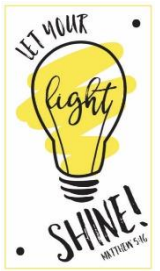




Uny C of E Academy Spirituality in the Curriculum



What is Spirituality?

It is very difficult to put into words what 'spirituality' actually is because it is a very personal experience. It differs from person to person, and often spirituality changes within people during their lifetime. Spirituality can link to faith but is not reliant on faith.

Our definition of 'Spirituality' is that it is an on-going, reflective journey.

It is something that makes us ask big questions, deepens our understanding of the world around us and encourages us to consider our relationships. Relationships with ourselves, others, the world and beyond. Spirituality enables our children to be happy, flourish, succeed and live life in all its fullness.

Approach

Children explore 'Spirituality' through 'Windows, Mirrors & Doors'.

Window Moments	Mirror Moments	Door Moments
<p>These challenge us to look out at the world and people around us.</p>	<p>These challenge us to look in at ourselves.</p>	<p>These challenge us to look ahead and act upon our thoughts and reflections.</p>
<p><u>What are the important facts?</u></p> <p><u>How do other people feel about this?</u></p> <p><u>Are their feelings similar / different to mine?</u></p>	<p><u>What is my view on this?</u></p> <p><u>How do I feel about this?</u></p> <p><u>What can I learn from others about this?</u></p> <p><u>What is inspiring me about this?</u></p>	<p><u>What can I learn and take away from this today?</u></p> <p><u>How can I respond to this matter?</u></p> <p><u>What action can I take?</u></p> <p><u>Where can I find out more information about this?</u></p>

At St Uny C of E Academy, conversations around spirituality are a part of our provision for personal development and will be included in classroom teaching wherever appropriate.

Art	How does art invite you to celebrate life? What are the wows and tragedies in the stories behind the artists you study? How do you celebrate and respect different responses to art?
Reading	What inspired you in this text? How did a character cope with a challenge in life? How did the actions of a character surprise you? How do you think you would have responded to that 'wow' or 'ow' moment? What do you think makes these words so powerful/beautiful/painful?
Writing	When pupils are invited to write about things that have profound meaning to them, how is this writing valued? We must ensure it be recognised as having value and purpose.
Maths	The wonder of number patterns; What cannot be measured? For example, love. What cannot be accurately counted? For example, the difference an act of kindness makes.
DT	What motivates designers and their decisions? For example, is it a desire to make money or a desire to help and make improvements to daily life for everyone?
Music	What style of music 'invites you to explore the mystery that dances within your soul' (K. Hall)? What styles of music have the opposite effect? How does music encourage creativity, delight, and curiosity?
MFL	What motivates language learning? For example, welcoming and comforting a stranger in our country? What does it feel like to genuinely communicate with someone in a new language?
Geography	The 'wow' of physical geography; Discovering different physical regions do not provide the same opportunities; What options/opportunities are there to respond and take responsibility in a challenging world?
History	Which stories tell historical 'wows'? Which stories tell historical tragedies? What lessons for future decisions and choices do they provide?
PE	How do you celebrate a new skill? How does it feel to be proud of your whole self? What does it feel like to be completely focused on a task or challenge? How do you recognise the delight in movement, connectedness, and creativity? Encourage the awareness of one's own strength and limitations. Recognise/celebrate equality, freedom, respect and trust.
Science	Delight in discovering how things work. Opportunities to linger longer on the wonder! What questions cannot be answered by science?
PSHE & RE	As you explore topics such as relationships, feelings & attitudes, keeping safe and 'your body' where are the natural links with other subjects learnt? How can the honesty and sensitivity needed to explore these topics gently reflect the language of spirituality already used throughout the school?
EYFS	We foster spirituality in the Early Years by marvelling at and caring for God's creation from the tiny to the vast. Developing awareness of our place in the world, by thinking about other people as well as ourselves and our feelings and by sharing our home lives and cultures with our friends.
All Subjects	How do you celebrate the achievement and break-through wows of success? How do you support the difficulty and frustrations experienced by children? How do you maximise the everyday moment of concentration and being in the present, creating a sense of calm and completeness?

Spirituality in Art

Art across the school supports mutual respect and consideration for others' work. Compassion and understanding of others' efforts and progress are key to building confidence and self-belief. Individual responses to media and techniques are celebrated, encouraging a sense of exploration in creating the new.

Children develop trust and compassion when working with others and discussing works.

Art encourages understanding of different cultures and different ways of life. Finding out about others' art, design and craft gives the opportunity to incorporate such ideas into our own learning and work.

The art studio provides a safe space for children to work and express their thoughts and ideas. Children are encouraged to drop in and share work that they have created outside lessons. Art and the process of art is celebrated throughout the school through displays.



