



Spirituality in the Curriculum

Grange Church of England Primary School

'Let us think of ways to motivate one another to acts of love and good works.' Hebrews 10:24

1. Introduction

At Grange Church of England Primary School, spirituality is a vital part of every child's development. Through our curriculum, collective worship, and daily life, we nurture a sense of awe, wonder, meaning, and purpose. Our approach is rooted in our Christian vision of love, hope, and trust, inspired by Hebrews 10:24: 'Let us motivate one another to acts of love and good works.' This vision shapes a culture where pupils flourish spiritually, morally, socially, and culturally. Our curriculum encourages belief in oneself, care for others, and trust in God's guidance, fostering kindness, refuge, and hope—echoed in local stories such as the King's Guide to the Sands and Hampsfell Hospice. Through the rhythm of school life, pupils learn to pause, reflect, and grow in faith, courage, and joy, guided by the promise of John 10:10: 'life in all its fullness.'

2. Our Shared Understanding and Aims of Spirituality

Spirituality is the human capacity to reflect on life's deeper questions, experience awe and wonder, and explore personal beliefs and values. It involves relationships—with oneself, others, the world, and God. At Grange C of E Primary School, we aim to:

- Inspire awe, wonder, and curiosity about the world.
- Encourage reflection on experiences, beliefs, and values.
- Provide opportunities for creativity, imagination, and expression.
- Foster empathy, belonging, and respect for all people and the planet.
- Guide pupils to explore questions of meaning and purpose across all areas of learning.

3. Spirituality Across the Curriculum

Spiritual development is embedded across all subjects through Big Questions and reflection opportunities that invite pupils to explore meaning, purpose, and ethical issues. These questions encourage curiosity, empathy, and wonder. Examples include:

- **Religious Education (RE):** Exploring belief, meaning, and moral questions; understanding Christianity and other world faiths.
- **English:** Reflecting on human experience through stories and poetry; developing empathy and imagination.
- **Science:** Appreciating the wonder of life and the universe; reflecting on responsibility for the natural world.
- **History:** Exploring human struggle, purpose, and legacy; reflecting on justice and moral choices.
- **Geography:** Appreciating creation, diversity, and stewardship of the Earth.
- **Art and Music:** Expressing beauty, emotion, and creativity; reflecting on what inspires humanity.
- **PSHE / RSHE:** Developing self-awareness, relationships, values, and personal growth.
- **PE:** Recognising joy in movement, teamwork, and perseverance.
- **Computing:** Reflecting on digital responsibility, creativity, and connection.
- **Design & Technology:** Innovating with purpose; reflecting on human needs and sustainability.

Example: Mountains and Rivers Topic

Big Question: What does it feel like to stand on top of a mountain?

Spiritual Themes: Connection to nature; awe and wonder; reflection on the human place in the natural world.

Character/Role Reflection: How might the mountain feel to different people? Consider cultural, religious, and personal perspectives.

Justice & Responsibility: How can we protect our rivers and mountains from climate change? What actions can we take to care for God's creation?

4. Breadth and Inclusivity

- Curriculum content respects and celebrates diversity of culture, race, and religion.
- Big Questions encourage pupils to consider multiple worldviews and experiences, fostering mutual respect and understanding.
- RE units (e.g., exploring different faiths' views on forgiveness, prayer, and holy places) support spiritual reflection across traditions.

5. Progression of Spiritual Development

Key Stage	Focus	Opportunities for Spiritual Growth
EYFS	Awareness and Curiosity	Exploring nature, wonder at the world, expressing feelings, discovering uniqueness.
KS1	Belonging and Empathy	Understanding relationships, exploring right and wrong, care for living things, reflection in stories.
Lower KS2	Reflection and Questioning	Exploring identity, imagination, and beliefs; expressing awe through art, nature, and history.
Upper KS2	Meaning and Purpose	Considering moral choices, global responsibility, legacy, and hope for the future.

6. Year Group Big Questions and Reflection Prompts

Year Group	Themes	Big Questions	Reflection Prompts
Nursery & Reception	Harvest, Seasons, Nativity, Planting, Life Cycles, The Seaside	What makes our world special and how can we care for it? How do plants and animals grow and change? Why do we celebrate special times like Christmas and Easter? How do we show kindness to our friends and family?	Think about a time you helped someone. How did it make you feel? What do you notice when you look closely at a flower or a bug? How does it feel to be part of a family or a group? What can we learn from stories like the Nativity about love and hope?
Year 1	Our World, Celebrations, Stories from Other Cultures, Looking After the Environment	How do different people show thankfulness and kindness? What does it mean to belong to a community? How can we look after the world God made?	Think about a time you felt part of a group. What made you feel included? How do you show care for animals or plants? What can we learn from the stories Jesus told about love and forgiveness?

