

SPIRITUALITY IN THE CURRICULUM AT MANOR PARK FIRST



ART	Moments of Stillness (looking in) Space for calm, mindful thinking, reflection. We incorporate moments of quiet reflection to help our pupils appreciate the beauty and joy in art, cultivating mindfulness and inner peace. For example, throughout each unit of our learning journey, children are given opportunities to appreciate, explore, and reflect on significant works of art. Art as Self-Expression (looking in) Use of sketchbooks We provide opportunities for our pupils to reflect on how different pieces of art make them feel. Expressing personal beliefs through creative artwork. Expose pupils to a diverse range of art samples, encouraging them to see art as a powerful means of expressing their own thoughts, feelings, and experiences. Spark Curiosity and Nourish the Head and Heart (looking out and up) We create a classroom environment that encourages questions and discussions about art, fostering intellectual curiosity and emotional engagement. Admiration and Respect for Art (looking out) We foster an environment where pupils respect their own creative efforts and those of their peers, understanding the potential of art to bring hope and joy to others. Responding to Deeper Meanings (looking up) By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. Develop Connections to Self, Others, World and beyond. (looking in, out and up) Having a window into the experiences, emotions, and perspectives of others through looking at and hearing others talk about their art. Celebrating and respecting different responses to art. Experience Awe and Wonder (looking out) By introducing pupils to the works of renowned artists, enabling them to marvel at human creativity and technical mastery, inspiring a sense of awe. Respect for the Spiritual Journey of Creation (looking in, out and up) Highlight the resilience and endurance required in the artistic process, helping pupils appreciate the spiritual dimensions of creating art.
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SPIRITUALITY IN THE CURRICULUM AT MANOR PARK FIRST



Computing	Moments of Stillness We provide moments away from screens for pupils to pause, reflect and think about their learning and the impact of technology. Looking Up – Love for God: Reflecting on the wonder of creation and how technology can be used responsibly to care for God's world. Looking In – Love for Learning: Reflecting on what they have learned, the challenges they have overcome and what they could improve. Looking Out – Love for Each Other: Considering how technology can be used kindly to communicate, support and connect with others. Computing as Self-Expression Pupils use digital tools to express their ideas, creativity and individuality through animation, coding, presentations and digital art. Looking Up – Love for God: Using creativity to explore and celebrate God's creation and the things that inspire us. Looking In – Love for Learning: Developing confidence, creativity and new skills through digital projects. Looking Out – Love for Each Other: Using technology to communicate positive ideas and respecting the creativity and ideas of others. Spark Curiosity and Nourish the Head and Heart We encourage pupils to be curious about how technology works and consider its impact on people and the world. Looking Up – Love for God: Wondering about the world and appreciating the creativity and complexity of creation. Looking In – Love for Learning: Asking questions, investigating and persevering when solving problems. Looking Out – Love for Each Other: Considering how technology can affect people's lives, relationships and wellbeing. Admiration and Respect in a Digital World Pupils learn to respect their own work and the work of others, celebrating achievement and giving positive feedback. Looking Up – Love for God: Recognising and celebrating the different gifts and talents God has given each person. Looking In – Love for Learning: Taking pride in their progress and using feedback to improve. Looking Out – Love for Each Other: Showing kindness, respect and encouragement towards others. Responding to Deeper Meanings Pupils consider why technology and digital media are created and how they can influence people and society. Looking Up – Love for God: Thinking about right and wrong and how Christian values can guide our choices.
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SPIRITUALITY IN THE CURRICULUM AT MANOR PARK FIRST



	Looking In – Love for Learning: Developing questioning, reasoning and critical-thinking skills. Looking Out – Love for Each Other: Considering the impact of technology on individuals and making responsible choices. Developing Connections with Self, Others, the World and Beyond Pupils explore how technology connects people and communities across the world. Looking Up – Love for God: Appreciating the diversity and wonder of God's creation. Looking In – Love for Learning: Discovering how technology helps us learn, communicate and understand the world. Looking Out – Love for Each Other: Respecting different cultures, perspectives and experiences. Experience Awe and Wonder We introduce pupils to exciting developments in computing, inspiring them to wonder about what technology can achieve. Looking Up – Love for God: Appreciating the wonder and complexity of the world around us. Looking In – Love for Learning: Developing curiosity and imagining future possibilities. Looking Out – Love for Each Other: Considering how technology and innovation can improve people's lives. Respect for the Digital Creation Journey Pupils learn that mistakes are part of learning and develop resilience through debugging, problem-solving and perseverance. Looking Up – Love for God: Recognising and developing the gifts and talents God has given us. Looking In – Love for Learning: Learning from mistakes and persevering when faced with challenges. Looking Out – Love for Each Other: Showing patience and encouragement when helping others to learn.
Design and Technology	Moments of Stillness Children take time to pause and carefully consider their design before making it. For example, when designing a Year 4 Roman purse, children can quietly reflect on the techniques they want to use before beginning their stitching. During food activities, children can pause to appreciate the ingredients, smells and textures they are experiencing Self-Expression DT provides children with opportunities to express their own ideas and creativity. In Year 2 puppets, children can choose the character, colours,

SPIRITUALITY IN THE CURRICULUM AT MANOR PARK FIRST



fabrics and features of their puppet. Similarly, children can personalise their Year 1 moving pictures or Year 4 Roman purses, allowing their individual personalities and creative ideas to be reflected in their designs.

Spark Curiosity and Nourish the Head and Heart

Children develop curiosity by investigating how things work and asking questions. When making Year 3 moving monsters, children explore mechanisms and wonder how different levers, linkages and pivots can make their monster move. Through healthy fruit kebabs and pizzas, children also develop an understanding of nutrition while appreciating the variety of foods available to us.

