

Spirituality at St Chad's Primary School



Spirituality across the curriculum

2025-2026

In partnership to Educate, Nurture & Empower

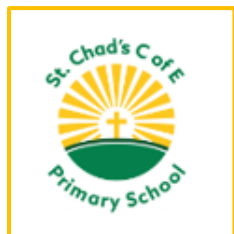
A member of



Our Vision

In the light of God, we care, we share, we laugh, we learn

Our special Bible story upon which our vision is based is the Parable of the Lamp (Matthew 5:14 – 16).



You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead, they put it on a stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven."



We know and support every adult and child to shine brightly and to be the best versions of themselves, recognising that for some this requires intentional adaptation, additional support and relational care in order for their light to be seen and sustained.

We encourage all in our school community to be a positive influence and let their good deeds and character shine for others to see. We support our young people to recognise the value of their own light, be proud of their achievements and to value and respect themselves and know how loved they are by God and others.

Our Spirituality Statement

At St Chad's Primary School, our spirituality is rooted in a strong sense of family, deep connections, and genuine appreciation for one another. We are united by shared values and a collective moral purpose for living. Through moments of awe and wonder, we encourage self-reflection, empathy, and care for others.

In keeping with our Christian vision, we recognise that we are all created in God's image and have a spiritual dimension to our existence. We nurture this through the academic rigor we bring to our work and through our passion to help children and adults to flourish and achieve their God given potential. At St Chad's Primary School, we believe that our role is to educate the whole child and the spiritual growth of our children is an important and vital contributor to their academic and personal development. Children's spiritual development is nurtured through all aspects of our provision. We believe it is important to develop strong relationships using our school vision and values as well as the development of knowledge, concepts, skills and attitudes.

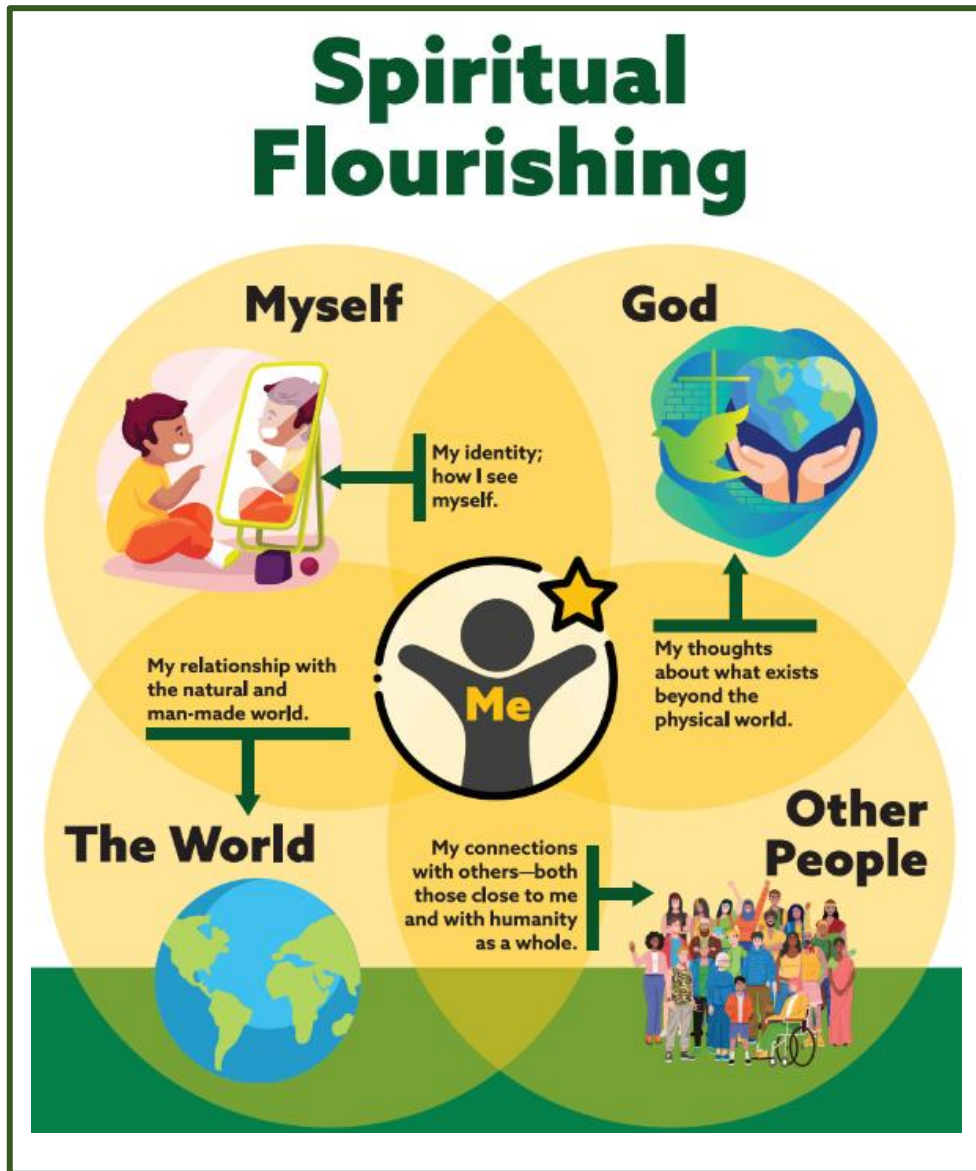
As a church school we understand spirituality as the way in which we combine our thoughts and emotions to reflect, respond to and seek to give meaning and purpose to the experiences that we encounter in life. We provide a variety of opportunities to develop and promote children's spirituality as an ongoing, reflective journey. It teaches us about questioning, understanding and relationships: relationships with ourselves, others, the world and beyond. Spirituality enables our children to be happy; to flourish, to succeed and to live life in all its fullness.