		Why are stories from different cultures important?	How do celebrations help us remember important things?
Year 2	Basic Needs, Rights to Education, Sustainable Communities, Fairtrade	Why is fairness important in our world? How can we help others who are less fortunate? What does it mean to live well together? How do different faiths show care for the environment?	Think about a time you shared or helped someone. How did it feel? How does your faith or family teach you to be kind? What can we do to protect God's creation? How do we show respect for people who are different from us?
Year 3	Human Rights, Peace and Conflict, Sustainable Development, Identity and Diversity	What does peace mean to you and how can we work for it? How can we be brave in standing up for what is right? How does our identity shape how we live and relate to others? What responsibility do we have to care for the Earth?	Reflect on a time you had to be brave or stand up for someone. How do your beliefs guide your actions towards others? What does justice look like in your community? How can we live out the Christian values of love, hope, and trust?
Year 4	Peace, Justice and Strong Institutions; Climate Action; Good Health and Well-being	How do faith and values inspire us to act justly? What does it mean to be responsible for God's world? How do different religions understand forgiveness and trust? How can we promote peace in times of conflict?	Think about a time when you forgave or were forgiven. How did it change things? How can we use our voices to help those who are unheard? What does it mean to care for your own wellbeing and that of others? How can we be agents of change for climate justice?
Year 5	Deforestation/Fair Trade, Scientific Discovery, Diversity and Difference	How do our actions impact the planet and others? What can we learn from people who have shown courage and kindness? How do faith and science work together in understanding the world? How can we celebrate diversity while living in unity?	Reflect on a scientific discovery that amazes you and why. How can we live out fairness and justice in our daily lives? What does it mean to respect people with different beliefs? How can we contribute to a fairer world?
Year 6	Peace, Justice and Strong Institutions; Climate Action; WW2; Amazon Rainforest; Ancient Greece	How does faith give meaning to life's journey? What responsibilities do we have to care for creation and each other? How can we learn from history to build a just future? How do different faiths understand hope and resilience?	Reflect on a time when hope helped you or someone you know. How can we be courageous advocates for justice and peace? What lessons can we learn from people who lived through difficult times? How can we live out our Christian vision in a diverse world?

7. Implementation Strategies

Spirituality is promoted through intentional opportunities for reflection and engagement, including OPAL Play and Big Thinking sessions. Strategies include:

- Collective Worship and reflection themes based on Christian values.

- Big Questions within lessons to stimulate curiosity and moral reasoning.
- Use of nature, art, and music to inspire awe and wonder.
- Regular reflection times, gratitude journals, and mindfulness activities.
- Creative curriculum links between RE, Art, Science, and PSHE.
- Opportunities for service, leadership, and community engagement.
- Reflection spaces indoors and outdoors for prayer and contemplation.
- OPAL Play provides space for awe, wonder, and connection with God's creation. Integration with OPAL Play and Big Thinking
 - ✓ Use outdoor and play-based learning to encourage wonder, reflection, and connection with God's creation.
 - ✓ Embed 'I wonder ...' questions and moments of stillness in daily routines.
 - ✓ Encourage pupils to express their spiritual thoughts through art, music, and storytelling.
 - ✓ Foster courageous advocacy by linking learning to real-world issues and encouraging pupil voice and action.

8. Courageous Advocacy Opportunities

- Curriculum themes such as Climate Action, Peace and Justice, and Sustainable Communities provide platforms for pupils to develop ethical awareness and advocacy skills.
- Pupils explore social justice issues through global themes and Rights of the Child (ROC) articles integrated into topics—e.g., climate change, refugees, and equality.
- Pupils are empowered to take action locally and globally, living out the vision to 'motivate one another to acts of love and good works.'

9. Evaluation

- Curriculum planning and lesson observations identify explicit spiritual learning opportunities.
- Pupil voice captures reflections on awe, wonder, and meaning.
- Collective Worship evaluations include pupil participation and response.
- Subject leaders review evidence of spiritual development across their subjects.
- Governors and SLT evaluate the impact of spiritual provision as part of SMSC and Church School inspection frameworks.
- Celebration assemblies and displays highlight moments of awe, creativity, and courageous advocacy.

10. Conclusion

At Grange Church of England Primary School, spirituality is a living reality woven throughout our curriculum and school life. Through reflection, creativity, community, and worship, pupils are encouraged to explore life's big questions and grow as thoughtful, compassionate individuals, ready to make a positive difference in the world.