

Spirituality in the DT curriculum

September 2024

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.



Year Group	Planned opportunities
	<p>Each unit from Year 1-6 present the children with a project outline providing the children with a purpose and meaning behind the project.</p> <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.• 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?• Through designing and creating objects, children can express their spirituality and explore their connection with nature, other people and their own emotions.• Design and technology can also promote spiritual growth by encouraging children to develop empathy towards others, consider ethical and environmental implications of their creations, and work collaboratively with others to address social issues.• Design and technology can also provide opportunities for children to explore the inner world of creativity and imagination.
Reception	<p>In the Early Years and Foundation Stage curriculum, planned learning opportunities such as creating eco shape capes using recycled products, designing a hedgehog house with the site manager, junk modelling, and boat making help children develop spirituality in a holistic and engaging manner. These activities are not formal DT lessons but exploratory experiences that foster personal growth, empathy, environmental awareness, and a sense of wonder.</p> <p>Creating eco shape capes with recycled products helps children build self-confidence and creativity, encouraging them to see value in reusing materials and fostering personal growth. Designing a hedgehog house with the site manager emphasises teamwork and empathy, teaching children the importance of caring for others, including animals, and enhancing their sense of community.</p> <p>Junk modelling and boat making introduce children to the principles of sustainability and environmental responsibility. They learn about the importance of using resources wisely and gain an appreciation for the natural world and its diversity. These activities also encourage problem-solving and innovation, reinforcing their connection to the world around them.</p>

Overall, these exploratory activities teach children about gratitude, generosity, and the joy of creating and sharing with others. They reflect on the broader significance of their creations, nurturing a sense of connection to something greater than themselves. Through these engaging and meaningful experiences, children in the Early Years and Foundation Stage curriculum develop spiritually, gaining a deeper understanding of themselves, others, and the world.

Sew

Year 1

Sock Puppets

Designing and creating sock puppets in a Year 1 Design and Technology unit is a wonderful opportunity to develop spirituality.

Encouraging Reflection and Contemplation

- Imagination and Wonder: The process of creating sock puppets allows children to use their imagination, fostering a sense of wonder and curiosity. They can explore the possibilities of what their puppet can be, which helps them appreciate the beauty and creativity in the world.
- Self-Expression: Creating their own puppet encourages children to express their inner thoughts and feelings, helping them connect with their own emotions and identity.

Promoting Values and Ethics

Empathy and Understanding: Through role-playing with their puppets, children can act out various scenarios that promote empathy and understanding of others' feelings and perspectives. This can help them learn about kindness, compassion, and respect.

Sharing and Cooperation:

- Working together to gather materials, share resources, and help each other with their puppet projects teaches children about cooperation, sharing, and the joy of working together harmoniously.

Encouraging Personal Growth and Resilience

- Problem-Solving and Perseverance: Children will encounter small challenges while creating their puppets, such as figuring out how to attach parts or deciding on the design. Overcoming these challenges helps build their problem-solving skills and perseverance.
- Pride and Achievement: Successfully creating a puppet gives children a sense of accomplishment and pride in their work, boosting their confidence and self-esteem.

Practical Activities to Enhance Spiritual Development

- Circle Time Sharing: Facilitate a circle time where children share their puppets and the stories they've created. This promotes a sense of community, as children listen to and appreciate each other's work.
- Mindful Crafting: Integrate moments of mindfulness where children focus quietly on their crafting, helping them connect with the present moment and the joy of creation.
- Puppet Design Reflection: After completing their puppets, a discussion about why they chose certain colours, features, and what their puppet represents to them. This helps them think about their own creative process and its meaning.