On the following pages, we have detailed examples across the school where we facilitate opportunities for spiritual development and opportunities for children to build upon and

critically assess their understanding of what spirituality means to them.

Spirituality is about seeking a meaningful connection with something bigger than oneself, which can result in positive emotions, such as peace, awe and wonder. Spirituality enables our children to be happy; to flourish, to succeed and to live life in all its fullness.

We use a visual to support children and staff understanding of what Spirituality means.



How Spirituality is Developed At Our School

Curriculum Area	Developing Spirituality
English	<ul style="list-style-type: none"> • Reading and discussing literature that explores moral and ethical dilemmas, writing reflective pieces on personal values and beliefs. • In responding to a poem, story or text, pupils can be asked, '<i>I wonder what you think happens next?</i>', '<i>How would you feel if you were the person in the story?</i>', '<i>Where have you met these ideas before?</i>' • By appreciating the beauty of our vocabulary and the richness of the English language. • When pupils are invited to write about things that have profound meaning to them, exploring the intrinsic value unique to each child. • Stimuli for writing, that provides opportunities for <i>awe and wonder</i>.
Maths	<ul style="list-style-type: none"> • Exploring patterns and connections in mathematics, fostering a sense of wonder and awe at the beauty and order in the universe. • By considering pattern, order, symmetry and scale both man-made and in the natural world. • By appreciating the beauty of shape and space. • Discovering through their knowledge and understanding of numbers, how this relates to everyday life in many contexts.
Religious Education and World Views	<ul style="list-style-type: none"> • Studying different religious and philosophical traditions; exploring questions of meaning, purpose, and morality. • By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews. • By asking and responding to questions of meaning and purpose. • By considering questions about God and evaluating truth claims.
Science	<ul style="list-style-type: none"> • Studying the natural world and considering questions about the origins of life, the universe, and our place within it. • By demonstrating openness to the fact that some answers cannot be provided by science. • By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment • Delight in discovering how things work and what happens when they don't. • What questions cannot be answered by science?

