



Kirk Langley Church of England Primary School

Spirituality Within The Curriculum

Kirk Langley is a Church of England Primary School and our family believe that 'Every Child Can Shine.' Our visions and values, built on the living Gospel of Christ within daily life, are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils in being respectful, confident, thriving citizens.

Daniel 12:3

'Those who have insight will shine brightly like the brightness of the expanse of heaven, and those who lead the many to righteousness, like the stars forever and ever.'

We aim to provide a thriving, inspiring and stimulating learning environment where children achieve the very best they are capable of because all the staff value their different learning styles. Kirk Langley Church of England Primary School is committed to Christian values where children, parents/carers and our community know us by our actions.

Within a Christian ethos we aim to:

- Promote a positive attitude to life-long learning, nurturing the development of self-esteem; leading to aspirational, independent learners that are prepared to be challenged and take risks in a diverse and ever changing world.
- Provide the children with valuable experiences and opportunities, through a broad, balanced and exciting curriculum, where learning is purposeful and engaging.
- Use a variety of teaching strategies and resources effectively and creatively; encouraging each child to progress and attain to the highest possible standards, in relation to their age and ability.

- Strongly believe in the partnership of parental involvement in the education of our pupils.
- Demonstrate and foster respect for ourselves and others within the school, local community and the global community.
- Respect the belief of others and celebrate cultural diversity.
- Encourage spiritual and moral values.
- Explicitly promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through a 'living' curriculum.
- Value each child as an individual within the school and respect personal beliefs.

Rationale

Spirituality is not something we can see; it is something we feel inside ourselves. It is about love, awe, and wonder, asking questions, reflecting and being aware of something bigger than ourselves. We **'Think!'** - I notice and wonder; we **Reflect!** - I listen inside and we **Act!** – I choose how to respond. This frames spirituality as awareness + care + responsibility. Think! Reflect! Act! Mirrors how meaning naturally grows.

Intrinsic Spirituality in Writing:

Think – Reflect-Act

In our Writing curriculum, intrinsic spirituality is developed through the intentional use of Think-Reflect-Act as a shared language for meaning-making. Writing is not only a technical skill but a way for pupils to notice experience, reflect on inner responses and act thoughtfully through language.

This approach recognises writing as a spiritual act: one that connects attention, inner life and responsibility.

THINK! - Noticing and wondering through writing:

Spiritual Focus: Awareness

Think is developed when pupils are given time and support to notice what they see, hear or imagine. They wonder about stories and the lives of others across the curriculum. They observe characters, situations and language carefully for a writer's intent on the reader.

REFLECT! – Listening to the inner voice through writing:

Spiritual Focus: inner awareness and meaning

Reflect is developed when pupils use their writing to explore feelings, thoughts and personal responses. It helps consider why something matters to them. It supports making connections between experience and meaning.

Journals and response writing supports this. Exploration through poetry also gives strength to the inner voice.

ACT!- Responding with intention through writing:

Spiritual Focus: Ethical and purposeful action

Act is developed when writing leads pupils to make thoughtful choices about the words and ideas selected. It helps then consider the impact of writing on others. It enables expression and provides a response to the world around them.

Writing becomes spiritually rich when pupils are given opportunities to:

- Pause and notice experiences, stories or moments
- Reflect on feelings, questions and personal responses
- Express ideas honestly without fear of being 'wrong'
- Explore values, empathy, and moral choice
- Respond creatively and thoughtfully to the compositions

Writing can shift from performance to connection.

Intrinsic Spirituality in Reading:

THINK – REFLECT - ACT

Reading is understood not only as decoding and comprehension, but as a way for pupils to encounter ideas, explore inner responses and consider how stories and information shape understanding and actions. Think, Reflect, Act recognises reading as a spiritual encounter: meeting other voices, perspectives and experiences.

THINK – Noticing and wondering through reading

Spiritual Focus: Attention and curiosity

Spiritual Focus: Ethical response and responsibility

In Reading, *Think* is developed when pupils are encouraged to notice language, images and patterns in texts. They can wonder about characters, events and ideas. They can ask questions in role and think about responses.

In practice pre-reading prompts are based on ‘What do you notice?’