Year 2	<p>In our Year 2 Design and Technology curriculum, the sewing project to make a sunglasses case offers a unique opportunity for spiritual development. Through this creative and hands-on activity, students can explore their relationships with themselves, others, the world, and beyond.</p> <p>Self: Engaging in sewing allows students to express themselves creatively and build confidence in their abilities. As they carefully measure, cut, and stitch fabric to create their sunglasses case, they develop patience, attention to detail, and perseverance. Completing a project from start to finish fosters a sense of accomplishment and pride in their craftsmanship.</p> <p>Others: This sewing project encourages collaboration and teamwork as students share materials, ideas, and encouragement with their peers. Working together, they learn to communicate effectively, support one another, and celebrate each other's achievements. This fosters a sense of community and empathy, strengthening their bonds with classmates.</p> <p>The World: Through sewing, students gain an appreciation for the value of craftsmanship and the importance of caring for belongings. As they select fabric and consider design options for their sunglasses case, they learn to make thoughtful choices about materials and resources. This promotes an awareness of sustainability and a sense of responsibility towards the environment.</p> <p>Beyond: The act of creating something with their own hands can be a deeply spiritual experience for students. As they sew their sunglasses case, they may reflect on the beauty of craftsmanship and the satisfaction of bringing an idea to life. This process can inspire gratitude, wonder, and a sense of connection to something greater than themselves.</p>
Year 3	<p>In our Year 3 Design and Technology curriculum, the sewing project to make a Christmas decoration offers a wonderful opportunity for spiritual development. Through this festive and creative activity, students can explore their relationships with themselves, others, the world, and beyond.</p> <p>Self: Engaging in sewing allows students to express their creativity and develop confidence in their abilities. As they carefully select fabric, thread needles, and stitch their Christmas decoration, they cultivate patience, attention to detail, and perseverance. Completing a project from start to finish fosters a sense of accomplishment and pride in their craftsmanship.</p> <p>Others: This sewing project promotes collaboration and teamwork as students share materials, ideas, and encouragement with their peers. Working together, they learn to communicate effectively, support one another, and celebrate each other's successes. This fosters a sense of community and empathy, strengthening their connections with classmates.</p> <p>The World: Through sewing, students gain an appreciation for the value of handmade items and the importance of preserving traditions. As they create their Christmas decoration, they may reflect on the significance of Christmas and the joy of giving. This promotes an awareness of cultural heritage and a sense of belonging to a larger community.</p>

	<p>Beyond: The act of crafting something with their own hands can be a deeply spiritual experience for students. As they sew their Christmas decoration, they may contemplate themes of love, generosity, and hope. This process can inspire feelings of gratitude, wonder, and a sense of connection to something greater than themselves.</p>
<p>Year 4</p>	<p>The sewing project to create a dragon hunter flag based on "How To Train Your Dragon" presents a fantastic opportunity for spiritual growth. Through this imaginative and collaborative activity, students can explore their connections with themselves, others, the world, and beyond.</p> <p>Self: Engaging in sewing allows students to express their individual creativity and develop confidence in their abilities. As they carefully select fabrics, stitch intricate designs, and bring their dragon hunter flag to life, they cultivate patience, attention to detail, and perseverance. Completing such a project fosters a deep sense of personal accomplishment and pride.</p> <p>Others: This sewing project promotes teamwork and camaraderie as students collaborate on the design and creation of the dragon hunter flag. Working together, they share ideas, support one another, and celebrate each other's contributions. Through this collaborative effort, students learn valuable communication skills, empathy, and the joy of collective achievement.</p> <p>The World: Sewing a dragon hunter flag inspired by "How To Train Your Dragon" allows students to immerse themselves in a rich fictional world while also appreciating cultural narratives and traditions. As they explore themes of bravery, friendship, and adventure, students develop a broader understanding of storytelling and the power of imagination. This fosters a deeper connection to the diverse tapestry of human experience.</p> <p>Beyond: Crafting a dragon hunter flag can be a profoundly spiritual experience, inviting students to contemplate themes of courage, resilience, and the pursuit of dreams. As they stitch each detail with care and intention, they may find themselves reflecting on their own aspirations and the limitless possibilities of the future. This process can inspire feelings of wonder, gratitude, and a sense of connection to something greater than themselves.</p>
<p>Year 5</p>	<p>The sewing project to make bags presents a unique opportunity for spiritual exploration and growth. Through this practical and creative endeavour, students can delve into their connections with themselves, others, the world, and beyond.</p> <p>Self: Engaging in sewing allows students to express their individuality and develop a deeper understanding of their capabilities. As they carefully choose fabrics, stitch intricate patterns, and construct their bags, they cultivate patience, precision, and perseverance. Completing such a project instils a profound sense of accomplishment and self-confidence as they witness the tangible results of their efforts.</p> <p>Others: This sewing project fosters collaboration and empathy as students work together to share ideas, assist one another, and celebrate each other's progress. Through teamwork, they learn the value of communication, cooperation, and supporting their peers. This collaborative effort strengthens their sense of community and interconnectedness with others.</p> <p>The World: Sewing bags allows students to engage with sustainability and environmental stewardship. As they consider the materials they use, those that are used in the products they purchase and the impact of their choices, they develop a deeper appreciation for responsible</p>