Curriculum Area	Developing Spirituality
PSHCE	<ul style="list-style-type: none"> • Reflecting on personal values, beliefs, and ethical decision-making; developing empathy, compassion, and self-awareness. • By developing awareness of and responding to others' needs and wants, exploring meaning and purpose for individuals and society, developing resilience and inner strength, by valuing self as unique in the image of God, by cherishing relationships. • Reflections on how honesty and sensitivity needed to explore these topics gently reflect the language of spirituality already used throughout the school?
Art and Design	<ul style="list-style-type: none"> • Expressing personal beliefs and values through creative artwork; exploring the spiritual significance of art throughout history. • By providing plenty of rich opportunities for pupils to explore both the spiritual dimension and natural phenomena e.g. natural form, spirals, complex pattern in nature. • By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. • By allowing pupils to show what they know through their own expression of big ideas about life e.g. morality and ethical issues and promoting the process of 'reviewing and evaluating' • How does art invite you to explore the intense emotions they might experience through observing? • What are the awe and wonder moments in the stories behind the artists studied? • How do the pupils celebrate and respect different responses to art?
Design and Technology	<ul style="list-style-type: none"> • Reflecting on the impact of technology on society and the environment; considering ethical and moral implications of design decisions. • By enjoying and celebrating personal creativity and reviewing and evaluating finished products. • What motivates designers and their decisions? For example, is it a desire to make money or a desire to help and make improvements to daily life for everyone?

Curriculum Area	Developing Spirituality
History	<ul style="list-style-type: none"> • Studying different cultures, religions, and belief systems throughout history; reflecting on the human experience and the search for meaning. • By considering how things would be different if the course of events had been different. • Examining local history and investigating the reasons why there is a landmark, building or museum. • Speculating about how we mark important events from history and the people who shaped them. • Discussions around awe and wonder moments in history. • Considering which lessons can be learnt for future decisions and considering which choices they provide.
Geography	<ul style="list-style-type: none"> • Exploring the natural world and our place within it; considering issues of sustainability, stewardship, and interconnectedness. • By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world. • By making links with history when exploring the environment and speculating on why the landscape is as it is. • By comparing their lives with pupils living in other countries or other parts of the UK • What options/opportunities are there to respond and take responsibility in a changing world?
Music	<ul style="list-style-type: none"> • Exploring the emotional and spiritual dimensions of music; experiencing moments of transcendence through performance and composition. • By encouraging pupils to show their delight and curiosity in creating their own sounds. • Reflection on how music makes one feel and can move us deeply. • What style of music 'invites you to explore the mystery that dances within your soul' (K. Hall)? • What styles of music have the opposite effect? • How does music encourage creativity, delight, and curiosity?
PE	<ul style="list-style-type: none"> • Developing a sense of connectedness between mind, body, and spirit; promoting values such as teamwork, respect, and resilience. • By delighting in movement, particularly when pupils can show spontaneity. By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative. By being aware of one's own strengths and limitations.

Curriculum Area	Developing Spirituality
<p>PE <i>(continued)</i></p>	<ul style="list-style-type: none"> • Posing questions such as: 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 do you recognise delight in movement, connectedness, and creativity? • Encourage the awareness of one's own strength and limitations. • Recognise/celebrate equality, freedom, respect and trust.
<p>Computing</p>	<ul style="list-style-type: none"> • Reflecting on the ethical use of technology; considering the impact of digital interactions on personal and communal well-being. • By wondering at the power of the digital age e.g. use of the internet and social media, understanding the advantages and limitations of ICT and using the internet as a gateway to big life issues. • An opportunity for children to develop their creativity, critical thinking and ethical awareness. • Creation of digital media that explores themes such as belief systems, social justice, and environmental issues. • Using technology for spiritual practices encourages children to develop their spiritual awareness and helps them connect with themselves and others in meaningful ways.
<p>Modern Languages</p>	<ul style="list-style-type: none"> • Exploring different cultures, beliefs, and traditions through language; fostering empathy and understanding across cultures. • Exploring the beauty of a different language. • Exploring the way language is constructed. • What does it feel like to genuinely communicate with someone in a new language?

Curriculum Mapping

Here at St Chad's, we have mapped our spirituality across the curriculum.