Prediction is a mechanism that promotes textual awareness. Pupils are supported in understanding the vocabulary a writer has selected and to consider the purpose.

REFLECT – Making meaning and personal connection

Spiritual Focus: inner awareness and empathy

Reflect is developed when reading invites pupils to explore emotional and moral responses to texts. It makes connections between stories and their own lives.

It allows them to explore the lives of people around the World and within an Historical context.

Silent Sustained Reading is a time within each school day to enable the connections with self and texts. Reflection is built in to the sessions and this can be personal or private.

ACT – Responding to texts with intention

Spiritual Focus: ethical response and responsibility

Act is developed when reading leads pupils to consider how texts influence attitudes and choices. They can respond thoughtfully through discussion, writing or behaviour. *Act* enables learning from texts to real-life situations.

Discussing what characters could have done differently.

Linking stories to school values and beliefs

Reading that inspires kindness, courage or care

Texts become guides for thoughtful living not just analysis.

Using *Think-Reflect- Act* gives pupils a consistent language for deep engagement with texts. It encourages reading as relational and a reflective experience. Reading in this way builds empathy and moral awareness as well as supporting inclusive discussion and diverse perspectives.

Reading becomes about encounter, understanding and response.

Intrinsic Spirituality in Mathematics:

THINK – REFLECT – ACT

In our mathematics curriculum, intrinsic spirituality is developed through the use of *Think-Reflect -Act* as a shared language for reasoning, problem-solving and arithmetic. It is an area of the curriculum that relies heavily of comprehension and understanding. Breaking things down into manageable steps that enable a child to use the tools in the mechanics of maths is vital to exploring processes and illustrating step-by-step thinking.

This approach recognises mathematics as a discipline that builds relationships and follows structures.

Think – Noticing, exploring and reasoning:

In mathematics *Think* is developed when pupils are encouraged to notice patterns, relationships and structures. Children are encouraged to explore representations and ask ‘What do I notice?’ What if I ...

In practice:

- Models and manipulatives are used to develop concrete , pictorial and abstract competence.
- Time is given to think about the outcomes, make predictions and check the steps made

Reflect – Making sense of methods and meaning:

Reflect is developed when pupils explain their thinking and strategies used. It helps them to consider why a particular method works and reflect on errors/misconceptions

In practice:

- Discussing their reasoning
- Comparing methods for efficiency
- Responding to the context of the problem in a meaningful way with a Response Partner

Reflection builds confidence and strengthens the inner voice. We aim for resilience through this dialogue and explicit focus.

Act – Applying mathematics with accuracy and purpose:

Act is developed when pupils choose appropriate strategies and apply mathematics accurately. The focus here is on checking, refining and improving answers

We use mathematics to solve real-life problems and show the relationship between this curriculum area and life experiences.

In practice:

- Independence and resilience are fostered
- Real-life mathematical contexts
- Checking and justifying solutions
- Reflective responses rather than just seeking ‘the answer’

Using *Think – Reflect – Act* supports deep conceptual understanding and encourages resilience and persistence. It normalises mistakes as part of learning and develops both independence

and confidence. Mathematics becomes an area where thinking matters more than speed a response.

Taught in this way is inclusive and supportive as it encourages dialogue and reflection. Spiritual development is supported through patience, trust and perseverance.

Impact on pupils:

Taught through this approach, pupils:

- Develop confidence in their mathematical thinking
- Learn to reason, reflect and persevere
- Understand that effort leads to understanding

Intrinsic Spirituality in Science

THINK – REFLECT – ACT

In the Science curriculum, intrinsic spirituality is developed through the intentional use of **Think–Reflect–Act** as a shared language for curiosity, critical thinking and responsible scientific understanding. Science provides structured opportunities for pupils to observe the world closely, reflect on evidence and ideas, and act responsibly in response to scientific knowledge.

The Science curriculum is delivered in line with the National Curriculum and supports pupils to develop scientific knowledge, enquiry skills and an understanding of how science impacts everyday life and the wider world.

This approach recognises Science as a key space where pupils develop curiosity about the natural world and understand their role within it.

