THE CHURCH OF ENGLAND
DIOCESE OF SALISBURY

Salisbury Cathedral

Spiritual development - self

Spiritual learners become increasingly aware of the concept of self – the inner person and the way that this shapes an individual's perception of themselves as a unique human being. Spiritual learners reflect on the relationship that they have with their sense of being a unique person.

Reception	Year 2	Year 4	Year 6
Encounter: Learning about life: providing openings for spiritual development through an exploration of identity and personal values.			
RE – Being special *Exploring puzzling questions through persona dolls*	SEAL 3: Say no to bullying. SEAL 1: New beginnings RE – Myself *Engaging in Godly Play: I wonder questions.*	SEAL 5: Good to be me – understanding emotions and controlling them. *Stilling activities such as 'Problem in a Puddle' from Stilling*	SEAL 4: Going for goals – identifying strengths and weaknesses. Resilience – recovering from mistakes. *Creating spiritual pictures: e.g. entering Spirited Arts competition*
Reflection: Learning from life: understanding an inner meaning of self and identity – critical reasoning and big questions.			
What makes me happy? What do I do in my spare time that I like? What things do I value?	Who am I? What am I worth? What is right and wrong? How do I decide what is right and wrong?	What are feelings? Don't we deserve to be happy? What should I do about right and wrong? What do I deserve in life? Who should I look up to? What type of person do I want to be? What difference dos being loved make? Is belief in something important? What rights do I have?	Should you respect yourself over all other things? Where does your identity come from? Does more mean being happier? Is my understanding self a selfish concept? Are the opinions of my friends important to me? Are my beliefs important?
Transformation: Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.			
A growing awareness of knowing what I like and what I don't like both materially and in the way that I want to be treated. Can say what I like and what I am good at.	An evolving awareness of the concept of self as more than purely physical characteristics. A growing realisation that being content with who you are is important for personal happiness. Know how to apologise and to try again. Beginning to recognise mistakes and how to deal with them in a positive way.	The awareness that the growing development of a personal identity is an important aspect of being human. A growing realisation that an emphasis on self alone is not sufficient as a means of living out the self. An evolving sense of the concept of identity as more than purely physical characteristics or our likes and hobbies. Can set goals for my work and behaviour that will help me to progress.	The awareness of the value of reflection to explore deeper responses to thoughts that help shapes the 'inner self'. An understanding that we express our personal values in the way that we approach our relationship with others and the world around us. The ability to express an interpretation of this verbally. Can explain my opinions.

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Spiritual development - others

Spiritual learners become increasingly aware of the concept of others – a growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others.

Reception	Year 2	Year 4	Year 6
Encounter: Learning about life: providing openings for spiritual development: recognising the values and worth of others			
RE - Being special	SEAL 2: getting in and falling out – building successful relationships. SEAL 6: Relationships RE – Belonging *Engaging in Godly Play: I wonder questions.*	SEAL 2: Developing positive behaviour towards others. SEAL 7: Changes – how influence can be both positive and negative. The importance of decision making. *Engaging with parables and the teachings of Jesus i.e. Good Samaritan/ Sermon on the mount* *Reflection on stories such If the world were a village*	SEAL 4: Going for goals – understanding other peoples' views. Learning to get on with different types of people. SEAL 7: Changes – learning to accept different opinions and beliefs. *Stilling activities such as The conflict from Stilling* *Exploring the role of Christian reformers in combating slavery in the past (and today).*
Reflection: Learning from life: understanding an awareness of the affect of others– a search for meaning, critical reasoning and big questions			
What makes a good friend? Why are my friends important to me? What do I like in my friends? How do my friends make me feel? How do I look after my friends and family?	Why do people bully others? How do I treat others? Do I treat other people in the same way? Should I treat everyone in the same way? Should I treat my friends differently to others? Why do we fight and argue? Should we always be loyal to our friends? How can I demonstrate compassion?	Why do people ignore others when they need help? Is being a good friend easy? Why do we sometimes hurt the feelings of our friends? How sincerely can I care for those who may be in need but I have never met? Why should we care for them? Will we ever live in a world without fighting? What responsibilities do I have for others?	Is it better to please oneself first; or others? Why do people have to suffer? What is pain? Is there such a thing as a bad person? What is worth striving for? Why isn't life always fair? Is being fair always that right thing to do? Does more mean being happier?
Transformation: Learning to live life: responding as a means of expressing an idea of relationship with others: expressing innermost thoughts through words, art or actions.			
Understanding that other people have their own views and opinions and may value different things to you.	A growing appreciation that the views and opinions of others should be listened to with respect whether those views are similar to your own or different.	Acknowledgement and respect for the rights of others to have their own deep thoughts that shape their inner self. A developing ability to enter into discussions with others about their values and opinions.	A growing empathy with the values of others and developing an understanding of the need to appreciate them to build meaningful relationships. A growing ability to express how understanding the value of others is an important part of building meaningful relationships.