	<p>consumption and production. This fosters a sense of connection to the broader world and encourages a commitment to making positive contributions to their environment.</p> <p>Beyond: Crafting bags can be a spiritually enriching experience, inviting students to reflect on the deeper meaning of their creations. As they sew, they may contemplate themes of identity, purpose, and the interconnectedness of all things. This process can inspire feelings of gratitude, wonder, and a sense of connection to something greater than themselves.</p>
Year 6	<p>The sewing project to make felt Christmas stockings offers a delightful opportunity for spiritual exploration and growth. Through this festive and creative endeavour, students can delve into their connections with themselves, others, the world, and beyond.</p> <p>Self: Engaging in sewing allows students to express their individuality and creativity as they design and construct their Christmas stockings. They develop patience, attention to detail, and perseverance, gaining a deeper understanding of their capabilities and potential. Completing such a project instils a profound sense of accomplishment and self-confidence as they witness the tangible results of their efforts.</p> <p>Others: This sewing project fosters collaboration and empathy as students work together to share ideas, lend a helping hand, and celebrate each other's progress. Through teamwork, they learn the value of communication, cooperation, and supporting their peers. This collaborative effort strengthens their sense of community and interconnectedness with others, especially during the joyous holiday season.</p> <p>The World: Sewing felt Christmas stockings allows students to engage with traditions and cultural celebrations. As they create festive decorations for Christmas, they learn about the significance of sharing, giving, and spreading joy. This fosters a sense of connection to their cultural heritage and encourages an appreciation for the diversity of holiday traditions around the world.</p> <p>Beyond: Crafting Christmas stockings can be a spiritually enriching experience, inviting students to reflect on the deeper meaning of Christmas. As they sew, they may contemplate themes of love, gratitude, and the spirit of generosity. This process can inspire feelings of warmth, wonder, and a sense of connection to something greater than themselves.</p>
Build	
Year 1	<p>Structures</p> <p>Building structures for fairytale characters can be enriching by fostering self-awareness, empathy, environmental consciousness, and a sense of wonder.</p> <p>Self: Children explore their talents and express individuality through design, enhancing self-awareness and creativity. Reflecting on their work helps students understand their problem-solving styles and personal growth.</p> <p>Others: Working in groups promotes empathy, as children listen to and value different perspectives. Considering the needs of fairytale characters mirrors caring for real people, fostering a deeper sense of empathy.</p>

