

SPIRITUALITY

THE COMPASS APPROACH



One Child
One Chance

Definition of Spirituality in our schools: ‘Spirituality is the spiritual signature of your soul, the soul in others, which is as unique as your fingerprint and the understanding that there is something greater than ourselves’

Working definition for pupils: ‘Spirituality is as unique as your fingerprint. Those moments that make us go ‘ow’ and ‘wow’ and help us to grow as people.’

This curriculum is designed to foster spiritual development in pupils by encouraging them to explore others’ perspectives (*Windows*), reflect on their own thoughts and feelings (*Mirrors*), and take action in their communities and the wider world (*Doors*). Reflection opportunities are embedded throughout the curriculum, providing pupils with a chance to express their understanding and emotional responses.

In a Compass school with a religious faith, spiritual development enables people to look within themselves, at their human relationships, at the wider world and, for many, at their vision of the divine or the ultimate reality with characteristics such as courage, hope, acceptance, strength and love, so that they can better face the sufferings, challenges and opportunities of human life in all its fullness. To talk about spirituality is, essentially, to talk about something, which is beyond words. This language of spirituality begins from a Christian understanding that everyone is a valued creation, individually and uniquely made by God, like pots made by a potter (Isaiah 64:8). Yet, in life things happen that impact on the physical ‘pot’ of life and create cracks that provide a glimpse of something ‘beyond’ the tangible. Christians would view this as an opportunity to relate to the Divine Creator God. Cracks may be caused when something so good and breath taking happens that the pot expands and cracks – the wows of life. Cracks may happen when something challenging happens and threatens the comfort of everyday – the ows of life. Cracks can also happen in the stillness and ordinariness of everyday – the nows of life, when a moment of stillness, a pause or prayer creates a crack in the normal, physical everyday.

In these special moments there is a spiritual opportunity. Kintsugi, the Japanese art of mending broken ceramics with golden joinery or glue, creates something that has been broken into something even more beautiful. Using this metaphor, the wows, ows and nows of life offer the possibility of cracks that are filled with gold and make the pot even more beautiful. The gold in the cracks reflect a little of the wonder of spirituality.

Beyond religion, a high proportion of young people, particularly, sign up to the idea of being spiritual but not religious, therefore the thinking around spirituality for the non-religious should be taken very seriously.

Explanation of Key Components:

- **Windows (Exploring others' perspectives):** Activities that allow humans to view the world through others' experiences, cultures, events, stories, situations and beliefs. This promotes empathy, open-mindedness, and respect for diversity.
- **Mirrors (Understanding self):** Encourages pupils to reflect on their own thoughts, emotions, values, and identities, helping them develop self-awareness and emotional intelligence.
- **Doors (Taking action/engagement with the world):** Encourages pupils to apply their spiritual learning through acts of kindness, responsibility, and leadership, fostering a sense of connectedness and purpose.

Reflection Opportunities:

Throughout the curriculum, reflection opportunities are integrated to help pupils express their thoughts, feelings, and understanding at each stage of their spiritual development. These reflections can take the form of:

- **Daily/Weekly/Termly Journals:** Allowing pupils to write or draw about their emotions, experiences, and what they learned about themselves or others.
- **Class Discussions:** Teachers can facilitate open discussions where pupils share how they feel about certain topics, values, or actions.
- **Group Reflections:** Setting aside time for pupils to reflect in groups, discussing how they felt during an activity or after completing a kindness project.
- **Creative Reflections:** Encouraging pupils to reflect through art, music, or drama. For instance, drawing a picture of kindness or acting out a scenario of helping others.
- **Thoughtful Questions:** Teachers can prompt pupils with open-ended questions that explore their emotions, values, and understanding. Pupils are also able to pose questions such as 'I wonder...'

Progression across Year Groups:

- **Reception to Year 1:** Focus on developing awareness of feelings (self-awareness) and beginning to explore others' perspectives (windows). Reflection is simpler and involves recognizing emotions and identifying personal strengths.
- **Year 2 to Year 4:** Pupils engage more deeply with the idea of self and others, including exploring values and global issues. Reflection opportunities become more complex, as pupils begin to examine their role in the world and how they can contribute to positive change.
- **Year 5 to Year 6:** As pupils mature, they reflect on purpose, identity, and their wider role in society. They take on leadership roles in initiating actions and reflecting on the impact of their actions on the community and the world.