Admiration and Respect

Children learn to appreciate the skills, creativity and ideas of others. During DT, children share designs, discuss different approaches and celebrate successful products. When making Year 4 Roman purses, children can admire the craftsmanship of historical Roman textiles and develop respect for the skills involved in traditional textile work.

Responding to Deeper Meanings

Children consider that the products they make have a purpose and can affect people's lives. When creating healthy pizzas and fruit kebabs, children explore why eating a balanced diet is important. When designing moving vehicles, they can consider why different vehicles are designed in particular ways and how they help people travel, work and live.

Developing Connections to Self, Others, World and Beyond

DT allows children to connect their learning to themselves, other people and the wider world. When making Year 2 moving vehicles, children consider how vehicles help people in their communities. When creating torches in Year 4, they explore how electrical technology is used in everyday life. Food projects allow children to make connections with different cultures, ingredients and people's dietary needs.

Experience Awe and Wonders

Children experience a sense of wonder when they see an idea they have designed actually work. This could be seeing their Year 1 moving picture come alive, watching a Year 3 monster move using a mechanism, or successfully illuminating their Year 4 torch. These moments encourage children to appreciate the wonder of how materials, mechanisms and electricity can be used to create something new.

Respect for the Journey of Human Experience

DT helps children understand how human ingenuity has developed over time. The Year 4 Roman purse provides an opportunity to explore how people made and used textiles thousands of years ago, while comparing

SPIRITUALITY IN THE CURRICULUM AT MANOR PARK FIRST



	historical techniques with modern materials and methods. Across the curriculum, children learn that today's technologies and products have developed from ideas, inventions and craftsmanship from previous generations.
English	Spirituality Through the English Curriculum English plays a key role in pupils' spiritual development by allowing them to explore ideas, emotions, values, and meaning through language, stories, poetry, and discussion. Through reading, writing, speaking, and listening, pupils are encouraged to reflect on their own experiences and better understand those of others. Moments of Stillness (looking in) English lessons provide time for quiet reading, reflective writing, and thoughtful listening. These moments allow pupils to pause, engage deeply with texts, and develop concentration, imagination, and inner reflection. English as Self-Expression (looking in) Pupils are given opportunities to express their thoughts, feelings, and beliefs through creative writing, poetry, journaling, and discussion. Writing enables pupils to explore personal experiences and emotions and to develop their own voice with confidence. Sparking Curiosity and Nourishing the Head and Heart (looking out and up) Through engaging texts, rich vocabulary, and purposeful discussion, pupils are encouraged to ask questions, explore ideas, and reflect on themes such as identity, belonging, courage, hope, and compassion. This fosters both intellectual curiosity and emotional understanding. <i>Year 1 – The Dot: themes of courage, hope</i> <i>Year 2 – Little Red Reading Hood: identity, belonging, compassion</i> <i>Year 4 – Frindleswylde: courage, loyalty, love</i> Admiration and Respect for Language and Literature (looking out) Pupils develop respect for spoken and written language by appreciating the craftsmanship of authors, poets, and storytellers. They learn to value their own work and the contributions of others, recognising that words have the power to inspire, comfort, challenge, and unite. <i>Dorchester Literary Festival author visits, World Book Day</i> Responding to Deeper Meanings (looking out and up) By exploring themes, characters, and messages within texts, pupils are encouraged to consider authorial intent and underlying meanings. Discussion and reflection help pupils explore moral dilemmas, life choices, and universal human experiences. <i>Year 2 – The Tunnel – moral dilemma, emotions, families</i>



SPIRITUALITY IN THE CURRICULUM AT MANOR PARK FIRST

	<i>Year 4 - The Great Kapok Tree: deforestation and moral decisions</i> <i>Year 4 – Frindleswyld: choices and loyalty</i> Developing Connections to Self, Others, the World, and Beyond (looking in, out and up) Literature provides a window into different cultures, lives, and perspectives. Through stories and non-fiction texts, pupils develop empathy, understanding, and respect for others’ experiences, learning to celebrate diversity and shared humanity. <i>Year 1 – The Dot: celebrate diversity</i> <i>Year 2 – The Pirates Next Door: respect for others</i> <i>Year 3 - The Barnabus Project: celebrate diversity, empathy</i> Experiencing Awe and Wonder (looking up) Through powerful storytelling, poetry, and expressive language, pupils experience the beauty and impact of words. Memorable phrases, imagery, and narratives inspire imagination and a sense of wonder about the world and human creativity. <i>Year 1 – The Snail and the Whale: awe and wonder about the world and our place within it</i> <i>Year 2 – Bloom: poetry about nature</i> <i>Year 3 – Sky Song: powerful imagery, nature, human relationships</i> Respect for the Spiritual Journey of Communication and Creation (looking out and up) Pupils learn that writing and communication often involve reflection, perseverance, and revision. They develop resilience and confidence as they shape ideas, refine language, and grow as thoughtful communicators, recognising the deeper value of sharing ideas and stories. <i>Supported by the English writing journey, self- and peer-assessment, opportunities to share writing with audiences e.g. poetry to parents, stories with younger children.</i>
EYFS	Spirituality Through the EYFS Curriculum Spirituality is woven throughout our Early Years curriculum and is nurtured through children’s everyday experiences, relationships and learning. We provide opportunities for children to develop a sense of wonder, awe, curiosity, belonging and connection as they explore themselves, others, the natural world and the wider community. Through stories, music, art, creativity, celebrations, nature, shared experiences and time for reflection, children are encouraged to express their feelings, develop empathy and appreciate the uniqueness of themselves and others. Moments of stillness (looking in)



SPIRITUALITY IN THE CURRICULUM AT MANOR PARK FIRST

Across our Early Years curriculum, we provide regular opportunities for children to experience moments of stillness, calm and reflection. These moments allow children to pause from the busy nature of the Early Years environment and develop an awareness of their own thoughts, feelings, emotions and experiences. Moments of stillness are naturally embedded throughout the day rather than being a separate activity. Children may have quiet time to sit, breathe and reflect, listen to calming music, enjoy a story, look at photographs or artwork, or simply observe what is happening around them.

