



## **A Curriculum rooted in Spirituality**

Our vision is deeply grounded in biblical truth and reflects the life and teaching of Jesus Christ. It speaks of purpose, transformation, and mission—inviting every member of our school community to be a light in the world and a reflection of God’s beauty, creativity, and love.

### **"To Spark the Flame" – Igniting Faith and Purpose**

The flame represents the Holy Spirit, who ignites faith in the hearts of believers (Acts 2:3-4). To “spark the flame” is to awaken that divine potential within each child—to nurture their God-given gifts, curiosity, and sense of purpose.

This part of our vision speaks to inspiration, awakening, and discipleship. We strive to create an environment where each learner feels the spark of belief—both in themselves and in something greater. Like a candle that lights another, we aim to pass on light through teaching, mentoring, and living out our faith.

### **"Light up the World" – Living as Christ's Light**

Jesus said,

*“You are the light of the world... Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.”* (Matthew 5:14–16)

This powerful message forms the core of our vision. As a Christian school, we encourage all pupils and staff to live in a way that reflects Christ’s light—bringing hope, justice, kindness, and truth to others.

To “light up the world” is to make a difference. It means using our learning, talents, and values not just for personal success, but to uplift and transform the lives of others, near and far. It is an outward call to serve, to lead with compassion, and to live courageously in faith.

**Curiosity** is the starting point for our learning. In the Gospels, Jesus regularly welcomed questions, invited exploration, and encouraged those who were seeking truth. He said, *“Come and see”* (John 1:39) and *“Ask and it will be given to you”* (Matthew 7:7).

By encouraging children to be curious, we are nurturing a spiritual openness—one that invites them to explore big questions, wonder about God, and encounter Jesus for themselves. Curiosity is an invitation to relationship, not just information.

## Spirituality at South Wilford

- Learning to Flourish
- Learning about ourselves
- Learning about other people
- Learning about the world & beyond
- Learning about Christianity & Faith
- Learning to reflect
- Learning to connect with something bigger
- Learning to be still & in the moment
- Learning to be curious
- Learning to be brave
- Learning to understand the challenges we all face

Big Questions – Reflect – Discuss – Find answers

Where you will see this In School:

The Curriculum, Collective Worship, Prayer areas, The Church, Time to pray, Artefacts & Objects, Books, Symbols & Pictures, Singing, Artwork, Role Play, Reflection areas, Outdoor Spaces, Forest schools, Time to be still & quiet, Charity work, Caring for animals on the farm, listening to stories, Playtimes, Moments of Awe and Wonder, Bible verses, Pupil Voice

How Spirituality features in the curriculum:

### RE:

- A Chance for children to explore their own spirituality within RE; looking at other world religions to explore Spirituality and life's 'big questions'
- Helping children to understand that they have their own spirituality even if this might not be as clear as a specific religion
- Chance to explore spirituality in a daily collective worship
- Opportunity for children to have a personal response to spirituality within a Christian school
- Being curious about RE and what Faith means to different people
- Understanding what it means to Become like Jesus
- Using floor books to show learning and explore spirituality within RE and give room for children to question what is said in a respectful and curious way.
- using Godly Play and religious stories to support exploration of spirituality
- Increased spirituality 'areas' around school to support this
- **Wonder and Curiosity** – Children might ask deep or thoughtful questions about life, death, God, the universe, or moral choices. This shows a spiritual curiosity about the world and their place in it.
- **Reflection** – They may show the ability to reflect quietly during stories, discussions, or assemblies, especially when learning about religious beliefs, practices, or moral lessons.
- **Empathy and Compassion** – When discussing the lives of others, religious stories, or ethical dilemmas, children may show concern, empathy, or kindness, indicating a developing spiritual awareness of others' experiences.
- **Sense of Awe** – Pupils might express awe or amazement when learning about nature, creation stories, or special religious practices and places, which reflects a spiritual sense of connection or wonder.

- **Expressing Beliefs and Values** – Even young children can express their own beliefs or values, talk about what matters to them, or describe what they think is right or wrong.
- **Creative Expression** – Through art, music, drama, or writing, children might explore spiritual ideas or respond to religious stories and themes in deeply personal or imaginative ways.

### English:

- Exploring challenging themes in the books we read
- Writing about people and places and themes that help develop empathy and a wider understanding of the world through literature
- The Reading Spine includes themes within the curriculum (e.g. The Boy at the Back of the Class linked to Refugees, The Explorer linked to Rainforests/Survival) and also of Faith/Christianity (The Lion the Witch & Wardrobe linked to Jesus allegory, Edward Tulane linked to redemption/being born again)
- Big Questions as discussion points throughout the text linked to spirituality themes.
- Reading lessons themselves link directly to the curriculum with links to topics, key authors, key people etc and current affairs.

