

St Mary's Spirituality Development

At St Mary's we have developed our Spirituality approach in EYFS by spiritually awakening our youngest children, fostered through a nurturing and exploratory approach that acknowledges the innate curiosity and wonder. Through activities such as play, imaginative play, and creative expression, our children in EYFS begin to form connections with themselves, their peers, and the world around them. The emphasis on building positive relationships, encouraging curiosity, and allowing for open-ended exploration creates an environment that supports the spiritual development of young minds. In EYFS, teachers often incorporate themes of kindness, empathy, and appreciation for nature into daily activities, laying the foundation for a sense of wonder and understanding of the world. The focus on holistic development in EYFS recognises the importance of emotional, social, and spiritual well-being in the early stages of a child's education. This is enriched by our wiggle worship that links to our whole school overview and is rooted in our school Christian values each term.

EYFS – Wiggle Worship and Spiritual Awakening

Children will...	We Notice	We Wonder	We Reflect	We Connect	We Respond
Worship emphasis Gather → Listen → Move → Wonder → Respond (Wiggle Worship)	Experience wonder through movement, music, sensory exploration and story. Notice feelings in themselves and others. Notice beauty in creation. Begin to notice God's presence through worship and Bible stories.	Ask simple "I wonder..." questions. Wonder about God, creation and relationships. Explore big questions through play.	Enjoy moments of stillness. Talk about feelings and experiences. Begin simple prayer and reflection.	Recognise belonging to their family, school and church family. Show care and kindness. Build friendships.	Show compassion through actions. Join in prayer and worship. Make positive choices.

At St Mary's we have developed our Spirituality approach for KS1 and KS2 that build on the strong foundations in EYFS. It links to our whole school themes and is rooted in our school Christian values each term. This is a spiral approach to allow children to reconnect on a deeper spiritual level with themselves, others, the wonders of the natural world, the aware of the concept of beyond and also explore our Christian values again each year.

Autumn Term Focus - We want our children to be spiritual learners who become increasingly aware of the concepts of self – the inner person and the way that this shapes individual's perception of themselves as unique human beings. Spiritual learners that reflect on the relationship that they have with their sense of being a unique person. This then develops to be spiritual learners who become increasingly aware of the concept of others – a growing empathy, concern and compassion for how to treat others. Spiritual learners that reflect on how their values and principles affect their relationships with others.

Spring Term Focus - We want our children to be Spiritual learners who become increasingly aware 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. This then develops to be spiritual learners who explore their understanding beauty and the effect this has on their perception of and relationship with the world.

Summer Term Focus - We want our children to be Spiritual learners who become increasingly aware of the concept of beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. This then develops to be spiritual learners who search for meaning in their very existence and their place in the greater scheme of things.

Spirituality is about paying attention to the world, others, ourselves and God. Asking big questions about life, meaning and faith. Thinking quietly about feelings, choices and experiences. Feeling close to others, creation and something bigger. Choosing to act with kindness, hope and courage.

Key Stage 1 – Growing Awareness

Children will...	We Notice	We Wonder	We Reflect	We Connect	We Respond
Increasingly recognise... Ask... Connect	Their own thoughts and feelings The experiences of others Beauty, awe and wonder Christian values in action	Why do people forgive? Why is the world beautiful? Why do people pray? What does God want us to do?	Use spirituality language. Discuss feelings respectfully. Think about stories and values.	Children connect: Bible stories to their own lives. values to daily actions. Home, church and school experiences.	Demonstrate kindness and forgiveness. Take part in collective worship. Contribute simple prayers and reflections.

Lower Key Stage 2– Deepening Understanding

Children will...	We Notice	We Wonder	We Reflect	We Connect	We Respond
Children increasingly identify: Children explore: Children connect:	Spiritual moments in everyday life. Injustice and compassion. Beauty and mystery. Different viewpoints.	What gives people hope? Why do people suffer? What makes a good friend? What does it mean to trust?	Engage in deeper stillness. Consider multiple answers. Explain personal responses.	Faith and life. Values and behaviour: Worship and action. Self, others, creation and God.	Show growing empathy. Take responsibility for others. Engage with charitable action. Participate in planning worship.

Upper Key Stage 2– Spiritual Leadership and Flourishing

Children will...	We Notice	We Wonder	We Reflect	We Connect	We Respond
Children recognise: Children investigate: Children connect:	Complexity and diversity. Ethical issues. Spiritual meaning in experiences. Opportunities for courageous action.	What gives life meaning? How do beliefs shape choices? What is justice? What does it mean to flourish?	Articulate beliefs respectfully. Critically evaluate perspectives. Engage confidently with big questions.	Christian values to global issues Spirituality to human flourishing. Personal beliefs with actions.	Lead worship opportunities. Take part in courageous advocacy. Mentor younger pupils. Initiate service and community action.

When considering children's spiritual development, we look at 3 different areas:



Windows

To learn about life and to become aware of the new ways. Learning about life in all its fullness. This includes things that amaze us and challenge us.



Mirrors

To learn about ourselves and reflect upon our experiences. To meditate on life's big questions and consider possible answers. Learning from life by exploring our own insight and perspectives and those of others.



Doors

To live out our Christian values in the wider world and give opportunities to respond, to do something creative in order to express, apply and further develop out

		thoughts and convictions. Learning to live by putting into action our beliefs and values.			
The RIPPLE approach is designed to run alongside, focusing on one of our Christian values each half term by providing a structure for KS1 and KS2 class worship which links with the whole school themes. Taking the school community on a journey, developing a deeper understanding of each value and leading to change.					
Each letter of RIPPLE has a different focus for the half-term					
Mirror – Looking in		Window – Looking out		Door – Going out	
Week 1 R – recognise	Week 2 I – I (me)	Week 3 P – people	Week 4 P – partner	Week 5 L – lead	Week 6 E – equip
We want our children to grow in spirituality, to support this, we have created a range of Spirituality questions that challenges our children to think deeper, make sense of the world, make connections and understand the impact so they can live out our vision of living life in all its fullness.					
Key Stage 1 – Growing Awareness					
Term	We Notice	We Wonder	We Reflect	We Connect	We Respond
Autumn 1: Endurance Love for self The Individual (Self) To develop self-awareness, confidence, sense of worth, an understanding and application of personal values and beliefs, the ability to handle feelings and personal creativity.	What are some things I am good at? When do I feel proud of myself? What does endurance look like in everyday life? What do I notice about my feelings when I face a challenge? What values are important to me? What makes each person unique?	Why do different people have different strengths? What helps people keep going when things are hard? Why is believing in yourself important? Can challenges help us grow? How? How do our beliefs influence the choices we make? Why is it important to accept ourselves as we are?	How do I feel when I find something difficult? What have I learned from a mistake I made? Which personal quality helps me persevere? When have I shown courage and resilience? How do my values help me make good decisions? What do I appreciate about myself that is not linked to achievement?	How can knowing my strengths help me support others? How do other people help me build confidence? How might my actions affect the confidence of others? What can I learn from people who have overcome difficulties? What values do I share with my family, friends or community? How does self-respect affect the way we treat others?	What is one challenge I will keep trying at this week? How can I encourage myself when I want to give up? What positive self-talk can I practise each day? How can I show resilience in my learning and relationships? How can I live out my values through my actions? What can I do to develop greater self-awareness and self-worth?
Lower Key Stage 2– Deepening Understanding					
Autumn 1: Endurance Love for self The Individual (Self)	What helps people remain strong when life becomes difficult? What challenges shape who we become?	Where does inner strength come from? Is endurance something we are born with or something we develop? Why do some people appear to thrive through adversity?	When have I discovered a strength in myself that I didn't know I had? When have I persevered through a difficult experience?	How do beliefs, values and relationships help people endure challenges? When have I persevered through a difficult experience? What beliefs about myself help or hinder my growth?	How can I develop habits that build character and resilience? What challenge could help me grow as a person? How can I show courage when faced with uncertainty?