EYFS as Self expression

Across our Early Years curriculum, spirituality is closely connected to children's ability to express who they are, what they think, feel and believe. We provide a safe, nurturing environment where children are encouraged to express themselves freely and understand that their ideas, feelings and experiences are valued.

Children are given many opportunities for self-expression through art, music, dance, movement, singing, role play, storytelling, mark making and imaginative play. These experiences allow children to communicate ideas and emotions in ways that are meaningful to them, particularly when they may not yet have the language to express how they feel.

Spark curiosity and Nourish the Head and Heart

Across our Early Years curriculum, we aim to spark curiosity and nourish both the head and the heart, creating an environment where children are excited to explore, question, discover and make sense of the world around them. We recognise that young children learn best when they are emotionally secure, valued and inspired by the people, experiences and environments around them.

We spark curiosity by providing rich, hands-on and meaningful experiences that encourage children to wonder, investigate and ask questions. Through play, stories, nature, cooking, creativity, music, mathematics, science and exploration, children are encouraged to follow their interests, make discoveries and develop their own ideas. Adults nurture curiosity by wondering alongside children, asking open-ended questions and giving them time and space to explore rather than always providing the answers.

Admiration and Respect

Across our Early Years curriculum, spirituality is nurtured through opportunities for children to develop admiration, appreciation and respect for themselves, others and the world around them. We encourage children to notice what is special, beautiful or interesting and to develop a sense of awe and wonder through everyday experiences.

Children are encouraged to admire and celebrate the achievements, ideas and individuality of others, learning that everyone is unique and has



SPIRITUALITY IN THE CURRICULUM AT MANOR PARK FIRST

	something valuable to contribute. Through stories, discussions, celebrations, music, art and shared experiences, children learn to listen to different perspectives and show respect for people, cultures, traditions and beliefs. Responding to Deepen Meanings In Early Years, spirituality is nurtured by giving children time and space to wonder, ask questions and explore the meaning behind their experiences. Through stories, conversations and reflection, children are encouraged to share their thoughts, feelings and ideas, while recognising that others may have different perspectives and beliefs. Developing Connections to Self, Others, World and Beyond Children develop spirituality through building a strong sense of self, belonging and connection with others. Through positive relationships, kindness, empathy and caring for the natural world, children begin to understand their place within their family, school, community and the wider world. Experience Awe and Wonders Spirituality is fostered through opportunities for children to experience awe, joy and wonder in the world around them. Time spent exploring nature, noticing seasonal changes, listening to music, enjoying stories, creating art and experiencing moments of stillness allows children to pause, appreciate and be curious about the world. Respect for the Journey of Human Experience Children develop spirituality by learning that everyone has their own unique experiences, stories, feelings and ways of understanding the world. Through exploring different families, cultures, traditions and life experiences, children develop compassion, respect and appreciation for others, while recognising that growing, learning, celebrating, making mistakes and overcoming challenges are all part of the human journey.
French	Moments of Stillness French can provide opportunities for children to pause, listen carefully and become absorbed in the sounds and rhythm of a new language. Listening to French songs, stories and spoken language can create calm, reflective moments. Self-Expression Learning French gives children another way to express themselves. Using new words and phrases enables children to communicate their ideas, feelings and interests and develop confidence in their own voice. <i>For example: Year 3 learning how to say how they are feeling in French</i>

SPIRITUALITY IN THE CURRICULUM AT MANOR PARK FIRST



	Spark Curiosity and Nourish the Head and Heart French encourages children to be curious about another language, country and culture. Discovering new words, traditions, food, music and celebrations stimulates their minds while helping them develop openness and appreciation for others. <i>For example: Year 3 French Day. Children dress in traditional French clothes and sample French food.</i> Admiration and Respect Learning about French-speaking communities helps children recognise and respect different cultures, traditions and ways of life. They learn that differences should be valued and celebrated. Responding to Deeper Meanings Exploring stories, songs, celebrations and traditions from French-speaking cultures encourages children to think about the beliefs, values and experiences that are important to other people. <i>For example: Children listening to the story "Ours brun, dis-moi" (Brown bear, tell me)</i> Developing Connections to Self, Others, World and Beyond French helps children understand that they are part of a much wider world. Learning another language gives children the ability and opportunity to develop connections with people beyond their own school and community and begin to see themselves as part of a diverse global community. <i>For example: Year 3 linking French to their France topic in Geography</i> Experience Awe and Wonders Discovering a new language can inspire a sense of wonder. Children can marvel at how people communicate in different ways and enjoy discovering the beauty of French words, sounds, music, art and culture. <i>For example: Year 4 singing Head, Shoulders, Knees and Toes in French (a familiar song but in a new language)</i> Respect for the Journey of Human Experience French helps children understand that language and culture are shaped by people's histories, experiences and traditions. Learning about the French-speaking world encourages empathy and helps children appreciate the different journeys people have taken throughout history.
Geography	Moments of Stillness Space for calm, mindful thinking, reflection. We incorporate moments of reflection in geography lessons, allowing pupils to pause and think about the world around them. This may include reflecting on natural environments, landscapes, and global issues, fostering a sense of calm, awareness, and appreciation of the Earth.