This spirituality curriculum using *Windows*, *Mirrors*, and *Doors* offers a dynamic approach to nurturing spiritual growth in pupils. By embedding reflection throughout the curriculum,

pupils are encouraged to think deeply about themselves, others, and the world, and take action to make a positive impact. As pupils progress through the stages, they develop greater self-awareness, compassion, a sense of purpose, and interconnectedness with their immediate neighbour, their local, national and global community.

Explanation of the Spiritual Competencies:

Self-awareness and Reflection: This competency allows pupils to explore their personal feelings, thoughts, and behaviours, and understand their strengths, weaknesses, and values. It's central to many tasks throughout the curriculum, particularly in self-reflection activities like "Exploring My Strengths" and "Exploring My Life's Purpose."

Empathy and Compassion: This competency involves understanding others' feelings and showing kindness and care. Tasks such as "Walking in Someone Else's Shoes" and "The Circle of Love" emphasize the development of empathy by encouraging pupils to recognize the feelings of others and act with compassion.

Courage and Resilience: Developing the ability to face fears, overcome adversity, and persevere with hope are key aspects of this competency. Tasks such as "The Power of Courage" and "Developing Resilience in the Face of Challenges" support this by encouraging pupils to draw on inner strength and remain hopeful despite challenges.

Global Awareness and Responsibility: Tasks like "World of Wonders" and "Understanding and Addressing Global Injustice" help develop an understanding of the interconnectedness of the world, encouraging pupils to see beyond themselves and understand their role in the larger global context.

Spirituality and Connection: This competency encourages pupils to explore their personal sense of meaning, purpose, and connection—whether to the divine, nature, humanity, or a higher reality. It recognizes that spirituality is deeply personal and can be expressed in different ways, including through religion, philosophy, nature, or personal reflection.

Ethical Action: This competency involves making decisions and taking actions aligned with spiritual and ethical values, such as kindness, justice, and love. Tasks like "Becoming the Change: Personal Action Plans" and "The Courage to Stand Up for Others" inspire pupils to take meaningful action that benefits others and contributes to the common good.



Spiritual Competency	Biblical Reference Points	Expected Outcomes
Be self-aware and learn to empathise with the experience of others as relationships deepen and an understanding of interdependence grows.	<p>So God created humankind in his own image, in the image of God he created them.</p> <p>Genesis 1. 27 John 13. 14 &15 Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you.</p>	<p>Our pupils will experience the Bible's teaching that every person is made in the image of God and is loved unconditionally by him.</p> <p>Through a focus on Christian values such as compassion, friendship, dignity, service, justice and community they will be offered opportunities to imagine what it means to walk in the shoes of another, recognising their intrinsic value and acting toward them with the respect that stems from a deep awareness of their dignity as a fellow human beings.</p>
Be guided by their beliefs and values and be willing to take a stand to defend them.	<p>Stand firm then, with the belt of truth buckled around your waist, with the breastplate of righteousness in place, and with your feet fitted with the readiness that comes from the gospel of peace. Ephesians 6.14 & 15 'Come to me, all you who are weary and burdened, and I will give you rest.'</p> <p>Matthew 11. 28</p>	<p>Our pupils will learn that whilst full of love and compassion for the marginalised Jesus was also uncompromising and courageous when he needed to be. Through a focus on Christian values such as courage, respect, perseverance and justice pupils will be given opportunities to reflect on their own developing beliefs and opinions. They will be able to hone their skills of advocacy, taking inspiration from other individuals past and present who, by standing up for their principles, have transformed society.</p>
Love themselves, care for themselves, believe in their potential to achieve and find inner strength and resilience when facing challenges.	<p>'Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.'</p> <p>Joshua 1. 9 Matthew 11. 28 'Come to me, all you who are</p>	<p>Our pupils will experience a range of different ways of praying and in so doing will understand that they can ask God for strength and courage in the face of any challenge that they might be experiencing.</p> <p>Through a focus on Christian</p>