THINK – Awareness of the natural world and scientific questions

Spiritual Focus: Curiosity, observation and understanding

In Science, *Think* is developed when pupils are encouraged to notice patterns, ask questions and explore phenomena. It supports them in recognising cause and effect, identifying variables and understanding that scientific knowledge is built on evidence.

In practice:

- Observing experiments and natural phenomena carefully
- Asking: *What is happening? Why might this be happening?*
- Identifying patterns, similarities and differences
- Making predictions based on prior knowledge

- Distinguishing between observation and inference
- Recognising scientific vocabulary and key concepts
- Identifying risks and considering safety in practical work

REFLECT – Exploring meaning, connections and implications

Spiritual Focus: Wonder, critical thinking and perspective

Reflect is developed when Science allows pupils to consider what their findings mean. They explore how scientific discoveries change understanding, influence society and raise new questions. Reflection deepens appreciation for complexity, scale and interconnection in the natural world.

In practice:

- Reviewing results and considering: *Were my predictions accurate? Why or why not?*
- Discussing how evidence supports or challenges ideas
- Considering the reliability and fairness of investigations
- Reflecting on how scientific developments affect people and the planet
- Listening respectfully to alternative explanations
- Exploring awe and wonder in areas such as space, biodiversity, forces or the human body
- Considering ethical questions linked to science (e.g. sustainability, medicine, technology)

ACT – Applying knowledge responsibly

Spiritual Focus: Responsibility and ethical response

Act is developed when pupils use scientific understanding to make informed, responsible choices. Science empowers pupils to care for their own health, the environment and their communities through evidence-based decisions.

In practice:

- Applying learning to real-life contexts
- Making informed choices about health and lifestyle
- Practising safe and responsible behaviour in practical work
- Engaging in environmental action (e.g. reducing waste, conserving energy)
- Using evidence to support arguments and decisions
- Understanding how scientific knowledge informs laws, policies and innovation

Pupils learn that scientific action is based on evidence and thoughtful consideration, not assumption.

Using **Think–Reflect–Act** in Science gives pupils a consistent language for enquiry and responsibility. It supports curiosity, resilience in problem-solving and respectful scientific dialogue. It makes explicit the link between scientific understanding and ethical responsibility.

It is taught in a way that respects diverse perspectives while grounding learning in evidence and scientific method.

IMPACT

Pupils develop curiosity and confidence in scientific thinking. They understand that evidence shapes understanding, that reflection strengthens reasoning, and that scientific knowledge carries responsibility. They recognise that their informed choices can positively impact themselves, others and the wider world.

Intrinsic Spirituality in Religious Education:

THINK – REFLECT – ACT

This enable pupils to explore spirituality in RE because it helps them to move beyond facts into personal meaning and lived experience.

Spirituality in RE is about:

- Exploring meaning, purpose and identity
- Reflecting on beliefs, values and experiences
- Developing a sense of connection to themselves, nature and the divine.
- Including a knowledge, understanding and respect for worldviews and different practices.

1. THINK!

Pupils explore a concept, belief or question. For example: What do different religions say about the purpose of life?

Pupils engage meaningfully and critically with religious and non-religious world views.

Pupils develop religious literacy in understanding concepts, language and practices.

Pupils 'dig deep' into the Big Questions of meaning

Pupils explore diversity, complexity and lived reality of beliefs

Pupils understand how worldviews are formed, expressed and lived.

Think allows children to make 'sense' of the multi-religious and multi-secular world.

2. REFLECT!

This phase supports pupils to:

- Respond personally and thoughtfully to religious and non-religious worldviews
- Explore their own beliefs, values and identify
- Engage with difference respectfully and critically

- Develop self-awareness and empathy
- Reflect on questions of meaning, purpose
- Reflect on WHAT OTHERS BELIEVE to what do I think about this?
- Consider viewpoints different from their own
- Evaluate ideas with a critical mind

3. ACT!

RE should prepare pupils to live well in a diverse world. Through ACT learning influences choices, behaviour and outlook.