To develop self-awareness, confidence, sense of worth, an understanding and application of personal values and beliefs, the ability to handle feelings and personal creativity.	What do I notice about my inner dialogue when things become difficult? What does self-worth look like beyond achievement or success? What qualities do people with endurance often demonstrate? What values guide my choices?	Can failure be valuable? Why or why not? Does suffering always lead to growth? Can our values change over time?	What beliefs about myself help or hinder my growth? How do I respond when my expectations are not met? What have difficult experiences taught me about myself? Which values am I most committed to and why?	How do I respond when my expectations are not met? What have difficult experiences taught me about myself? Which values am I most committed to and why?	How can I use my strengths to make a positive difference? What commitment can I make to become the best version of myself?
Upper Key Stage 2– Spiritual Leadership and Flourishing					
Autumn 1: Endurance Love for self The Individual (Self) To develop self-awareness, confidence, sense of worth, an understanding and application of personal values and beliefs, the ability to handle feelings and personal creativity.	What gives people a sense of identity? What does it mean to know yourself? How do people show resilience in different ways? What role does hope play during difficult times? What stories of endurance inspire people and why?	What gives life meaning and purpose? Where does inner strength come from? Can adversity reveal our true character? Is resilience more important than talent? What makes a person flourish?	What experiences have shaped the person I am becoming? What have I learned about myself through challenge or disappointment? When have I surprised myself with my own strength? How do my beliefs influence my choices and actions? What kind of person do I aspire to be?	How do spiritual beliefs help people endure suffering and uncertainty? What can we learn from people who have faced injustice or hardship? How are confidence, self-worth and wellbeing connected? How does understanding ourselves help us understand others? What responsibility do we have to help others persevere?	How can I develop habits that strengthen my character, resilience and sense of purpose? How do the people around me influence my ability to endure? How do personal beliefs and values influence our response to hardship? How do society and culture influence how people value themselves? How can shared challenges bring people together? How do my values connect me to my community and the wider world?
Key Stage 1 – Growing Awareness					
Term	We Notice	We Wonder	We Reflect	We Connect	We Respond
Autumn 2: Peace Love for others Relationship to Others To develop openness and awareness to differences, empathy and the individual's awareness of their place within the wider group and community.	What does a peaceful friendship look like? What acts of kindness do I see around me? What different cultures and traditions do people celebrate? What helps people get along well together?	Why do people sometimes disagree? Why is it important to listen to others? Why are our differences important? What makes someone a good friend?	How do I feel when someone is kind to me? When have I helped someone feel included? What have I learned from someone different from me? Why do we need each other?	How are we all connected in our class? How are other people similar to me? How do our differences make our community special? How do my actions affect others?	How can I help make our classroom peaceful? What kind thing can I do for someone today? How can I show respect for everyone's uniqueness? How can I be a peacemaker when problems arise?
Lower Key Stage 2– Deepening Understanding					

Autumn 2: Peace- Love for others Relationship to Others To develop openness and awareness to differences, empathy and the individual's awareness of their place within the wider group and community.	What creates peace within communities? What barriers prevent people from understanding one another? What examples of peacebuilding can we see in history and today? How are local and global communities interconnected?	Is peace simply the absence of conflict? Why is empathy sometimes difficult? Can peace exist without justice? Why do misunderstandings happen?	When do I experience inner peace? How do I respond to opinions that differ from my own? What role do my values play in resolving conflict? When have I judged someone too quickly?	How does my behaviour contribute to the wellbeing of others? How do diverse cultures enrich society? How does understanding another person's perspective build peace? How do friendships shape who we become?	How can I actively promote peace in my community? How can I become a better listener and ally? How can I challenge prejudice and promote inclusion? How can I show compassion even when I disagree?
---	---	---	--	---	---

Upper Key Stage 2– Spiritual Leadership and Flourishing

Autumn 2: Peace- Love for others Relationship to Others To develop openness and awareness to differences, empathy and the individual's awareness of their place within the wider group and community.	What influences how people see others? What makes people feel they belong? What signs of harmony can we see in nature and communities? How do people show care and compassion for one another? What happens when people feel excluded? What can we learn from different cultures and traditions?	Why do humans seek connection with others? What does true peace look like? Can people disagree and still live peacefully together? Why are empathy and compassion important human qualities? What responsibility do we have towards people beyond our immediate community?	How do my words affect others? What helps me understand another person's point of view? When have I experienced forgiveness or offered forgiveness? What have I learned from relationships that have challenged me? How do my beliefs influence the way I treat people?	What can different faiths and cultures teach us about peace? Why is diversity a strength within communities? How are human beings connected despite their differences? How can understanding others help create a more peaceful world?	How can I be an advocate for kindness and inclusion? What practical steps can I take to build stronger relationships? How can I contribute to a culture of peace in school? How can I respond positively to conflict and disagreement? What commitment can I make to help others feel valued and respected?
---	---	--	---	---	---

Key Stage 1– Growing Awareness

Term	We Notice	We Wonder	We Reflect	We Connect	We Respond
Spring 1: Trust The World, beauty and creation Relationship to the World & Universe To develop a sense of wonder and awe, appreciation of the beauty and variety of nature.	What beautiful things can we see in nature? What changes do I notice in the seasons? What patterns can I see in the natural world? What things help us feel safe and secure?	Where do all living things come from? Why does nature change throughout the year? How does the world work so well together? Why is trust important?	How do I feel when I spend time outdoors? What is my favourite place in nature and why? What makes me feel amazed or curious? Who do I trust and why?	How am I connected to nature? How do animals, plants and people depend on each other? Why do we share responsibility for our planet? How does trust help communities grow?	How can I care for the world around me? What can I do to help living things thrive? How can I show appreciation for creation? How can I be trustworthy towards others and the environment?

Lower Key Stage 2– Deepening Understanding

Spring 1: Trust The World, beauty and creation Relationship to the World & Universe To develop a sense of wonder and awe,	What inspires awe and wonder in the world around us? What evidence is there of balance and interdependence in nature?	Why do people experience wonder when they look at nature or the universe? Can trust exist without certainty?	When have I felt small yet connected to something greater than myself? When have I had to trust something, I could not fully understand?	How do different cultures and beliefs explain humanity's place in the universe? How does the wellbeing of the planet affect all people?	How can I develop a deeper appreciation of the world around me? How can I act responsibly towards the environment?
---	--	---	---	--	---

appreciation of the beauty and variety of nature.	What beauty exists in the natural world? What challenges does our world face?	Why do humans seek meaning in nature and creation? Why do people have different views about caring for the Earth?	What responsibilities come with being part of the natural world? How do my choices affect the wider world?	How are all living things connected? How are local actions connected to global consequences?	How can I contribute to a more sustainable future? What practical changes can I make to protect the environment? *
---	--	--	---	---	--

Upper Key Stage 2– Spiritual Leadership and Flourishing

Spring 1: Trust The World, beauty and creation Relationship to the World & Universe To develop a sense of wonder and awe, appreciation of the beauty and variety of nature.	What makes the natural world beautiful? Where do we see harmony and order in nature? What can we learn from observing the changing seasons? What signs of interconnectedness can we find in ecosystems? What makes the universe seem mysterious?	What is our place within the universe? Why do humans feel awe when looking at the stars, oceans or mountains? Can nature teach us about trust? What does it mean to be a steward of the Earth? Why do people search for meaning beyond themselves?	How does being in nature affect my thoughts and feelings? What experiences have made me feel wonder or awe? How do I respond when faced with something I cannot explain? What responsibilities do I have towards future generations? What does trust mean in an uncertain world?	How do different people express their appreciation of creation? What can faiths and worldviews teach about caring for the Earth? How are humans connected to the wider web of life? How does caring for nature benefit communities? Why do people feel connected to places in nature?	How can I show gratitude for the world around me? What choices can I make to care for the environment? How can I encourage others to appreciate nature? How can I act as a steward rather than simply a consumer? What commitment can I make to protect and respect creation?
---	--	--	--	---	---

Key Stage 1 – Growing Awareness

Term	We Notice	We Wonder	We Reflect	We Connect	We Respond
Spring 2: Forgiveness The World, beauty and creation Relationship to the World & Universe To develop a sense of wonder and awe, appreciation of the beauty and variety of our inheritance through various cultures.	What happens when someone says sorry? What do I notice in myself when I feel upset or hurt? What helps people feel better after a disagreement? What signs of new beginnings can I see in nature? What signs of new beginnings can I see in nature?	Why do people forgive? Why do we sometimes make mistakes? Why is saying sorry important? Why does forgiveness help friendships grow?	When have I forgiven someone? How do I feel when someone forgives me? What helps me calm down when I feel cross? What have I learned from a time I made a mistake?	How do Bible stories show forgiveness? How do my actions affect others? How do families and friends show forgiveness? How does forgiveness help our class feel peaceful?	What kind thing can I do to mend a friendship? How can I show forgiveness today? What words can I use to help someone feel better? How can I help make our classroom a place of kindness?

