

Spirituality

School vision:

'With God all things are possible'

Our vision for education is deeply Christian, and rooted in theology [Matthew 19 V26].

Our vision '**With God all things are possible**' speaks powerfully into the heart of all we do.

At Benedict Biscop 'With God all things are possible' is our way of expressing our role in the classroom, the staffroom, the yard and our wider community. We seek through our Christian ethos to ensure all things are possible as:

- **We educate** our children through our curriculum, our practice and policies – giving them the skills, knowledge and understanding that will prepare them for life.
- **We seek to give hope and aspiration** to children, staff and parents. Giving both ambition and coping mechanisms for when things don't always go as intended, in the knowledge of a God who loves them.
- **We see and encourage all** to see each other as made in the image of God, but unique with children, staff and families valuing one another as God's children.
- **We serve our community** in school and beyond, by building relationships just as God lives in community as the Holy Trinity. We are most in God's image when we live in community, and that is how we encourage each other to flourish.

Our Shared Values:

We respect and care for all members of the community, nurturing talents and creating opportunities for all in a supportive environment. We believe that it is through the nurturing of the children, they will become equipped to develop the beginnings of their own values and our vision:

We share a common set of values that underpin all that we do in our work at Benedict Biscop C.E. Academy. These values are:

- Koinonia/Community
- Hope
- Forgiveness
- Endurance
- Friendship



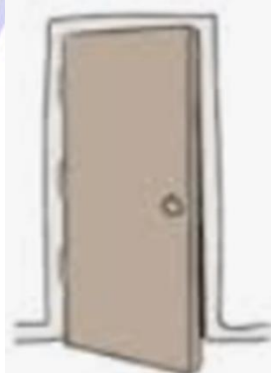
What is Spirituality at Benedict Biscop?

As a school we have come to a consensus that there is no single definition of spirituality as we recognise that it can mean different, but equally meaningful, things to different people at different times. Indeed, a single person's view of spirituality can change throughout their life. We aim to give we and staff a range of experiences to develop their own spirituality and refine what it means for them.

These opportunities have been mapped out across our curriculum, with a summary provided below, mapped within our collective worship plans (please refer to our Collective Worship Protocol for further details) and through enrichment opportunities provided both within the the school environment and beyond e.g. on education visits.

Our definitions of Spiritual Capacities are guided by the research of Shahne Vickery (2020). We explore these with pupils and staff through the concept of windows, mirrors and doors to enable pupils to see that spirituality is something we:

- learn about **(windows)**
- something that resides within us **(mirrors)**
- on which we can answer a call to action **(doors)**

<u>WINDOWS</u>	<u>MIRRORS</u>	<u>DOORS</u>
"An opportunity to LOOK OUT at something new and learn from it"	"Opportunity to LOOK IN and reflect on what that means to us"	"An opportunity to GO OUT and play your part in making a difference"
<div><ul style="list-style-type: none">- What qualities do we see in others?- Where can we see beauty in the world?- What about the aspects of the world that make us uncomfortable?- What experiences to be moved are there?</div>	<div><ul style="list-style-type: none">- What opportunities are there for us to learn about things/ be around or hear about people/ see and experience things that challenge or change them?- What opportunities are there for staff to think about/ be in spaces/ be around people/ have responsibilities that challenge or change them</div>	<div><ul style="list-style-type: none">- I think therefore I am- I have learnt...therefore I...- I feel.....and so I</div>

ENGLISH



The Window – Looking Out Learning about encounters

The image of the window symbolises 'looking out' at the awe and wonder of the world. The window also helps us to question things which may worry us or take us by surprise. The window prompts we to reflect upon what they see around them as they look out upon the world we live in.

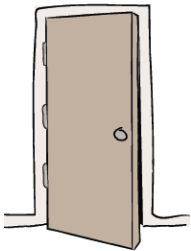
- Reading and listening to a range of archaic and contemporary texts/ stories from a range of cultures around the world, evokes an emotional response by exploring a wide variety of text types and genres.
- Stories, writing and poetry captivate the imagination and enable people to connect with characters and settings which immerses them in the text.
- The power of written, spoken and performed words promote strong messages which we take delight in and inspires them to be creative.