SPIRITUALITY IN THE CURRICULUM AT MANOR PARK FIRST

	Geography as Self-Expression Use of maps, fieldwork, and creative responses. We provide opportunities for pupils to express their understanding of the world through map-making, presentations, and creative work. Pupils reflect on their own place in the world, sharing their perspectives, experiences, and feelings about environments and communities. Spark Curiosity and Nourish the Head and Heart We create a classroom environment that encourages questioning about the world—why places are the way they are, how people live, and how environments change. Pupils engage both intellectually and emotionally with topics such as climate, migration, and sustainability. Admiration and Respect for the World We foster a sense of respect for the natural world and for diverse communities. Pupils learn to value different cultures, environments, and ways of life, understanding their role in caring for the planet and each other. Responding to Deeper Meanings We encourage pupils to explore the deeper significance of geographical issues. For example, they consider the human impact of natural disasters, the causes and consequences of environmental change, and the ethical questions around resource use and sustainability. Develop Connections to Self, Others, World and Beyond Geography helps pupils understand their place in the world. Through studying different regions and communities, pupils develop empathy and a sense of global citizenship, recognising connections between their own lives and those of others. Experience Awe and Wonder By exploring natural wonders such as mountains, oceans, rainforests, and extreme weather, pupils develop a sense of awe at the beauty and power of the Earth. This inspires curiosity and respect for the planet. Respect for the Journey of Understanding Our World We highlight the importance of enquiry, exploration, and reflection in geography. Pupils learn that understanding the world is an ongoing process, developing resilience as they investigate complex global issues and consider their role in shaping the future.
History	Moments of Stillness Space for calm, mindful thinking, reflection. We provide time for pupils to pause and

SPIRITUALITY IN THE CURRICULUM AT MANOR PARK FIRST

	reflect on the lives of people in the past and significant historical events. Start to understand their place in History and understanding of time.  Spark Curiosity and Nourish the Head and Heart We encourage pupils to ask questions about the past and explore both facts and feelings. Admiration and Respect for Others We foster respect for people from different times, cultures, and backgrounds. Respect and awe at resilience, overcoming adversity, ingenuity, innovation of people from the past. For example, learning about Florence Nightingale, Mary Seacole and Mary Anning. Empathising and 'Walking in the shoes' of others for instance fossil hunting in Lyme Regis like Mary Anning.  Responding to Deeper Meanings We support pupils in exploring the deeper significance of historical events and actions Develop Connections to Self, Others, World and Beyond History helps pupils understand their place in time and society.   Experience Awe and Wonder We inspire curiosity and amazement about the past for instance learning about Roman innovation in Year 4. Respect for the Journey of Human Experience We highlight resilience, change, and the complexity of human history.
MATHS	Moments of Stillness (Looking in) Space for calm, mindful thinking, reflection. We consider when we realise a pattern, when something is discovered that becomes a generalisation regardless of the situation. We discuss this and come back to apply in different situations. We connect this to the awe and wonder of nature, of art, of architecture, of science. We consider how far we can take and

SPIRITUALITY IN THE CURRICULUM AT MANOR PARK FIRST



	explore one pattern – can we apply the same rule for numbers under 10, as we can to greater numbers? Does it always apply? Maths as Self-Expression (Looking in) We look at maths within art. We explore different patterns in nature. We looked at how Leonardo di Vinci created his work using patterns that can be explored in our own work. We create geometric patterns with compasses and rulers, exploring the repetition of pattern and the idea of infinity. Music Spark Curiosity and Nourish the Head and Heart (looking out and up) Can we generalise a rule? Will a tessellating pattern ever end? Can we apply a logical approach to solving a problem? Can we make connections to previous learning? Admiration and Respect for Maths (looking out) We foster an environment where pupils respect their own ideas efforts and those of their peers, understanding the potential of problems being solved through different approaches. Responding to Deeper Meanings (looking up) What does zero mean? What does infinity mean? How does this apply to different spaces and ideas? Develop Connections to Self, Others, World and beyond. (looking in, out and up) Being resilient, knowing that we might not always succeed on the first attempt. Being able to ask for help. Understanding that mistakes within mathematics often are a powerful tool to help us understand the meaning of a question. Experience Awe and Wonder (looking up) By introducing pupils to the works of patterns seen in nature, enabling them to marvel at human creativity and technical mastery, inspiring a sense of awe. Exploring patterns. Looking at symmetry in so many contexts, particularly in the natural world, though flora and fauna. Respect for the Spiritual Journey of Creation Exploring the maths of nature, how does this work so many times? Never underestimating the beauty of mathematics, the simplicity and complexity of shape, geometry and number.
Music	Moments of Stillness Opportunities for stillness, careful listening and reflection are embedded within the Music curriculum. For example, in Year 1, pupils listen and respond to repertoire such as ‘Spiegel im Spiegel’, developing their ability to respond to changes in tempo, pitch, dynamics and structure. Across the

SPIRITUALITY IN THE CURRICULUM AT MANOR PARK FIRST



curriculum, pupils are expected to listen carefully and express an opinion about a piece of music and discuss its meaning. This is particularly evident in the **Musical Response** strand, where pupils consider how music makes them feel and what it might be communicating.

Music as Self-Expression

Music provides pupils with many opportunities to express themselves creatively. In **KS1**, pupils improvise vocal and percussion pieces using **Question and Answer phrases**, described within the progression document as a '**musical conversation**'. Pupils also create short melodic patterns and descriptive music with a narrative or clear structure. In **Lower KS2**, pupils develop this further by creating compositions using different musical elements for specific effects, choosing notes to influence the feel of a piece and collaborating with others to create music. These opportunities allow pupils to communicate ideas, feelings and stories through music.