	weary and burdened, and I will give you rest.'	values such as trust, perseverance, hope and peace they will develop a habit of reflecting on what they can learn through times of struggle as well as success.
Exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder.	<p>When I consider your heavens, the work of your fingers, the moon and the stars, which you have set in place, what is humankind that you are mindful of them, human beings that you care for them? Psalm 8. 3&4</p> <p>I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well. Psalm 139. 14</p>	Our pupils will learn about the Christian belief in a creator God and that, made in his likeness, each of us shares that creative potential. Through a focus on Christian values such as generosity, joy, thankfulness, courage and hope pupils's innate capacity for wonder, imagination and creative exploration of the natural world will be stimulated and developed.
Be intrigued by mystery and be open to an awareness of the transcendent in the whole of life.	<p>Just as you cannot understand the path of the wind or the mystery of a tiny baby growing in its mother's womb, so you cannot understand the activity of God, who does all things. Ecclesiastes 11. 5</p> <p>My thoughts are nothing like your thoughts," says the Lord. "And my ways are far beyond anything you could imagine." Isaiah 55. 8</p> <p>Jesus took Peter, John and James up on a mountain to pray. And as he was praying, the appearance of his face was transformed, and his clothes became dazzling white. Luke 9. 28, 29</p>	Our pupils, who begin school with a natural wisdom and wonder about creation will be offered opportunities to see God at work in all that he has made. They will learn that love cannot be understood in purely rational terms and therefore will recognise the significance of mystery when thinking and speaking of God. Through a focus on Christian values such as joy, respect and dignity they will build a 'language' for appreciating the transcendent in the whole of life.
Be comfortable with stillness and silence and be open to engage in reflection/meditation/prayer.	Be still and know that I am God. Psalm 46. 10 2 Timothy 2. 7	Our pupils will be given opportunities to spend time in mindful reflection, meditation and prayer. They will become

	<p>Think about what I am saying. The Lord will help you understand all these things.</p>	<p>familiar with stilling strategies to help them cultivate an inner calm and to prepare for prayer. Through focusing on Christian values such as wisdom, hope, joy and peace, they will be invited to reflect on things in their experience that they find puzzling or intriguing as well as some of the big questions of life.</p>
<p>Be ready to say sorry when mistakes are made, to forgive themselves and to forgive others.</p>	<p>The Lord is merciful and compassionate, slow to get angry and filled with unfailing love. Psalm 145. 8</p> <p>Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. Colossians 3. 13</p>	<p>Our pupils will learn that nothing is beyond the scope of God’s forgiveness. They will be helped to appreciate how Jesus made forgiveness possible for all people through his sacrificial death and resurrection. Through a focus on Christian values such as hope, compassion, forgiveness and trust pupils will begin to understand what is involved in offering forgiveness to others and also being able to accept forgiveness from others.</p>
<p>Be willing to take risks and to reflect, learn and grow following experiences of failure as well as success.</p>	<p>David replied, “The Lord who rescued me from the paw of the lion and the paw of the bear will rescue me from the hand of this Philistine.” 1 Samuel 17. 37</p> <p>Meanwhile, Zacchaeus stood before the Lord and said, “I will give half my wealth to the poor, Lord, and if I have cheated people on their taxes, I will give them back four times as much!” Luke 19. 8</p>	<p>Our pupils will reflect on the person of Jesus who took huge risks to ensure he completed his mission which at first appeared to be a complete failure yet ultimately was transformed into victory. Through a focus on Christian values such as courage, justice, hope, trust and truthfulness they will consider what might be sufficient reasons for taking risks in the light of what they have learned from past experiences.</p>
<p>Demonstrate curiosity and open mindedness when exploring life’s big questions.</p>	<p>Philip found Nathanael and told him, “We have found the One Moses wrote about in the Law, the One the prophets</p>	<p>Our pupils will learn from Jesus’ readiness to use questions to make people think, to challenge assumptions and enable them</p>



	<p>foretold—Jesus of Nazareth, the son of Joseph.” “Can anything good come from Nazareth?” Nathanael asked. “Come and see,” said Philip. John 1. 46, 47</p> <p>One day as Jesus was praying in private and the disciples were with Him, He questioned them: “Who do the people say I am?” They replied, “Some say John the Baptist; others say Elijah; and still others, that a prophet of old has arisen.” “But what about you?” Jesus asked. “Who do you say I am?” Peter answered, “The Christ of God.” Luke 9. 18-20</p>	<p>to come to their own conclusions. A focus on the Christian values of truth and wisdom will help pupils look below the surface and the superficial in order to reveal new possibilities and avoid jumping to conclusions.</p>
<p>Appreciate and be thankful for what is good in their lives and show generosity towards others.</p>	<p>Be thankful in all circumstances. 1 Thessalonians 5. 18</p> <p>Each of you should give what you have decided in your heart to give, not reluctantly or under compulsion, for God loves a cheerful giver. 2 Corinthians 9. 7</p>	<p>Our pupils will have opportunities to reflect on all that is good in life and appreciate this as God’s ‘gift’ rather than our entitlement. Through a focus on Christian values such as thankfulness, generosity, justice, community and service they will better learn to appreciate what they have. They will grow in their understanding that for many millions of people in the world life is a struggle, and will engage with issues of justice, poverty and climate change.</p>