The Mirror – Looking In Learning from reflections

The mirror symbolises reflecting upon your own actions, thoughts and beliefs to 'look inside' and to ask important questions, learning from our own and other's responses.

- Through exploring texts linked to our humanities curriculum, we help develop empathy by providing opportunities to think beyond ourselves as we connect with cultures, situations and characters.
- By studying different forms and styles linked to our humanities curriculum we explore deeply, learn to be present in the moment, reflect and appreciate the writing talents of others and develop personal creative writing skills
- By analysing stories from other cultures and themes within stories, we learn to question our own thoughts, beliefs and values.



The Door – Going Out - Actions for Change Putting thoughts and ideas into action.

The symbol of the door allows us to have opportunities to respond, to do something, to go through the door and take action.

The door aims to develop and nurture us to have the confidence to truly believe that they can make a difference in the world.

- Opportunities are given to express spiritually and share our passions through Performance Poetry and writing which gives us the confidence to make a change.
- English gives opportunities to be advocates of change and respond to issues and action them within many different forms such as persuasion, debate and poetry.

MATHS



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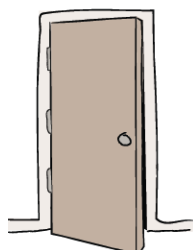
- Our Maths curriculum provides opportunities wonder and question (EXPLORE session in Maths NO PROBLEM)
- Guided practice, paired work and JOURNALLING allows opportunities to explore and marvel at the links with other areas of maths the wider curriculum and how they connect to enhance one another.
- Extensive opportunities for problem solving are provided through the mastery approach which give opportunities to explore and investigate.
- Opportunities to appreciate the beauty of Maths through awe and wonder all around them - including pattern, shape, relationships etc.
- Using nature to enhance the Maths curriculum through exploration and provision, opportunities experience Maths in the natural environment of God’s world.



The Mirror – Looking In
Learning from reflections

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- Our Maths curriculum provides opportunities to self-reflect upon their achievements, methods and approaches to maths (JOURNALLING, INDEPENDENT PRACTICE, and REVIEW) this builds resilience when they are faced with Mathematical challenges and pride when they find solutions.
- In maths lessons, pupils are always encouraged to delve deeper into their understanding of Maths and how it relates to the world around them and how they can use and apply the skills they learn in the ‘real world’.
- The curriculum offers opportunities to explore aspects of God’s creation such curiosity of time, is there such a thing as the present moment and exploring the fascination of infinite endless opportunities.



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Putting thoughts and ideas into action

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- Opportunities to make connections between Mathematical skills and to apply them to real life contexts and situations. Maths can also be used to make sense of the world around them.
- We respond to problem solving with confidence and follow a systematic approach when making predictions and exploring all possibilities.

SCIENCE



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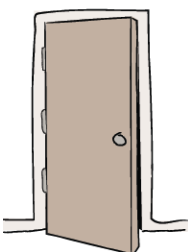
- The Science curriculum sparks curiosity and encourages us to recognise the power of rational explanation and develop a sense of excitement about natural phenomena.
- “Working Scientifically Strand” has carefully mapped out challenges and problems to further spark curiosity and opportunities to explore and investigate.
- A sense of awe and wonder about the world around can be developed by understanding nature, processes and methods of Science.
- Give opportunities to pause and appreciate the beauty of the world around us. (Units on the seasons and living things)
- Explore and understand the correlation between all living things in God’s world and the impact of the elements on the physical world.
- For some, Spirituality in Science is having the ability to feel enormously insignificant (compared to the scale of the physical universe) and enormously significant (that we are genetically unique)
- Awareness that new discoveries are still being made all the time which can redefine scientific understanding.



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- Opportunities to connect with the spiritual experience, that drives us onwards in our search for understanding and deeper meaning, about the big questions relating to the purpose of life.
- We are encouraged to make predictions and ask questions about how something works or is.
- We are encouraged to reflect on how scientific discoveries from around the world have affected our lives; considering a rich heritage of scientific discoveries from other faiths and why scientific beliefs have changed over time. (Scientist study every year focusing on a range of science role models for a range of diverse backgrounds)
- Experience great admiration and respect for their own work and the discoveries of different Scientists which could be used to bring hope to others.
- Opportunities are provided to pause for reflection in relation to different themes within science, thinking about life in its deepest from.