Pupils should be enabled to:

- Apply learning to real-life situations and decisions
- Develop values and ethical awareness
- Understand how beliefs influence actions and communities
- Contribute positively with their school. Local and wider communities.
- Understand how beliefs shape moral choices
- Understand what it means to 'live out' values

Think – Reflect-Act becomes a journey:

Think – encounter the world

Reflect – understand yourself

Act – shape how you live

Intrinsic Spirituality in Computing

THINK – REFLECT – ACT

In the Computing curriculum, intrinsic spirituality is developed through the intentional use of **Think–Reflect–Act** as a shared language for logical thinking, digital responsibility and ethical awareness. Computing provides structured opportunities for pupils to solve problems, evaluate digital systems and act responsibly in an increasingly technological world.

The Computing curriculum is delivered in line with the National Curriculum. It supports pupils to develop computational thinking, creativity, problem-solving skills and an understanding of how digital technology shapes society.

This approach recognises Computing as a key space where pupils learn to understand both the power of technology and their responsibility in using and creating it.

THINK – Awareness of systems, problems and possibilities

Spiritual Focus: Curiosity, logic and awareness

In Computing, *Think* is developed when pupils are encouraged to break down problems, identify patterns and understand how digital systems work. It supports them in recognising inputs, processes and outputs, as well as understanding how algorithms and data shape outcomes.

In practice:

- Decomposing problems into smaller steps
- Asking: *What is the problem? What do we want the outcome to be?*
- Identifying patterns and logical sequences
- Designing and tracing algorithms
- Debugging and identifying errors
- Understanding how data is collected, stored and used
- Recognising risks in digital environments

REFLECT – Considering impact, ethics and improvement

Spiritual Focus: Responsibility, perspective and evaluation

Reflect is developed when pupils evaluate their digital creations and consider the wider impact of technology. They reflect on how technology affects individuals, communities and society. Reflection strengthens resilience, ethical awareness and respect in online spaces.

In practice:

- Testing and evaluating programs against success criteria
- Asking: *Does this work as intended? How could it improve?*
- Reflecting on mistakes as part of the debugging process
- Considering how online behaviour affects others
- Discussing digital footprints and privacy
- Exploring ethical questions linked to AI, data use and automation
- Listening respectfully to different viewpoints in collaborative tasks

ACT – Creating and using technology responsibly

Spiritual Focus: Ethical action and positive contribution

Act is developed when pupils apply computing knowledge responsibly and creatively. They learn to use technology safely, respectfully and purposefully. Computing empowers pupils to become active, positive digital citizens.

In practice:

- Writing and refining programs to solve real-world problems
- Following online safety principles
- Protecting personal information and respecting others' privacy
- Demonstrating respectful communication in digital spaces
- Applying knowledge of cybersecurity and safe passwords
- Using technology creatively to present ideas and collaborate

Pupils learn that digital actions have real-world consequences and that responsible computing requires thoughtful consideration.

Using **Think–Reflect–Act** in Computing gives pupils a consistent language for problem-solving and digital responsibility. It supports logical reasoning, creativity and resilience while explicitly linking technical skill with ethical awareness.

It is taught in a way that respects diverse perspectives and promotes safe, inclusive and responsible participation in the digital world.

IMPACT

Pupils develop confidence as computational thinkers and responsible digital citizens. They understand that technology is powerful, that reflection strengthens design and decision-making, and that their digital actions affect themselves and others. They recognise their capacity to use computing skills to contribute positively to society.

Intrinsic Spirituality in PSHE:

THINK – REFLECT – ACT

In the PSHE curriculum, intrinsic spirituality is developed through the intentional use of *Think-Reflect-Act* as a shared language for personal growth, relationships and responsible living. PSHE provides structured opportunities for pupils to notice experiences, reflect of feelings and values and act with care towards themselves and others.

The PSHE curriculum is delivered in line with DFE statutory guidance for Relationships, Sex and Health Education 2026. It supports pupils to develop the knowledge, skills and attributes they need to manage life's challenges, build healthy relationships and maintain physical and mental well-being.

This approach recognises PSHE as a key space where pupils learn to understand their inner life and their role within a wider community.

THINK -Awareness of self, others and situations

Spiritual Focus: Attention and understanding

In PSHE, *Think* is developed when pupils are encouraged to notice their own thoughts, feelings and behaviours. It supports them in recognising situations, choices and consequences as well as how to understand different perspectives and experiences.