Lower Key Stage 2– Deepening Understanding

Spring 2: Forgiveness The World, beauty and creation Relationship to the World & Universe To develop a sense of wonder and awe,	What signs of repair or renewal can I see in nature? What happens to relationships when forgiveness is offered? What feelings arise when conflict happens?	Why is forgiveness sometimes difficult? Can forgiveness change how people feel inside? Why do people hold onto hurt? Why do different cultures value forgiveness?	When have I struggled to forgive someone? What helps me let go of negative feelings? What have I learned from a time I needed forgiveness? How do my values guide my response to conflict?	How do different cultures and faiths teach forgiveness? How does forgiveness help communities live peacefully? How does understanding others help us forgive? How does caring for creation link to repairing relationships?	What practical steps can I take to rebuild trust? How can I show empathy to someone who has made a mistake? How can I encourage forgiveness in my friendship group?
---	--	--	---	--	---

appreciation of the beauty and variety of our inheritance through various cultures.	What examples of forgiveness can I see in stories or real life?				What commitment can I make to respond with kindness?
Upper Key Stage 2– Spiritual Leadership and Flourishing					
Spring 2: Forgiveness The World, beauty and creation Relationship to the World & Universe To develop a sense of wonder and awe, appreciation of the beauty and variety of our inheritance through various cultures.	What examples of forgiveness have shaped history or communities? What moments in life raise deep questions about justice and mercy? How do people show forgiveness in difficult circumstances? What signs of restoration can I see in the world around me?	Is forgiveness always possible? What is the relationship between justice and forgiveness? Why do humans seek reconciliation? Can forgiveness transform individuals and communities?	When have I shown forgiveness even when it was challenging? What beliefs influence my understanding of forgiveness? How do I respond when forgiveness feels unfair or complicated? What experiences have shaped my view of reconciliation?	How do Christian teachings guide forgiveness? How do global issues challenge us to respond with compassion? How does forgiveness contribute to human flourishing? How can forgiveness inspire courageous advocacy?	How can I lead others in reconciliation and kindness? What action could I take to promote forgiveness in school? How can I use my strengths to help repair relationships? What long-term commitment can I make to be a peacemaker?
Key Stage 1 – Growing Awareness					
Term	We Notice	We Wonder	We Reflect	We Connect	We Respond
Summer 1: Compassion Beyond (the unexplained) The Exploration of Ultimate Questions To develop an awareness and ability to explore issues around questions of life and death.	What moments make me feel cared for? When have I seen someone show compassion? What feelings do I notice when someone is sad or hurt? What things help people feel safe when they are worried?	Why do people help others even when it's hard? Why do people feel sad when someone they love is hurt or gone? Why is compassion important in difficult times? What makes someone a comforting friend?	When have I helped someone feel better? How do I feel when someone shows compassion to me? What helps me understand how others feel? When have I been brave enough to comfort someone?	How do stories in the Bible show compassion in hard times? How do my actions affect people who are struggling? How does our school show compassion to others? How do families and communities support each other during sadness?	What compassionate action can I take this week? How can I show kindness to someone who feels worried or alone? How can I help make our classroom a caring place? What small act of comfort can I offer today?
Lower Key Stage 2– Deepening Understanding					
Summer 1: Compassion Beyond (the unexplained) The Exploration of Ultimate Questions To develop an awareness and ability to explore issues around	What examples of compassion do I see in the world around me? What signs show that someone needs comfort or support? What moments in life feel mysterious or hard to understand?	Why do humans feel compassion when others suffer? Why do people ask big questions about life and death? Can compassion change how people experience sadness? Why do some people find it hard to show empathy?	When have I supported someone during a difficult moment? What experiences have helped me understand compassion more deeply? How do I respond when I see someone struggling?	How do different cultures show compassion in times of loss? How do faiths and worldviews help people understand life and death? How does compassion strengthen communities? How do stories of courageous compassion inspire us?	How can I take responsibility for supporting others? What action can I take to show compassion beyond my friendship group? How can I help create a culture of care in school? What commitment can I make to be more understanding and patient?

questions of life and death.	How do people show care during times of loss or difficulty?		What helps me stay calm and caring when things feel uncertain?		
Upper Key Stage 2– Spiritual Leadership and Flourishing					
Summer 1: Compassion Beyond (the unexplained) The Exploration of Ultimate Questions To develop an awareness and ability to explore issues around questions of life and death.	What examples of courageous compassion exist in the world? What situations raise deep questions about life, death and meaning? How do people show strength and kindness during suffering? What moments in my life have felt spiritually significant?	What does compassion reveal about human purpose? Why do people search for meaning in difficult experiences? Can compassion transform injustice or suffering? What does it mean to value life deeply?	When have I shown compassion even when it was challenging? What experiences have shaped my understanding of life and death? How do my beliefs influence the way I respond to suffering? What kind of compassionate leader do I want to become?	How do Christian teachings guide compassionate action? How do global issues challenge us to respond with empathy? How do stories of courageous advocacy inspire change? How does compassion connect us to human flourishing?	How can I lead others in acts of compassion? What advocacy action could I take to support people in need? How can I use my strengths to comfort or uplift others? What long-term commitment can I make to be a compassionate influence?
Key Stage 1– Growing Awareness					
Term	We Notice	We Wonder	We Reflect	We Connect	We Respond
Summer 2: Hope Beyond (the unexplained) The Exploration of Ultimate Questions To develop an awareness and ability to explore issues around questions of life and death.	What things make me feel hopeful? When do I see people showing hope? What helps people feel better when things go wrong? What signs of new beginnings can I see around me?	Why do people hope for things they cannot see yet? Why do people keep going even when life feels hard? What does hope mean? Why do stories often end with hope?	When have I felt hopeful during a difficult moment? What helps me stay positive when I feel worried? What hopeful message have I learned from a story or experience? How do I feel when someone gives me encouragement?	How do Bible stories show hope in challenging times? How do families and communities help each other stay hopeful? How does hope help people make good choices? How does hope connect us to God?	What hopeful words can I share with someone today? How can I help others feel encouraged? What hopeful action can I take this week? How can I show hope through kindness and courage?
Lower Key Stage 2– Deepening Understanding					
Summer 2: Hope Beyond (the unexplained) The Exploration of Ultimate Questions To develop an awareness and ability to explore issues around questions of life and death.	What signs of hope can I see in nature, people or communities? What examples show people finding hope in difficult circumstances? What mysteries of life make people search for hope? How do people express hope in different cultures?	Why is hope important for human flourishing? Can hope exist during suffering? Why do people believe in things they cannot fully explain? What gives people hope when facing life's biggest questions?	When have I found hope during a challenge? What experiences have shaped my understanding of hope? How do my beliefs influence what I hope for? What helps me stay hopeful when things feel uncertain?	How do faiths and worldviews explain hope? How does hope inspire people to act for justice or change? How do stories of hope connect people across the world? How does hope strengthen relationships and communities?	How can I help others find hope? What hopeful action can I take to support my community? How can I encourage hope in situations that feel difficult? What commitment can I make to be a hopeful influence?
Upper Key Stage 2– Spiritual Leadership and Flourishing					

