



'A Caring Christian Family Where We Grow Together'

## Bunbury Aldersey CE Primary School

### Spirituality Progression

At the heart of everything at Bunbury is a personalised approach to each unique individual as part of our Christian Community. The strong family ethos ensures that all children and staff feel valued, respected and grow in self-confidence. Enthusiastic and caring staff with high expectations, demonstrate care of the whole child. Through God's guidance we encourage each and every child to let their light shine.

At Bunbury we believe in the importance of creating opportunities for children to grow spiritually. As a church school, we understand, and are passionate about, the impact that spiritual growth can have on a child, especially their mental health and wellbeing as they grow. We aim to create an enjoyable, inclusive, safe and nurturing environment that allows all children to develop spiritually, morally and socially. - every child is a child of God, made to contribute to our world. We aspire to influence children to develop a curiosity and wonder about the world around them.

We acknowledge that spiritual growth is a deeply personal journey. As a Gold rights respecting school, we strongly believe in article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

We know that each child's spiritual development relates to meaningful questions about the meaning and purpose of life, which is not dependent on a religious belief.

As a school, we are guided by our Christian distinctiveness and the Christian values at our core however we invite children to reflect in a personal way which they find most comfortable as part of their individual process of spiritual development. This enables them to flourish at Bunbury.

This document does not aim to measure how a child is progressing spiritually. Spirituality is individual and not linear. This document is to provide all stakeholders with the opportunities which contribute to pupil's spiritual development throughout our broad and balanced curriculum.

### Our Bunbury Definition: Spirituality

'Spirituality is not something we can see but is inside all of us. It is about giving time and space to reflect on the bigger picture and create a safe and inclusive environment for awe and wonder.'



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There are 4 key elements to spirituality:



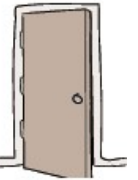
Element	What does this involve?
Self	<ul style="list-style-type: none"> <li>• Awareness of feelings; ability to reflect and express</li> <li>• Awareness of our uniqueness; happiness with who we are</li> <li>• Gratitude for the things we have and the person we are</li> <li>• Exploration of personal faith</li> <li>• Development of imagination and creativity</li> </ul>
Others	<ul style="list-style-type: none"> <li>• Empathy and understanding; respect, tolerance</li> <li>• To love and be loved (loving your neighbour)</li> <li>• Making a difference; duty</li> </ul>
World	<ul style="list-style-type: none"> <li>• Developing a sense of awe and wonder</li> <li>• Enjoying the miracles of everyday life</li> <li>• Taking time for what really matters</li> <li>• Appreciating beauty in art, music, nature</li> </ul>
Beyond	<ul style="list-style-type: none"> <li>• Encountering/experiencing God (having a sense of what lies beyond the material/ physical)</li> <li>• Ability to formulate and discuss the 'Big Questions' (e.g. about life, death, suffering, nature of God)</li> <li>• Opportunities for prayer, connecting with God</li> <li>• Making sense of the world</li> </ul>



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For each element, we aim to create opportunities to observe, reflect and transform. We call these windows, mirrors and doors.

<p>Windows Looking out...</p> 	<p>Opportunities to look out on the world to gaze and wonder: The "Wow" and "Ows" moments. The things we find amazing. We can wonder at the world, technology, art, music, scientific advances all around us. We may work outside, visit places of interest, celebrate inspirational people. We can reflect on injustice and inequality in the world.</p>
<p>Mirrors Looking in...</p> 	<p>Giving opportunities for children to reflect, to look inward to consider some of the big questions of life: To explore their own insights and those of others. This could be compared with looking in a mirror. Look at yourself in a situation... How would you react, what would you say or do? These are questions which may arise through lesson time.</p>
<p>Doors Looking ahead...</p> 	<p>Giving opportunities to children to respond, to do something to go through the door of a creative expression of their own thoughts and convictions. Children would be living out our Christian values, considering how our own beliefs and faiths drive changes in the wider world.</p>



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*At the beginning of each topic, children are asked what they want to know. This means that opportunities for spiritual development change and shift each year as the children contribute to the direction of their topics. Certain topics lend themselves greatly to particular areas of spiritual development. Teachers look at the opportunities for spiritual development and will link these to the areas described below where it is appropriate.*

*Our programme of woodland learning also makes available many opportunities to investigate spirituality through engagement with the natural world and extending the children's personal development beyond that of the academic classroom.*