There are activities unique to each class, some to Key Stages and some across the whole school. Detailed below are examples from each.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Examples of Whole School Spiritual Activities</p>	<ul style="list-style-type: none"> • Big Questions in class during each half term. Lighting of candles, time for reflection and oracy skills. Children experience moments of wonder and develop empathy and theological understanding. • Collective Worship daily – time for prayer and silent reflection. • Reflection time built into RE lessons. These are called Growth Reflections and all children from KS1-KS2 use them. They are being developed in Early Years and documented in Floor Books. • Termly visits to St Chad's Church for Christian celebrations. • Use of Picture News to look out at current affairs around the world, develop empathy and oracy skills to discuss differing viewpoints. • Each class leads a worship centred around one of our core parables.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Examples of Key Stage Spiritual Activities Early Years</p>	<ul style="list-style-type: none"> • Appreciation of nature through observational drawings, • Sculptures • Looking closely at the wonder of ice in nature • Capturing genuine moments of joy and awe and wonder • Calming music for children in the classroom • Shoutouts • High five breathing
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Examples of Key Stage Spiritual Activities Key Stage One</p>	<ul style="list-style-type: none"> • Movement to classical music during Squiggle while you Wiggle • Daily prayers and time for silent reflection • Guided meditations after break and lunch • Year 1 trip to Skelton Grange examining the life and habitats of plants and animals • Nativity performance – Incarnation • Bubble breathing • In class sensory circuits and mindfulness • Reset time – breathing • Daily singing

Examples of Key Stage Spiritual Activities
Key Stage Two

- Drop Everything And Read (DEAR)
- Christmas musical performance
- Year 6 end of year production
- Year 5 and 6 visiting Abbey Grange to watch a condensed version of their drama showcase
- Y6 trip to RERF
- Y6 experiencing a WWII home front workshop at the Royal Armouries
- Shoutouts
- Balloon breathing and sensory circuits
- Music during mindfulness
- Citizenship lessons in care for our natural world
- Show and tell moments of awe and wonder
- Oracy work
- Music for mindfulness
- Calming lighting for regulation
- Prayers for thanks and gratitude
- Friendly Fridays
- Monday Musings (to develop curiosity)
- Children as WAGOLLS to develop sense of reflection and esteem

Curriculum Mapping by Year Group

YEAR ONE		
SUBJECT	SPIRITUAL OPPORTUNITIES	TERM
RE and World Views	Spiritual role of God as a parent/carer	Autumn 1
	God as Creator – the natural wonders of the world	Autumn 2
	The Christmas Story – the birth of Jesus and the wonder of his incarnation	Spring 1
	Comparing beliefs and practices – looking inside Holy buildings and examining holy artefacts	Spring 2
	Who is Jewish and what do they believe? Examining the Spiritual practices within Judaism and the impact on Jewish peoples' lives	Summer 1 & 2
Science	The human body – the wonders of scientific understanding and discovery about humans and what makes us different from animals	Autumn 1
	The study of animals and habitats – appreciation for animals' needs and their place within the food chain. Links to God as creator (RE unit 2)	Spring 2
Humanities	Guy Fawkes and his plot to overthrow the monarchy – awe and wonder moments in the Gunpowder Plot	Autumn 1
	Seasonal changes and nature walks	Autumn 2
	Disappearance of Amy Johnson, wonder and thought-provoking discussions around what could have happened to her	Spring 1
	Study of physical features and the natural world vs the innovation of human features in the UK	Spring 2
Music	Autumn Leaves – musical responses to seasonal changes	Autumn 1
	Performance with instruments, composition from children's own work	Spring 2
Art	Naturally occurring spirals in nature and their purpose	Autumn 1
	Flora and Fauna – a study of the undergrowth	Spring 1
	Making birds with paper – an appreciation of nature's designs	Summer 1
English writing	Colour poetry – our natural world	Autumn 1
	'Journey' – based on a text with no words. Children delve deeper into the understanding of a different realm of existence, expressed solely through illustrations.	Summer 2