Summer 2: Hope Beyond (the unexplained) The Exploration of Ultimate Questions To develop an awareness and ability to explore issues around questions of life and death.	What examples of hope shape the world today? What moments in life raise deep questions about meaning and purpose? How do people show hope in times of injustice or suffering? What experiences have helped me understand hope more deeply?	What gives life meaning when things feel uncertain? Can hope transform the world? Why do humans search for hope beyond themselves? What does it mean to live as a hopeful person?	When have I held onto hope during a difficult experience? What beliefs guide my understanding of hope? How do I respond when hope feels hard to find? What kind of hopeful leader do I aspire to be?	How do Christian teachings inspire hope? How does hope connect to courageous advocacy? How do global issues challenge us to act with hope? How does hope contribute to human flourishing?	How can I lead others in hopeful action? What project or advocacy action could bring hope to others? How can I use my gifts to inspire hope in my community? What long-term commitment can I make to live out hope?
---	---	--	---	--	--

Spirituality across the curriculum

Children will develop their spirituality through an imaginative and creative discovery

Through Art and Design, pupils will develop their spirituality by using creativity to explore questions of meaning, identity and purpose, appreciating the beauty of God's world, and responding thoughtfully to the experiences, beliefs and perspectives expressed through art.

Art and Design-Specific "Big Questions" for the Whole School

What do I notice and wonder about the world around me? How can I use art to share my ideas, feelings and experiences?	How do artists communicate meaning and inspire others? How can art help us explore life's big questions and make a difference in the world?
--	--

EYFS – Wiggle Worship and Spiritual Awakening

We Notice	We Wonder	We Reflect	We Connect	We Respond
What colours, shapes and patterns can you see? What do you notice that is beautiful or interesting? What makes you stop and look closely? What do you see in God's world that reminds you of this artwork?	I wonder why the artist chose these colours? I wonder how this artwork was made? I wonder what the artist was thinking about? I wonder what else this picture could be showing us?	How does this artwork make you feel? Which part do you like most and why? Does this artwork remind you of anything in your life? What do you think is special about it?	Can you find something similar in nature or around school? Does this artwork remind you of a story, person or place? How is your artwork similar to someone else's?	How could you show your feelings in your own artwork? What would you add to make this artwork tell your story? How could you use colour or shape to share something important to you?

Key Stage 1 – Growing Awareness

We Notice	We Wonder	We Reflect	We Connect	We Respond
What details do you notice when you look carefully? Which artistic choices stand out to you? What mood or atmosphere do the colours create? What do you think the artist wants us to notice first?	Why do you think the artist created this piece? What message could the artist be sharing? How might different people view this artwork differently? What questions does this artwork make you ask?	How does this artwork make you think about yourself or others? What feelings does it create in you? What do you think is important about this artwork? What might the artist care deeply about?	How does this artwork connect to your experiences? Can you connect this artwork to a Bible story, value or belief? Does it remind you of something in the world today?	How could you use art to share something that matters to you? What would you like others to feel when they see your artwork? How could your artwork show kindness, hope or joy?

Lower Key Stage 2– Deepening Understanding				
We Notice	We Wonder	We Reflect	We Connect	We Respond
How have the artist's choices of colour, texture, line and form influenced the artwork? What symbols or patterns can you identify? What details reveal the artist's ideas or beliefs?	What deeper meaning might this artwork contain? Why might the artist have chosen this medium? How might this artwork have been influenced by its time, culture or faith? What big questions about life does this artwork raise?	What does this artwork teach us about human experience? How does it make you think differently about beauty, nature or identity? What beliefs or values might be represented here? How has your interpretation changed after discussion?	How does this artwork connect with your own beliefs or values? How does it link to important issues in our world? What similarities can you find between this artist's message and your own experiences?	How could you communicate a message through your own artwork? What creative choices would help others understand your ideas? How could your artwork inspire people to think differently?
Upper Key Stage 2– Spiritual Leadership and Flourishing				
We Notice	We Wonder	We Reflect	We Connect	We Respond
How do the visual elements work together to communicate meaning? What evidence suggests the artist is exploring a significant idea or belief? How does the artwork challenge the viewer?	How can art help us explore questions of meaning, purpose and identity? In what ways can art communicate spirituality without words? How might different people interpret this artwork based on their experiences? What makes art powerful enough to influence beliefs or actions?	What does this artwork reveal about what it means to be human? How does it challenge or affirm your thinking? How can art help us understand difficult emotions, memories or beliefs? What responsibilities do artists have when expressing powerful ideas?	How does this artwork connect with global cultures, faiths and worldviews? How does it help us understand the lives of others? How might it influence the way we see ourselves, others or the world?	How can your artwork express your own values, beliefs or questions? How could art bring about change in a community or society? What message would you like your creative work to leave with others? How can you use creativity to help others experience awe, wonder and reflection?
Children will develop their spirituality through an imaginative and creative discovery Through computing, pupils will develop their spirituality by experiencing awe and wonder in the patterns, creativity and innovation found in technology, whilst reflecting on their responsibility to use digital tools wisely, ethically and compassionately in service of others and God's world. Computing-Specific "Big Questions" for the Whole School "How can we use technology wisely, creatively and responsibly to make a positive difference in the world?"				
EYFS – Wiggle Worship and Spiritual Awakening				
We Notice	We Wonder	We Reflect	We Connect	We Respond
What technology can you see around you and what does it help people to do?	I wonder how computers know what to do when we press a button?	How did you feel when your program or device did exactly what you wanted it to do?	How does technology help us learn, play and communicate with others?	How can we use technology carefully and kindly?
Key Stage 1 – Growing Awareness				
We Notice	We Wonder	We Reflect	We Connect	We Respond

What patterns, instructions or algorithms can you spot in technology around you?	Why is it important for computers to follow instructions in the correct order?	What can mistakes and debugging teach us about perseverance and learning from our errors?	How can technology help us share ideas, stories and creativity with others?	How can we be respectful and safe when using technology and communicating online?
Lower Key Stage 2– Deepening Understanding				
We Notice	We Wonder	We Reflect	We Connect	We Respond
What amazes you about the way computers, networks and the internet connect people across the world?	How do patterns, logic and problem-solving help us create programs and solve challenges?	How does creating something digital help us understand our own creativity and uniqueness?	How can technology bring communities together and improve people's lives?	How can we make wise choices when using technology so that our actions have a positive impact on others?
Upper Key Stage 2– Spiritual Leadership and Flourishing				
We Notice	We Wonder	We Reflect	We Connect	We Respond
What sense of awe and wonder do you experience when considering how rapidly technology and artificial intelligence are developing?	Just because technology can do something, does that always mean it should?	What responsibilities come with creating, sharing and using digital technologies?	How do our online actions affect individuals, communities and the wider world?	How can we use our computing knowledge, skills and creativity to serve others and make the world a better place?
Children will develop their spirituality through an imaginative and creative discovery				
Through Design and Technology, children develop their spirituality by experiencing awe and wonder in human creativity, appreciating the gifts of invention and design and reflecting on their responsibility to use these skills to serve others and care for the wider world.				
Design and Technology-Specific "Big Questions" for the Whole School				
How can we use our creativity, skills and imagination to design a better world for everyone?		What makes a product both useful and beautiful?		
What makes a design ethical and sustainable?		How can I use my gifts and creativity to serve others?		
EYFS – Wiggle Worship and Spiritual Awakening				
We Notice	We Wonder	We Reflect	We Connect	We Respond
What do you notice about how this object works? What materials has it been made from? What do you think is special about this design?	I wonder who made this and why? I wonder how it was put together? I wonder what would happen if we changed part of it?	How did it feel when your idea worked? What did you enjoy creating? What did you learn when something did not go as planned?	How does your creation help people? What does your design remind you of? How are your ideas similar to your friends' ideas?	What would you like to improve? What could you make next? How can you share your idea with others?
Key Stage 1 – Growing Awareness				
We Notice	We Wonder	We Reflect	We Connect	We Respond
What problem does this product solve? What makes this design useful?	Why did the designer make these choices? How does this help people in everyday life?	How did your design change while you were making it? What challenge did you overcome?	Who might use your product? How are different products designed for different people?	How could your design help someone? What improvements would you make after testing?