*Collective Worship is included in all 4 areas and includes such opportunities as the Harvest Service, Remembrance Service and Christmas and Easter celebrations which are full of Spiritual Development opportunities.*



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**Love for Self**

*Spiritual learners become increasingly aware of the concept of self - the inner person and the way that this shapes an individual's perception of themselves as a unique human being. Spiritual learners reflect on the relationship that they have with their sense of being a unique person.*

	<i>Early Phase</i>	<i>Middle Phase</i>	<i>Upper Phase</i>
<b>Windows : Learning about life: Exploring ideas</b>	<p><b>Heartsmart</b></p> <ul style="list-style-type: none"> <li>- Introduction, Getting Heartsmart</li> <li>- Don't forget to let love in</li> <li>- Too much selfie isn't healthy</li> <li>- Don't rub it in rub it out</li> <li>- Fake is a Mistake</li> <li>- 'No way through' isn't true</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>The Heartsmart program offers numerous opportunities for circle time and reflection time. Children are encouraged to reflect on what is important to them in life and how they behave around others.</i></p> </div>		
	<p><b>R.E.</b> - In all R.E. topics, the children will be given opportunities to express their own feelings about religious texts, practices and beliefs and will be able to express what their own interpretations, practices and beliefs are. In EYFS and Year 1, this may be investigated through reflective story telling.</p> <p><b>R.H.S.E.</b> How people grow, keeping themselves and others safe, understanding when to keep secrets and when not to and to identify support networks within their relationship.</p>	<p><b>R.E.</b> - In all RE topics, the children will be given opportunities to express their own feelings about religious texts, practices and beliefs and will be able to express what their own interpretations, practices and beliefs are. In Year 2 and Year 3, this may be investigated through reflective story telling.</p> <p><b>R.H.S.E.</b> How people grow and change and the physical differences between gender. To understand what responsibilities increasing independence will bring, celebrating strengths and setting goals and thinking about how to manage feelings. To distinguish between different types of relationship including identifying the features of positive and negative relationships.</p>	<p><b>R.E.</b> - In all RE topics, the children will be given opportunities to express their own feelings about religious texts, practices and beliefs and will be able to express what their own interpretations, practices and beliefs are.</p> <p><b>R.H.S.E.</b> How people grow and change throughout puberty and recognise the changes they have gone through themselves. To understand their rights to protect their bodies, being able to explain how to get help with this if they need it and what makes them comfortable or uncomfortable. To explain what makes healthy and unhealthy relationships and how to maintain them.</p>



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<p><b>Mirrors:</b> <i>Learning from life: Reflecting on things</i></p>	<ul style="list-style-type: none"> <li>• <i>What are feelings?</i></li> <li>• <i>What makes me happy?</i></li> <li>• <i>What do I do in my spare time that I like?</i></li> <li>• <i>What things do I value?</i></li> <li>• <i>What is right and wrong?</i></li> <li>• <i>What should I do about right and wrong?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Who am I?</i></li> <li>• <i>What am I worth?</i></li> <li>• <i>How do I decide what is right and wrong?</i></li> <li>• <i>Don't we deserve to be happy?</i></li> <li>• <i>What do I deserve in life?</i></li> <li>• <i>What do I want from life?</i></li> <li>• <i>Who should I look up to?</i></li> <li>• <i>What type of person do I want to be?</i></li> <li>• <i>What difference does being loved make?</i></li> <li>• <i>Is belief in something important?</i></li> <li>• <i>What rights do I have?</i></li> <li>• <i>What makes me comfortable and what does not make me comfortable?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Should you respect yourself over all other things?</i></li> <li>• <i>Where does your identity come from?</i></li> <li>• <i>Does more mean being happier?</i></li> <li>• <i>Is my understanding self a selfish concept?</i></li> <li>• <i>Are the opinions of my friends important to me?</i></li> <li>• <i>Are my beliefs important?</i></li> <li>• <i>What sorts of relationships make me happy? What would I be looking for from a good relationship as I get older?</i></li> <li>• <i>What are my values?</i></li> <li>• <i>How can I ensure I receive my rights?</i></li> </ul>
<p><b>Doors:</b> <i>Learning to live life: How do we respond to our reflections</i></p>	<ul style="list-style-type: none"> <li>• <i>An evolving awareness of knowing what I like and what I don't like both materially and in the way that I want to be treated. A developing realization of the concept of self as more than purely physical characteristics.</i></li> <li>• <i>I can say what I like and what I am good at.</i></li> <li>• <i>Knowing how to apologise and to try again.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>A growing realisation that being content with who you are is important for personal happiness.</i></li> <li>• <i>Beginning to recognise mistakes and how to deal with them in a positive way.</i></li> <li>• <i>An evolving sense of the concept of identity as more than purely physical characteristics or our likes and hobbies and being able to begin to describe the things you value about yourself</i></li> <li>• <i>Being able set goals for my work and behaviour that will help me to progress.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The awareness that the growing development of a personal identity is an important aspect of being human.</i></li> <li>• <i>A growing realisation that an emphasis on self alone is not sufficient as a means of living out the self.</i></li> <li>• <i>The awareness of the value of reflection to explore deeper responses to thoughts that help shapes the 'inner self'.</i></li> <li>• <i>An understanding that we express our personal values in the way that we approach our relationship with others and the world around us.</i></li> <li>• <i>The ability to express an interpretation of this verbally.</i></li> <li>• <i>Being able to explain my opinions or defend my position when in conflict with someone else.</i></li> </ul>