### Questions:

- Can you 'disappear' into a good book?
- Can reading help us to relax?
- Do books provide possible answers to difficult questions?
- What are you imagining as you read?
- Can writing help us to deal with things that we are worried about?
- Have you ever written a story that you were really proud of?
- Do you have a bible verse that is special to you?

### Maths:

- Interconnected nature of mathematical truths and the potential for them to inspire a sense of wonder and a connection to the world:
- Recognising awe-inspiring patterns, order and beauty
- Foster a sense of wonder and connection to the world
- Mathematics encourages resilience, patience and a growth mindset

### Questions:

- Is there anything with number that makes you go WOW?
- Can you think of anything you can't measure?
- Is there anything you can't count? Does that make it less valuable?
- How do you think these ideas link to spirituality?

## **Geography:**

- Understanding where are you from and how this is part of who we are
- Learning what does home mean to you and what does it feel like  
Learning who is in your community and how this may shape us as people
- Thinking about how are you connected to your community
- Learning what is life like in other countries and appreciating what we have
- Reflecting on how humans should care for the earth and are we doing it?
- What is our responsibility as guardians of the earth from a Christian standpoint?

## **Questions:**

- What would Jesus say about how humans are treating the earth today?
- If you could go anywhere in the world, where would it be and what would it be like?
- Why do people climb mountains and explore dangerous places?
- What is special about your home and community?

## **PE:**

- Developing respect for other people, players and teams
- Learning the importance of teamwork and being a good team player
- Improving Well-being - mind and body (head and heart)
- Developing a sense of belonging - teamwork and sense of self, authentic self
- Reflecting on performances, wins and defeats and improving next time
- Being still and learning how Meditation and breathing can aid good mental health
- Learning to overcome challenges
- Being brave and trying something new even though it might be hard
- Having a passion for something and dedicating yourself to it
- Meeting people from other schools - different cultures, religions and backgrounds.
- Celebrate differences, achievements, skills
- Learn about athletes from other cultures, backgrounds and religions. How has this helped their progress and development. How has this clashed, caused any challenges within their sport.

## **Questions:**

- How does it feel to learn a new skill?
- What does it feel like to win/lose?
- How do you overcome a challenge?
- How do you feel before physical activity / trying something new?
- How do you react if someone cheats or does something unfair?

## **Computing:**

- Understanding the impact and influence of digital technologies
- Feeling connected to the entire world
- Being able to cope with and navigate through a digital world while looking after your own wellbeing and mental health
- Making space for wonder, and creativity
- Access to information to be able to question and find answers
- Encourage children to be creative and express themselves as individuals
- Provide opportunities be to successful and proud of what they can achieve
- Find meaning and time for reflection

## **Questions:**

- What achievements are you proud of?
- Does AI help or hinder creativity?
- How would Jesus use the internet?
- How can technology have a positive impact on the world?

## **Art:**

- Study/ discuss/ expose children to the artwork of artists who explore spiritual themes or have explored a sense of self and overcome adversity.
- Explore different cultural approaches to art as a spiritual practice i.e., aboriginal art / African dream artists/ storytelling art
- Encourage personal growth and symbolism - children given opportunity to explore own identity, different themes i.e., life, nature, connection with the world
- Foster community and connection- community engagement, parent helpers, group projects etc
- Ask reflective. open-ended questions.
- Encourage spirituality, reflection and sharing feelings about art/ artists
- Be intentional and present and focused on the Art
- Use music/ go outside in nature/ use storytelling create a sacred space/ atmosphere
- Model mindfulness – learn how to be calm and still and focused for a prolonged time
- Foster a space open space: be authentic, sincere and curious. speak about your feelings, ideas, difficulties and how to overcome them
- Celebrate everyone's art. i.e., Tell someone what you like about your work/ another's work
- Plan in time for reflection
- Treat art as a journey not a product
- Encourage the idea of letting go - art isn't about perfection; it is about embracing the journey of creation.

## **Questions:**

- Have you ever seen a piece of Art that has amazed you?
- Why do some people love a piece of art and others might hate it?
- How does creating a piece of art make you feel?
- If you painted a picture of God, what would it look like?

## History:

- Learn about what religion and faith was like during the time being studied
- Explore how this shaped people's choices - forming societies and beliefs and traditions
- Reflect on moral and ethical aspects of different parts of history – slavery, war etc
- Explore diverse cultures and belief systems - how it has shaped society over time
- Looking at and appreciating the difference between then and now and how life has improved or become more complicated
- Awe and wonder of how places have changed over time
- Learning from the past and mistakes that were made
- Empathy about the past e.g., WW2
- Identifying similarities to now - coming together in times of need
- Connect with stories from the past - reflect on their own spiritual identity and values

## Questions:

- Why did different civilisations worship different Gods?
- When did Christianity first begin?
- When did Jesus live?
- How did Christianity spread around the world?
- Have all civilisations had a form of religion?
- Why have people always looked for a higher power?