What features do you think are important?	What could make this product even better?	Why is it important to keep improving our ideas?	What can we learn from other designers?	How can your creativity make a difference?
Lower Key Stage 2– Deepening Understanding				
We Notice	We Wonder	We Reflect	We Connect	We Respond
How does this design combine appearance and function? What makes this product effective? How has it been adapted to meet people's needs?	How do designers get their ideas? Why do products change over time? How can design improve people's quality of life?	How did feedback help improve your design? What have you learned from mistakes during the design process? How did your choices affect the final outcome?	How does design influence the world around us? How can technology help solve local or global problems? How do designers take account of different people's needs?	How could your design positively impact others? What responsibility do designers have to consider the environment? How might your design be improved to help more people?
Upper Key Stage 2– Spiritual Leadership and Flourishing				
We Notice	We Wonder	We Reflect	We Connect	We Respond
How have great inventions changed the way people live? What makes a design innovative, ethical and sustainable? How do design choices affect individuals, communities and the environment?	Can design and technology help solve the world's biggest challenges? How might future inventions transform society? What responsibilities come with creating new technologies?	How has designing helped you understand your own strengths and creativity? What have you learned about perseverance through the design process? How do your values influence the products you create?	How does design bring together creativity, knowledge and service? How can technology improve lives whilst protecting the planet? How do designers influence the way we think, live and interact?	How can you use your creativity and talents to serve others? What kind of designer or inventor do you want to be and why? How can your designs contribute to a fairer, safer and more sustainable world?
Children will develop their spirituality through a literacy rich discovery				
English provides opportunities for pupils to develop spiritually through encountering powerful stories, rich language and diverse voices, enabling them to reflect on life's big questions, appreciate human experiences and recognise their place within God's world.				
English-Specific "Big Questions" for the Whole School				
Why do stories matter? How can words change the world? What can literature teach us about ourselves and others? How do stories help us understand life's big questions? Why do humans need to tell stories?		Can a book change the way we live? How do words help us express what is difficult to say? What responsibility comes with having a voice? How does literature help us understand God's world? What makes a story worth remembering?		
EYFS – Wiggle Worship and Spiritual Awakening				
We Notice	We Wonder	We Reflect	We Connect	We Respond
What do you notice about this character? What words make this story special? What pictures do the words create in your mind? What is happening in this story?	What do you notice about this character? What words make this story special? What pictures do the words create in your mind? What is happening in this story?	How does this story make you think or feel? Which part of the story is most important to you? What surprised you? What would you have done?	Does this remind you of anything in your own life? Have you ever felt like this character? How are we the same as this character? How do stories help us understand others?	What would you say to this character? Can you tell your own version of the story? What message would you like others to hear? How can this story help us today?
Key Stage 1 – Growing Awareness				

We Notice	We Wonder	We Reflect	We Connect	We Respond
What do we learn about the characters from their words and actions? What powerful words has the author chosen? What patterns do you notice in the language? What important message is the author sharing?	Why do authors tell stories? How can words change the way we think? Why do different people enjoy different books? What can stories teach us about life?	What lesson can we learn from this text? How has this character changed? What does this story teach us about kindness, courage or friendship? How has this text made you think differently?	How do the experiences in this book connect to our own lives? What can we learn from people who are different from us? Why is it important to listen to other people's stories? How do stories bring people together?	What advice would you give the character? How has this book inspired you? What would you like others to learn from this story? How can we apply the message of this text in our daily lives?
Lower Key Stage 2– Deepening Understanding				
We Notice	We Wonder	We Reflect	We Connect	We Respond
What themes are emerging in this text? How does the author help us understand the characters' experiences? What clues reveal deeper meanings? How does language create atmosphere and emotion?	Why do humans tell stories? How do stories help us understand ourselves? Why do people see the same text differently? What makes a story powerful and memorable?	What does this text teach us about human nature? How have the characters grown through challenges? What can literature teach us about resilience and hope? Which character's journey makes you think most deeply and why?	How does this story relate to issues in our world today? What can we learn from experiences different from our own? How does literature help us understand different cultures and perspectives? How do stories help us explore big questions about life?	What message would you share after reading this text? How might this story inspire positive action? How has this text influenced your thinking? What responsibility do we have after understanding another person's story?
Upper Key Stage 2– Spiritual Leadership and Flourishing				
We Notice	We Wonder	We Reflect	We Connect	We Respond
What deeper truths about humanity are explored in this text? How does the author challenge readers' assumptions? What themes are universal across time and cultures? How does language shape our understanding of the world?	Can stories help us discover who we are? What makes a story timeless? Is there always one truth in a text? Why are humans drawn to stories and narratives?	What does this text teach us about identity, purpose and belonging? How have the events in this story changed the characters' understanding of themselves? What big questions about life does this text raise? How has this text challenged your own thinking or beliefs?	How can literature help us understand God's world and our place within it? How do stories unite people across generations and cultures? What can we learn from voices that are different from our own? How do books help us develop wisdom and empathy?	How can the lessons from this text influence our actions? What responsibility comes with understanding other people's experiences? How can words be used to bring hope, justice and compassion? How might your own voice and writing make a positive difference in the world?
Children will develop their spirituality through a discovery of languages				
Through learning a language and specifically French at KS2, pupils develop their spirituality by exploring the language, traditions and cultures of French-speaking communities, fostering awe and wonder about the wider world, reflecting on similarities and differences between people, and developing respect, empathy and a deeper appreciation of our shared humanity as part of God's diverse creation.				
French Language-Specific "Big Questions" for the Whole School				
How does learning a language or key phrases help us understand ourselves, others and God's diverse world more deeply?		How does learning French help us understand ourselves, others and God's diverse world more deeply?		
EYFS – Wiggle Worship and Spiritual Awakening				

We Notice	We Wonder	We Reflect	We Connect	We Respond
What different languages can we hear around us? What words sound the same and different? What languages do our friends and families speak? How do people greet each other in different languages?	I wonder why people speak different languages? I wonder what it would be like to live in another country? I wonder how languages help us make friends? I wonder why God made the world so diverse?	How do I feel when I learn a new word? What language is special to me and why? How does it feel when someone speaks kindly to me? What am I discovering about other people?	How are we the same even when we speak different languages? How can language help us understand each other? How are children around the world like us? How do different languages make our school special?	How can I welcome someone who speaks another language? What new French word can I use today? How can I show respect for different languages? How can I use kind words to help others?
Key Stage 1 – Growing Awareness				
We Notice	We Wonder	We Reflect	We Connect	We Respond
What languages do people speak around the world? What do I notice about words and sounds from other languages? What traditions are important to people who don't speak the same language as me? What makes different cultures unique?	Why is it important to learn another language? How can language help people understand each other better? Why do countries have different traditions? What can we learn from people who live differently from us?	How does learning a language help me think differently? What have I learned about another culture? How do words help people express feelings and beliefs? What language would I like to learn and why?	How are my life and the lives of children that speak different languages be similar? How do languages bring people together? How can learning a language help me understand the wider world? What values do communities share even when they speak different languages?	How can I show respect when learning about another culture? How can I use languages to welcome others? How can I celebrate the languages spoken in our school? What can I do to be curious about the world around me?
Lower Key Stage 2– Deepening Understanding				
We Notice	We Wonder	We Reflect	We Connect	We Respond
What do languages reveal about people's lives and cultures? What similarities and differences do I notice between English and French? How do traditions shape communities? How do people communicate values through language?	Why do languages develop differently across the world? How does language influence the way people see the world? Why do people work hard to preserve their language and culture? Can learning another language change the way we think?	What have I learned about myself through learning French? How has learning another language challenged me? What do I value about my own culture? How can understanding another culture help me grow?	How do language and identity connect? How do French-speaking communities contribute to our global world? What can I learn from different worldviews and traditions? How does language help build peace and understanding?	How can I promote inclusion through language? How can I encourage others to value cultural diversity? How can I act respectfully when learning about different traditions? How can my learning help me become a global citizen?
Upper Key Stage 2– Spiritual Leadership and Flourishing				
We Notice	We Wonder	We Reflect	We Connect	We Respond
How does language shape identity, belonging and community? What role does language play in preserving culture and history? How do languages reflect people's beliefs, values and experiences?	Does language affect how we understand ourselves and others? Why do humans have such a deep desire to communicate? What responsibility comes with understanding different cultures?	How has learning French influenced my understanding of the world? What assumptions have I challenged through language learning? How do my beliefs affect the way I communicate with others?	How does learning languages help us flourish as global citizens? How are people connected despite differences in language and culture? How can communication strengthen relationships and communities?	How can I use language to build bridges between people? How can I be an advocate for inclusion and respect? How can I celebrate diversity within my community?