In practice:

- Exploring scenarios and real-life situations
- Asking 'What is happening?'
- Identifying facts, feelings and viewpoints
- Name emotions and recognise them
- Understand facts about health, relationships and safety
- Identify risks, pressures and influences

REFLECT – Exploring feelings, values and meaning

Spiritual Focus: inner awareness and empathy

Reflect is developed when PSHE allows pupils to explore emotions and personal responses. They consider why something feels right, difficult or important. Also, it supports reflection on values such as respect, fairness and responsibility.

In practice:

- Quiet thinking time after discussion
- Modelled stems: 'This made me feel ...' 'I think that matters because...'
- Listening to others' reflections respectfully
- Explore how situations make them feel
- Understand why emotions and responses matter
- Consider personal values such as respect, kindness and responsibility
- Build empathy and understanding for others

ACT – Making responsible and caring choices

Spiritual Focus: Ethical response

Act is developed when PSHE supports pupils to make informed, responsible choices. It enables them to practise positive behaviours and build positive relationships. Also, *Act* enables them to take action that supports well-being, safety and inclusion.

In practice:

- Role-play and rehearsal of responses
- Following Golden Rules and the school vision : ‘A school where every child can shine.’
- Applying learning to real-life contexts.
- Practise decision making and problem solving
- Rehearse responses to real-life situations
- Understand how actions affect themselves and others
- Seek help and support when needed

Pupils know that actions grow from reflection, not reaction.

Using *Think-Reflect-Act* in PSHE gives pupils a consistent language for self-understanding. It supports emotional literacy and resilience as well as encouraging respectful dialogue and inclusion. It is explicit in linking personal well-being to social responsibility.

It is taught in a way that respects diverse backgrounds and beliefs.

IMPACT:

Pupils learn that their feelings and values matter. Reflection helps them make sense of experiences and that their choices affect themselves and others.

Intrinsic Spirituality in Physical Education:

Think – Reflect - Act

In our Physical Education curriculum, intrinsic spirituality is developed through the intentional use of *Think-Reflect-Act* as a shared language for personal and physical growth. The Physical Education curriculum covers many technical skills but it is also a way for pupils to notice bodily sensations, reflect on emotional and ethical responses to challenge, and act with intention and integrity through movement.

This approach recognises Physical Education as a spiritual act: one that connects sportsmanship, mindfulness and the bond between mind and body.

THINK! - Noticing the breath, the mechanics of a movement, or the tactical 'flow' of a game:

Spiritual Focus: Embodiment

Think is developed when pupils are given time and support to notice what they feel, sense, or encounter within their own bodies and the physical environment. They wonder about the potential of movement and the capabilities of themselves and others across the sporting curriculum.

They observe techniques, tactical situations and physical cues carefully for a performer's intent on the game or the aesthetic impact on an audience.

REFLECT! – Listening to the body through movement:

Spiritual Focus: Embodiment and physical response.

Reflect is developed when pupils use their physical experiences to explore feelings, resilience and personal responses. It helps them consider why a movement or challenge matters to them and how they handle success or setbacks. It supports making connections between physical effort and inner character.

Mindfulness, breath-work and post-game debriefs supports this. Exploration through creative movement and team-based reflection also gives strength to the inner physical voice.

ACT!- Responding with intention through movement:

Spiritual Focus: Ethical and purposeful action

Act is developed when physical activity leads pupils to make thoughtful choices about the movement and behaviours selected. It helps them consider the impact of writing on teammates

and opponents. It enables physical expression and provides a kinetic response to the world around them.

Physical Education becomes spiritually rich when pupils are given opportunities to:

- Pause and notice physical sensations, tactical shifts, or moments of pressure.
- Reflect on feelings, sportsmanship and personal physical responses.
- Express movements honestly without the fear of 'making mistakes.'
- Explore values, empathy, and moral choice through fair play and teamwork.
- Respond creatively and thoughtfully to the challenges of the game or performance.

Physical Education can aid the shift from performance to connection.

Intrinsic Spirituality in Music:

Think - Reflect - Act

Music is understood not only as technical proficiency and theory, but as a way for pupils to encounter emotion, explore inner responses, and consider how melody and rhythm shape understanding and identity.

Think – Reflect – Act recognises music as a spiritual encounter; a way of meeting other cultures, historical voices, and human experiences through the universal language of sound.