YEAR TWO		
SUBJECT	SPIRITUAL OPPORTUNITIES	TERM
RE and World Views	Who is Muslim and what do they believe? Examining the beliefs and the impact on Muslim peoples' lives.	Autumn 1 and 2
	Comparing beliefs and practices – looking at how other view the world, themselves and others.	Spring 1
	Good news – discussion about peace and the message that Jesus brought to Earth.	Spring 2
	Awe and wonder based on the resurrection of Jesus and the Easter story, thoughts and discussions about the afterlife.	Summer 1
	Holy trinity – how 3 entities become 1.	Summer 2
Science	Life cycles – exploring stages of human and animals and the offspring cycle.	Spring 2
	The study of animals and microhabitats – appreciation for animals' needs and their place within the food chain.	Spring 1
Humanities	The Great Fire of London – looking at how the world has developed, provoking discussions about changes.	Autumn 2
	First man on the moon – exploring traveling to space and into the atmosphere, awe and wonder moments.	Spring 1
Music	Performance with instruments, composition from children's own work.	TBC
	Practice and connecting with the local community through singing at Old People's home.	Across the year
Art	Nature in art – creating sculptures from natural things around us, an appreciation of nature's designs.	Autumn 1
	Expressionism – expressing and looking within to become creative.	Spring 1
English writing	Hold a class debate listening to each other and responding with consideration.	Across the year
	Enjoying performing and listening to other's narratives written.	Spring 1

YEAR 3		
SUBJECT	SPIRITUAL OPPORTUNITIES	TERM
RE and World Views	<i>The Trinity and the role of God</i> Exploring God as Father, Son and Holy Spirit – what does this mean for Christians? Reflecting on guidance, protection and belonging.	Spring 1
	<i>Creation and Stewardship</i> Debating: If God created the world, what is our responsibility towards it? Linking to environmental responsibility and care for the planet.	Autumn 1
	<i>Comparing Places of Worship and Festivals</i> Examining symbolism, sacred spaces and artefacts in churches and synagogues. Reflecting on why humans create sacred spaces.	Spring 2
	<i>The Story of Rama and Sita (Diwali)</i> Exploring themes of light overcoming darkness, good overcoming evil. <i>Reflecting on:</i> Why is light such a powerful symbol across religions? What does “good triumphing over evil” mean in everyday life? Opportunities for awe and wonder through drama, storytelling and artwork.	Summer 1 and Summer 2
Science	Animals Including Humans – Nutrition and Skeletons Reflecting on how our bodies are designed for movement and survival. Considering how scientific discovery deepens our sense of awe.	Spring 2
	Plants – Growth and Life Cycles Observing how plants reproduce and adapt. Reflecting on resilience, interdependence and natural design.	Summer 1
Humanities	The Romans in Britain Reflecting on legacy: How did Roman rule change Britain? Considering power, invasion, fairness and cultural change. Trip to the Royal Armouries.	Spring 1
	Volcanoes and Earthquakes Experiencing awe at the power of natural forces. Considering how humans respond to living in hazardous areas.	Spring 2
Music	Singing in Harmony Experiencing unity and shared purpose through collective performance.	All
	Collective performance of clarinets.	Summer 2

YEAR 3 (continued)		
SUBJECT	SPIRITUAL OPPORTUNITIES	TERM
Music	Connecting with the local community through singing at Old People's home.	Throughout the year
Art	Nature Sketching with charcoal Close observational drawing of plants and natural forms. Encouraging stillness and noticing detail.	Autumn 1
English writing	'The Iron Man' or 'Journey' (wordless text) Exploring themes of otherness, belonging and imagination. Encouraging deeper interpretation and empathy.	Autumn 1
	Persuasive Speech: Convincing Bear to Stay Awake for Christmas Children explore the themes of friendship, patience, loneliness and joy in The Bear and the Hare. They then write and perform a persuasive speech from Hare's perspective, convincing Bear why Christmas is worth staying awake for. Friendship and Loyalty Reflecting on: <ul style="list-style-type: none"> • Why does Hare care so much about Bear? • What makes a friendship strong? • How do we show someone they matter? • Belonging and Inclusion • Exploring the sadness of missing out. Considering: <ul style="list-style-type: none"> • How might Bear feel if he never experienced Christmas? • Why is it important that everyone feels included? 	