Spark Curiosity and Nourish the Head and Heart

Curiosity is developed through exploring how different musical elements affect the listener. Across the progression, pupils investigate **pitch, dynamics, tempo, rhythm, pulse, timbre, structure, harmony and tonality**, gradually developing an understanding of how these elements work together. For example, in **Lower KS2**, pupils begin to describe how the use of musical elements affects the **intent of the music** and explore how major and minor tonality can influence how music feels. This develops both musical understanding and an emotional response to music.

Admiration and Respect in a Digital World

In **Lower KS2**, pupils are expected to **play instrumental parts in time with others**, developing a sense of ensemble, and later to **collaborate with others to create a piece of music**. Through singing, performing and responding to one another's musical contributions, pupils learn to listen, cooperate, celebrate each other's strengths and value the contribution that every musician makes.

Responding to Deeper Meanings

Our Music curriculum explicitly encourages pupils to consider the meaning and purpose of music. Within the **Musical Response** strand, pupils develop from expressing an opinion about a piece of music to being able to **talk about the meaning of the music** and describe how musical elements affect its intent. This is supported through repertoire such as '**Peter and the Wolf**' and '**Carnival of the Animals**' in **Year 1**, where music can be explored in relation to characters, stories and imagery, and '**Hansel and Gretel**' opera in **Year 3**, providing opportunities to explore how music communicates narrative, emotion and character.

SPIRITUALITY IN THE CURRICULUM AT MANOR PARK FIRST



	Develop Connections to Self, Others, World and Beyond Pupils develop connections with people, places and cultures through the diverse repertoire included within the Music curriculum. For example, Year 2 includes 'Kye Kye Kule' from Ghana, while Year 3 includes Traditional Chinese Music, alongside a range of traditional, classical and popular music. Year 4 explores Traditional Samba Music, providing opportunities for pupils to experience music from different cultures and understand that music can reflect the identity, traditions and experiences of different communities. The progression document also explicitly states that pupils should understand that music comes in different styles and comes from different times and places. Experience Awe and Wonder Our breadth of musical repertoire provides pupils with opportunities to experience the beauty, creativity and power of music. Across the curriculum, pupils encounter works such as 'The Lark Ascending' by Vaughan Williams, 'Mars' by Gustav Holst, 'Danse Macabre', 'A Night on the Bare Mountain' by Mussorgsky and 'Peter and the Wolf'. Pupils also experience a wide range of instruments, voices, musical styles and traditions. Through listening and responding to such varied music, pupils can develop a sense of awe and wonder at what musicians and composers can create and at the richness of music across cultures and history. Respect for the Digital Creation Journey Within Music, children learn to value the creative journey involved in developing a musical idea. Our progression document places increasing emphasis on children creating, refining and performing their own music. In KS1, pupils create simple rhythms, melodic patterns and descriptive compositions, while in Lower KS2 they develop compositions using layers, ostinatos, different notes and musical elements for specific effects. Pupils also learn that mistakes and experimentation are a natural part of the creative process. Through practising, composing, performing and refining their ideas, pupils develop perseverance, resilience and respect for the process of becoming a musician.
Outdoor Learning and Forest School	Moments of Stillness Lessons provide opportunities for pupils to pause, observe, and reflect. Quiet moments spent watching changes in nature, listening to natural sounds, or observing living things help pupils develop attentiveness, mindfulness, and a deeper appreciation of the world around them. Forest School often starts with a grounding activity, using senses to notice things around them. (Looking in Self-Expression

SPIRITUALITY IN THE CURRICULUM AT MANOR PARK FIRST



Sessions allow for children to explore their preferred learning methods, schemas and allow children to express their own understanding of the world.

Spark Curiosity and Nourish the Head and Heart

Practical experiences, experiments, and outdoor learning spark curiosity and excitement. Pupils are encouraged to wonder why things happen, how living things grow and change, and how humans affect the world. This nurtures deeper thinking and emotional engagement with learning. Children can direct their own learning in Forest School.

Admiration and Respect for the world

We foster a sense of respect for the natural world and our outdoor space in school. Pupils learn to value different cultures, environments, and ways of life, understanding their role in caring for the planet and each other. Children enjoy finding their tree which they make things for, recognise by texture and learn its name.

Responding to Deeper Meanings

Outdoor learning encourages pupils to reflect on big ideas, such as life cycles, growth, change, and cycles of planet Earth. Pupils are supported to share thoughts and questions about what they observe, helping them reflect on meaning, interdependence, and their place in the world.

Developing Connections to Self, Others, World and Beyond

Outdoor and Forest School activities help pupils develop a sense of belonging and connection. Working collaboratively on investigations encourages teamwork and shared discovery, while exploring nature fosters empathy for living things and awareness of the wider world beyond the classroom.

Experience Awe and Wonders

First-hand experiences — such as observing wildlife, watching seeds germinate, investigating light and shadows, — inspire awe and wonder. Pupils are encouraged to marvel at the complexity, beauty, and diversity of the natural world.

For example, we had a hornet make a nest in the Outdoor classroom, we talked about the intricacy of the nest, the effort involved how special it is to have made its nest in our building. (looking up)

Respect for the Journey of Human Experience

Pupils learn through patience, careful observation, and sometimes unexpected results. They develop resilience and perseverance as they test ideas, learn from mistakes, and reflect on findings, recognising that learning is an ongoing journey of growth and discovery. In Forest School,