THINK! - Noticing the breath, the mechanics of a movement, or the harmonic 'flow' of a piece:

Spiritual Focus: Embodiment

Think is developed when pupils are given time and support to notice they hear, feel, and sense within the music and their creative response. They wonder about the potential of sound and the expressive capabilities of themselves and others across the music curriculum.

They observe phrasing, structural shifts, and tonal cues carefully for a performer's intent, the emotional narrative of a composition, or the aesthetic impact on an audience.

REFLECT! – Listening to the soul through sound:

Spiritual Focus: Embodiment and emotional response.

Reflect is developed when pupils use their auditory and performance experiences to explore feelings, resilience, and personal responses. It helps them consider why a piece of music or a creative challenge matters to them and how they handle the successes or frustrations of practise and performance. It supports making connections between musical effort and inner character.

ACT!- Responding with intention through sound:

Spiritual Focus: Ethical and purposeful action.

Act is developed when musical activity leads pupils to make thoughtful choices about the sounds and expressions selected. It helps them consider the impact of their performance on ensemble partners and the audience. It enables creative expression and provides a sonic response to the world around them.

Music becomes spiritually rich when pupils are given opportunities to:

- Pause and notice auditory sensations, harmonic shifts, or moments of tension and release.
- Reflect on feelings, artistic integrity and personal emotional responses to sound.
- Express musical ideas honestly without the fear of 'hitting the wrong note.'
- Explore values, empathy, and moral choice through collaborative composition and ensemble performance..
- Respond creatively and thoughtfully to the challenges of a score or live performance.

Music can aid the shift from technical performance to soulful connection.

Intrinsic Spirituality in Art and Design

THINK! REFLECT! ACT!

Art and Design is understood not only as the development of technical skill, but as a way for pupils to encounter beauty, express inner thoughts and explore how creativity shapes understanding of self, others, the world and God.

THINK! Noticing and Wondering Through Art

Spiritual Focus: Attention and curiosity

Spiritual Focus: Awareness of meaning and purpose

In Art and Design, THINK! is developed when pupils are encouraged to notice colour, texture, line, pattern and symbolism. They wonder about artists' choices and the stories behind their work.

In practice, prompts are rooted in: What do you notice? What do you wonder? Why might the artist have chosen this?

Pupils are introduced to the work of renowned artists and are given opportunities to explore vocabulary linked to artistic techniques and to consider how materials influence meaning.

REFLECT! Making Meaning and Personal Connection

Spiritual Focus: Inner awareness and empathy

Pupils reflect on how art makes them feel. Pupils experience stillness and explore deeper meaning of the art piece. They learn to value their own work and respect the work of others. REFLECT! is developed when art invites pupils to explore emotional, cultural and spiritual responses.

Pupils consider how art connects to their own lives and to wider questions about meaning, purpose and faith. Through REFLECT! pupils grow in empathy, self-awareness and develop appreciation of deeper meanings.

ACT! Responding Creatively with Intention

Spiritual Focus: Ethical response and responsibility

ACT! is developed when pupils use art as a form of thoughtful expression and positive influence.

Pupils can create work that expresses their experiences and recognises the perseverance and resilience applied in the creative process.

Pupils are encouraged to show respect for their own efforts and the work of others, reflecting on the meaning of the art. Every child can shine through their unique creativity.

Intrinsic Spirituality in Design and Technology

THINK! REFLECT! ACT

Design and Technology allows pupils to image, create and improve the world around them. Every child can shine as a designer and a problem solver. THINK! REFLECT! ACT! recognises Design and Technology as a spiritual space where imagination, responsibility and achievement meet.

THINK! Noticing, Imagining and Questioning

Spiritual Focus: Curiosity and creative imagination

Spiritual Focus: Insight and inspired thinking

In Design and Technology, Think is developed when pupils are encouraged to explore ideas imaginatively and ask deep questions such as: Why was this designed? How does it work? Who does it help?

Pupils reflect on the purpose and impact of technological achievements and consider their wider significance. They are encouraged to generate innovative ideas, drawing on personal insight and creative thinking.