Incorporating Spirituality into Collective Worship

Spirituality plays a central role in collective worship within a Church of England primary school, fostering a sense of community, reflection, and personal growth among pupils and staff. Worship is designed to be inclusive, engaging, and rooted in Christian values, while also respecting the diverse spiritual journeys of all individuals. By embedding spirituality into collective worship, a Church of England primary school nurtures pupils' moral and spiritual growth, helping them develop a deeper understanding of faith, community, and personal reflection. This holistic approach supports not only their academic development but also their emotional and spiritual well-being.

Key Elements of Spirituality in Collective Worship

1. Biblical Foundations

- Collective worship is centred around biblical teachings, parables, and the life of Jesus Christ. These stories provide moral and spiritual guidance, encouraging pupils to reflect on themes such as love, kindness, forgiveness, and perseverance.

2. Prayer and Reflection

- Prayer is an essential part of collective worship, offering pupils the opportunity to communicate with God and develop their personal faith. Silent reflection is also encouraged, allowing pupils to contemplate their thoughts, emotions, and spiritual experiences.

3. Music and Hymns

- Singing hymns and Christian songs helps to create a spiritual atmosphere and reinforces key messages. Music encourages collective participation and emotional engagement, making worship a meaningful experience.

4. Themes and Values

- Worship sessions often follow a structured theme, such as hope, compassion, courage, or service. These themes align with the school's Christian ethos and help pupils apply spiritual lessons to their daily lives.

5. Interactive and Creative Engagement

- Drama, storytelling, role-play, and multimedia presentations are used to bring spiritual themes to life, making worship more accessible and relatable for pupils of all ages.

6. Community and Inclusivity

- Collective worship provides a space for the school community to come together in unity. It fosters an inclusive environment where all pupils, regardless of religious background, can explore their spirituality in a safe and respectful setting.

7. Links to the Wider Church Community

- Many Church of England primary schools maintain close connections with their local parish churches. Clergy members often lead worship sessions, and pupils participate in church services, reinforcing their spiritual development within the broader faith community.

Why Compass Federation Schools Do Not Assess Spirituality

At Compass Federation schools, we believe that spirituality is a deeply personal and evolving aspect of a child's development. Unlike academic subjects, spirituality cannot be measured through standardised assessments or rigid frameworks. Instead, we focus on **nurturing** each child's spiritual growth in a way that respects its individuality, beliefs, and experiences.

1. Spirituality is Personal and Subjective

Every child experiences spirituality differently. For some, it may be rooted in religious belief, while for others; it may emerge through nature, relationships, or a sense of wonder. Any formal assessment risks limiting or defining spirituality in ways that may not be meaningful for each child.

2. Growth Over Measurement

Rather than assessing spirituality as a skill to be graded, Compass Federation schools encourage reflection, discussion, and self-awareness. Our **Windows, Mirrors, and Doors** approach allows pupils to explore different perspectives, reflect on their own experiences, and engage with the world, fostering natural growth in their spiritual journey.

3. Safe and Inclusive Exploration

Assessment can create pressure or discourage open exploration, particularly for pupils who may not have a defined sense of spirituality. Instead, we provide **opportunities for expression**—through journaling, discussions, creative activities, and acts of kindness—without judgement or comparison.

4. Encouraging Lifelong Reflection

Our aim is to **equip pupils with tools for spiritual reflection that last beyond primary school**, rather than assigning scores to something as deeply personal as their sense of meaning, purpose, and connection to the world.

By avoiding formal assessment, Compass Federation schools create a space where spirituality is nurtured, respected, and allowed to flourish naturally.