SPIRITUALITY IN THE CURRICULUM AT MANOR PARK FIRST



	they complete small achievable tasks to build resilience and self-esteem, modelling failure and supporting each other. (looking Out)
P.E	Moments of Stillness Moments of stillness within PE offer a natural, low-key entry point for spiritual development, sitting comfortably alongside the physical aims of the curriculum. Brief pauses after exertion — for breath, reflection, or simply noticing bodily sensation — can prompt pupils to consider concepts of presence, interconnectedness, or awe at what their bodies can do. This might take the form of a short cool-down silence, breathing exercises drawn from diverse traditions (not only Western yoga-inflected mindfulness, but practices with roots in African, South Asian, and Indigenous movement cultures, for instance), or space for pupils to sit with achievement or effort before moving on Self-Expression We provide opportunities for pupils to express their understanding of key skills and self-expression, through the medium of gymnastics and Dance. Self-expression in PE — through dance, movement improvisation, gymnastics sequences, or even the individual style a pupil brings to a game — can be a genuine site of spiritual development, offering pupils a non-verbal way to explore identity, emotion, and meaning-making. Movement can carry cultural and spiritual significance beyond simple exercise: think of Bharatanatyam's storytelling gestures or West African dance traditions rooted in community and ceremony. Giving pupils room to interpret a task their own way, rather than only replicating a fixed sequence, can foster a sense of autonomy and authentic self-connection that sits at the heart of spiritual development frameworks. Spark Curiosity and Nourish the Head and Heart Practical experiences, sporting visitors, sports festivals and tournaments as well as outdoor learning spark curiosity and excitement. Curiosity is arguably where spirituality and PE meet most naturally — the sense of wonder at what a body can learn to do, the "why" behind how momentum, balance, or teamwork work, and the open-ended exploration of new sports or movement forms all invite pupils into questions bigger than technique alone. A child encountering an unfamiliar sport (such as a traditional game from a culture other than their own) can experience the same kind of awe and not knowing, that underpins spiritual development in other subjects. Curiosity-driven PE — asking "what if we tried this differently," rather than only drilling a fixed skill — keeps pupils' relationship with movement open and exploratory rather than purely results-focused. PE's potential to nourish both head and heart lies in its capacity to develop not just physical competence but emotional regulation,

SPIRITUALITY IN THE CURRICULUM AT MANOR PARK FIRST



resilience, and a sense of connection to self and others (Linked to My Happy Mind). Working through frustration at a missed shot, celebrating a teammate's success, or simply feeling the physiological calm after exertion are all moments where cognitive and emotional development intertwine. Team sports in particular can build a felt sense of belonging and mutual care, while individual pursuits (running, swimming, climbing) can nourish a quieter, internally focused relationship with one's own capability and limits.

Admiration and Respect

Admiration and respect run through PE in ways that connect directly to spiritual development: respect for one's own body and its limits, admiration for the skill and effort of others (teammates and opponents alike), and respect for rules, officials, and the shared conventions that make sport possible. Watching a peer master a skill, admiring an athlete's dedication, or simply recognising that a struggling teammate is trying their hardest can cultivate a quiet reverence for human effort and capability that sits close to the spiritual. Respect also extends outward — to the cultural origins of the sports and movement practices being taught, and to the very different bodies, abilities, and starting points pupils bring into a PE lesson.

Responding to Deeper Meanings

PE offers pupils opportunities to respond to deeper meanings that go beyond winning, technique, or fitness — the sense that movement, competition, and physical challenge can carry significance about perseverance, fairness, community, or what it means to push against one's own limits. A pupil who reflects on why they kept going after falling behind, or what it felt like to be included (or excluded) from a game, is engaging with meaning-making that extends well past the physical skill being assessed. Sport and movement across cultures have long carried meanings beyond the literal activity — the ritual significance of haka, the communal and spiritual dimensions of capoeira's roda, or the discipline and philosophy embedded in traditional martial arts such as taekwondo or kalaripayattu — and PE lessons can draw on this breadth rather than treating movement as meaning-neutral.

Developing Connections to Self, Others, World and Beyond

PE offers a distinctive route to each layer of connection; to self through growing bodily awareness and self-knowledge (what my body can do, how it feels, where its limits are today); connection to others through shared physical effort, teamwork, and the vulnerability of being seen while moving; connection to the world through outdoor and nature-based activity — cross-country running, outdoor adventurous education, orienteering — that situates the body within a wider environment; and connection to something beyond the immediate self through the sense of

SPIRITUALITY IN THE CURRICULUM AT MANOR PARK FIRST



	flow, absorption, or transcendence some pupils describe experiencing in sport, dance, or sustained physical exertion. Movement traditions worldwide have long treated this layered connection as central rather than incidental — Indigenous Australian and First Nations physical practices tied to land and community, the meditative movement of tai chi rooted in Chinese philosophy, or the communal drumming and dance traditions of many West African cultures all model connection across self, others, and world as a unified rather than separate pursuit. Experience Awe and Wonders Awe and wonder in PE can arise unexpectedly — a pupil realising they can run further than they thought possible, watching a peer execute a skill that seems to defy what a body should do, or simply noticing the rhythm of breath and heartbeat during sustained exertion. These moments needn't be dramatic to count as spiritually significant: a first successful handstand, the shared exhilaration of a last-minute goal, or the quiet astonishment of finishing a distance previously thought impossible can all prompt a genuine sense of wonder at human capability. Awe in movement is also expressed differently across cultures — the disciplined grace of gymnastics or dance, the collective euphoria of goal celebrations in football-mad communities worldwide or the awe elite Paralympic athletes generate by expanding what audiences assume disabled bodies can achieve — all offer pupils multiple entry points to wonder rather than a single narrow model of athletic awe. Respect for the Journey of Human Experience PE offers a uniquely embodied way to engage with the journey of human experience — the arc from first attempt to competence, the setbacks of injury or failure, and the recognition that every pupil, teacher, and athlete they encounter is somewhere on their own unfinished physical journey. Respecting this journey means valuing a five-year-old's first wobbly attempt at catching a ball with the same seriousness as an elite athlete's decades of training, and recognising that progress is rarely linear — plateaus, regressions, and injuries are as much a part of the journey as visible improvement.
PSHE	Moments of Stillness We create opportunities for pupils to pause, reflect and think about their feelings, choices and experiences. Through quiet reflection, mindfulness activities and thoughtful discussion, pupils develop an awareness of their emotions, recognise what helps them feel calm and safe, and consider how their actions affect themselves and others. We also teach

SPIRITUALITY IN THE CURRICULUM AT MANOR PARK FIRST



mindfulness, calm and stillness through explicit lessons, such as happy breathing and Meet My Brain.

