

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/ Window Learning about life: providing openings for spiritual development through an exploration of identity and personal values.			
Reflection/ Mirror: Learning from life: understanding an inner meaning of self and identity – critical reasoning and big questions.			
Transformation/ Door : Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.			
<p>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.</p> <p>Can say what I like and what I am good at.</p>	<p>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.</p> <p>Know how to apologise and to try again. Beginning to recognise mistakes and how to deal with them in a positive way.</p>	<p>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.</p> <p>Can set goals for my work and behaviour that will help me to progress.</p>	<p>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.</p> <p>Can explain my opinions.</p>

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/ Window: Learning about life: providing openings for spiritual development: recognising the values and worth of others			
Reflection/ Mirror : Learning from life: understanding an awareness of the affect of others– a search for meaning, critical reasoning and big questions			
Transformation/ Door: 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.

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/Window: Learning about life: providing openings for spiritual development: challenging experiences of beauty			
Reflection/Mirror: Learning from life: reflecting on experiences of beauty – a search for meaning, critical reasoning and big questions			
Transformation/Door : 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.

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/Window: Learning about life: providing openings for spiritual development: a growing appreciation of the intangible – truth, love			
Reflection/Mirror: Learning from life: reflecting on the beyond – a search for meaning, critical reasoning and big questions			
Transformation/Door: 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

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.

Year 9	Year 11	Year 13
Encounter: Learning about life: providing openings for spiritual development through the exploration of identity and personal values.		
Reflection: Learning from life: understanding an inner meaning – critical reasoning and big questions.		
Transformation: Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.		
<p>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.</p>	<p>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.</p>	<p>A growing appreciation that a concept of self may be a constantly evolving idea.</p>

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Reflection: Learning from life: understanding an awareness of the affect of others– a search for meaning, critical reasoning and big questions		
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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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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Reflection: Learning from life: reflecting on the beyond – a search for meaning, critical reasoning and big questions		
Transformation: Learning to live life: responding as a means of expressing the need to understand the purpose of life.		
<p>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.</p>	<p>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.</p>	<p>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.</p>