YEAR 4		
SUBJECT	SPIRITUAL OPPORTUNITIES	TERM
RE and World Views	Spiritual role of God in world religions (Sikhism)	Autumn 1
	Exploring the character of God - through comparing world religions	Autumn 2
	The Christmas Story - the birth of Jesus and the wonder of his incarnation	Autumn 2
	Comparing beliefs and practices - celebrating festivals	Spring 1
	Exploring the gospel story of Easter	Summer 1 & 2
	Spiritual role of God as father, son and holy spirit	Spring and Summer 1
Science	Exploring our own bodies and discovering the awe and wonder of our design	Spring 2
Humanities	Viking Britain and how they shaped our country, wonder and thought-provoking discussions around what impact they had	Autumn 1
	Study of rivers. Natural world vs the innovation of humans on rivers in the UK and world	Autumn 2
Music	Experiencing unity and shared purpose through collective performance.	Spring 2
	Connecting with the local community through singing at Old People's home.	Throughout the year
Art	Cultivate team building skills through group based projects when crafting elastic band cars.	Spring 1
English writing	Hold a class debate listening to each other and responding with consideration	Autumn 2
	Reading and understanding characters feelings and emotions	Autumn 1

YEAR 5		
SUBJECT	SPIRITUAL OPPORTUNITIES	TERM
RE and World Views	Pilgrimages around the world	Spring 1
	The story of Exodus	Autumn 2
	How is God both loving and holy?	Autumn 1
	Class assembly - The Parable of The Rich Fool	Autumn 2
	Is it always important to offer forgiveness?	
Science	How big is space?	Autumn 1
	Living things and their habitats	Summer 1
	What are forces?	Spring 1
	What are living processes?	
Humanities	How does our use of natural resources impact the world?	Spring 2
	Exploring how harvesting wood is contributing towards deforestation and habitat destruction.	
	What are earthquakes? How do earthquakes impact on society?	Autumn 2
	How are mountains formed in the Rocky Mountains?	
Music	Opportunities to listen to classical music Performing compositions of music	Ongoing
Art	Landscape art of rural and urban scenes	Spring 1
	Typography maps based on a personal location	Autumn 1
English writing	Persuasive letters for changes in school	Spring 1
	Exploring the significant contributions that Katherine Johnson and others made during The Space race and the adversity they faced during the period of racial segregation	

YEAR 6		
SUBJECT	SPIRITUAL OPPORTUNITIES	TERM
RE and World Views	Recognising Jesus as the Messiah	Spring 1
	Understanding the world that God created versus what that world looks like today	Autumn 2
	Establishing whether science and religion are complementary or conflicting, debating and hearing the views of others.	Autumn 1
	Exploring Buddhism	Summer 2
	Evaluating different beliefs and what would make our city a better place to live in	Spring 2
	Understand the importance and role the resurrection plays for a Christian	Summer 1
Science	Making blood – Animals including Humans	Autumn 1
	Carrying out an investigation to analyse the adaptation of birds.	Spring 1
Humanities	Looking at the impact humans have on climate change and global patterns including a visit to the RERF.	Autumn 2
	Studying our local area and carrying out a field study	Summer 2
	Being involved with a WWII home front workshop at the Royal Armouries	Autumn 1
Music	Performance of dance, drama and music at the end of year production. All lines are learned by heart and performed to school and parents.	Summer 2
Art	Exploring the intertwining of colour and mood to represent who they are and how they see the world.	Autumn 1
English writing	Creating their own mythical creature based on the nonsense poem, 'Jabberwocky'. Exploration of nonsense language and the imagination used by Lewis Carroll.	Spring 1
	Debating a topic of their choice. Encompasses a written piece as well as a real-life debate.	Spring 2