## DT:

- Design and make items that serve others - fostering empathy and a sense of service
- Reflect on design choices, challenges, and feelings during projects, help them connect emotionally and spiritually with their creative process
- Use natural materials to inspire designs, prompting awe and appreciation for the natural world and encouraging a sense of connectedness
- Group work on D&T tasks can nurture values like cooperation, respect, and shared purpose, helping children experience a sense of belonging and community
- Challenge children to design products that are accessible to people with different needs, promoting compassion, justice, and awareness of others' experiences.
- Introduce moments of quiet focus during hands-on activities, allowing children to be present and mindful, which can support inner calm and spiritual awareness.
- Let children design objects that tell a personal or cultural story, helping them explore identity, heritage, and meaning.
- Incorporate design tasks linked to festivals or traditions from various cultures, encouraging respect for diversity and spiritual expression.
- Helping children feel empowered to make a positive difference.

## Questions:

- If you were asked to design a vehicle, would you make a Race Car or an Ambulance? Which would make the bigger difference to people's lives and why?
- How have inventions improved humanity?
- How have inventions made humanity worse?
- What is something you wish we could un-invent?
- What is something you wish could be invented?

**Science:**

- Learning to be curious and ask questions
- Finding joy in solving problems
- Thinking about how Science and Religion can exist together
- Being open minded in the pursuit of answers
- Learning to be methodical and logical
- Developing the ability to sit and think about a problem and not give up when the answer does not appear straight away

**Questions:**

- How does it feel when you find a solution?
- Are there questions that Science Cannot answer?
- Can you be a Christian Scientist?
- Does Science ever make mistakes?
- Is there more than one answer to a question?
- What would you like to know the answer to?
- Has a Science lesson ever made you say “Wow”?

**PSHE:**

- Exploring Identity and Belonging - Activities that help children understand who they are, their values, and what makes them unique can nurture self-awareness and a sense of spiritual identity
- Practising Empathy and Kindness - Role-play and discussion around feelings and relationships encourage children to connect with others emotionally and spiritually.
- Reflecting on Life’s Big Questions - Age-appropriate conversations about fairness, purpose, and what makes a good life can help children begin to explore deeper meanings and beliefs
- Mindfulness and Emotional Regulation -Teaching breathing techniques, quiet reflection, or guided visualisations supports inner peace and spiritual growth
- Celebrating Diversity and Respect - Learning about different cultures, beliefs, and lifestyles fosters respect and appreciation for others’ spiritual perspectives
- Encouraging children to take part in helping others—through school initiatives or local projects—can build compassion and a sense of connectedness
- Reflections help children focus on what they value and appreciate, nurturing a thankful and hopeful outlook

**Questions:**

- How can you help yourself calm down if you’re angry or worried?
- What is most important to you?
- What makes you happy?
- What do different emotions feel like?
- What can you do to help you stay healthy and happy?
- Who would you talk to if you had a problem or you were concerned

## **Music:**

- Expressing Emotions Through Sound - Music gives children a safe space to explore and express deep feelings like joy, sadness, wonder, or peace
- Supporting emotional and spiritual growth
- Encourage children to compose or improvise music that reflects personal experiences, values, and dreams
- Listening to music from different cultures, traditions, or genres can inspire awe, reflection, and appreciation for the diversity of human expression
- Group singing fosters unity, belonging, and shared joy—nurturing a sense of community and spiritual connection. Singing as a type of prayer
- Learning songs or instruments linked to religious or cultural practices helps children understand and respect different spiritual perspectives
- Use calming music or soundscapes for quiet reflection or mindfulness, helping children develop inner stillness and awareness
- Sharing music in assemblies or celebrations allows children to express gratitude, joy, and pride—key aspects of spiritual development.

## **Questions:**

- How does a piece of music make you feel?
- Are there songs that make you feel joy?
- Which music makes you feel calm?
- What do the words of a song mean?
- Have you ever played a musical instrument? How does it feel when you play a tune?
- Do you like to sing?

## **MFL:**

- Reflect on their own identity and what connects us all as humans
- Using a new language to greet, thank, or show kindness to others nurtures a sense of connection
- Learning about the customs, traditions, and values of people who speak another language helps develop respect, empathy, and a deeper understanding of the wider world
- Learning Songs, Stories, and Prayers - Engaging with traditional songs, folktales, or spiritual texts in another language can open children to different ways of expressing faith, hope, and meaning
- Discuss how different cultures express values can help children reflect on their own beliefs and what matters to them
- Use call-and-response, chanting, or slow repetition can be calming and meditative, encouraging focus and inner stillness
- Recognising that language learning connects them to people across the world can inspire awe, curiosity, and a sense of being part of something bigger.

Questions:

- What does it feel like when you cannot understand someone else?
- How could you communicate with someone if you both spoke different languages?
- Should everyone speak the same language?
- Why is the way we speak important to us?
- If you could speak any language fluently, which would you choose and why?