Reception		
Focus: Self-awareness and empathy		
Theme: Mirrors (looking at oneself) & Windows (looking out at others)		
Task	Spiritual Competencies	Goal
The Mirror of Me: Pupils decorate a large mirror frame and reflect on who they are (feelings, favourites, etc.).	Self-awareness and Reflection: <i>A sense of self-worth and the worth of others.</i>	Encouraging self-awareness and helping pupils name their emotions.
Feelings Faces: Pupils match different emotions to faces and discuss when they feel each one.	Empathy and Compassion: <i>A sense of others as feeling, thinking persons.</i>	Building emotional vocabulary and understanding empathy.
My Family, My World: Pupils create a family tree or collage of important people and talk about how they help each other.	Self-awareness and Reflection: <i>A sense of self-worth and the worth of others.</i>	Developing an understanding of relationships and community.
The Kindness Circle: Pupils pass around a toy and share kind acts they have done or received.	Empathy and Compassion: <i>A sense of others as feeling, thinking persons.</i>	Fostering kindness and understanding of human connections.
Exploring the World Through Stories: Pupils read a story about someone from a different background or culture and discuss similarities and differences.	Global Awareness and Responsibility: <i>A sense of the human capacity for choice, decision making and personal responsibility.</i>	Encouraging understanding and empathy toward diverse people.
The God of Love: Introduce love as the divine, with simple prayers or affirmations.	Spirituality and Connection: <i>A spirit of enquiry and open mindedness.</i>	Introducing a sense of the divine as love and care.
Curriculum Opportunities		
<i>Windows (Exploring others' perspectives)</i>	<i>Mirrors (Understanding self)</i>	<i>Doors (Taking action/engagement with the world)</i>
<ul style="list-style-type: none"> - Restorative approach - Power of Reading texts - PSED/Communication and Language, Understanding the World. 	<ul style="list-style-type: none"> - PSHE - Provision time - Restorative approach - Interests/Choice - Expressive Arts and Design 	<ul style="list-style-type: none"> - Trips - Looking after the environment - Dojo jobs - Links with Federation classes - Community links to pre-schools, care homes and people who help us.



Year 1		
Focus: Exploring relationships and compassion		
Theme: Windows (understanding the world around us) & Doors (stepping into others' shoes)		
Task	Spiritual Competencies	Goal
Listening to the Divine: Simple prayers or moments of silence, reflecting on gratitude and love.	Empathy and Compassion: <i>An increasing ability to empathise with others.</i>	Developing empathy and perspective taking.
Walking in Someone Else's Shoes: Role-play different perspectives (e.g., being new at school or feeling sad).	Global Awareness and Responsibility: <i>A sense of the human capacity for choice, decision making and personal responsibility.</i>	Broadening understanding of the global community.
The Power of Courage: Share stories of courageous figures and discuss how pupils can be brave in their own lives.	Empathy and Compassion: <i>A sense of others as feeling, thinking persons.</i>	Developing kindness and compassion in practical ways.
The Garden of Hope: Pupils plant a seed together, discussing how hope is like a seed that grows with care.	Spirituality and Connection: <i>A sense of the quality of silence and reflection.</i>	Beginning to explore the idea of the divine in daily life.
Acts of Kindness Challenge: Pupils write or draw daily acts of kindness they've done or seen.	Courage and Resilience	Fostering hope and patience as virtues.
World of Wonders: Pupils explore different countries/cultures through music, food, or pictures and discuss how we learn from others.	Courage and Resilience	Building courage to face challenges with strength and conviction.
Curriculum Opportunities		
<i>Windows (Exploring others' perspectives)</i>	<i>Mirrors (Understanding self)</i>	<i>Doors (Taking action/engagement with the world)</i>
<ul style="list-style-type: none"> - The Lonely Beast; - The Bog Baby; - Plants in Science; - Great fire of London; - Lila and the rain. 	<ul style="list-style-type: none"> - Feeling sad and lonely; - Being brave and owning up to doing something wrong; - Planting seeds and how they grow with care; - How they help each other in a crisis; - Understanding difficulties in the book and how they are different. 	<ul style="list-style-type: none"> - Acts of gratitude; - How did the Lonely Beast overcome this; - Knowing challenges and strengths; - Needing to look after things so that they are healthy; What can you do to be kind; - Looking at how we are different in different cultures.