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- Responses to opportunities in the curriculum which action a change for themselves, others, or the environment. e.g. healthy lifestyles, sun safety and protecting habitats.
- Opportunities for us to voice their opinions and beliefs about ‘Life’s Big Questions.’
- Allowing we to use their scientific knowledge and understanding to investigate scientific concepts through exploration of enquiry. e.g. Carrying out their own experiments, challenging an experiment outcome or proving a theory.

HISTORY



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- Opportunities in History the History curriculum inspire curiosity to know more about the past and to understand the causes and consequences of events.
- Exploration of evidence – noticing and wondering - we encourage the asking of perceptive questions, to think critically, weigh evidence and to develop perspective and judgement.

(KS1)

- Learning about **significant people** and the impact they had: Florence Nightingale, Mary Seale, Samuel Pepys, Grace Darling, Dr Barnardo, The Wright Brother

- Learning about **significant events** and the impact this had: Great fire of London, The First flight

(KS2)

Learning about **significant people**, civilisations or time periods and the impact they had:

Stone Age, Iron Age, Egyptians, Early Baghdad, Greeks, Romans, Mayans, Anglo Saxons, Tudors,

Learning about **significant events** and the impact this had:

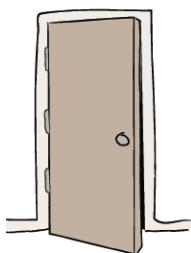
World War 2, Industrial revolution, Coal mining strikes, Educational reforms



The Mirror – Looking In Learning from reflections

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- Opportunities to reflect on their time in life now, their purpose in the wider world and the impact of the past on our present existence.
- There are opportunities to reflect upon the impact of significant individuals/event and wonder how they might influence the person they aspire to be.
- Opportunities are given to be able to think critically and find meaning in the past by asking 'big questions.'
- We develop a perspective of how religious beliefs have evolved over time and changed the course of history. (focus from ancient civilisations to modern day history)
- Thinking about how what they have learned changes or challenges their own thinking.
- Considering why people have different views on these events and people



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- We are able to use their reflections about what has happened in the past to shape how they live out their values in the present and the future.
- Through variety of experiences such as debate, balanced argument and presentations, we can express their beliefs and feelings about the past.
- Considering how these events and people make them feel and what they will do different

GEOGRAPHY



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- Awe and wonder at the world around them and what our wonderful world has to offer (the human and physical features) and it inspires them to go and explore the beauty of God's amazing creation.

Learning about:

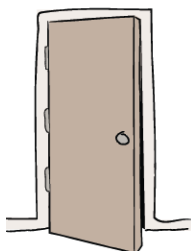
- Local area through visits to the Beach / Secret Garden / walks around Moorside.
- The UK & the wider world through photos/ videos/ globe/ google earth
- Key landmarks in places studied (Cape Town – Table Mountain)
- Different biomes
- Animals from around the world and their habitats
- Populations
- Climate zones
- Energy use
- Coral reef & marine creatures
- Experience a sense of wonder and fascination when they encounter, 'What is it like to live in different locations around the world?'
- Through fieldwork opportunities, there are opportunities to experience moments of stillness to appreciate what they have in their local environment.



The Mirror – Looking In Learning from reflections

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- Through enquiry, opportunities to reflect and respond to natural disasters and emphasise with people and communities around the world.
- In recognition of our diverse world, we show respect and understand how other communities are different from our own.
- We are motivated to investigate the physical world and are enabled to recognise the importance of sustainable development for the future.
- We reflect upon the advantages and disadvantages of living in different locations.
- When considering our school Christian Values, we look inward and ask important questions, triggering an emotional response about the impacts on their surroundings.



The Door – Going Out - Actions for Change Putting thoughts and ideas into action



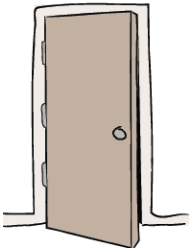
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- Beginning to develop an understanding that we need to be global citizens and look after, respect and care for the world we live in.
- Demonstrations of caring for the environment - Tidying up after themselves, picking up litter, OPLA leaders.
- We act as global citizens, sharing messages about issues facing our world. Advocates in action- (examples in school but not limited to) *Rights Knights/Circuit Breakers/Pupil Parliament/Lighthouse Leaders/House Captains*
- We respond to the effects of natural disasters by taking part in acts of advocacy.
- We respond to local issues and act as advocates for change in projects, which they are passionate about.