How can communication influence justice, peace and understanding?	How can language help overcome division and misunderstanding?	What does it mean to listen respectfully to different perspectives?	How does language help us appreciate God's diverse world?	How can I use my understanding of languages and cultures to make a positive difference in the world?
---	---	---	---	--

Children will develop their spirituality through geographical discovery

Through geographical enquiry and discovery, pupils develop spiritually by experiencing wonder, reflecting on their relationship with the wider world, and growing in respect, responsibility and care for diverse communities and environments.

Geography Specific "Big Questions" for the Whole School

What challenges and opportunities does this landscape present? What can you see, hear and feel in this place? How can we help protect special places? What makes this place unique? I wonder how people have changed this environment? How do people adapt to where they live? What small actions could make a positive difference I wonder why people continue to live in challenging environments?	What responsibilities come with using Earth's resources? How does our everyday life depend on people and places elsewhere? What role can we play in caring for the planet? Where can you see evidence of interdependence? I wonder why geographical inequalities exist? How has geography changed your understanding of justice, stewardship and sustainability? How are future generations connected to the choices we make today? How can we influence others to act sustainably?
---	--

EYFS – Wiggle Worship and Spiritual Awakening

We Notice	We Wonder	We Reflect	We Connect	We Respond
What makes this place special and what is changing around us today.	I wonder what it would be like to live somewhere else	Why do you think different places are important to different people	How are children in other places similar to us?	What can we do to make our environment better?

Key Stage 1 – Growing Awareness

We Notice	We Wonder	We Reflect	We Connect	We Respond
Patterns in the weather and environment.	I wonder why some places are hot and others are cold	What surprises you most about life in another part of the world?	How do the choices we make affect other people and places?	How can we show respect for people living in different places?

Lower Key Stage 2– Deepening Understanding

We Notice	We Wonder	We Reflect	We Connect	We Respond
What challenges and opportunities does this landscape present?	I wonder how communities recover from natural disasters?	What responsibilities come with using Earth's resources?	How does our everyday life depend on people and places elsewhere?	What can be done to protect vulnerable environments?

Upper Key Stage 2– Spiritual Leadership and Flourishing

We Notice	We Wonder	We Reflect	We Connect	We Respond
How do human and physical processes influence each other?	I wonder what a fair and sustainable world would look like?	What have you learned about your own place within the world?	How are we connected to global issues such as climate change, migration and resource use?	What geographical knowledge can help us improve our community?

Children will develop their spirituality through a historical discovery

Through historical enquiry, children will develop their spirituality by wondering about the experiences and beliefs of those who lived before us, reflecting on how past events have shaped the world today, and considering their own place within a continuing human story.

History-Specific "Big Questions" for the Whole School

How does learning about people, beliefs and events from the past help us understand ourselves, others and our place in the world today?

EYFS – Wiggle Worship and Spiritual Awakening

We Notice	We Wonder	We Reflect	We Connect	We Respond
What is different about things from long ago and things today?	What was it like to live before I was born?	How would I feel if I lived at that time?	What is the same about people then and people now?	What can I learn from people who lived before me?

Key Stage 1 – Growing Awareness

We Notice	We Wonder	We Reflect	We Connect	We Respond
What can artefacts, photographs and stories tell us about people's lives?	Why do some people and events continue to be remembered today?	How might people have felt during important historical events?	How are our lives similar to and different from those who lived in the past?	What qualities from people in history would I like to show in my own life?

Lower Key Stage 2– Deepening Understanding

We Notice	We Wonder	We Reflect	We Connect	We Respond
What do historical sources reveal about what people valued and believed?	Why did different civilisations see the world in different ways?	How did beliefs influence the choices people made in the past?	What can historical societies teach us about our lives and communities today?	How can learning about the successes and mistakes of the past help me make wise choices today?

Upper Key Stage 2– Spiritual Leadership and Flourishing

We Notice	We Wonder	We Reflect	We Connect	We Respond
How do historians uncover different viewpoints about the same event?	Why do some voices become part of history while others are forgotten?	What can difficult periods of history teach us about courage, injustice and human resilience?	How does understanding the past help me understand my identity and my responsibilities in the modern world?	How can I use lessons from history to contribute positively to society and shape the future?

Children will develop their spirituality through Mathematical discovery

Through mathematics, we encourage pupils to develop their spirituality by exploring the wonder, order, beauty and interconnectedness of the world, inspiring awe, curiosity and reflection on how mathematics helps us understand creation and our place within it.

Maths-Specific "Big Questions" for the Whole School

Why does maths work? What makes a pattern beautiful? Is there mathematics hidden in everything? What can mathematics teach us about perseverance?	Can something be both logical and beautiful? Why do humans search for patterns? What is infinity? How does mathematical knowledge change the world?
--	--

How does maths help us understand creation?			What responsibility comes with understanding and using mathematics?	
EYFS – Wiggle Worship and Spiritual Awakening				
We Notice	We Wonder	We Reflect	We Connect	We Respond
What numbers can you see around you? What shapes can you find in God's world? What patterns can you spot in nature? What is the same and what is different?	Why do numbers go on and on? Who decided that this shape is called a circle? Why do some things have patterns? Can you find maths hiding somewhere unexpected?	How did you feel when you solved that problem? What helped you keep going when it was tricky? Which pattern do you think is most beautiful? Why? What surprised you today?	Where do we use numbers every day? How do patterns help us understand the world? How does counting help us care for people and things? Where else have you seen this shape before?	Can you create your own pattern? How can you use maths to help someone? Can you explain your thinking to a friend? What mathematical discovery would you like to share?
Key Stage 1 – Growing Awareness				
We Notice	We Wonder	We Reflect	We Connect	We Respond
What mathematical patterns can you see? What happens when numbers increase or decrease? What similarities can you spot between shapes? Where can we see order in mathematics?	Why do patterns repeat? Why does counting work the same for everyone? Can something be both useful and beautiful in mathematics? Is mathematics hidden in everything?	What did this problem teach you about perseverance? Why do you think mathematicians keep searching for answers? How did you feel when you found a different way to solve the problem? What makes a mathematical idea interesting?	How does maths help us understand the world around us? Where do we see equal sharing in everyday life? How can mathematics help people make fair decisions? How are maths and nature connected?	How could you use mathematics to solve a real-life problem? How can you encourage someone who finds maths difficult? How can you share your mathematical thinking with others? What would you like to investigate further?
Lower Key Stage 2– Deepening Understanding				
We Notice	We Wonder	We Reflect	We Connect	We Respond
What relationships can you see between these numbers? How do patterns help us predict what comes next? What mathematical structures can you identify? How does mathematics bring order to complex situations?	Why do mathematical rules work so consistently? What makes a pattern beautiful? Why do humans naturally search for patterns and connections? How much of the world can be explained through mathematics?	What does solving difficult problems teach us about ourselves? When have you shown resilience in mathematics? What have mistakes helped you discover? How has your thinking changed during this investigation?	How does mathematics help people understand creation? Where can we see symmetry, pattern and proportion in nature? How does mathematics influence the way we live? Why is mathematics important to scientists, engineers and designers?	How can you use mathematical knowledge responsibly? How could maths help improve people's lives? What mathematical idea inspires you most? How might your learning help you contribute to the world?
Upper Key Stage 2– Spiritual Leadership and Flourishing				
We Notice	We Wonder	We Reflect	We Connect	We Respond
What deeper patterns and relationships can be found within mathematics? How do seemingly different mathematical ideas connect?	What is infinity? Why does mathematics describe the world so accurately? Is mathematics invented by humans or discovered? Can something be both logical and beautiful?	What responsibilities come with mathematical knowledge? How has mathematics changed your perspective on the world? What does perseverance in mathematics teach us about growth?	How has mathematics changed the world throughout history? How does mathematics help us make sense of creation and our place within it? In what ways are mathematics, art, music and nature connected?	How can mathematical understanding be used for good? What responsibility do mathematicians have when their discoveries affect others? How can you use your mathematical gifts to serve your community?