	<p>The World: Using materials wisely and learning about sustainability teaches respect for the environment. Discussing structures from different stories broadens students' understanding of diverse problem-solving methods.</p> <p>Beyond: Fairytales evoke wonder, allowing students to connect with a sense of magic and possibility. Projects linked to fairytale morals foster discussions on themes like kindness, bravery, and justice.</p>
Year 2	<p><u>Vehicles</u></p> <p>In the Year 2 Design Technology unit on vehicles, students embark on a journey that seamlessly integrates practical skills with spiritual growth, fostering a deep connection to self, others, the world, and beyond.</p> <p>Self: As children plan and make a working wheel and axle, they encounter opportunities for self-discovery and personal development. This hands-on project requires patience, perseverance, and creativity. Students learn to embrace challenges, celebrate their progress, and recognise their individual strengths. By reflecting on their efforts, they gain a sense of accomplishment and self-worth, understanding the importance of persistence and dedication.</p> <p>Others: Collaborative projects in this unit encourage students to work harmoniously with their peers. Building a vehicle together promotes empathy, effective communication, and mutual respect. Students learn to appreciate diverse perspectives, share responsibilities, and support one another, fostering a sense of community and teamwork. These interactions help cultivate a spirit of kindness and cooperation, essential qualities in nurturing a supportive and inclusive environment.</p> <p>The World: Designing and constructing vehicles provides students with insights into the broader context of transportation and its impact on the environment. Discussions on eco-friendly materials and sustainable design practices highlight the importance of mindful choices in technology. This awareness nurtures a sense of responsibility towards the planet, encouraging students to think about how their actions affect the world around them. It instills an understanding of stewardship and the need for sustainable innovation.</p> <p>Beyond: The unit also encourages students to contemplate the role of technology in a broader, more spiritual context. Reflecting on the ingenuity behind vehicle design and its evolution over time allows students to marvel at human creativity and its potential to solve problems. This wonder can lead to deeper philosophical questions about human purpose, the interconnectedness of all things, and the mysteries of the universe. Such reflections can inspire a sense of awe and reverence for the unknown, nurturing a spiritual connection that transcends the immediate classroom experience.</p>
Year 3	<p><u>Pop up Books</u></p> <p>In Year 3's Design Technology unit on pop-up books, based on Bethan Woolvin's "Fractured Fairy Tales," there are rich opportunities to explore spirituality through the lenses of self, others, the world, and beyond. This unit encourages students to delve into their creativity and reflect on deeper spiritual themes as they engage with storytelling and design.</p>

Self: As students create their own pop-up books, they are invited to express their inner worlds and personal narratives. This process fosters self-awareness and encourages children to explore their values, beliefs, and emotions. By reimagining classic fairy tales, they can confront and reinterpret themes of morality, justice, and identity, which are pivotal in their spiritual development.

Others: Collaboration is a key aspect of this unit, as students work in groups to design and construct their books. This teamwork nurtures empathy, communication, and understanding. By sharing their own stories and listening to their peers, students learn to appreciate diverse perspectives and cultivate a sense of community and connection. This mutual respect and support can deepen their appreciation for the spiritual journeys of others.

The World: Pop-up books are a medium through which students can comment on broader societal issues. By engaging with Woolvin's fractured fairy tales, which often challenge traditional norms and highlight social justice themes, students are encouraged to think critically about the world around them. This critical engagement promotes a sense of responsibility and inspires them to imagine a more just and compassionate world.

Beyond: Creating stories that often incorporate fantastical and otherworldly elements allows students to stretch their imagination and consider the mysteries and wonders beyond their immediate experience. This exploration can stimulate spiritual curiosity and wonder, encouraging them to ponder big questions about life, existence, and the universe.

Year 4

In the Year 4 Design Technology unit on moving miniature eco playgrounds, we thoughtfully integrate planned opportunities for spirituality by encouraging students to explore their sense of self, their connections to others, their relationship with the world, and concepts beyond the immediate physical environment.

Self: Students embark on a journey of self-discovery by designing homes that reflect their values and identity. Using Computer-Aided Design (CAD) software, they personalize their eco homes with elements that resonate with their interests and aspirations, such as incorporating spaces for hobbies or quiet reflection. This practice fosters self-awareness and encourages them to think about their future selves and the kind of world they wish to inhabit.

Others: Collaboration and empathy are central to this unit. Students work in pairs or small groups to brainstorm and design features that make their eco homes welcoming and inclusive. Through CAD, they can simulate various scenarios and discuss how different designs might accommodate the needs of diverse individuals, such as adding ramps for wheelchair accessibility or creating communal spaces that foster social interaction. These activities help students appreciate the importance of considering others in their designs, promoting a sense of community and empathy.

