Spirituality Across the Curriculum

IN • OUT • UP

Staindrop CE Primary School

Our Christian vision and spirituality

Our vision

Our vision is rooted in Jesus' Parable of the Sower (Luke 8:4-15). We want our school to be like rich, life-giving soil: a place where every child can put down strong roots, grow in confidence and wisdom, and flourish. Christian values shape a community in which learning, laughter and friendship are treasured. Held by God's love, we nurture every seed so that each person is supported to fulfil their God-given potential.

What we mean by spirituality

Spirituality is woven through life at Staindrop CE Primary School. For some, it is expressed through a relationship with God. For others, it is experienced through wonder, beauty, reflection, belonging or a deep connection with people and the world. We recognise that spirituality is personal. It develops differently for each child and can be nurtured through many experiences.

Our shared language: IN, OUT and UP

We use the language of IN, OUT and UP to help children notice, explore and talk about spiritual development.

IN | Looking within

Children reflect on emotions, choices, values and identity. They develop self-awareness, confidence, resilience and a clearer sense of purpose.

OUT | Looking outward

Children encounter the lives, experiences and viewpoints of others. They grow in empathy, compassion, responsibility and belonging.

UP | Looking beyond

Children make space for awe, mystery and questions that reach beyond themselves. For Christians, this may include a growing relationship with God through prayer, worship and trust.

Children's spirituality is nurtured through relationships with God and mystery, with themselves, with other people, with nature, and through the arts, culture, literature and sport. By returning regularly to IN, OUT and UP, we create space for every child to notice, question, connect and flourish.

Reading

IN | Looking within	OUT | Looking outward	UP | Looking beyond
Facing challenge Pause to consider how you might respond to difficulties faced by characters. Use these moments to build resilience, thoughtful decision-making and self-knowledge.	**Stepping into another life** Imagine living in the world of the text. Explore viewpoints and experiences that differ from your own to strengthen empathy and perspective.	**Characters and connection** Wonder about the similarities and differences between you and the characters, and what their experiences reveal about being human.
Recognising yourself Notice where your own experiences, feelings or choices connect with the story. Consider what this reveals about your identity and values.	**Inspired by language** Notice words, phrases and authorial choices that stay with you. Explore how powerful language can motivate, comfort or influence others.	**Words and pictures that resonate** Collect striking vocabulary and notice illustrations that speak to you. Consider why particular images or words have such power.
Being changed by reading Reflect on ideas that have challenged, encouraged or changed you, and on any action the text inspires you to take for justice or others.		**Wonder and surprise** Treasure moments that warm the heart, bring healing or create surprise. Allow curiosity and wonder to deepen your response to a text.

Writing

IN | Looking within	OUT | Looking outward	UP | Looking beyond
	Connecting through words Use letters, postcards, poetry and other forms to communicate meaningfully, share insight and build connection.	**Words that move us** Reflect on writing that creates a strong emotional response and consider why words can reach us so deeply.

Mathematics

IN | Looking within	OUT | Looking outward	UP | Looking beyond
Pause and appreciate Create moments of stillness after mathematical thinking so pupils can value perseverance, process and achievement.	**Beauty in symmetry** Explore reflection and symmetry in nature and design, recognising balance, pattern and structure.	**Patterns that amaze** Explore sequences and structures in number and shape, noticing connections and underlying order.
The delight of prediction Enjoy making conjectures, testing ideas and discovering whether a prediction holds true.	**Mathematics through time** Discover how number systems and mathematical ideas have developed, including the story of place value and questions about time and the present moment.	**Scale beyond imagination** Use very large quantities, from stars to grains and blades of grass, to awaken wonder at the scale of the universe.
Mathematics in nature Notice geometric forms in the natural and built world and reflect on the order and beauty they reveal.		**Fibonacci in creation** Meet the Fibonacci sequence in natural patterns and consider the remarkable relationship between mathematics and the living world.
		Endless possibility Use open investigations to explore infinity, possibility and how far an idea can be taken.
		Precision and certainty Marvel at the consistency and exactness of mathematical relationships, such as the angle sum of a triangle.

Science

IN | Looking within	OUT | Looking outward	UP | Looking beyond
Curiosity that feeds mind and heart Let scientific questions awaken curiosity while also encouraging emotional and personal engagement with the world.	**Interdependence** Explore how living things rely on one another and how physical systems are connected, building an understanding of ecological relationships.	**Wonder at the scale of life** Move from microscopic organisms to the largest living things and experience awe at life's variety, complexity and scale.
Taking pride in enquiry Value careful scientific work, both your own and others', and recognise how discovery can bring hope or improve lives.	**Science across cultures** Consider discoveries made around the world and how they affect human life. Notice how knowledge changes across cultures and generations.	**Beauty worth noticing** Make time to stop, observe and appreciate the natural world, developing gratitude and reverence for its richness.
Courage with difficult ideas Pause when science raises challenging themes. Name responses honestly and develop resilient hope when answers are uncertain.	**Knowledge keeps developing** Understand that science is never static. New evidence can reshape explanations, encouraging humility and open-minded enquiry.	
Our place in the universe Hold together the vastness of space and time with the uniqueness of each person, including the wonder of genetic diversity.		
Science and deeper questions Recognise that the desire to understand can lead beyond facts towards mystery, meaning and spiritual reflection.		