Year 2		
Connection to others and growing self-awareness		
Windows (seeing beyond the self) & Mirrors (reflecting on our identity)		
Task	Spiritual Competencies	Goal
Exploring My Strengths: Pupils create a “strengths tree” to represent their personal strengths.	Self-awareness and Reflection: <i>A sense of self-worth and the worth of others.</i>	Encouraging self-reflection and recognizing individual talents.
Building Bridges Through Friendship: Pupils create a friendship guide based on a story about friendship.	Empathy and Compassion: <i>A sense of others as feeling, thinking persons.</i>	Understanding the importance of connection, empathy, and respect.
A Journey of Courage: Pupils reflect on personal fears and how to overcome them.	Courage and Resilience	Nurturing courage to face challenges.
Exploring Different Beliefs: Share simple stories or ideas from various world religions and discuss shared values.	Global Awareness and Responsibility: <i>A sense of the human capacity for choice, decision making and personal responsibility.</i>	Encouraging open-mindedness and understanding of spiritual diversity.
Hope in the Storm: Read a story about remaining hopeful during adversity and discuss how hope helps in tough times.	Courage and Resilience	Understanding the power of hope in adversity.
The Circle of Love: Pupils create a “Circle of Love,” writing ways to show love to others.	Empathy and Compassion: <i>A sense of life’s joys and achievements.</i>	Exploring different forms of love and how they impact relationships.
Curriculum Opportunities		
<i>Windows (Exploring others' perspectives)</i>	<i>Mirrors (Understanding self)</i>	<i>Doors (Taking action/engagement with the world)</i>
<ul style="list-style-type: none"> - <i>Moth: journeys, finding the wonder in the everyday;</i> - <i>Look Up: others interests, appreciating the world;</i> - <i>Leaf: understanding others.</i> 	<ul style="list-style-type: none"> - Reflecting in PSHE; - Reflecting throughout the day on our own emotions; - Celebrating differences. 	<ul style="list-style-type: none"> - Man on the Moon: Litter picking; - Leaf: Inclusion of others; - Art: Life in Colour.

Year 3		
Expanding awareness and recognizing interconnectedness		
Windows (seeing the bigger picture) & Doors (embracing new perspectives)		
Task	Spiritual Competencies	Goal
The Power of Words: Discuss how words can hurt or heal, and pupils write “words of kindness” to share.	Empathy and Compassion: <i>An increasing ability to empathise with others.</i>	Understanding the importance of communication in relationships.
The Golden Rule Across Cultures: Explore the Golden Rule in different cultures/religions.	Global Awareness and Responsibility: <i>A sense of the human capacity for choice, decision-making and personal responsibility.</i>	Promoting universal values of respect and empathy.
Reflecting on Our Actions: Pupils reflect on a past mistake and how they can make things right.	Self-awareness and Reflection: <i>A sense of self-worth and the worth of others.</i>	Fostering responsibility and self-awareness.
The Divine in Nature: A nature walk where pupils observe and reflect on how nature helps them feel connected to something bigger.	Spirituality and Connection: <i>A sense of transcendence and an awareness of there being something more to life than meets the eye.</i>	Experiencing the divine or ultimate reality through the natural world.
The Strength to Change: Discuss how change can be difficult but is part of growing. Pupils identify one personal change they want to make.	Courage and Resilience	Building strength and resilience in personal growth.
Windows to Hope: Exploring Dreams for the Future: Pupils create a vision board with their dreams and hopes.	Courage and Resilience	Cultivating hope and envisioning a positive future.
Curriculum Opportunities		
<i>Windows (Exploring others' perspectives)</i>	<i>Mirrors (Understanding self)</i>	<i>Doors (Taking action/engagement with the world)</i>
<ul style="list-style-type: none"> - PSHE; - French – penpals; - Tales of Wisdom and Wonder; - Village that vanished; - Migration; - Journey to the River Sea; - Villages town and cities. 	<ul style="list-style-type: none"> - Workshop and worries; - Belonging – class text; - Values Boxes; - Young Voices; - Books; - Online Safety. 	<ul style="list-style-type: none"> - Litter picking; - Christmas Cards; - Voting and Elections.

