Spirituality across the curriculum

May 2024		
September 2025		

Striving for excellence, caring for all

Within a loving and caring Christian environment.

Our Vision

We are a community in which everyone is offered the opportunity to fulfil their full potential, to understand themselves and be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all. This is because we know we are all God's children.

"Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can." John Wesley

Our mission statement:

As a RRS (Rights Respecting School – UNICEF) this policy upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

- Article 2: Everyone has equal rights whatever their race, religion, ability, whatever they think or say or whatever their family.
- Article 14: Every child has the right to follow their own religion.
- Article 29: Every child has the right to be the best they can.

'Love the Lord your God with all your heart and with all your soul and with all your strength and with all your mind' and 'Love your neighbour as yourself.' Luke 10:27

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 Abbey Academies Trust, 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 church schools 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.

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.









Below is a chart that broadly outlines how spirituality is woven into the fabric of our curriculum in terms of individual subjects.

Subject	How Spirituality Can Be Developed
English	• 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 wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' • By appreciating the beauty of language. • If pupils are invited to write about things that have profound meaning to them, how is this writing valued? The purpose and audience of writing • How can it be recognised as having value, rather than simply be reduced to an evaluation of SPAG? • Hooks for writing
Mathematics	• 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.
Science	• 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. • Opportunities to linger longer on the wonder! • What questions cannot be answered by science?
Art and Design	• 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, waves, 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; ethical issues. By promoting the process of 'reviewing and evaluating' • How does art invite you to explore the mystery that dances within your soul? • What are the wows and ows in the stories behind the artists you study? • How do you celebrate and respect different responses to art?
Design and Technology	• 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. By reviewing and evaluating created things. • 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?
History	• 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; for example ….

Subject	How Spirituality Can Be Developed
	• By looking at local history and investigating the reasons why there is a landmark, building or museum. • By speculating about how we mark important events from history and the people who shaped them. • Which stories tell historical wows? • Which stories tell historical ows? • What lessons for future decisions and choices do they provide?
Geography	• 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 • The wow of physical geography. • The ow of discovering different physical regions do not provide the same opportunities. • What options/opportunities are there to respond and take responsibility in a challenging world?
Music	• Exploring the emotional and spiritual dimensions of music; experiencing moments of transcendence through performance and composition. • By allowing pupils to show their delight and curiosity in creating their own sounds. By making links between their learning in literacy (or other curriculum area) with music being played as background. By considering 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?
Physical Education	• 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 are able to 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. • 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 the delight in movement, connectedness, and creativity? • Encourage the awareness of one's own strength and limitations. Recognise/celebrate equality, freedom, respect and trust.
Computing	• 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. By understanding the advantages and limitations of ICT. By 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.

Subject	How Spirituality Can Be Developed
Spanish	• Exploring different cultures, beliefs, and traditions through language; fostering empathy and understanding across cultures. • By exploring the beauty of languages from around the world. • By exploring the way language is constructed • What motivates language learning? • For example, buying an ice cream on holiday or welcoming and comforting a stranger in our country? • What does it feel like to genuinely communicate with someone in a new language?
Personal, Social, Health and Economic Education (PSHE)	• 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. By exploring meaning and purpose for individuals and society. By developing resilience and inner strength. By valuing self as unique in the image of God. By cherishing relationships. • As you explore topics such as relationships, feelings & attitudes, keeping safe and 'your body' where are the natural links with the wows, ows and nows? • How can the honesty and sensitivity needed to explore these topics gently reflect the language of spirituality already used throughout the school?
Religious Education	• 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.

For further detail and specific outlines of how spirituality is developed within each subject refer to each subjects spirituality overview. Here spirituality opportunities are detailed to enable subject leaders to guide and lead spirituality throughout their subject. Throughout the school day, there will be other spontaneous moments where there is opportunity for spiritual thinking.