Religious Education

IN | Looking within	OUT | Looking outward	UP | Looking beyond
Reflecting on belief Consider your own beliefs and questions while learning to understand and respect the convictions of those around you.	**Values in action** Examine enduring values and consider how British values and our school values can contribute to a fairer, kinder world.	**Life's biggest questions** Wonder together about origins, life after death, good and evil, and what people believe about God.
Nurturing the inner life Explore how a person's spiritual life can grow through experience, reflection and relationship.	**Encountering religions and worldviews** Learn about significant beliefs, practices and experiences, and explore how these shape the lives of believers.	**Relationship and dignity** Consider how human beings relate to one another, to the natural world and, for people of faith, to God.
	Language for spirituality Become confident in using and explaining words that people use to describe spiritual experiences.	
	Human dignity Explore how religions and worldviews understand the worth of each person and the responsibilities this creates.	

PSHE

IN | Looking within	OUT | Looking outward	UP | Looking beyond
Choices and reflection Ask meaningful questions about choices and consequences, developing responsibility and hope for the future.	**Safety and stewardship** Use wonder, reflection and real-life situations to think independently about caring for the environment and keeping self and others safe.	**Body, identity and acceptance** Develop a healthy appreciation of the body, uniqueness and self-worth. Within our Christian vision, reflect on every person as made in the image of God.
Understanding feelings Recognise how emotions change in different situations and learn healthy ways to reflect, regulate and cope.		
Love and relationships Explore self-respect, empathy and loving relationships, recognising the importance of connection with self and others.		

History

IN | Looking within	OUT | Looking outward	UP | Looking beyond
Placing ourselves in time Reflect on where we stand in history and how the present has been shaped by the past.	**Immersed in another time** Create rich encounters with historical periods so pupils can connect more deeply with people, places and cultures.	**Big questions about the past** Use historical evidence to ask searching questions, explore meaning and consider the lessons people draw from history.
Lives that influence us Explore significant people and consider how their courage, choices and values might shape our own aspirations.	**Values that change** Investigate changing values and social expectations, considering how human thinking and behaviour develop over time.	
Feeling the past Allow historical events to prompt genuine emotional responses and personal reflection.	**Seeing the wider story** Move beyond the self to recognise wider contexts, asking what the past makes us feel and what it might teach us.	
Empathy through imagination Use informed imagination to enter the experiences of people in the past while noticing similarities and differences with our own lives.	**Faith through history** Explore how religious belief has influenced history and how historical circumstances have also shaped expressions of faith.	
	Engaging with difficult histories Approach sensitive events and beliefs thoughtfully, acknowledging both hope-filled and troubling aspects of the past.	

Geography

IN | Looking within	OUT | Looking outward	UP | Looking beyond
Stillness in place Spend quiet moments in the local environment, noticing detail and developing a deeper sense of place.	**Respecting communities** Develop understanding and respect for ways of life different from our own, strengthening empathy and global awareness.	**Everything is connected** Explore the relationships and natural processes that sustain life, inspiring responsibility for the planet.
Personal responses to place Reflect on feelings about the people, cultures, landscapes and environments studied.	**Making a positive difference** Recognise that individual and collective choices can improve the world and give practical expression to hope.	**Earth as a source of wonder** Encounter the beauty, complexity and, for people of faith, sacredness of the Earth, deepening appreciation for the world and its people.
Wonder at our world Allow diverse landscapes, ecosystems and communities to spark fascination and curiosity.	**Stewardship** Explore our responsibility for the Earth and the sustainable choices that support its wellbeing.	
Responding to disaster Pause with the human impact of natural hazards, expressing emotion while recognising the resilience of affected communities.	**Impact and justice** Examine the short- and long-term effects of human actions and connect environmental decisions with fairness and justice.	

Art and Design

IN | Looking within	OUT | Looking outward	UP | Looking beyond
Stillness and noticing Use quiet reflection to notice beauty, joy, detail and personal response in art.	**Curiosity of head and heart** Ask questions about art that engage both thinking and feeling.	**Connecting self, others, world and God** Use art to explore identity, empathy, creation and, where appropriate, reflections on God.
Art as a personal voice Meet a wide range of artworks and use creative choices to express thoughts, experiences and emotions authentically.	**Respecting creative work** Value personal effort and the creativity of others, recognising art's capacity to bring joy, hope and connection.	**Awe in human creativity** Encounter accomplished artists and marvel at imagination, skill and the possibilities of human creativity.
	Art with a message Explore meanings beneath the surface and create work that can draw attention to justice, compassion and social issues.	**The journey of making** Recognise patience, resilience and perseverance as part of the creative process, not simply the finished outcome.

