

Spirituality across the curriculum at Chirton School

Planned and Spontaneous

Here at Chirton, spirituality is a journey where we explore who we are, our relationships with others, our community, the world around us and the divine.

It is a continuous, transformative process of asking the big questions, readjusting perspectives and learning from one another.

Our spiritual community at Chirton ensures we have created a special place, with space for encounter and reflection, where our own unique relationships with God and other World views are valued.

We love, learn and flourish together by living out our Christian values, believing that to ‘... love thy neighbour as thyself’ (Luke 10:27) makes us the School with a Big Heart where our treasures shine.

We believe children and adults can find spirituality or be spiritual anywhere; both in and out of school life. To support everyone's spiritual development we have created specific areas and times in school where children can take time to think and reflect about themselves, others and our community, the world around us and the divine.

Subject	How do we encourage spirituality across the curriculum
Maths	- Identifying pattern and creating a sense of awe and wonder - Perseverance when tackling challenging tasks - Sense of achievement - Creating confident learners - Teaching children self-worth and encouraging them to take risks - Helping children to feel empathy for others - Respecting each other's need for thinking time
English	- Understanding the world and others feelings through books, texts and visual stimuli - Developing compassion and understanding of others - Understanding emotions through written words - Generating aspirations through inspiring books, texts and meeting authors - Visiting other worlds through books and text - Creating an idea of awe and wonder through literature - Perseverance when writing/reading - Sense of achievement (Beat your Best) - Creating confident learners through developing reading and class discussions - Teaching children self-worth and encouraging them to take risks - Providing opportunities to develop SEMH and SMC through class texts and discussions - Providing children opportunities to express themselves creatively (Drawing club, drama, free writing opportunities, reflection area etc.)
Science	- Asking big questions about science, religion and the world - Having awe and wonder about various scientific concepts - Inspiring curiosity about space, the universe and beyond - Creating links and questions between science and religion - Understanding and reflecting on the idea of cause and effect - Making predictions and hypotheses and being amazed by the outcomes of our scientific experiments - Appreciation for scientific explanations and understanding that some questions are yet to be answered - Helping children to cope with the concept of the incomprehensible
IT	- Joy and excitement of what can be developed and created - Communication with others and how to take responsibility for themselves online - Awe and wonder about the huge advances in technology - Sense of amazement about the capabilities of technology - Opportunities to ask deep questions and gain an understanding of how things work
PE	- Working as a team - Caring, encouraging and supporting others - Participating in sports teams to achieve a bigger goal - Understanding failure and disappointment as well as success and joy - How the body works - the wonder of human life
RE	Providing the inspiration and confidence to ask questions about the world around them

	● Asking questions about faith, religion and world views on a personal and wider level ● Use of music and art to express their thoughts, ideas and beliefs creatively (e.g. Spirited arts) ● Understanding and appreciating other cultures, opinions, values and points of views ● Providing immersive experiences of celebrations and beliefs ● Developing an understanding of commitment and sacrifice ● Encouraging respect, compassion and empathy for each other's views ● Creating a safe space for children to explore, discuss and express their views
Creative Learning (DT, ART, Geography, History, learning through play, music)	● Opportunities for exploration and independent discovery ● Understanding the beauty in design and the world ● Fostering a sense of personal achievement ● Engendering perseverance and resilience ● Developing the skills required to experience the joy and frustrations of working collaboratively ● Encountering problem solving situations that allow for creativity and a flexible approach ● Understanding how subjects such as art can have an emotional impact on the beholder and the artist as they are making the art (impact of the activity on the artist) ● Understanding the world and the impact of how people treat each other and the environment ● Self-exploration and an understanding of our unique individuality ● Understanding other cultures, opinions, values and points of views ● Understanding of diversity ● Questioning the world and the environment and the impact humanity has upon it ● Examining the concepts of war and peace ● Moments of love overcoming hate (e.g. WW1 football game)
Worship	● Prayer ● Reflection ● Sharing collective worship ● Listening to stories ● Connecting together ● Sharing a multitude of emotions and feelings ● Empathy and compassion ● Awe and wonder ● Creating questions ● Encouraging self-exploration ● School values ● Experiencing the joy of togetherness through singing and worship
Around the school	● Promoting self-responsibility for behaviour ● Caring for others inside school and on the playground (Helpful Hearts and Buddies) ● Respect ● Kindness ● Thankfulness ● Manners ● Helpfulness ● Values and Chirton treasures ● Beauty of nature ● Own community - village/ surroundings ● Neighbours and community relationships ● Reflection spaces available around the school
Forest School	● Opportunities to explore new activities that broaden perspectives ● Building trusting relationships with peers and adults ● Having first hand experiences to learn outdoors in a natural environment using natural resources ● Develop a sense of awe and wonder while observing the changes of the seasons ● Taking moments of stillness to 'stop, listen and just be.' ● Working together collaboratively to complete tasks ● Building resilience, and using problem-solving skills ● Taking time to reflect ● Learn to respect and take care of the plants and animals in our natural environment which is their home/habitat ● Listen to each other, respecting the views of others when working on a task ● Appreciation of the elements, including water, air, earth and fire
Our Community	● Providing opportunities for children to experience the positive effects of spreading HOPE to others through their actions (Helping –other-people-everywhere) ● Developing an appreciation of offering service to others (Community Christmas lunch, litter picks etc.) ● Expanding cultural horizons (11 x11) ● Experiencing the joy and challenge of performing for others (Learning from the heart and school productions)