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Spiritual development – world and beauty

Spiritual learners become increasingly aware of the concept of a physical and creative world – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. Spiritual learners explore their understanding beauty and the affect this has on their perception of and relationship with the world.

Reception	Year 2	Year 4	Year 6
Encounter: Learning about life: providing openings for spiritual development: challenging experiences of beauty			
Art Music Science RE: What makes a special place? *Collect and make a creation table of natural objects found outside*	Art Music Science Geography RE: Have people spoiled a good earth? *Engagement with creation stories from Christian and other traditions*	Art Music Science Geography *Exploring diversity within the created world environments; Natural world DVD*	Art, Music, Science Geography *How have we made Gods world ugly? What can we do? Explore through stories like The man who planted trees by Jean Giono* *Plan and design a spiritual garden for the school*
Reflection: Learning from life: reflecting on experiences of beauty – a search for meaning, critical reasoning and big questions			
What types of weather do you like the most and why? What is your favourite colour and why? What sounds do you like to listen to? What makes you afraid? What is your favourite time of day/season?	Do different colours have different moods? What gives them these moods? What is the most beautiful thing in the world? Why should I care about animals and plants? How/why does the weather affect our mood?	How do we know we've found all the colours in the world? What season do you feel most reflects your personality What is the difference between hearing and listening? Should we try to tame nature? What does it mean that beauty is in the eye of the beholder? What would it be like without seasons?	What is a perfect world? Why is there ugliness in the world? Can you love something that is ugly? Why do you like certain types of music? What response do you get when you look at a piece of art? Is beauty something that you can learn, or do you just have to feel it? What is the point in being creative?
Transformation: Learning to live life: responding as a means of expressing an idea of the meaning of beauty: expressing innermost thoughts through words art or actions. Being moved emotionally by beauty.			
Have an instant response to something wonderful/ exciting and awesome happening. Evident in expression and simple phrases. Respond to sensory feelings and be able to show it.	Give a verbal response that explains a reaction to something wonderful/ exciting or awesome. Be seen to respond to a stimulus and begin to explain in simple terms verbally or through body language.	Be able to understand and give meaning to something wonderful/ exciting or awesome. Be able to verbalise their sensory responses and begin to explore their reactions to stimuli. A growing confidence to explore concepts orally.	Be able to explain/ give an emotional response to stimuli and begin to articulate this from a personal perspective. Be able to display shades of meaning when verbalising sensory responses and understand and interpret their reaction. A developing appreciation that some things don't have answers.

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Spiritual development – beyond

Spiritual learners become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.

Reception	Year 2	Year 4	Year 6
Encounter: Learning about life: providing openings for spiritual development: a growing appreciation of the intangible – truth, love			
Art Music Drama *Becoming aware of worship through collective worship in school.*	RE – Beliefs *Engaging in Godly play .: I wonder questions.* *Visiting local church; exploring the senses of worship in church touch, colour, smell sound, stillness.*	Science – life processes *Exploring children's stories that deal with death ie Heaven by Nicolas Allen / Badgers Parting Gifts by Susan Varley* *Explore Symbolism of The Lion the Witch and the Wardrobe.* *Visiting different churches comparing senses of worship.*	RE - Easter RE - Beliefs and questions RE - Journey of life and death: what difference does belief in life after death make? *Creating Spiritual pictures to express ideas about God. i.e entering Spirited Arts competition* *Reflecting on Death rituals connected with Christian and other traditions* *Visiting Salisbury Cathedral exploring senses of worship.*
Reflection: Learning from life: reflecting on the beyond – a search for meaning, critical reasoning and big questions			
What are the stars for? Why do we have rainbows? How big is the sky? What is the smallest thing there is? Why are people different? What does God look like?	Where is God? What might heaven be like? Is there such a thing as an angel? If you can't see something, is it still real? What is true happiness? When have you experienced moments of awe and wonder?	What is the purpose of the earth? Is God alive now? Why is there illness? Why do destructive things, like earthquakes, have to happen? Which is stronger – love or hate? Is it good that scientists can't explain everything? Why are there religions? What is beyond the universe?	Do we come back after death as a different being? Is there life after death? Where do our spirits go when we are dead? Do we have a soul? If so, what happens to it after death? Why do we love? What lasts forever? What is unknowable? What else is there to discover? How do we know what we don't know? What is worth dying for?
Transformation: Learning to live life: responding as a means of expressing the need to understand the purpose of life.			
Have the confidence to ask questions that have no answers.	Have a sense of enjoyment in devising and discussing questions that have no answer. Use imagination to interpret responses to big questions.	Understand what big questions are. Be able to explain imaginative responses to questions of meaning.	Can generate big questions. Begin to express through a personal vocabulary responses to questions of meaning. Begin to be able to use critical reasoning in responding to a big question