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*Love for Others*

*Spiritual learners become increasingly aware of the concept of others – a growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others.*

	<i>Early Phase</i>	<i>Middle Phase</i>	<i>Upper Phase</i>
<b>Windows :</b> <i>Learning about life: Exploring ideas</i>	<p><b>Heartsmart</b></p> <ul style="list-style-type: none"> <li>- Introduction, Getting Heartsmart</li> <li>- Don't forget to let love in</li> <li>- Too much selfie isn't healthy</li> <li>- Don't rub it in rub it out</li> <li>- Fake is a Mistake</li> <li>- 'No way through' isn't true</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>The Heartsmart program offers numerous opportunities for circle time and reflection time. Children are encouraged to reflect on what is important to them in life and how they behave around others.</i></p> </div>		
	<p><b>R.E.</b></p> <ul style="list-style-type: none"> <li>- World faith days</li> <li>- World faith learning</li> </ul> <p><i>Discussing a variety of faiths give children opportunities to think about what others might believe but there are also lots of opportunities to discuss things during Understanding Christianity topics - particularly looking at how Christians practice their faith through community action.</i></p>	<p><b>R.E.</b></p> <ul style="list-style-type: none"> <li>- World faith days</li> <li>- World faith learning</li> </ul> <p><i>Discussing a variety of faiths give children opportunities to think about what others might believe but there are also lots of opportunities to discuss things during Understanding Christianity topics - particularly looking at how Christians practice their faith through community action.</i></p>	<p><b>R.E.</b></p> <ul style="list-style-type: none"> <li>- World faith days</li> <li>- World faith learning</li> </ul> <p><i>Discussing a variety of faiths give children opportunities to think about what others might believe but there are also lots of opportunities to discuss things during Understanding Christianity topics - particularly looking at how Christians practice their faith through community action.</i></p>



