • Children encouraged to think about why/how something has happened <p>Key Stage 2:</p> <ul style="list-style-type: none"> • Year 3 – Different types of families • Year 4 – Racism • Year 5 History – Debates about the monarchy • Year 6 History – WW2 and religious tolerance • Year 6 History – Civil Rights Movement 	
<p>A sense of life's joys and achievements</p>	<p>Whole School:</p> <ul style="list-style-type: none"> • Art and Music – Looking at famous artists • Scientific/Historical pioneers e.g Darwin, Anning, Mandela, Nightingale • Focus sports people linked to the curriculum • Performing to each other in areas of PE and Music • Children reading aloud/showing their work • RE – learning about celebrations and milestones in different religions • Displays with children's learning <p>EYFS and Key Stage 1:</p> <ul style="list-style-type: none"> • EYFS Celebrations topic – Ramadan, Chinese New Year, Bonfire Night, Diwali • EYFS – Discussion after learning time – What the children have enjoyed, celebrating each other's success • EYFS and Year 1 – Reward charts for individual achievements 	<p>Whole School:</p> <ul style="list-style-type: none"> • Praise from classroom staff and other children • Children taking their work to Mr Elliott, Key Stage Lead or subject lead • Celebration assemblies – staff celebrating children and children celebrating each other • Children encouraged to bring in achievements from outside of school to share • Celebrating sporting events • Celebrating birthdays – lunchtimes and celebration assemblies • Celebrating achievements within the classroom • House points • Values certificates • Headteacher awards • Sports day – celebrating everyone taking part • CWAG assemblies • Church services



	<p>Key Stage 2:</p> <ul style="list-style-type: none"> • Science – looking at scientific break throughs • Year 5 – Hidden Figures • Year 6 – Learning about survivors of the Holocaust 	<ul style="list-style-type: none"> • Class assemblies – children show their adults and peers what they have been learning about <p>EYFS and Key Stage 1:</p> <ul style="list-style-type: none"> • Show and tell • EYFS Tapestry – adults send in children’s achievements from home • Nativity <p>Key Stage 2:</p> <ul style="list-style-type: none"> • Year 4 Mini Olympics • Year 5 Young Voices • Year 6 Residential • Year 6 End of year celebrations
<p>A sense of disappointment and failure, suffering and pain</p>	<p>Whole School:</p> <ul style="list-style-type: none"> • PE – team sports and individual progress • English – punctuation or spelling given to fix • Maths – answers to correct, reasoning and problem-solving challenges • Developing resilience in curriculum areas – understanding things don’t always go right, mistakes are a way of learning • Jigsaw – looking at scenarios of failure and suffering – how should we respond? <p>EYFS and Key Stage 1:</p> <ul style="list-style-type: none"> • EYFS - emphasis on resilience, trying things for the first time • Year 1 Science – planting seeds, understanding they may not grow • Year 2 History – Florence Nightingale (soldiers suffering), Gunpowder Plot, Apartheid 	<p>Whole School:</p> <ul style="list-style-type: none"> • Sporting events – discussions around not always winning • Sports days • Recognising that some can find things more difficult than others • Saying goodbye to adults and children leaving the school • Mental health and well-being discussions • Christian values encouraging empathy and compassion • Promoting emotional resilience • Charity work and Harvest Service – learning about people who are suffering or do not have what we have



	<p>Key Stage 2:</p> <ul style="list-style-type: none"> Year 3 – Ancient Greeks/Egyptian myths and legends Year 4 History – Victorians Year 5 Geography – Natural disasters, Titanic, Marine Trust (part of Blue Planet topic) Year 6 History and Geography – WWII, Martin Luther King assassination, Australia colonisation 	<ul style="list-style-type: none"> Remembrance and wars Collective worship – Jesus suffering on the cross, people not being treated fairly in the Bible <p>Key Stage 1:</p> <ul style="list-style-type: none"> Year 1 Reverse advent calendar – donating food to a local food bank at Christmas <p>Key Stage 2:</p> <ul style="list-style-type: none"> Year 4 Macmillan Coffee morning
<p>A sense of others as feeling, thinking people</p>	<p>Whole School:</p> <ul style="list-style-type: none"> RE – discovering what other people believe, how this impacts their actions and how they choose to live their lives History and Geography – learning how people lived in the past, looking at how people live in other countries Reading/sharing stories – looking at and inferring how characters feel Jigsaw – encouraging children to think about others, talk about them respectfully, put themselves in other people’s shoes Collaboration and team work in lessons <p>EYFS and Key Stage 1:</p> <ul style="list-style-type: none"> EYFS –Personal, Social and Emotional development EYFS – circle time, story sharing, play based learning EYFS topic – People who help us Year 1 History and Geography – family trees, past and present, Inuit groups Year 2 History and Geography – African traditions, apartheid <p>Key Stage 2:</p>	<p>Whole School:</p> <ul style="list-style-type: none"> Behaviour discussions – how did your actions make the other person feel? Resolving conflict – restorative actions Christian values encouraging empathy and compassion for each other’s feelings Building relationships with others Christian and British value of respect – each of us are unique and special British Value of tolerance – understanding others and how they think/feel, racism discussions Support and care for staff Charity work and Harvest Service – learning about people who are suffering or do not have what we have