Self-Expression

PSHE gives pupils a safe and supportive space to express their thoughts, feelings, beliefs, hopes and aspirations. Through discussion, role play, creative activities and reflection, pupils develop confidence in being themselves and learn that everyone's experiences and perspectives are valuable. We encourage pupils to recognise their own strengths and celebrate the qualities that make them unique.

Spark Curiosity and Nourish the Head and Heart

We encourage pupils to ask thoughtful questions about themselves, their relationships and the world around them. PSHE develops both knowledge and emotional understanding, helping children explore topics such as identity, friendship, wellbeing, relationships, fairness and responsibility. Pupils are encouraged to think deeply, listen carefully and respond with kindness and compassion.

Admiration and Respect

We teach pupils to value themselves and recognise the worth of every individual. Through exploring relationships, diversity, difference and belonging, pupils develop respect for other people's feelings, choices, cultures and beliefs. They learn to celebrate difference, challenge unkindness and appreciate the positive qualities they see in others.

Responding to Deeper Meanings

PSHE provides opportunities to explore important questions about what it means to live a good and meaningful life. Pupils consider questions such as: What makes you a good friend? What does it mean to be fair? How can we show forgiveness? What makes us happy? How should we treat others? These discussions encourage children to develop their own values and reflect on how their choices can make a positive difference.

Developing Connections to Self, Others, World and Beyond

Pupils explore the relationships and communities of which they are part, from their families and school to their local, national and global communities. They learn that their actions and choices can have an impact beyond themselves and develop a sense of responsibility towards others. Through understanding different lives and experiences, pupils grow in empathy and recognise our shared responsibility to care for one another and the world around us.

Experience Awe and Wonders

SPIRITUALITY IN THE CURRICULUM AT MANOR PARK FIRST



	PSHE encourages pupils to appreciate the wonder and uniqueness of themselves, other people and the world in which we live. Through exploring relationships, human qualities, diversity and the opportunities life presents, pupils are encouraged to develop gratitude and a sense of wonder. They are supported to recognise that each person has the potential to grow, contribute and make a difference. Respect for the Journey of Human Experience We recognise that growing and learning about ourselves is a lifelong journey. Pupils are encouraged to reflect on their experiences, learn from mistakes, develop resilience and recognise how they have changed and grown. We celebrate progress in emotional wellbeing, relationships and personal development, helping pupils understand that becoming the best version of themselves takes time, patience and perseverance.
RE and collective Worship	<u>Spirituality Symbols</u> Our Spirituality Symbols help us recognise spirituality in our school life. By using symbols to create a visual representation and linking them to spiritual capacities, our vision and the 'looking in, looking out and looking up' model, we are better able to recognise when pupils and adults are displaying these capacities and can be more intentional about planning opportunities for developing them. These symbols are used in collective worship and across the wider curriculum and school life, including when we ask the children questions and to help us focus on what these capacities of spirituality could look like.  Looking in: Is linked to our value 'love for learning' as it is about learning more about myself, my identity, my emotions and what I believe. This links easily with doing MyHappyMind, RE and PSHE. Some of these spiritual capacities are: • Self-awareness • Believing in themselves and not giving up when things are challenging • Being guided by their beliefs and values • Being willing to reflect on and learn from experiences of failure and success  Looking out: Is linked to our value 'love for each other' as it is about other people, the world and beauty. This links easily with science, history, geography, music, art and RE, and also MyHappyMind. Some of these spiritual capacities are: • Empathising with others, in school and the wider world • Being imaginative, creative and appreciating beauty in the world • Being ready to say sorry and to forgive • Being thankful for what is good in life and showing generosity to others  Looking up: Is linked to our value 'love for God' and is about asking big questions and enjoying wow moments. It links easily to forest school, RE, music and art. Some of these spiritual capacities are: • Being able to enjoy moments of awe and wonder • Being intrigued by mystery and open to the transcendent • Showing curiosity and open-mindedness when exploring life's big questions • Being open to engage with stillness and silence in reflection, meditation and prayer Opportunities for these spiritual capacities to be developed are planned and so are opportunities for spiritual experiences. Spiritual understanding is developed by providing a storehouse of spiritual wisdom through Bible and other faith stories and time is given to reflect on all of these. Occasions to see spiritual responses that are evident through actions are also planned for. Moments of Stillness



SPIRITUALITY IN THE CURRICULUM AT MANOR PARK FIRST

In RE Children are given opportunities to experience moments of quiet and stillness, allowing them to pause, reflect and become aware of their thoughts and feelings. Children explore how people from different religious and non-religious worldviews may use stillness, silence, prayer or meditation. They can consider how practices such as Christian prayer, Muslim salah and quiet reflection, Jewish prayer, Hindu meditation and Buddhist mindfulness may provide opportunities for people to pause and reflect. For example in year 1 children learn about why Jewish people say so many prayers and blessings.