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Year 9	Year 11	Year 13
Encounter: Learning about life: providing openings for spiritual development through the exploration of identity and personal values.		
Promoting positive structured activities: drama, music, team activities and encouraging volunteering. PSHE: Me, myself and friends – emotional wellbeing in SRE. The impact of personal choices. Opportunities to develop good speaking and listening skills. *Explore the symbolism and meaning of Pilgrims Progress Or Paradise Lost by John Milton* *Stilling exercise ie The Wise man from Stilling*	PSHE: present yourself – preparing for the future	
Reflection: Learning from life: understanding an inner meaning – critical reasoning and big questions.		
Would you rather be strong in body or strong in soul? What will happen to us in the future? How much is it a good thing to be an individual? Am I honest with myself? How important is my conscience to me? What do you hope for? Is there a difference between cleverness and wisdom? Does wisdom ever change?	Are we independent? Has anyone authority over me? What choices are free, which are compelled? How do we know when we are dead? Should we fear death? How well do I listen to my conscience? How much does my conscience govern my actions? Is honesty with oneself more important than being honest with others?	Is there free play in the human mind to permit freedom? Are we even sure what we mean by free will? To what extent do we make our own identity? Can we ever be totally unique? Can our conscience ever be hindrance or barrier to the choices we make? Is ignorance the root of everything evil? Why can't I be immortal?
Transformation: Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.		
A growing appreciation that a sense of personal identity is connected to the way that we relate with others. The ability to articulate difficult concepts such as conscience, morals, suffering and love through a developing verbal confidence. Know that my feelings may changes as I grow older.	A growing understanding of the influences and pressures that affect who we are. The ability to realise these pressures and influences when we make personal choices.	A growing appreciation that a concept of self may be a constantly evolving idea.

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Year 9	Year 11	Year 13
Encounter: Learning about life: providing openings for spiritual development: recognising the values and worth of others		
Promoting positive structured activities: drama, music, team activities and encouraging volunteering. PSHE: Me, myself and friends – emotional wellbeing in SRE. The impact of personal choices. *Exploring religious and other responses to the problem of evil based on work for Holocaust Memorial Day*	PSHE: Discrimination - difference and diversity	Ethical and moral issues:
Reflection: Learning from life: understanding an awareness of the affect of others– a search for meaning, critical reasoning and big questions		
Why do we treat some people differently than others? Is compassion basically an easy thing to do because we can be compassionate but needn't do anything about it? Why are people more important than animals? Is good more powerful than evil? Are justice and equality the same thing? Which is more important? Should we always respect the values of others? Is suffering a normal part of life?	Is the way that we treat others ultimately a selfish thing? Is suffering inevitable? Why do we need to help?	Can humans be free? Should we help those who have brought suffering on themselves? Can we ever operate altruistically?
Transformation: Learning to live life: responding as a means of expressing an idea of relationship to others: expressing innermost thoughts through words art or actions.		
To understand how and why rules and laws are made and why different rules are needed in different situations. To realise the consequences of anti-social and aggressive behaviours such as bullying and racism on others and communities. To question and challenge assumptions based on stereotyping.	To use imagination to reflect on an understanding of the effect of spiritual and ethical issues on the lives of others. To understand that pressure to behave in unacceptable ways can come from a variety of sources. To be able to use an inner strength to resist pressure to do wrong.	To understand that the need to engage with others is a necessary part of being oneself.