ART

	<p>The Window – Looking Out Learning about encounters</p> <p>The image of the window symbolises ‘looking out’ at the awe and wonder of the world. The window also helps us to question things which may worry us or take us by surprise. The window prompts we to reflect upon what they see around them as they look out upon the world we live in.</p>	<ul style="list-style-type: none"> • We explore a wide range of artists, artwork and provocations. Including those from range of abilities and diverse backgrounds. • We study a range of contemporary artists who have a "message" (Lee Jefferies, Banksy) • We understand that all Art tells a story and recognise that every creation has been created as a result of different journey, originating from culture, tradition, expression and emotion. (<i>Suad Al-Atar, Nixiwaka Yawanawá, Giulio Clovio, Hans Holbein, Levina Teelinc, Norman Cornish, Charles Ernest Cundal, Philip James de Loutherbourg</i>) • We appreciate that Art and Design shapes our history and contributes to the representation and creativity of our nation. • We admire the ‘awe and wonder’ of Art in our environment – both natural and man-made - and are enchanted by the beauty of God’s amazing creation. (<i>Andy Goldsworthy, Chris Cummings, Yinka Shonibare</i>) • Art enables us to express their feelings and emotions through every artistic forms, in response to the delight and disasters of the world.
	<p>The Mirror – Looking In Learning from reflections</p> <p>The mirror symbolises reflecting upon your own actions, thoughts and beliefs to ‘look inside’ and to ask important questions, learning from our own and other’s responses.</p>	<ul style="list-style-type: none"> • Art allows us to be present in the moment and to appreciate the natural wonders of the world around us, which in turn inspire us e.g. sunset, ocean, landscapes. • Reflecting on pieces of art and consider what the message means to them/us. • Thinking about how what they have learned about and artist and how this changes or challenges their own thinking. • Considering why people have different views on artwork and “types of art” • Art enables us to be reflective about their own creativity, exploring and extending their imagination as they connect spiritually with the work of influential artists. .
	<p>The Door – Going Out - Actions for Change Putting thoughts and ideas into action</p> <p>The symbol of the door allows us to have opportunities to respond, to do something, to go through the door and take action.</p> <p>The door aims to develop and nurture us to have the confidence to truly believe that they can make a difference in the world.</p>	<ul style="list-style-type: none"> • Art allows us to express themselves in an innovative way in response to different emotions, beliefs and movements. • Art promotes the discussion and interpretation of powerful messages evoking an emotional response which lead to an action for change. • Allowing pupils to create their own pieces that reflect their own message through a range of mediums, there is a particular focus on this is upper ks2 where we are using everything they have learned so far to create their own "messages" and become contemporary artists. • Celebrating and showing respect to different responses to art

DESIGN & TECHNOLOGY



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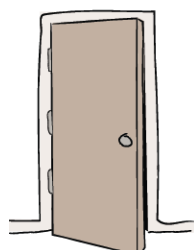
- The D&T curriculum sparks our curiosity and encourages we to recognise the power of exploration
- Design Briefs have carefully mapped out to include challenges and problems to further spark curiosity and opportunities to explore and investigate. These are linked (where possible) to other curriculum areas to further engage and deepen understanding and knowledge of the world around them.
- Briefs and projects prompt us to reflect upon existing products and inventions and evaluate their effectiveness in relation to creativity, culture and wellbeing of the nation. (*snacks suitable for different lifestyles/ outdoor structures for leisure*)
- We explore the results of human creativity and invention and begin to understand the impact of technology in daily life and the wider world.



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- As part of the D&T learning sequence we are required to constantly evaluate and review their learning, choices and consider the impact of these.
- We reflect upon their own skills and abilities when creating imaginative ideas for an invention and using effective questioning, they learn from their own and others’ responses. Ensuring respect for the work of themselves and others’.
- Design and Technology enables us to be reflective about their own creativity, extending their imagination as they connect spiritually with the work of inventors.