Self- Expression:

We provide opportunities for pupils to reflect on the big questions explored through our use of **The Emmanuel Project**, encouraging them to consider their own beliefs, values, and experiences. Pupils use their RE books as well as floor books to record personal responses to many themes. This is also seen within our collective worship. Here children can record their thoughts and how they believe they have met a reflective goal. Through discussion, reflection, artwork, drama, and written responses, pupils are encouraged to express their own views while developing respect for the beliefs of others. We support pupils in making meaningful connections between religious teachings and their own lives. We see pupils respond creatively to learning in RE through activities involving them creating artwork, prayer as well as drama. These opportunities allow children to communicate their thoughts and emotions inspired by the themes and beliefs explored within our Curriculum.

Spark Curiosity and Nourish the Head and Heart

Through our RE curriculum, curiosity is developed by encouraging pupils to ask and explore big questions about life, belief, meaning, and purpose. Through enquiry, discussion, and reflection, pupils are challenged to think deeply, compare different perspectives, and consider their own ideas and experiences. This approach nurtures a sense of wonder and fascination about the world, helping children develop open-mindedness, empathy, and a deeper understanding of themselves and others, while nourishing both the head and the heart. RE uses a range of artefacts and open ended exploring tasks to help spark this curiosity. For example in Year 4, children explore Hindu wedding ceremonies and use their knowledge of the story of Rama and Sita to understand why marriage is considered a sacred commitment for many Hindus.

Admiration and Respect:

Pupils develop admiration and respect by exploring how faith and belief influence the lives, choices, and actions of people from different religions and worldviews. Children learn about a diverse range of beliefs, helping them to appreciate and value the experiences of others. We celebrate key

SPIRITUALITY IN THE CURRICULUM AT MANOR PARK FIRST



	religious festivals and significant events throughout the year, particularly those represented within our school community, providing opportunities for children to learn about different traditions and ways of life. Pupils are encouraged to share their own experiences and celebrations, while their peers ask thoughtful questions and learn from one another. These experiences foster curiosity, understanding, and mutual respect, helping children to recognise and appreciate the richness and diversity of the world around them. Responding to Deeper Questions RE encourages pupils to explore and respond to big questions about life, belief, meaning, and purpose. Lessons provide opportunities for children to reflect on questions such as <i>Why do Christians pray to God and worship Him?</i> and <i>Why do Humanists use the Golden Rule as a basis for morality?</i> Pupils are encouraged to share their thoughts, ask thoughtful questions, and consider different perspectives, helping them develop a deeper understanding of themselves, others, and the world around them. Developing Connections to Self, Others, the World and Beyond RE helps pupils explore their place within a range of communities, from their family and school to faith groups and the wider world. Through learning about different religions and worldviews, children develop an understanding of how beliefs influence people's lives, values, and actions. They are encouraged to reflect on their own beliefs and experiences while developing empathy and respect for others. By exploring themes such as belonging, responsibility, compassion, and community, pupils recognise the impact of their choices and their shared responsibility to care for others and the world around them.
Science	Spirituality Through the Primary Science Curriculum Science supports pupils' spiritual development by encouraging curiosity, wonder, reflection, and respect and care for the natural world. Through practical investigation, outdoor learning, and first-hand experiences, pupils are given opportunities to explore big questions about life, nature, and the universe while developing a sense of connection to the world around them. Moments of Stillness Lessons provide opportunities for pupils to pause, observe, and reflect. Quiet moments spent watching changes in nature, listening to natural

SPIRITUALITY IN THE CURRICULUM AT MANOR PARK FIRST



sounds, or observing living things help pupils develop attentiveness, mindfulness, and a deeper appreciation of the world around them. For example, in Year 1, the children spend time observing changes in weathers and changes through the seasons. They are encouraged to be still and reflective.



Science as Exploration and Discovery

Through hands-on investigations and practical enquiry, pupils learn that science is about exploring, questioning, and discovering. They are encouraged to ask questions, test ideas, and learn from outcomes, helping them develop curiosity, confidence, and a sense of purpose in understanding how the world works. For example, in year 4, the children use practical hands-on exploration of how the digestive system works which encourages curiosity and an understanding of how their bodies work.



Sparkling Curiosity and Nourishing the Head and Heart

Practical experiences, experiments, and outdoor learning spark curiosity and excitement. Pupils are encouraged to wonder why things happen, how living things grow and change, and how humans affect the world. This nurtures both scientific thinking and emotional engagement with learning.

Admiration and Respect for the Natural World

By working directly with plants, animals, weather, and natural materials, pupils develop respect and care for the environment. They begin to understand the importance of protecting living things and recognise their responsibility as custodians of the natural world. This starts with the youngest children in Early Years as they grow their own plants and food, observing changes and developing a sense of responsibility. Time is spent by all year groups in the forest area, reinforcing an appreciation for the natural world.



Responding to Deeper Questions



SPIRITUALITY IN THE CURRICULUM AT MANOR PARK FIRST

	Science lessons encourage pupils to reflect on big ideas, such as life cycles, growth, change, and the vastness of space. Pupils are supported to share thoughts and questions about what they observe, helping them reflect on meaning, interdependence, and their place in the world. Developing Connections to Self, Others, the World, and Beyond Science activities help pupils develop a sense of belonging and connection. Working collaboratively on investigations encourages teamwork and shared discovery, while exploring nature fosters empathy for living things and awareness of the wider world beyond the classroom. Experiencing Awe and Wonder First-hand experiences — such as observing wildlife, watching seeds germinate, investigating light and shadows, or exploring the night sky — inspire awe and wonder. Pupils are encouraged to marvel at the complexity, beauty, and diversity of the natural world. Respect for the Scientific Journey of Learning Pupils learn that scientific understanding develops through patience, careful observation, and sometimes unexpected results. They develop resilience and perseverance as they test ideas, learn from mistakes, and reflect on findings, recognising that learning is an ongoing journey of growth and discovery.			
Subject	We promote spirituality by	We look in by	We look out by	We look up by