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<p><b>Mirrors:</b> <i>Learning from life: Reflecting on things</i></p>	<ul style="list-style-type: none"> <li>• <i>What makes a good friend?</i></li> <li>• <i>Why are my friends important to me?</i></li> <li>• <i>What do I like in my friends?</i></li> <li>• <i>How do my friends make me feel?</i></li> <li>• <i>How do I look after my friends and family?</i></li> <li>• <i>How do I treat others?</i></li> <li>• <i>Do I treat other people in the same way?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Why do people bully others?</i></li> <li>• <i>Should I treat everyone in the same way?</i></li> <li>• <i>Should I treat my friends differently to others?</i></li> <li>• <i>Why do we fight and argue?</i></li> <li>• <i>Should we always be loyal to our friends?</i></li> <li>• <i>How can I demonstrate compassion?</i></li> <li>• <i>Why do people ignore others when they need help?</i></li> <li>• <i>Is being a good friend easy?</i></li> <li>• <i>Why do we sometimes hurt the feelings of our friends?</i></li> <li>• <i>How sincerely can I care for those who may be in need but I have never met?</i></li> <li>• <i>Why should we care for them?</i></li> <li>• <i>What rights do others have?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Will we ever live in a world without fighting?</i></li> <li>• <i>Why are their wars?</i></li> <li>• <i>In a war who are the goodies and who are the baddies? Do Goodies and baddies exist?</i></li> <li>• <i>Who is on the right side?</i></li> <li>• <i>How can I tell what the right side is?</i></li> <li>• <i>What responsibilities do I have for others?</i></li> <li>• <i>Is it better to please oneself first; or others?</i></li> <li>• <i>Why do people have to suffer?</i></li> <li>• <i>What is pain?</i></li> <li>• <i>Is there such a thing as a bad person?</i></li> <li>• <i>What is worth striving for?</i></li> <li>• <i>Why isn't life always fair?</i></li> <li>• <i>Is being fair always that right thing to do?</i></li> <li>• <i>Does more mean being happier?</i></li> <li>• <i>What can/should I do if someone doesn't want help?</i></li> <li>• <i>How can I ensure all receive their rights?</i></li> </ul>
<p><b>Doors:</b> <i>Learning to live life: How do we respond to our reflections</i></p>	<ul style="list-style-type: none"> <li>• <i>Understanding that other people have their own views and opinions and may value different things to you.</i></li> <li>• <i>Children suggest ways to help others</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>A growing appreciation that the views and opinions of others should be listened to with respect whether those views are similar to your own or different.</i></li> <li>• <i>Acknowledgement and respect for the rights of others to have their own deep thoughts that shape their inner self.</i></li> <li>• <i>A developing ability to enter into discussions with others about their values and opinions.</i></li> <li>• <i>Children can suggest causes that they want to support and can advocate for fairness for others.</i></li> <li>• <i>Children choose causes that they want to support</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>A growing empathy with the values of others and developing an understanding of the need to appreciate them to build meaningful relationships.</i></li> <li>• <i>A growing ability to express how understanding the value of others is an important part of building meaningful relationships.</i></li> <li>• <i>Children design their own activities to support others or causes of their own choosing.</i></li> <li>• <i>Children actively engage in speaking out for injustice and causes that matter to them and can campaign for others where support or charity is needed.</i></li> </ul>





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**The World, Beauty and Creation**

*Spiritual learners become increasingly aware of the concept of a physical and creative world – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. Spiritual learners explore their understanding beauty and the affect this has on their perception of and relationship with the world.*

	<i>Early Phase</i>	<i>Middle Phase</i>	<i>Upper Phase</i>
<p><b>Windows : Learning about life: Exploring ideas</b></p>	<p><b>R.E.</b></p> <ul style="list-style-type: none"> <li>– Creation - Why is the word God important to Christians and other faiths?</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>– Animals including humans</li> <li>– Plants</li> <li>– Seasonal Changes</li> </ul> <p>Including opportunities for growing plants, looking at plants around the world, wondering about seasons and looking at life cycles.</p> <p><b>Art &amp; Music</b></p> <p>Children will investigate famous, popular or world music and art. Discuss the meanings of pieces of art, what they might be expressing, what do they like or not like</p> <p>Woodland learning activities</p>	<p><b>R.E.</b></p> <ul style="list-style-type: none"> <li>- Creation - Who made the world?</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>– Living things and their habitats</li> <li>– Animals including humans</li> <li>– Plants</li> <li>– Rocks</li> <li>– Light</li> <li>– Forces and Magnets</li> </ul> <p>Including opportunities for growing plants, looking at plants around the world and looking at life cycles of plants and animals.</p> <p>Investigating the human body, volcanoes and the origins of rocks and looking at how invisible forces like magnetism work</p> <p><b>Art &amp; Music</b></p> <p>Children will investigate famous, popular or world music and art. Discuss the meanings of pieces of art, what they might be expressing, what do they consider to be beautiful, why do they consider it to be beautiful. They will think about their emotional responses to different pieces of music.</p> <p>Woodland learning activities</p>	<p><b>R.E.</b></p> <ul style="list-style-type: none"> <li>– Creation - What do Christians learn from the Creation story?</li> <li>– Creation - Creation and science: conflicting or complementary?</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>– Living things and their habitats</li> <li>– Animals including humans</li> <li>– States of Matter</li> <li>– Plants</li> <li>– Electricity</li> <li>– Sound</li> <li>– Light</li> <li>– Earth and Space</li> <li>– Evolution and Inheritance</li> <li>– Forces</li> </ul> <p>Including opportunities for growing plants, looking at plants around the world, looking at life cycles of different animals, thinking about how the human body grows, reproduces and adapts. Looking at adaptation and evolution in animals, investigating the role of energy in states of matter and in the production of sound, light and electricity, thinking about the role of light sources and how this links to the universe, wondering about the expanse of the Universe</p> <p><b>Art &amp; Music</b></p> <p>Children will investigate famous, popular or world music and art. Discuss the multiple meanings of pieces of art, what they might be expressing, what do they consider to be beautiful? Why do they consider it to be beautiful? They will describe their emotional responses to pieces and will select pieces or materials appropriate to the mood or what they want to express emotionally or politically.</p>