What evidence suggests that mathematics underpins many aspects of the universe? What mathematical truths appear to be universal?		What bigger questions does mathematics make you ask?	How might mathematics shape the future?	What legacy would you like your learning to leave?
Children will develop their spirituality through Musical discovery At St Mary's, music nurtures spiritual development by providing opportunities for children to experience beauty, awe and wonder; reflect on their own feelings and experiences, and explore how music can inspire, connect and express what is deeply important to people. Music-Specific "Big Questions" for the Whole School				
How does music help us experience awe and wonder? Why do people create and share music? How can music express feelings and ideas that are difficult to put into words?		How does music help people connect with themselves, others and the world around them? What can music teach us about human experience? How can music inspire us to reflect, create and flourish?		
EYFS – Wiggle Worship and Spiritual Awakening				
We Notice	We Wonder	We Reflect	We Connect	We Respond
What sounds can you hear? Which part of the music do you like best?	I wonder how this music was made? I wonder why some music sounds happy or sad?	How does this music make you feel? What picture comes into your mind when you listen?	Does this music remind you of anything? When have you heard music like this before?	How can you move or dance to this music? Can you make your own sound to match this feeling?
Key Stage 1 – Growing Awareness				
We Notice	We Wonder	We Reflect	We Connect	We Respond
What instruments can you hear? What is changing in the music?	Why do you think the composer chose these sounds? What story might this music be telling?	How does the music change your feelings? Why do people enjoy making and listening to music?	Does this piece remind you of something in your own life? How can music bring people together?	How could you show this feeling through music? What kind of music would you create to express joy or peace?
Lower Key Stage 2– Deepening Understanding				
We Notice	We Wonder	We Reflect	We Connect	We Respond
How does the music create a mood or atmosphere? What patterns and contrasts can you hear?	Why might music affect people in different ways? Why do people use music in celebrations, worship and remembrance?	What emotions or ideas does this music make you think about? What questions does this music make you ask?	How might this music be important to a community or culture? How does music help us understand other people's experiences?	How can music communicate things that words cannot? How could your music encourage other to think or feel deeply?
Upper Key Stage 2– Spiritual Leadership and Flourishing				
We Notice	We Wonder	We Reflect	We Connect	We Respond
How does this music express deeper ideas about life, hope, suffering or joy? What makes this music powerful or meaningful?	What might this music reveal about what it means to be human? Why are people drawn to create and experience music?	Why do some pieces of music continue to inspire people across generations? What can music teach us about ourselves?	How does music help people express their beliefs, values and identity? How does music connect people across cultures and faiths?	How can we use music to inspire, comfort or unite others? How can your own musical choices reflect what matters most to you?

Children will develop their spirituality through Physical discovery

At St Mary's, PE nurtures spiritual development by providing opportunities for children to experience beauty, awe and wonder, reflect on their own feelings and experiences, and explore how movement and exercise can inspire, connect and express what is deeply important to people.

PE-Specific "Big Questions" for the Whole School

What has today's lesson helped you discover about yourself?

EYFS – Wiggle Worship and Spiritual Awakening

We Notice	We Wonder	We Reflect	We Connect	We Respond
What can your body do today? How does your body move when you run, jump or balance? What do you see others doing that you would like to try?	I wonder why our bodies can move in so many ways? What is your favourite movement and why? How do you think your body helps you explore the world?	Which movement made you feel proud? What was tricky and how did you keep trying? How did you feel when you achieved something new?	How did someone help you today? How did you help a friend in PE? How do we make everyone feel included?	What new challenge would you like to try next? How can you encourage someone else? How can you use your skills outside school?

Key Stage 1 – Growing Awareness

We Notice	We Wonder	We Reflect	We Connect	We Respond
What happens to your body when you exercise? Which skills are becoming easier for you? What strengths do you see in yourself and others?	Why is it important that everyone has different strengths? How can practice help us improve? Why does working together help us succeed?	What achievement are you most proud of today? How did you overcome a challenge? What did you learn from making a mistake?	How did your actions affect your team? Why is showing respect important in PE? How do we know when someone feels included?	How can you show kindness during games? What goal would you like to achieve next? How can you use your PE learning to stay healthy?

Lower Key Stage 2– Deepening Understanding

We Notice	We Wonder	We Reflect	We Connect	We Respond
How has your confidence changed since the start of this unit? What physical and personal skills are you developing? How do different activities make you think and feel?	Why do challenges help us grow? What can sport teach us about ourselves? Why do people enjoy different types of physical activity?	When have you shown resilience in PE? What have you learned about yourself through competition? How have your attitudes helped or hindered your progress?	How does teamwork help everyone achieve more? What values are important when competing? How does PE help us develop positive relationships?	How can you be a role model for others? What could you do differently next time? How can you use perseverance in other areas of life?

Upper Key Stage 2– Spiritual Leadership and Flourishing

We Notice	We Wonder	We Reflect	We Connect	We Respond
How has physical activity shaped who you are becoming? What personal qualities have you developed through PE? When do you feel most confident, focused or capable?	What does success really mean in PE? Why do some challenges help us discover our strengths? How can sport help us become better people?	How have setbacks contributed to your growth? What have you learned about determination and character? When have you experienced a sense of achievement beyond winning?	How can your actions inspire others? What responsibilities do we have as members of a team? How does PE help us understand fairness, respect and community?	How will you use what PE has taught you in the future? How can you make a positive difference through sport and physical activity? What legacy would you like to leave for younger pupils?

Children will develop their spirituality through PSHE discovery

Through PSHE, pupils deepen their spiritual development by noticing their own feelings and values, reflecting on big questions about relationships and wellbeing, and responding with compassionate actions that help them live life in all its fullness.

PSHE-Specific "Big Questions" for the Whole School

EYFS – Wiggle Worship and Spiritual Awakening

We Notice	We Wonder	We Reflect	We Connect	We Respond
What do I notice about my feelings today? Who helps me feel safe and happy? What kind things have I seen people do?	Why do people care for each other? Why do friends make us feel good? Why do we feel different emotions?	How do I feel when someone is kind to me? What helps me calm down when I feel upset? What makes me feel proud?	How do my actions make others feel? How do we help each other in our class? What makes me part of my family and school?	What kind thing can I do today? How can I help someone who feels sad? What can I do to make our classroom peaceful?

Key Stage 1 – Growing Awareness

We Notice	We Wonder	We Reflect	We Connect	We Respond
What helps me feel calm or happy? What do I notice about how people treat each other? What helps friendships stay peaceful?	Why do people sometimes disagree? Why is it important to listen to others? Why do our differences matter?	When have I helped someone feel included? How do I feel when someone forgives me? What have I learned from a mistake?	How do my actions affect others? How are we all connected in our class community? How do families and friends show care?	How can I be a peacemaker today? What can I do to show kindness to someone who needs it? How can I help make our classroom a caring place?