The World: The environmental aspect of the eco homes project is a direct way for students to connect with the world around them. They learn about sustainable materials and energy-efficient designs, using CAD to model solar panels, rainwater harvesting systems, and green roofs. This not only enhances their technical skills but also instills a deep appreciation for environmental stewardship. By visualizing the impact of their designs, students understand their role in caring for the planet.

<p>Year 5</p>	<p><u>Bridges</u></p> <p>Encouraging Reflection and Contemplation</p> <ul style="list-style-type: none"> - Appreciation of Complexity and Wonder: Understanding the intricate mechanisms of moving bridges can instil a sense of awe and wonder in students. This can lead them to contemplate the complexity of the world and the intelligence behind engineering marvels. - Reflecting on Purpose and Impact: Asking students to reflect on the purpose of bridges and their impact on communities can help them think about how their work can contribute to the greater good, fostering a sense of purpose and interconnectedness. <p>Promoting Values and Ethics</p> <ul style="list-style-type: none"> - Collaboration and Community: Working in teams to design and build the bridge models emphasises the importance of collaboration, respect, and effective communication. This mirrors the interconnectedness and interdependence of human relationships. <p>Encouraging Personal Growth and Resilience</p> <ul style="list-style-type: none"> - Problem-Solving and Perseverance: The design and construction process is likely to involve challenges and setbacks. Navigating these difficulties helps students develop resilience, patience, and a growth mindset. - Creativity and Expression: Designing bridges allows students to express their creativity and imagination, fostering a sense of individual expression and personal fulfilment. <p>Integrating Broader Perspectives</p> <ul style="list-style-type: none"> - Interdisciplinary Learning: Integrating science, technology, engineering, art, and mathematics (STEAM) encourages holistic thinking and helps students see the connections between different fields of knowledge, promoting a more integrated and interconnected worldview.
<p>Year 6</p>	<p>In the Year 6 Design Technology unit focused on creating electrical electrical card, there are rich opportunities for integrating spirituality through the themes of self, others, the world, and beyond.</p> <p>Self: Students explore their creativity and technical skills, boosting self-awareness and confidence. Reflecting on their design process helps them understand their problem-solving methods and personal growth.</p> <p>Others: Creating a card for someone special fosters empathy, as students think about the recipient's preferences and feelings. This exercise in considering others' perspectives strengthens their emotional intelligence.</p> <p>The World: Using materials thoughtfully and incorporating sustainable practices teaches respect for the environment. Discussing the environmental impact of electronics and how to minimize waste broadens students' understanding of global issues.</p>

Beyond: The process of designing an electrical card adds a sense of wonder and accomplishment, connecting students with the joy of making something meaningful. Discussions about the significance of giving and the joy it brings can deepen their understanding of values like kindness and generosity.

Cook

All year groups

In our Design and Technology curriculum, the cookery units offers a delightful and enriching opportunity for spiritual development.

Self: Making various dishes helps students build self-confidence and a sense of accomplishment. They develop essential skills such as patience, attention to detail, and creativity, fostering personal growth and self-awareness. The satisfaction of creating tasty treats reinforces their self-esteem and sense of capability.

Others: This cookery emphasises the importance of teamwork and sharing. Students work together in preparing ingredients, taking turns, and supporting each other. These collaborative activities teach them the value of cooperation, empathy, and the joy of sharing food with friends, enhancing their sense of community and mutual respect.

The World: Preparing different dishes introduces students to a variety of ingredients and culinary traditions, broadening their understanding of different cultures and food sources. They learn about the origins of the ingredients and the importance of sustainability, fostering a deeper connection to the natural world and an appreciation for global diversity.

Beyond: The act of making and sharing food can be a spiritual experience, teaching children about gratitude, generosity, and the significance of nurturing others. They reflect on the broader meaning of food as a source of nourishment and love, fostering a sense of connection to something greater than themselves. Through these planned opportunities, our cookery topic helps students not only develop practical cooking skills but also nurture their spiritual growth in a fun, creative, and meaningful way.