Nursery Reception	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
Access to art resources through continuity and provision selecting own resources.	Use of an individual creative journals to build up their own private book of explorations, own ideas and learning.	Use of an individual creative journals to build up their own private book of explorations, own ideas and learning. Encouraged to make notes and jottings.	Use of an individual creative journals to build up their own private book of explorations, own ideas and learning. Encourage use of annotations and own research. Encourage use of discussions, opinions and Reflections.
Recording from imagination, memories and experiences.	Recording from imagination, memories and experiences.	Opportunities to carry out work of their own choosing; work from memories, imagination, feelings etc.	Make decisions about use of different media/surfaces as ways of communicating their own thoughts, feelings and ideas.
Playing with and exploring colour.	Enjoyment of creation and mixing of colours.	Consider colour as a way of reflecting feelings and purpose.	Enjoyment of the use and manipulation of colour to reflect moods, feeling, ideas etc.
Enjoyment and process of collecting, sorting and playing with materials. Handling, feeling and manipulating materials.	Awareness and enjoyment of surfaces and textures.	Opportunities for selecting and choosing own media and tools, taking more ownership over their exploration and learning in a direction which interests them.	Opportunities for selecting and choosing own media and tools, taking more ownership over their exploration and learning in a direction which interests them.
Expression of own ideas.	Opportunities for creations – own choice.	Drop in nurture art lunch sessions. Nurture art afternoons.	Drop in nurture art lunch sessions. Nurture art afternoon.
Working together art, participation in group pieces.	Working together art, participation in group pieces.	Working together art, participation in group pieces.	Working together art, participation in group pieces. Yr 6 – Legacy art project, working together to produce something that will be valued by the school when the children leave.

Introduction to art from different sources and describing it, talking about likes and dislikes.	Thinking and reflecting on their art practice, the practise of their peers and artists from around the globe.	Thinking and reflecting on their art practice, the practise of their peers and artists from around the globe. Opportunities for discussions about art, how it makes them feel, their opinions etc.	Thinking and reflecting on their art practice, the practise of their peers and artists from around the globe. Opportunities for discussions about art, how it makes them feel, their opinions etc.
Process art.	Process art.	Process art.	Process art.
Finding out about St Ives artist – Alfred Wallis to develop a sense of the place they live.	Finding out about St Ives artists – Bernard Leach, Patrick Heron to develop a sense of the place they live and the art community around them.	Finding out about St Ives artists – Bryan Pearce, Terry Frost to develop a sense of the place they live and the effect that St Ives had on their lives.	Finding out about St Ives artists – Ben Nicholson, Barbara Hepworth to develop a sense of the place they live and the effect that belonging to the art scene of St Ives had on their lives and how their work was influenced.
Showing their work to others and talking about it.	Art Gallery walks in lessons – encouragement of positive and constructive comments in a safe environment where all work is valued and appreciated.	Art Gallery walks in lessons – encouragement of positive and constructive comments in a safe environment where all work is valued and appreciated.	Art Gallery walks in lessons – encouragement of positive and constructive comments in a safe environment where all work is valued and appreciated.
Transient art – indoors and outdoors			Photography – Looking closely at nature

Spirituality in Forest School

The ethos of Forest School at St Uny Academy is based on a respect for children and their capacity to initiate, investigate and maintain curiosity in the world around them. It believes in a child's right to play; the right to access the outdoors; the right to experience risk in a controlled way in the natural world along with the right to develop their emotional intelligence through social interaction, building a resilience to enable creative engagement with their peers and their potential.

Forest School connects humans to nature and the wider planet. Natural cycles present moments of wonder and embracing the outdoors can be peaceful, calming the mind away from screens or daily issues, giving balance. Outdoor experiences present children with opportunities to deepen their understanding of the circle of life.

Our forest school environment provides a safe space for children to explore, collaborate and express their thoughts and ideas. Children are encouraged to appreciate the natural world around them during lessons. Achievements in forest school are celebrated throughout the school.



Nursery Reception	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
<p>Windows (Experiencing the World):</p> <ul style="list-style-type: none"> • Watching a butterfly or bee move from flower to flower, noticing how delicate and beautiful they are. • Feeling different textures—bark, moss, mud, leaves—exploring how nature is varied and full of surprises. • Sitting silently for one minute and listening to all the different sounds of the forest. • Noticing how water moves—dripping from leaves, flowing in puddles, or being soaked up by the earth. • Watching the way shadows change throughout the day. 	<p>Windows (Experiencing the World):</p> <ul style="list-style-type: none"> • Watching the way raindrops land on leaves and noticing how some roll off while others stay. • Feeling the different temperatures in sunny spots and shady spots—how does the forest create shelter? • Finding different seeds, nuts, or fruits and noticing how plants spread and grow. • Walking around the forest and trying to spot as many colours as possible. • Finding animal tracks in the mud or leaves and imagining where the animals have been. 	<p>Windows (Experiencing the World):</p> <ul style="list-style-type: none"> • Noticing how the same tree looks different in sunshine, rain, and wind. • Observing how light filters through the leaves and how it changes throughout the day. • Feeling the patterns in bark and realising no two trees have the same design. • Watching birds in flight and thinking about how they travel so freely. • Listening to the rhythm of water (a stream, raindrops, or waves) and noticing its patterns. • Watching insects move and thinking about how they work 	<p>Windows (Experiencing the World):</p> <ul style="list-style-type: none"> • Watching how the wind moves through the trees, noticing which ones bend and which ones stand still. • Observing how the forest changes after rain—colours, smells, sounds. • Finding patterns in nature—symmetry in leaves, spirals in shells, rings in tree trunks. • Noticing how animals communicate without words—movements, sounds, signals. • Watching the way water carves through the land, shaping rocks and soil over time.