REFLECT! Considering Purpose, Impact and Responsibility

Spiritual Focus: Awareness, sustainability and moral responsibility

REFLECT! is developed when pupils consider how designs affect people, communities and the environment. Moments of reflection are built into the design process, allowing pupils to evaluate their ideas thoughtfully and purposefully. Pupils also reflect on how designing and making impacts their own self-confidence, recognising their own resilience and achievement.

Through REFLECT! pupils grow in responsibility and awareness of their role as creators within creation.

ACT! Designing with Intention and Innovation

Spiritual Focus: Purposeful creation and positive impact

ACT! is developed when pupils use creativity to design and make with intention. Pupils create thoughtful products that offer solutions, are reflective of experiences and are refined based on evaluation. Pupils can work collaboratively and value the ideas of others. Products are purposeful and solve real problems, becoming a meaningful contribution.

Intrinsic Spirituality in MFL:

Think – Reflect-Act

In our MFL curriculum, intrinsic spirituality is developed through Awe and Wonder at linguistic diversity. Curiosity about how others see the world. Empathy through understanding different lived experiences. Reflection on identity and belonging. Respect for cultural difference.

THINK! - Awe and Wonder:

Spiritual Focus: Awareness

Think is developed when pupils are given time and support to notice what they see, hear or imagine. Awe and Wonder is the quiet spark when a student realises the world is bigger than the bubble in which they live in.

Awe and Wonder encourages curiosity, develops openness, and a deepen reflection about identity and belonging.

REFLECT! –

Spiritual Focus: Visualisation of Awareness

Reflect is revealing new ways of seeing, when children encounter new words and phrases, hearing rhythm and musicality of a new language. Encountering on different celebrations inspires how cultures honour memory, family and life. Pupils often reflect on how attitudes to celebrations, language and culture differ from their own experiences.

ACT!- Responding with intention

Spiritual Focus: Ethical and purposeful action

Act is developed when children respond from inner values, meaning and authenticity- rather from pressure, habit, fear or external reward. Choosing to communicate in another language, helps children share, understand and connect with others. This is intrinsic intention. Open questions encourage children to model reflective thinking. Responding with intrinsic intention develops: moral awareness, cultural empathy, depth of learning, spiritual development.

· Cultural Values and Worldviews

Languages reflect how people understand life, purpose and human connection.

· Languages shapes lives

Learning another language supports students with expressing feelings, hopes, fear and beliefs. Allows them to reflect on identity and belonging and that there are many ways to describe the human experience.

· Reflection and Empathy

Encouraging perspective through another culture's eyes. Respecting differences and showing empathy and compassion.

· Literature and Art

Some texts in MFL explore meaning of life, suffering and hope, moral choices and faith.

· Spiritual Development in Education

Spirituality and MFL explores the awe and curiosities about other cultures, it allows for questioning assumptions. Developing a sense of self in a wider world and appreciating beauty in language and expression.

Intrinsic Spirituality in Geography:

THINK! REFLECT! ACT!

Geography is seen as not just the collaboration of maps and groundwork, but the relationships between people, places, nature and responsibility.

THINK! – Developing Awareness and Wonder

Spiritual Focus: Curiosity and questioning.

Spiritual Focus: Noticing and understanding place.

In Geography, THINK! is developed when pupils are encouraged to question where they belong; to question why their living space is special and how they are connected to Earth.

In practice, prompts are rooted in: What do you notice? What do you wonder?

Pupils are involved in exploring the local environment to notice changes in patterns, sounds, weather and the seasons. Pupils study contrasting places, for example, comparing rural and urban areas.

Pupils are encouraged to ask philosophical questions; for example: Who owns the Earth?

REFLECT! Developing Meaning and Personal Connection
Spiritual Focus: Inner response, empathy, values and identity.

Pupils reflect on how the world around them makes them feel. Pupils are encouraged to journal their thoughts. Pupils take part in class discussions and have opportunity for quiet reflection. Pupils are given opportunities to observe quiet moments in nature.

Pupils are taught empathy, respect for diversity and a sense of global citizenship.

ACT! Developing Responsibility and Ethical Engagement.
Spiritual Focus: Stewardship, agency, compassion and justice.

ACT! is developed when pupils' spirituality becomes visible through their actions.

