St Cuthbert's CE Primary School
Opportunities for Spirituality across the curriculum

	Windows	Mirrors	Doors
English	• Broad reading diet • Range of different text types • Reading and writing for different purposes • Texts from different cultures • Descriptive language • Inference • Different means of communication • Imagination, storytelling, creativity.	• Inference- discussions about different characters • Role play/ hot seating • preferences • Sharing ideas, knowledge and experiences • Expression of feelings and experiences • Listening to the views of others.	• Take inspiration from our own lives as inspiration for own writing. • Reflecting and responding- which character do they identify with? • Don't judge a book by its cover. • Listening skills • Recognising the views of others • Life experiences
Maths	• Money, Time, Measure • Patterns in Number • Discussion of real-life experiences • Vocabulary • Patterns, shapes • Logical thinking skills	• Perseverance when learning new skills/ operations • Asking questions • Explaining thinking and reasoning • Using different methods to find an answer • Exploring logical sequences • Trial and error	• Application of Maths into everyday situations • Purpose of Maths • Understanding of Number • Mathematical thinking • Reasoning and problem solving • Wider world eg application of money in everyday life. • Developing an enquiring mind
Science	• Kingdom of Life • Changing seasons • Habitats • Adaptations • Rocks and Fossils • Life Cycles • Working Scientifically • Asking questions	• What makes us human? • Why do the seasons change? • Justifying opinions	• Understanding how we have evolved. • Looking after the environment • Evolution • More questions to ask now we have answered some. • Changing the way we think.

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Ephesians 2:19

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RE	• Religious figures • Religions around the World • Asking and suggest answers to quality questions about values, meaning, commitments, truth and belonging. • Describe the impact of religion of people's lives. • Use religious vocabulary to describe and show understanding of religious texts, actions and beliefs. • Explore the idea that each person has a spirit which can be nurtured. • Exploring stories from the Bible and World Faiths reflecting on thoughts and feelings, experiencing wonder and joy. • Consider the impact of worship on self and others. • Consider impact of spiritual practices on believers and how they influence our own lives.	• Recognise their own values and the values of others. • Identify what influences them and the connections between values, commitments, attitudes and behaviour. • Apply their own ideas to the experiences of others and describe what inspires and influences them. • Talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling. • Use religious words to identify features of religious life and practice suggesting meanings for actions and symbols. • Consider impact of worship on believers including events around the World.	• Learning from religious experiences • Explain how religious texts are used to answer the big questions in life. • Describe why people belong to religions and the challenges they face. • Recognise similarities and differences within and between religions and make links between them. • Developing our own faith journey- prayer and empowerment to follow own faith. • Living out fundamental British Values. • Worship Group leading Worship. • All children living out our school vision and being the 'best that we can be'.
History	• Where have we come from and where do we fit in? • Values changed over time • Individual sacrifice and struggles of groups • Remembrance • Journeys • Local History • Significant events eg Fire of London • Understand current affairs by learning about the past.	• Why do/ did people behave/ act in a certain way? • Reflect on the struggles of others and changes over time • How have our lives been influenced/ affected by the actions of others? • Asking big questions • Give opinions and listen to the opinions of others.	• Personal responses to events and people • Marking significant events • Learning from the past • Appreciation and gratitude • Poppy appeal and other charitable initiatives. • Recreate key events in History • Be inspired by historical characters and events

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		• Discuss how the actions of historical characters impacted on the lives of others. • Appreciate passing of time through understanding chronology	
Geography	• Outside of Darwen • Human/Physical features • Climate change • Climate zones • Natural disasters and weather phenomenon • Migration • Deforestation • Wonders of the World • How does the World help us to survive	• Asking geographical questions • Reflecting on our impact on the world • Fieldwork skills- explore the world around us • Reflecting on human impact on natural world • Listen to and consider the views of others when discussing global issues. • Knowing our place in the world	• Actions in response to natural disasters and climate change • Global citizenship • How can we make a difference? • Acts of gratitude • Social action • Educate about global events • How can we protect and preserve the wonders of the world? • Eco warriors • Respect for other cultures

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Art and DT	• Art from around the world and different cultures • Inspiration from famous art • Understanding that Art is not always painting • Exploring a range of medium • Knowing there is no right/ wrong answer • Explore how life experiences influence Art and design • Explore mechanisms, structures and skills from around the world • Explore how skills and mechanisms have developed over time • Express own thoughts and feelings • Explore colour, texture and shape.	• Understanding other people's interpretation/ likes and dislikes. • Emotions and feelings in response to artwork • Individuality/ uniqueness • Evaluating and making choices about preferences. • Perseverance, accept failure and learn from mistakes • Reflecting on the purpose of an object • Evaluating • Expressing feelings about your work and listening to other people's feelings. • Use different media to create representations of the world around us • Learn how being creative develops a sense of self-worth	• Asking questions about an image eg where do you think that road goes? • Using work of others as inspiration for their own work. • Explore and recreate pieces of Artwork • Explore different resources and select the most appropriate • Visit art galleries • Problem solving, trial and error • Develop own personal style, creative expression • Personal forms of expression as communication • Develop relaxation and therapeutic techniques. • Boost confidence and self esteem
PSHE	• Learning about ourselves • Healthy relationships • Respect and tolerance • Assertiveness/ passivity/ aggression • RSED • Healthy living and choices • Recognise and appreciate similarities and differences • We all have different qualities and strengths to bring to the table • Celebrate diversity • Self-value and self-belief	• Reflecting on own actions and emotions • Understanding why others may act in a certain way. • Explore similarities and differences and know that it is good to be unique • Learn about and reflect on people who did not 'fit the norm' • Develop positive self-image and self-worth • Encourage positive attitudes	• Understand and accept the views, feelings and opinions of others. • Act on knowledge and apply this to the way we treat others. • Own up when we make mistakes and learn from them. • Develop ways to empathise • Changing and developing positive attitudes towards difference • Build working relationships with those who have different strengths • British Values • Celebrate individualism

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Computing	• Online safety and conduct • Opportunity to find answers to questions instantly • Developments in technology • Recognising technology around the world and in everyday life	• Asking questions • Wonder at the knowledge available to us at the click of a button • Reflect on how we use technology • Consider accuracy of information available on the internet • Respect and safety whilst online	• AI • Ethical responses • Online conduct and implications • Making changes to stay safe online
Spanish	• Learning about new cultures and traditions	• Asking questions to learn more about Spanish culture	• Respect for other cultures • Using language other than English
Forest School	• Learning about the natural world • Spending time in natural environments • Developing sense of awe and wonder • Noticing seasonal changes • Being aware of wildlife • Risky play • Changes in weather and climate •	• Asking questions and reflecting • Exploring and investigating • Noticing how being outside makes us feel • Reflecting on climate change and how it impacts the world around us • Reflect on challenges we face and how to overcome them • Identifying human impact on wildlife	• Recognise our impact on the world around us, take action to change • Look after the natural world • Overcoming barriers, developing different skill set and perseverance/ resilience • Making positive changes eg recycling, bird feeding
Other activities	• St Cuthbert's passport of experiences • Respect school equipment and resources • Use school equipment sensibly and safely. • Embrace challenges and opportunity to try something new.	• Developing an understanding of own emotions, feelings and responses • Developing personal opinions and respecting those of others • Opportunity to share skills with others • Understand rules and routines in order to play well with others	• Self-discipline • Promote healthy lifestyles • Respect and sportsman ship • Be a gracious loser

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