Year 4		
Deepening self-reflection and understanding of the world		
Mirrors (reflecting on inner selves) & Doors (stepping into the world with purpose)		
Task	Spiritual Competencies	Goal
Who Am I?: Pupils create artwork or write about their identity (name, passions, etc.) and discuss how we are all unique.	Self-awareness and Reflection: <i>A sense of self-worth and the worth of others.</i>	Encouraging deep reflection on self-identity.
Compassion in Action: Pupils participate in a service project and reflect on how compassion impacts others.	Empathy and Compassion: <i>An increasing ability to empathise with others.</i>	Cultivating compassion and service to others.
Facing Challenges with Courage: Share stories of figures who faced adversity with courage and discuss personal challenges.	Courage and Resilience	Strengthening courage and resilience.
Different Paths, Same Goal: Discuss various spiritual beliefs, focusing on shared values like kindness and justice.	Global Awareness and Responsibility: <i>A sense of the human capacity for choice, decision-making and personal responsibility.</i>	Expanding understanding of spiritual diversity.
Hope for the Future: Creating a Vision for Change: Pupils create a plan for making the world better (e.g., sustainability, kindness initiatives).	Ethical Action: <i>A reflective attitude to the natural world.</i>	Inspiring hope and personal responsibility for a better future.
Reflecting on Our Relationships: Pupils reflect on one relationship (family, friends, and teacher) and discuss how to improve it with kindness.	Empathy and Compassion: <i>A sense of others as feeling, thinking persons.</i>	Enhancing relational skills and empathy.
Curriculum Opportunities		
<i>Windows (Exploring others' perspectives)</i>	<i>Mirrors (Understanding self)</i>	<i>Doors (Taking action/engagement with the world)</i>
<ul style="list-style-type: none"> - RE; - Worship; - Tales told in Tents; - Migration; - Reading; - Geography; - Shang Dynasty 	<ul style="list-style-type: none"> - PSHE; - Worship and Prayer; - Reading for Pleasure. 	<ul style="list-style-type: none"> - Remembrance; - Leading Lights; - Christingle; - Trips; - Quotes on the board daily.

Year 5		
Deepening self-awareness and understanding global responsibility		
Mirrors (reflecting on personal growth) & Doors (taking action in the world)		
Task	Spiritual Competencies	Goal
Exploring My Inner Strengths: Pupils create a “strength shield” representing qualities that helped them through challenges.	Self-awareness and Reflection: <i>A sense of self-worth and the worth of others.</i>	Reflecting on inner strengths and recognizing personal growth.
The Power of Perspective: Pupils role-play different perspectives on a situation to practice empathy.	Empathy and Compassion: <i>An increasing ability to empathise with others.</i>	Developing empathy and understanding diverse experiences.
Compassion in a Global Context: Pupils research a charity working globally and present on how it shows compassion.	Global Awareness and Responsibility: <i>An awareness of disappointment and failure, suffering and pain, decay and loss.</i>	Expanding awareness of global interconnectedness.
Hope in the Face of Adversity: Read a story of someone who overcame adversity with hope. Pupils discuss how hope guided their journey.	Courage and Resilience	Understanding the power of hope in overcoming challenges.
Exploring the Divine and the Sacred: Pupils share personal beliefs about the divine and how they connect to it in their lives.	Spirituality and Connection: <i>A growing self-confidence in expressing inner thoughts.</i>	Expanding understanding of spiritual beliefs and the divine.
Becoming the Change: Personal Action Plans: Pupils create an action plan for making a positive impact on their school or community.	Ethical Action: <i>A reflective attitude to the natural world.</i>	Inspiring proactive action and responsibility.
Curriculum Opportunities		
<i>Windows (Exploring others' perspectives)</i>	<i>Mirrors (Understanding self)</i>	<i>Doors (Taking action/engagement with the world)</i>
<ul style="list-style-type: none"> - RE; - History: Civil Rights, Slums; - English Tests: Wonder, Street Child, Boy at the back of the class; - Industrial Revolution. 	<ul style="list-style-type: none"> - RE: What does this mean to me?; - PSHE; - Sporting Events; - Church Services; - RSE; 	<ul style="list-style-type: none"> - History; - Litter Picking; - Charity work; - Biomes.