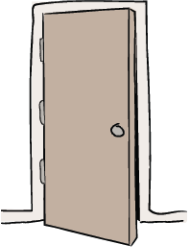
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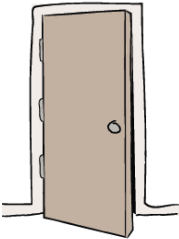
The door aims to develop and nurture us to have the confidence to truly believe that they can make a difference in the world.

- Design and Technology allows us to believe that their unique inventions can truly make a difference in the world, as they learn new skills which can be applied in the future.
- Allowing pupils to design and create something in response to a design brief.
- We respond creatively to keep up to date with technological developments in the evolving and ever-changing world that we live in.
- In response to our understanding of nutrition, we are inspired to make healthier choices and a love of cooking is instilled.

COMPUTING

	<p>The Window – Looking Out Learning about encounters</p> <p>The image of the window symbolises ‘looking out’ at the awe and wonder of the world. The window also helps us to question things which may worry us or take us by surprise.</p> <p>The window prompts we to reflect upon what they see around them as they look out upon the world we live in.</p>	<ul style="list-style-type: none"> • The computing curriculum provides opportunities for reflection of awe and wonder about the achievements in IT today and possibilities for the future. • Study of significant people (TECHNOLOGY IN OUR LIVES) and the impact of these individual on society today. • We are able to marvel at the power of the digital age including the use of the positive and negative use of the internet including social media. • Carefully mapped opportunities (CREATING DIGITAL CONTENT) for us to apply learning in different curriculum areas. (<i>brushes application used in artist study, voice recording used to create podcasts in English</i>) • Online Safety is delivered across the curriculum to prepare us for using technology correctly. Giving them the knowledge and awareness to stay safe online. • We are given opportunities to question the advantages and disadvantages for the rapidly changing innovation in digital technology e.g. artificial intelligence, gaming etc.
	<p>The Mirror – Looking In Learning from reflections</p> <p>The mirror symbolises reflecting upon your own actions, thoughts and beliefs to ‘look inside’ and to ask important questions, learning from our own and other’s responses.</p>	<ul style="list-style-type: none"> • There are opportunities to reflect upon the impact of significant individuals and their innovations and wonder how they might influence the person they aspire to • Throughout the computing curriculum pupils are continually looking to understand their own place and value within this vast, virtual world. • We are given the opportunity to reflect on their own screen time use and its impact on their well-being, whether this be positive or negative and knowing the steps to address this. • We are able to draw upon their Christian Values and ask meaningful questions about the moral purpose of the advances in modern technology.
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MUSIC

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	<p>The Mirror – Looking In Learning from reflections</p> <p>The mirror symbolises reflecting upon your own actions, thoughts and beliefs to ‘look inside’ and to ask important questions, learning from our own and other’s responses.</p>	<ul style="list-style-type: none"> • We are captivated by music which is thought provoking and reflect upon their own responses to music through emotions, thoughts and feelings. • Music develops confidence in awe and gives them a strong sense of pride in their achievements, allowing them to ‘let go’ and be present in the moment. • Music is inclusive and allows all us to express themselves in their own unique way, taking delight in the joy that music brings to us all.
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P.E.



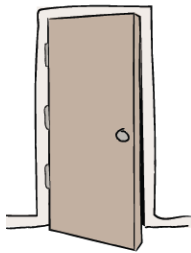
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- Throughout the Physical Education curriculum, we are inspired by influential athletes and sporting figures who have a positive impact on society.
- We experience awe and wonder of physical expression and the emotive response associated with dance and sporting events.
- We experience a sense of joy and have the opportunity to celebrate achievements when collaborating and working as part of a team towards a goal. (inter-trust and local competitions and tournaments and leagues)
- We are encouraged to be mindful and consider the impact of sport in the wider world and how this can connect countries, different cultures and communities together.



The Mirror – Looking In
Learning from reflections
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- As part of each lesson, we review and reflect upon both their personal achievements and that of others', to enhance potential whilst supporting each other and promoting sportsmanship.
- Through the power of reflection, we identify the strengths and next steps for themselves and others to achieve their potential and extend their skills and capabilities.
- The ability to draw upon inner strength, both in mind and body and spirit, to exercise resilience towards the many challenges that sport can present.