- Looking up at the sky and seeing how the clouds move and change shape.

Mirrors (Self-Reflection):

- How does the forest make you feel? Do you feel peaceful? Excited? Curious?
- What is your favourite part of nature? Why do you love it?
- Just like trees have strong roots, what helps you feel strong?
- Some trees grow close together, and others stand alone—do you like being with others or spending time by yourself?
- How do you change over time, just like the seasons?
- When you touch a tree, you are feeling something much older than you—how does that make you feel?

Doors (Action & Response):

- Hugging a tree and thanking it for giving us shade, oxygen, and a home for animals.
- Creating a simple 'thank you' gesture for nature, such as whispering kind words to a tree or gently placing a leaf on the ground as a gift.
- Making a nature collage with different leaves and flowers,

- Lying on the ground and looking up at the tree branches, noticing how they reach towards the sky.

Mirrors (Self-Reflection):

- How are you like a tree? Are you strong? Do you change with the seasons?
- If you could be any animal in the forest, what would you be? Why?
- What do you do when things are hard, just like trees keep growing even in storms?
- Think of a time you felt calm—what helped you feel that way? Does the forest help you feel calm now?
- Which part of nature do you feel most connected to—trees, water, animals, the sky? Why?
- Think about a time when you were brave, like a bird taking its first flight.

Doors (Action & Response):

- Creating a "journey stick" by tying small natural objects onto a stick to represent their forest experience.
- Whispering a kind message to the wind and imagining it travelling through the forest.
- Making small nature sculptures or towers using twigs, leaves, and

together in a tiny world.

Mirrors (Self-Reflection):

- Thinking of a challenge they have faced—how did they grow from it, just like trees grow after storms?
- If they were a part of the forest, what would they be? A tall tree, a fast squirrel, a strong rock?
- How do they show kindness, just like the forest provides shelter for animals?
- Thinking about a time they felt lost—how did they find their way, just like animals do?
- How does being outside make them feel compared to being inside?
- Reflecting on how their actions affect nature—what small things can they do to protect it?

Doors (Action & Response):

- Creating a group nature mandala to represent connection and unity.
- Making a gratitude circle—everyone finds an object in nature that represents something they are thankful for.
- Finding a 'forest friend' (a tree, plant, or rock) and returning to it each week to see how it

- Walking barefoot for a moment and feeling the different textures of the earth.

Mirrors (Self-Reflection):

- Thinking about their own resilience—what helps them "bend" but not break?
- If they could leave one positive "mark" on the world, what would it be?
- How do they want to be remembered, just like trees leave rings that tell their story?
- How does the balance of nature reflect balance in their own life?
- Reflecting on how everything in nature has a purpose—what is their unique purpose?
- What lessons can they learn from nature about patience, change, or growth?

Doors (Action & Response):

- Creating a nature 'time capsule'—writing a letter to their future self and hiding it in a safe place.
- Choosing a 'mentor tree'—observing and learning from it throughout the seasons.
- Leading a conservation activity—litter picking, planting trees, or creating animal

<p>showing how everything in the forest is connected.</p> <ul style="list-style-type: none">• Helping small creatures by gently moving a worm off a path or building a bug house.• Walking barefoot on grass or mud to feel the earth directly under their feet.• Collecting a small natural object and placing it in a "special place" in the forest as a memory.	<p>stones.</p> <ul style="list-style-type: none">• Finding a special 'sit spot' and visiting it each time they come to the forest to notice changes.• Using their breath to blow a leaf across the ground, thinking about how they can control their own energy and emotions.• Writing or drawing a simple 'forest promise'—something they will do to care for nature.	<p>changes.</p> <ul style="list-style-type: none">• Writing a short poem about their experience in forest school.• Taking part in a "silent walk," noticing everything around them without speaking.• Making a simple 'forest wish' by choosing a special object and placing it in a meaningful spot.	<p>shelters.</p> <ul style="list-style-type: none">• Making a "forest reflection map" with symbols representing different feelings and thoughts from their time in nature.• Sitting quietly with a natural object (rock, leaf, feather) and meditating on its journey through time.• Designing a 'forest code of respect' for future visitors, thinking about how to care for the space.
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