Lower Key Stage 2– Deepening Understanding

We Notice	We Wonder	We Reflect	We Connect	We Respond
What helps people stay strong when life is difficult? What signs show someone needs support or comfort? What do I notice about my feelings during challenges?	Why is forgiveness sometimes hard? Why do people feel compassion when others suffer? Why do misunderstandings happen?	When have I persevered through something difficult? What helps me let go of negative feelings? How do my values guide my choices?	How do different cultures show care and forgiveness? How does understanding others help us build peace? How do friendships shape who we become?	What practical steps can I take to rebuild trust? How can I show empathy to someone who is struggling? What commitment can I make to respond with kindness?

Upper Key Stage 2– Spiritual Leadership and Flourishing

We Notice	We Wonder	We Reflect	We Connect	We Respond
What gives people a sense of identity and purpose? What signs of harmony or conflict can I see in communities? What moments in life raise big questions about justice or compassion?	What gives life meaning? Can adversity reveal our true character? Why do humans seek reconciliation and peace?	What experiences have shaped the person I am becoming? When have I shown resilience or forgiveness in a difficult moment? How do my beliefs influence my choices and actions?	How do global issues challenge us to respond with compassion? How can understanding others help create a more peaceful world? How does forgiveness contribute to human flourishing?	How can I lead others in kindness and inclusion? What action could I take to promote peace or justice in school? What long-term commitment can I make to help others feel valued?

Children will develop their spirituality through religious discovery

Through Religious Education, pupils develop spiritually by noticing, wondering, reflecting, connecting and responding to questions of faith, meaning and belief, enabling them to grow in self-understanding and respect for others.

Religion-Specific "Big Questions" for the Whole School

EYFS: Who am I and what makes our world wonderful?
KS1: What do people believe and why does it matter?

LKS2: How do beliefs shape who we are and how we live?
UKS2: How do beliefs help people find meaning, purpose and responsibility in life?

EYFS – Wiggle Worship and Spiritual Awakening

We Notice	We Wonder	We Reflect	We Connect	We Respond
What do you notice that is beautiful or special? What makes you stop and look closely? What do you see that reminds people of God or something precious?	I wonder who made our wonderful world? I wonder why people pray? I wonder why some things make us feel happy, calm or amazed?	How does this make you feel? What was your favourite part and why? What do you think is important about this story?	Have you ever felt like this? Who helps you feel safe and loved? How are we the same as people in this story?	What would you like to say, draw or create? How can you show kindness today? How can we care for God's world?

Key Stage 1 – Growing Awareness

We Notice	We Wonder	We Reflect	We Connect	We Respond
What do people believe is important? What symbols, stories or celebrations do you notice? What can we learn from how people worship?	Why do people believe different things? Why do people pray or worship? What does this story teach believers?	What might this story mean for us today? How do beliefs help people make choices? What do you think is most important in this learning?	When have you shown kindness, forgiveness or courage? How do your actions affect others? What similarities can you find between your life and the lives of believers?	What would you do in this situation? How can this learning help us become better friends? What difference could this belief make in someone's life?

Lower Key Stage 2– Deepening Understanding

We Notice	We Wonder	We Reflect	We Connect	We Respond
What can we learn about God, faith or belief from this teaching? How do believers express their faith in different ways? What patterns and similarities can we see between religions?	Why do people devote their lives to faith? What gives people a sense of belonging? Why do some people believe while others do not?	What does this teaching tell us about meaning and purpose? How might faith influence a person's decisions? What can we learn about ourselves from this belief?	How do these beliefs compare with your own values? Where do you find hope, peace or inspiration? How might belonging to a faith community shape someone's identity?	How could this teaching influence the way we live? What responsibility do we have towards others and the world? How can we demonstrate respect for different beliefs?

Upper Key Stage 2– Spiritual Leadership and Flourishing

We Notice	We Wonder	We Reflect	We Connect	We Respond
How do religious beliefs shape individuals, communities and society? What deeper meanings can be found within religious texts and traditions? How do people express spirituality in different ways?	What is the purpose of life? What happens when beliefs are challenged? Can people find meaning without religion? What does it mean to live a good life?	How have my own beliefs and values developed? What can different worldviews teach us about truth and meaning? How do spiritual experiences affect people's lives?	How do these ideas connect with issues in the world today? What responsibilities come with freedom and choice? How can understanding different beliefs help create a more just society?	How can I use my beliefs and values to make a positive difference? What actions could I take to promote peace, justice and compassion? How can I respectfully challenge prejudice or intolerance? What kind of person do I want to become?

Children will develop their spirituality through Scientific discovery

Science provides opportunities for pupils to experience awe and wonder at the intricacy, diversity and interconnectedness of creation, inspiring them to ask profound questions about the world, reflect on their responsibilities towards it and appreciate the gift of discovery.

Science-Specific "Big Questions" for the Whole School

EYFS – Wiggle Worship and Spiritual Awakening

We Notice	We Wonder	We Reflect	We Connect	We Respond
What can you see, hear, feel and smell in the natural world? What changes can you notice around you? What is special about this plant, animal or object? What makes this living thing different from that one?	I wonder why this happens? How does a tiny seed become a plant? Why do animals look different from each other? What else would you like to find out?	How did it feel when you discovered something new? What surprised you during your investigation? Why is it important to look carefully? What have you learned about the world today?	How do we depend on plants and animals? How are all living things connected? How does the weather affect us? How can we care for the world around us?	How can we show care for living things? What scientific question would you like to investigate? What would you like to share with others about your discovery? How can you help protect nature?

Key Stage 1 – Growing Awareness

We Notice	We Wonder	We Reflect	We Connect	We Respond
What patterns can you observe in nature? What similarities and differences can you see between living things? What changes happen as living things grow? What evidence can you find?	Why do living things need different habitats? Why does every living thing have different features? How do scientists find answers to questions? What might happen if things in nature changed?	What does this investigation teach us about being curious? What did you discover that you did not know before? Why is it important to ask questions? How have your ideas changed?	How do animals, plants and humans depend on one another? How does science help us understand the world? Why is it important to look after our environment? What can we learn from observing nature?	How can we use our scientific knowledge to help others? What could we do to care for local habitats? How can we share our discoveries? What new question would you like to explore?

Lower Key Stage 2– Deepening Understanding

We Notice	We Wonder	We Reflect	We Connect	We Respond
What relationships and patterns can you identify in this investigation? How are living things adapted to their environment? What evidence supports your ideas? What changes and cycles can you observe in nature?	Why is the natural world so varied and interconnected? How do scientists know if something is true? What questions still remain unanswered? What can scientific discoveries tell us about the world around us?	What has this enquiry taught you about perseverance? Why is careful observation important? What can mistakes teach scientists? How has your understanding grown?	How do ecosystems depend on balance? How do scientific discoveries affect everyday life? How does understanding science help us make responsible choices? What can science teach us about caring for creation?	How can scientific knowledge be used wisely? What action could we take to protect our environment? How might this learning influence the choices we make? What responsibility do we have towards living things?

Upper Key Stage 2– Spiritual Leadership and Flourishing

We Notice	We Wonder	We Reflect	We Connect	We Respond
What evidence reveals the complexity and	Why does the universe operate according to scientific laws?	How has science changed the way humans see themselves?	How does science help us understand our place in the universe?	How can scientific understanding be used for good?

interconnectedness of the universe? How do scientific discoveries change our understanding of the world? What patterns seem to underpin life and the natural world? What can we learn from the diversity of life on Earth?	How did life develop and change over time? Are there limits to what science can explain? What mysteries of the universe still remain?	What does scientific discovery teach us about curiosity and wisdom? How should scientists respond when new evidence challenges old ideas? What responsibilities come with scientific knowledge?	How are science and humanity connected? How do scientific developments shape society? How can science contribute to the flourishing of people and the planet?	What ethical responsibilities come with scientific advances? How can we use science to care for creation and future generations? How can our scientific knowledge inspire positive change in the world?
--	--	--	--	--