Year 6		
Integrating personal identity with global understanding and purpose		
Mirrors (reflecting on life purpose) & Windows (seeing the broader world and our place in it)		
Task	Spiritual Competencies	Goal
Exploring My Life's Purpose: Pupils write a letter to their future selves reflecting on their values and aspirations.	Self-awareness and Reflection: <i>A sense of self-worth and the worth of others.</i>	Reflecting on personal identity and life purpose.
The Courage to Stand Up for Others: Pupils learn about historical figures who advocated for others and reflect on standing up for justice.	Courage and Resilience	Promoting courage in advocating for justice and equality.
Understanding and Addressing Global Injustice: Pupils research a global challenge (e.g., climate change, poverty) and discuss ways to contribute to solutions.	Global Awareness and Responsibility: <i>A sense of the human capacity for choice, decision making and personal responsibility.</i>	Expanding awareness of global issues and fostering shared responsibility.
Exploring the Divine in Everyday Life: Pupils create a journal of moments where they see the divine or sacred in daily life.	Spirituality and Connection: <i>A sense of transcendence and an awareness of there being something more to life than meets the eye.</i>	Recognizing the presence of the divine in everyday experiences.
Developing Resilience in the Face of Challenges: Pupils create a "resilience roadmap" with steps for overcoming future challenges.	Courage and Resilience	Nurturing resilience and emotional strength.
Windows to the Future: Creating a Vision for the World: Pupils create a vision board reflecting their hopes for the world's future.	Ethical Action: <i>A reflective attitude to the natural world.</i>	Inspiring pupils to envision and contribute to a better world.
Curriculum Opportunities		
<i>Windows (Exploring others' perspectives)</i>	<i>Mirrors (Understanding self)</i>	<i>Doors (Taking action/engagement with the world)</i>
<ul style="list-style-type: none"> - RE: Others perspectives; - Civil Rights; - Boy at the back of the class; - School Council; - Globalisation; - Street Child; - WWII. 	<ul style="list-style-type: none"> - RE; - PSHE; - Planaterium; - Music and Sports Fixtures; - Sports Day; - Young Voices; - Church Services; - RSE. 	<ul style="list-style-type: none"> - History: Civil Rights, Slums; - Boy at the Back of the Class; - Community Cupboard; - School Council; - RSPCA Day; - Globalisation; - Street Child; - Leading Lights.

Spirituality across the Curriculum

Subject	Opportunities
PE	By delighting in movement, particularly when pupils are able to show spontaneity. By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative. By being aware of one's own strengths and limitations.
Computing	By wondering at the power of the digital age e.g. use of the internet and social media. By understanding the advantages and limitations of ICT. By using the internet as a gateway to big life issues.
Drama	By allowing for insight, self-expression and the chance to walk in someone else's shoes
Design and Technology	By enjoying and celebrating personal creativity. By reviewing and evaluating created things.
Music	By allowing pupils to show their delight and curiosity in creating their own sounds. By making links between their learning in literacy (or other curriculum area) with music being played as background. By considering how music makes one feel and can 'move us' deeply.
Art and Design	By providing plenty of rich opportunities for pupils to explore both the spiritual dimension and natural phenomena e.g. Northern Lights. By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. By allowing pupils to show what they know through their own expression of big ideas about life e.g. morality; ethical issues. By promoting the process of 'reviewing and evaluating'
PSHE/RSHE	By developing awareness of and responding to others' needs and wants. By exploring meaning and purpose for individuals and society. By developing resilience and inner strength. By valuing self as unique in the image of God. By cherishing relationships. (See Goodness and Mercy resources) And Archbishop of York Youth Trust
RE	By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews. By asking and responding to questions of meaning and purpose. By considering questions about God and evaluating truth claims. By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers as well as any relevance to their own life. By working towards the RE Quality Mark.
Geography	By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world. By making links with history when exploring the environment and speculating on why the landscape is as it is. By comparing their lives with pupils living in other countries or other parts of the UK, possibly through a schools linking programme. See Global Neighbours
History	By considering how things would be different if the course of events had been different; for example what difference would it have made if the Normans had not been successful in 1066? By looking at local history and investigating the reasons why there is a landmark, building or museum. By

	speculating about how we mark important events from history and the people who shaped them.
MFL	By exploring the beauty of languages from around the world. By exploring the way language is constructed.
Science	By demonstrating openness to the fact that some answers cannot be provided by Science. By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment.
Literacy	In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' By appreciating the beauty of language.
Maths	By making connections between pupils' numeracy skills and real life; for example, pie charts could compare how a child in Africa spends their day with how pupils in the UK spend their time. By considering pattern, order, symmetry and scale both man made and in the natural world. By appreciating the beauty of shape and space.

NEXT STEPS...

CONTACT

Compass Federation

c/o St. Edmund's Church of England Primary School,
West Kingsdown, Kent, TN15 6JP

compass@compassfederation.com

Tel: 01474 853484



One Child. One Chance.