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<p><b>Mirrors:</b> <i>Learning from life: Reflecting on things</i></p>	<ul style="list-style-type: none"> <li>• <i>What types of weather do you like the most and why?</i></li> <li>• <i>What is your favourite colour and why? What sounds do you like to listen to?</i></li> <li>• <i>What makes you afraid?</i></li> <li>• <i>What is your favourite time of day/season?</i></li> <li>• <i>What animals should we look after and why?</i></li> <li>• <i>Why should I care about animals and plants?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Do different colours have different moods?</i></li> <li>• <i>What gives them these moods?</i></li> <li>• <i>What is the most beautiful thing in the world?</i></li> <li>• <i>How/why does the weather affect our mood?</i></li> <li>• <i>How do we know we've found all the colours in the world?</i></li> <li>• <i>What season do you feel most reflects your personality?</i></li> <li>• <i>What is the difference between hearing and listening?</i></li> <li>• <i>What would it be like without seasons?</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Should we try to tame nature?</i></li> <li>• <i>What does it mean that beauty is in the eye of the beholder?</i></li> <li>• <i>What is a perfect world?</i></li> <li>• <i>Why is there ugliness in the world?</i></li> <li>• <i>Can you love something that is ugly?</i></li> <li>• <i>Why do you like certain types of music?</i></li> <li>• <i>What response do you get when you look at a piece of art?</i></li> <li>• <i>Is beauty something that you can learn, or do you just have to feel it?</i></li> <li>• <i>What is the point in being creative?</i></li> </ul>
<p><b>Doors:</b> <i>Learning to live life: How do we respond to our reflections</i></p>	<ul style="list-style-type: none"> <li>• <i>Have an instant response to something wonderful/exciting and awesome happening - evident in expression and simple phrases.</i></li> <li>• <i>Respond to sensory feelings and be able to show it.</i></li> <li>• <i>Be seen to respond to a stimulus and begin to explain in simple terms verbally or through body language.</i></li> <li>• <i>Children can explain ways to look after the planet.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Give a verbal response that explains a reaction to something wonderful/exciting or awesome.</i></li> <li>• <i>Be able to understand and give meaning to something wonderful/exciting or awesome.</i></li> <li>• <i>Be able to verbalise their sensory responses and begin to explore their reactions to stimuli.</i></li> <li>• <i>A growing confidence to explore concepts orally.</i></li> <li>• <i>Children can explain and design ways in which they can look after God's world and can actively follow campaigns or initiatives of their own choosing to support.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Be able to explain/ give an emotional response to stimuli and begin to articulate this from a personal perspective.</i></li> <li>• <i>Be able to display shades of meaning when verbalising sensory responses and understand and interpret their reaction.</i></li> <li>• <b>A developing appreciation that some things don't have answers.</b></li> <li>• <i>Be able to create art and music which expresses an emotional response to something in nature.</i></li> <li>• <i>Children design their own initiatives to encourage others to engage in ecological issues that support the protection of the natural world.</i></li> <li>• <i>Children actively campaign for support for ecological issues of their own choosing.</i></li> </ul>



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**Beyond – The unexplained**

Spiritual learners become increasingly aware of the concept of the beyond - a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.