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- Opportunities to compete in sport and other activities to build individual and team character and help to embed values.
- Through learning about health and fitness, we make informed decisions about how to become physically active which has a positive impact upon their lifestyles.
- We draw upon their Christian Values when participating in sporting activities, both in and out of school, playing competitively but always upholding respect.

SPANISH



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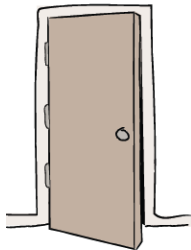
- Our curriculum empowers us to see the advantages of learning another language and how it enriches their cultural experiences.
- Languages sparks curiosity, allowing us to explore the awe and wonder of other cultures and celebrate similarities and differences.
- We are empowered to explore the beauty of God's amazing creation by being inspired to experience the world beyond their local community.
- Our curriculum embraces key events which have shaped our global history and how communities are connected by religious festivals.



The Mirror – Looking In Learning from reflections

The mirror symbolises reflecting upon your own actions, thoughts and beliefs to 'look inside' and to ask important questions, learning from our own and other's responses.

- Our SPANISH curriculum allows us to respect other cultures and citizens from other countries including empathy with others from around the world.
- We reflect upon their identity through emotions, family and home life through language to enable them to connect with others.
- We are mindful to challenge their own beliefs and stereotypes about other cultures, both in the curriculum and through enrichment opportunities.



The Door – Going Out - Actions Putting thoughts and ideas into action

The symbol of the door allows we to have opportunities to respond, to do something, to go through the door and take action.

The door aims to develop and nurture us to have the confidence to truly believe that they can make a difference in the world.

- We are motivated to expand their language skills in context and apply them in the outside world.
- We have the confidence to speak confidently about their beliefs and to challenge negative stereotypes.
- Our curriculum facilitates the opportunities for us to reach out to other schools and communities in order to foster friendships and gain real life experiences about another culture.

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The Window – Looking Out Learning about encounters

The image of the window symbolises 'looking out' at the awe and wonder of the world. The window also helps us to question things which may worry us or take us by surprise. The window prompts we to reflect upon what they see around them as they look out upon the world we live in.

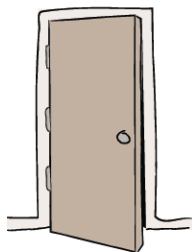
- Reading and listening to a range of religious texts and stories from a range of world religions and cultures, may evoke an emotional response which may captivate the imagination of we to enable them to connect
- We can develop a sense of awe and wonder about the world around them by understanding nature, giving opportunities to pause and appreciate the beauty of the world around us (through units on creation).
- Our curriculum embraces key events which have shaped our global history and how communities are connected by religious festivals.
- Learning about religious traditions enables others to develop tolerance and respect.



The Mirror – Looking In Learning from reflections

The mirror symbolises reflecting upon your own actions, thoughts and beliefs to 'look inside' and to ask important questions, learning from our own and other's responses.

- The curriculum offers opportunities to explore aspects of God's creation and think about how we care for our environment.
- Through exploring religious texts and stories from a range of cultures, we develop empathy by thinking beyond themselves as they connect with cultures, situations and people
- By analysing these texts and themes we learn to question their own thoughts, beliefs and values.
- Opportunities to connect with the spiritual experience, which drives us onwards in our search for understanding and deeper meaning, about the big questions relating to the purpose of life.



The Door – Going Out - Actions for Change Putting thoughts and ideas into action

The symbol of the door allows we to have opportunities to respond, to do something, to go through the door an. Take action.

The door aims to develop and nurture us to have the confidence to truly believe that they can make a difference in the world.

- We are able to use their reflections about what is written in religious texts and others' beliefs and actions to shape how they live out their values in the present and the future.
- Through variety of experiences such as debate, balanced argument and presentations, we can express their beliefs and feelings about the world.
- Considering how these ideas make them feel and what they will do different e.g. how they should treat others, acknowledge others and their traditions and how we can support positive change.
- Beginning to develop an understanding that we need to be global citizens and look after, respect and care for the world we live in.