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Year 9	Year 11	Year 13
Encounter: Learning about life: providing openings for spiritual development: challenging experiences of beauty		
RE – rights and responsibilities RE – global issues Art Music Geography Science	RE – the environment RE – religion and science RE – spiritual experience	RE – spiritual experience RE – religion and science Philosophy and Ethics
Reflection: Learning from life: reflecting on experiences of beauty – a search for meaning, critical reasoning and big questions		
If everything is constantly evolving, how can it be treasured? Who decides what beauty is? Why do some people find something beautiful, while others may find it ugly? Is there such a thing as having a special affinity with a physical place? What type of emotions does an affinity with a special place invoke? What can animals / the natural world teach us? How do you know you have had a spiritual experience?	Is it possible that something very complex can evolve from what it is today? Will evolution ever stop? What is better: religion or peace? Does beauty matter? Is music and art important? What would we miss if there was no music or art? Can anything ever be perfect? Where does inspiration come from? What is the greatest challenge to the human race? What is the best thing humans have done for the natural world? Are we a different type of human to those who lived thousands of years ago? How will humankind evolve? Where is human life headed?	For something to be real, does it have to be loved? Is beauty a transient concept? What is the motivation for producing great art/music? What has contributed more to our understanding of the world and of humanity, the sciences or the arts? Is caring for the world something only the rich can afford to do? Can we proceed with our understanding and knowledge of the world without 'playing God'? Can humans ever be justified in claiming supremacy over the natural world?
Transformation: Learning to live life: responding as a means of expressing an idea of the meaning of beauty: expressing innermost thoughts through words art or actions. Being moved emotionally by beauty.		
Begins to articulate responses to beauty. Starts to express an understanding of connectedness to the world	Can articulate responses to beauty. Expresses understanding of connectedness to the world	Can clearly articulate responses to beauty. Expresses a rational and clear understanding of connectedness to the world

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Year 9	Year 11	Year 13
Encounter: Learning about life: providing openings for spiritual development: a growing appreciation of the intangible – truth, love		
RE: beliefs and concepts- questions of meanings RE – rites of passage RE – belief and faith *Reflection on wisdom writings in Old Testament ie Ecclesiastes and Job* *RE Units What is truth?*	RE – rites of passage Science *Using example of 'The Gospel of John in images' Design and create their own 'Gospel of ....' ref* *www.vietnamthemovie.co.uk*	Religion and science
Reflection: Learning from life: reflecting on the beyond – a search for meaning, critical reasoning and big questions		
How do you know things are real? What is the meaning of life? Does it matter where we come from? Would knowing where we came from make a difference to the way we live our lives? If there is life after death, what is its purpose? What do we do with it? Why do people need faith? What is the point if heaven? Why do we have to die?	Is death the worst thing that can happen to you? Why has God not told us His identity? Would God still exist if there were no human life? Are we a different type of human to those who lived thousands of years ago? How will humankind evolve? Where is human life headed? Could we ever evolve to be a peaceful race? What is my vision for the future? Is life sacred? Do humans need to love? What is truth?	Is life worth living if you can't tell what reality is? Can belief in God be justified? Is there a difference in the reality of adults and children? Which is real world? Are there different types of reality for different people? Are there some things that are real despite which 'reality' you live in? Does life have to have a purpose to make it worthwhile? Are developments in science the answer to everything? Can God and science co-exist? If God is not the answer, what explains the unexplained?
Transformation: Learning to live life: responding as a means of expressing the need to understand the purpose of life.		
A growing desire to explore concepts that don't have immediate answers or words to describe/explain them. Begins to use a bank of ideas and knowledge to think critically about question with no immediate answers. Can begin to articulate difficult concepts. Starts to develop a personal integrity.	An appreciation that there may be experiences beyond the explanation of the everyday and a willingness to explore whether there is a truth in them. Uses a range of ideas and knowledge to begin constructing a critical train of thought in dealing with big questions. Can provide generally sustained clarity of explanation and argument. Displays a level of personal integrity.	Acceptance that life is a mystery and that the search for answers is a necessary part of being human. Understanding that we may never have answers to questions. Draws on a wide range of ideas and knowledge to construct a critical train of thought in dealing with big questions. Provides sustained clarity of explanation and argument. Displays a strong level of personal integrity.

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