	<i>Early Phase</i>	<i>Middle Phase</i>	<i>Upper Phase</i>
<b>Windows :</b> <i>Learning about life: Exploring ideas</i>	<p><b>R.E.</b></p> <ul style="list-style-type: none"> <li>- God - What do Christians believe that God is like?</li> <li>- Incarnation - Why does Christmas matter to Christians</li> <li>- Creation - Why is the word 'God' important to Christians?</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Animals including humans</li> <li>- Plants</li> <li>- Seasonal Changes</li> </ul> <p><i>Discussing life and death and hope when looking at life cycles and seasonal changes</i></p>	<p><b>R. E.</b></p> <ul style="list-style-type: none"> <li>- Incarnation - Why does Christmas matter to Christians?</li> <li>- Gospel - What is the good news that Jesus brings?</li> <li>- Salvation - Why does Easter matter to Christians?</li> <li>- People of God - What is it like to follow God?</li> <li>- Incarnation - What is the Trinity?</li> <li>- Salvation - Why do Christians call the day Jesus died 'Good Friday'?</li> <li>- Kingdom of God - When Jesus left, what was the impact of Pentecost?</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Living things and their habitats</li> <li>- Animals including humans</li> <li>- Plants</li> <li>- Rocks</li> <li>- Light</li> <li>- Forces and Magnets</li> </ul> <p><i>Discussing what light and magnetism work, where they might come from and what might cause them.</i></p> <p><i>Discussing death within life cycles and when looking at fossils during Rocks topic</i></p>	<p><b>R.E.</b></p> <ul style="list-style-type: none"> <li>- Incarnation - What is the Trinity?</li> <li>- Gospel - What kind of a world did Jesus want?</li> <li>- Salvation - Why do Christians call the day Jesus died 'Good Friday'?</li> <li>- God - What does it mean if God is loving and holy?</li> <li>- Incarnation - Was Jesus the Messiah?</li> <li>- People of God - How can following God bring freedom and justice?</li> <li>- Salvation - What did Jesus do to save human beings?</li> <li>- Creation - Creation and science: conflicting or complementary?</li> <li>- Gospel - What would Jesus do?</li> <li>- Salvation - What difference does the resurrection make for Christians?</li> <li>- Kingdom of God - What kind of king is Jesus?</li> </ul>

			<p><b>Science</b></p> <ul style="list-style-type: none"> <li>- Living things and their habitats</li> <li>- Animals including humans</li> <li>- States of Matter</li> <li>- Plants</li> <li>- Electricity</li> <li>- Sound</li> <li>- Light</li> <li>- Earth and Space</li> <li>- Evolution and Inheritance</li> <li>- Forces</li> </ul> <p>Looking at life cycles of different animals, thinking about how life is formed. Looking at adaptation and evolution in animals and life and death when investigating food chains, investigating and discussing the role of energy in states of matter and in the production of sound, light and electricity, thinking about the role of light sources and how this links to the universe, wondering about the expanse of the Universe</p>
<p><b>Mirrors: Learning from life: Reflecting on things</b></p>	<ul style="list-style-type: none"> <li>• What are the stars for?</li> <li>• Why do we have rainbows?</li> <li>• How big is the sky?</li> <li>• What is the smallest thing there is? Why are people different?</li> <li>• What does God look like?</li> </ul>	<ul style="list-style-type: none"> <li>• Where is God?</li> <li>• What might heaven be like?</li> <li>• Is there such a thing as an angel?</li> <li>• If you can't see something, is it still real?</li> <li>• What is true happiness?</li> <li>• When have you experienced moments of awe and wonder?</li> <li>• What is the purpose of the earth?</li> <li>• Is God alive now?</li> <li>• Why is there illness?</li> <li>• Why do destructive things, like earthquakes or volcanoes have to happen?</li> <li>• Which is stronger - love or hate?</li> </ul>	<ul style="list-style-type: none"> <li>• Is it good that scientists can't explain everything?</li> <li>• Why are there religions?</li> <li>• What is beyond the universe?</li> <li>• Do we come back after death as a different being?</li> <li>• Is there life after death?</li> <li>• Where do our spirits go when we are dead?</li> <li>• Do we have a soul? If so, what happens to it after death?</li> <li>• Why do we love?</li> <li>• What lasts forever?</li> <li>• What is unknowable?</li> <li>• What else is there to discover?</li> <li>• How do we know what we don't know?</li> <li>• What is worth dying for?</li> </ul>
<p><b>Doors: Learning to live life: How do we respond to our reflections</b></p>	<ul style="list-style-type: none"> <li>• Have the confidence to ask questions that have no answers.</li> <li>• Understand what big questions are.</li> </ul>	<ul style="list-style-type: none"> <li>• Have a sense of enjoyment in devising and discussing questions that have no answer.</li> <li>• Use imagination to interpret responses to big questions.</li> <li>• Be able to explain imaginative responses to questions of meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Can generate big questions.</li> <li>• Begin to express, through a personal vocabulary, responses to questions of meaning.</li> <li>• Begin to be able to use critical reasoning in responding to a big question</li> <li>• Can engage in debate about issues that matter to them including 'life after death'</li> </ul>