Pupils are involved in eco-committee projects. They are actively included in decisions made through garden projects. Pupils are aware of the impact on plastic and actively try to reduce their usage.

Intrinsic spirituality in geography fosters the nurturing of wonder at the world, respect for diversity, care for creation, a sense of belonging and ethical responsibility.

With spirituality, geography becomes not the study of the Earth, but the study of our relationship with the Earth.

Intrinsic Spirituality in History:

THINK! REFLECT! ACT!

In History, intrinsic spirituality into primary history allows pupils to explore the meaning, identity, values and human experience. In history, spirituality emerges through encountering human struggle and courage, understanding injustice and moral choice, exploring identity and belonging, and considering legacy and remembrance.

THINK! – Encountering Human Experience
Spiritual Focus: Curiosity and questioning.
Spiritual Focus: Historical understanding.

Think! In History, pupils are encouraged to investigate what happened, why it happened, who was affected and what choices did people make.

In KS1, pupils learn about the Great Fire of London, and in practice, pupils are offered the opportunities to imagine lived experiences, recognise fear, resilience and community responses.

In KS2, pupils study The Civil Rights Movement where they study the leadership of Martin Luther King Jr. They experience moral courage, hope in adversity, and the effects of standing up for justice.

REFLECT! Making Meaning
Spiritual Focus: Personal response, empathy, values and identity.

Pupils are encouraged to ask questions such as: Was this fair? What would I have done? Why do we remember this? What can we learn?

Within history lessons, pupils may act out freeze-frame drama to explore emotions. They take part in diary writing from a historical perspective and carry out silent reflection after studying injustice.

Pupils also take part in debates about moral choices.

ACT! Living the Learning.

Spiritual Focus: Applying lessons, developing character, responsible citizenship.

ACT! is developed when pupils' spirituality becomes visible through their actions.

Practically, through their lessons, pupils can write persuasive letters around fairness. Pupils are encouraged to participate in remembrance collective worship.

Intrinsic spirituality in history nurtures the idea that people's choices matter, injustice can be challenged, and ordinary individuals can shape the world.

Within history, pupils begin to see themselves as part of an ongoing human story – capable of shaping the future.

Intrinsic Spirituality in Reception

THINK! REFLECT! ACT!

In our Reception curriculum, spirituality is woven through story, relationships and exploration through play. Intrinsic spirituality is developed through the intentional use of Think-Reflect-Act and children learn that they are valued by God and that their thoughts, feelings and actions matter.

THINK! Noticing and Wondering

Children are encouraged to notice, question and explore. Through noticing and wondering, children begin to recognise their own unique light.

In Personal, Social and Emotional Development (PSED), they begin to recognise feelings.

In Communication and Language and Literacy, they wonder about stories and characters.

In Physical Development, they discover confidence in movement.

In Mathematics, they notice patterns, order and fairness.

In Understanding the World, they explore creation with awe and care.

In Expressive Arts, they experiment creatively.

REFLECT! Making Meaning and Connection

Children are given time to think about how stories and experiences connect to their own lives, offering a sense of belonging. Reflection builds empathy and helps children understand that everyone's light is important.

In PSED, they reflect on their feelings and relationships.

In Communication and Language, they listen to others respectfully and share their experiences.

In Physical Development, they reflect on healthy and safe life choices and on how to be a successful team.

In Literacy, they relate events to their own understanding of the world.

In Maths, they reflect on fairness and sharing.

In Understanding the World, they consider the lives of others past and present.

In Expressive Arts they express emotions through art, music and role play.

ACT! Responding with Kindness and Responsibility

Children learn that their actions affect others and that they can shine through the choices they make.

In PSED, children may choose to invite others into their play and consider their ideas.

In Communication and Language, children use kind words and understand that words have impact.

In Physical Development, children respond to challenge with perseverance and confidence.

Through Literacy, children are inspired to be courageous, compassionate and forgiving.

In Mathematics children learn the value in sharing fairly.

In Understanding the World, children learn about caring for the world around them.

In Expressive Arts and Design, children

Impact

Through THINK! REFLECT! ACT! children learn that they are created to shine. They grow in confidence, compassion and curiosity, understanding that their light can brighten the lives of others.