	<ul style="list-style-type: none"> • Year 5 History – Titanic • Year 5 Conflict Resolution workshop • Year 4 – Racism, bullying behaviours and resolution scenarios • Drama and role play – Year 4 Street child, Year 5 Magna Carta 	
<p>A sense of empathy with others</p>	<p>Whole School:</p> <ul style="list-style-type: none"> • Jigsaw – encouraging children to think about others, talk about them respectfully, put themselves in other people’s shoes • RE – learning about other religious beliefs and practices • Inclusive sports in PE <p>EYFS and Key Stage 1:</p> <ul style="list-style-type: none"> • EYFS Play based learning – sharing with each other, allowing others to join in, treating equipment with respect so other children can use • Year 1 PSHE Story area – area in classroom with stories about other children and how they feel • Year 2 History – Florence Nightingale, having empathy for the soldiers <p>Key Stage 2:</p> <ul style="list-style-type: none"> • Year 4 – Philosophy for Children • Year 5 Geography – impact of natural disasters • Year 6 History – What was life like for a child in the 1940s? 	<p>Whole School:</p> <ul style="list-style-type: none"> • Behaviour discussions – how did your actions make the other person feel? • Resolving conflict – restorative actions • Christian value of thankfulness – learning about people who are not as fortunate as others, being thankful for what we do have • Christian value of forgiveness – empathising with others • Charity days at school – learning about people we are raising money to support • Christian values encouraging empathy and compassion • Inclusion of all • Sportsmanship – empathising with another team • Picture News – learning about challenges people face around the world • Camo Day - SSAFA <p>Key Stage 2:</p> <ul style="list-style-type: none"> • Year 6 Christmas Wartime trip • Year 6 Holocaust Centre trip



<p>A growing self-confidence in expressing inner thoughts (spiritual communication)</p>	<p>Whole School:</p> <ul style="list-style-type: none"> • Talk partners – children encouraged to share ideas with each other • Discussions in RE – children start to think about their own beliefs • Learning pit – acceptance of making mistakes as a way of learning • Jigsaw – sharing ideas and opinions • Art and Music – creative expressions • Transition discussions at end of year <p>EYFS and Key Stage 1:</p> <ul style="list-style-type: none"> • EYFS – developing listening skills, circle time • Show and tell • Carpet time to discuss and share ideas <p>Key Stage 2:</p> <ul style="list-style-type: none"> • Debates in History and English • Year 6 – Transition into Year 7 • Year 4 – Philosophy for Children 	<p>Whole School:</p> <ul style="list-style-type: none"> • Celebrating ourselves as being special and unique • Collective Worship and Class Worship as times to reflect and share our thoughts • Opportunities for prayer • Rock Steady, music lessons and choir
<p>A sense of silence and reflection</p>	<p>Whole School:</p> <ul style="list-style-type: none"> • Jigsaw Calm me – section in each PSHE lesson to focus on breathing, relaxation and reflection using a chime • Jigsaw Paws – Paws the cat used for time to pause and reflect • Quiet learning time • Children encouraged to reflect on their own learning – what can they improve on, what is working well • DT Evaluations – children reflect on their product and what they would change next time • Music – pauses and reflection • Quiet reading 	<p>Whole School:</p> <ul style="list-style-type: none"> • Collective Worship – time to reflect and think about Christian value • Remembrance – 2 minutes of silence • Children encouraged to reflect on their behaviour and choices • Saying Lords’ prayer and our school prayer • Cairn – area in school to reflect, prayer or be still • Reflection areas – area in classroom to reflect, prayer or be still



	<p>EYFS and Key Stage 1:</p> <ul style="list-style-type: none">• Mindfulness videos and activities – chance for children to feel calm• EYFS Reflections after learning – what did you enjoy? <p>Key Stage 2:</p> <ul style="list-style-type: none">• Mindfulness activities – chance for children to feel calm	
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