Design and Technology

IN | Looking within	OUT | Looking outward	UP | Looking beyond
Imagination with purpose Reflect, imagine and generate inventive ideas that respond to real needs.	**Why do we design?** Consider the purpose and consequences of technological achievements and whom they serve.	**Beauty and function** Notice the qualities of materials and design, appreciating how usefulness and beauty can work together.
Insight into design Use personal observations and inspiration to refine ideas and create with intention.	**Design and the natural world** Explore how buildings and products can work aesthetically and responsibly alongside nature.	**Wonder in food and making** Trace the origins and processes behind food, developing gratitude and curiosity.
Innovation and possibility Celebrate original thinking and recognise how new solutions can transform everyday life.		**Mystery in human achievement** Experience wonder in both natural systems and what people are capable of designing and creating.
Confidence through making Notice how designing and creating can strengthen confidence, agency and a sense of achievement.		
Creative reflection Express ideas through making and use questions such as why, how and where to deepen understanding.		

Computing

IN | Looking within	OUT | Looking outward	UP | Looking beyond
Ethical questions Explore moral dilemmas created by digital technology, AI and robotics, and learn to justify personal views thoughtfully.	**Technology that enriches** Consider how digital tools can support learning, creativity, reflection and, for some, spiritual practice.	**Possibility and limitation** Ask what technology can and cannot do, balancing excitement about innovation with thoughtful consideration of limits.
Technology and relationships Reflect on whether digital tools strengthen connection or create distance, using personal experience carefully.	**Different digital relationships** Recognise that people use and experience technology differently and explore the reasons behind this.	**What is real?** Use virtual and augmented experiences as a starting point for philosophical questions about reality and perception.
Emotions in a digital world Consider how technology can affect feelings and wellbeing in positive and negative ways.	**Faith and digital connection** Explore how believers may use technology to worship, reflect and participate in faith communities.	**Serving people and planet** Imagine how digital solutions might benefit others, protect the environment and support reflection or spiritual practice.
Shaping choices Notice how digital content can influence opinions, behaviour and decision-making.	**Technology and community** Evaluate positive and negative effects on communities and how technology can support belonging.	
Creativity through technology Use digital tools as a means of creating, imagining, solving problems and expressing ideas.	**Designing for inclusion** Explore accessibility and inclusive design, including technologies that remove barriers to participation.	
Technology changing the world Explore how technological change affects communities, economies and environments.	**Serving people well** Investigate ways technology can improve access to learning, information and essential services for communities with fewer opportunities.	
Imagining what comes next Consider possible future developments and the questions they may raise for society and human meaning.		
Exploring globally Use technology to encounter places and perspectives beyond our immediate experience.		

Music

IN | Looking within	OUT | Looking outward	UP | Looking beyond
Movement and expression Use movement with music to express emotion and connect with an inner response.	**Communicating through sound** Use sound to convey ideas and feelings and to connect with other people.	**Music in the natural world** Listen closely to sounds in nature and reflect on the connections between musical experience and the world around us.
How music makes us feel Explore imaginative and emotional responses to music and recognise that different listeners may experience the same piece differently.	**Listening with empathy** Reflect on the emotions suggested by different pieces and consider perspectives beyond our own.	
Being fully present Become absorbed in creating or listening, giving full attention to the musical moment.		
Joy in sound Notice music's capacity to delight, uplift and inspire.		
Mindful listening Use stillness and close listening to appreciate sound, silence and detail.		
Discovering instruments Explore contrasting instruments and timbres, celebrating the breadth of musical expression.		

Physical Education

IN | Looking within	OUT | Looking outward	UP | Looking beyond
Winning, losing and growing Learn to manage the feelings that accompany competition, developing resilience, humility and perspective.	**Inspired by others** Learn from the commitment, perseverance and achievements of athletes and teams while pursuing a personal best.	**A common language** Recognise sport's ability to cross linguistic and cultural boundaries and encourage mutual understanding.
Belonging through teamwork Experience the value of contributing to a team and the sense of community created through shared effort.	**Sport and global belonging** Explore how events such as the Olympics and World Cup can create a sense of shared humanity across nations.	**Sport with a message** Explore how sport can draw attention to justice, equality and anti-racism and can encourage positive social change.
The joy of movement Notice how physical activity can influence mood and wellbeing, including the energising effects of movement.		
Learning through challenge Recognise perseverance, discipline and courage as lessons that can grow through physical challenge.		
Whole-person development Connect physical activity with emotional, social and spiritual wellbeing.		
Expression through dance Use movement to communicate ideas and emotions, valuing interpretation and creative freedom.		