Spirituality in the curriculum

Reading	• Wide variety of texts to allow exposure beyond their world - the natural world, the invisible world (feelings, emotions, memories) • Opportunities to discuss texts with an open approach - why and what if questions, I wonder discussions • Each classroom has a special reading space and time - story time is a time to come together and can be reflective and topical
Writing	• Writing opportunities to express their identities, express themselves and share their inner voice • Opportunities to share and celebrate • Writing for a purpose. • Collaborative writing
Maths	• Open ended discussions • Problem solving • Mathematical enquiry • Awe and wonder with mathematical experiences
Science	• Scientific enquiry • Developing an understanding of the world around them through exploration • Discussions with a partner and group to share ideas and listen to the ideas of others • Exploration of scientific concepts
RE	• Understanding that people believe different things. • Deliberate teaching of christianity and Islam.
Art	• Opportunities to be creative • Developing their understanding of different artists from a range of different backgrounds • Discussion of artwork- sharing and listening to the ideas of others • Exploration of diverse artworks • Opportunities to express their feelings, emotions and ideas through art • Appreciation of art from different times • Opportunities to collaborate with others to create artwork
DT	• Opportunities to be creative • Developing their understanding of a range of designers and makers from around the world and valuing their work • Discussion of different examples of existing DT work- sharing ideas and listening to the ideas of others • Opportunities to express their ideas through designing and making • Appreciation of work created by designers • Problem solving and opportunities for working as part of a group
History	• Compassion for others • Understanding of past events and the significance in the world

	• Diversity • Remembrance • An understanding of one's own history and their families.
Geography	• Learning about the local area and their emotional connection to it. • Opportunities to learn about countries around the world • Recognise some similarities and differences between life in this country and life in other countries.
PE	• Spontaneity in movement • Appraising others' demonstrations with respect • Opportunities to be creative within gymnastics and dance • Learning friendship, teamwork and respect through team games • Opportunities to shine in different areas e.g. gymnastics, dance, football, etc
PSHE	• Spiral curriculum design which begins with child and extends learning and thoughts to their wider world - relationships, health and wellbeing, changes over time • Character strengths • Celebrations • Opportunities to share and be exposed to the opinions of others • Focus on relationships
Music	• Creating sound • Musical feelings • Respecting others' views opinions and creations/performances • Listening curriculum exploring a diverse range of musical pieces from different times and cultures • Collective worship hymns and songs surrounding love and tolerance of others
Computing	• Technology can connect us • Opportunities for collaborative work
Other	• Behaviour policy – restorative practise, foster a feeling self- worth, positive praise. • School culture- Respect, golden rules, beliefs, school/Ebor values and feelings • Teamwork and collaborative learning across all subject areas. • Nurture UK accreditation • Use of tools to support non-verbal children to express themselves • Zones of regulation. • My Happy Mind - self identity, self-regulation, gratitude • Roles within our school community, pupil parliament and acts of service. • Adapted curriculum/ provisions for children with significant additional needs • Intergenerational work.

	• Opportunities for all members of the community (family learning, adult learning). • Picture news. • Lyfta • Opportunities or extra curricula activities • Pastoral support • 'Inclusive Curriculum' document to support identifying potential subject specific barriers at point of planning • Opportunities to perform to others and have pride in themselves. • Enterprise.