

## ABC SPIRITUAL CAPACITIES



### Our School Vision

*As a haven of hope and aspiration, our richly unique and diverse children are nurtured with kindness and compassion, learning to value themselves and others.*

*God's love and care guides us along our spiritual path making us a strong, resilient and proud community ready to learn, thrive and flourish together*

| Spiritual Capacity                                                                           | School Opportunities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Link to School Values / Vision                                                                                                                                                                                                                                                                                                                                                                                                                    | Link to SDP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Be comfortable with stillness and silence and open to engage in reflection/meditation/prayer | <p><b>History and Geography:</b> To consider the examples studied of people in the past and present that show the school values at times of reflection and prayer</p> <p><b>MFL:</b> To reflect on the life experiences of those in other countries, and how this may differ from ours.</p> <p><b>English:</b> Children are given opportunities through reading and writing to reflect on their learning i.e. responding to feedback. To consider their own point of view, ideas and creativity during a lesson.</p> <p><b>Maths:</b> Independently apply knowledge to reason, thinking carefully about operations, process and concepts, whilst organising work in a methodical and</p> <p><b>Art/DT:</b> When working independently on an activity, to become completely involved and absorbed, especially through the designing process, along with drawing and painting.</p> <p><b>Computing:</b> Develop appreciation for digital graphics, think carefully about design and application.</p> <p><b>PE:</b> Learning about healthy minds and bodies through physical education</p> <p><b>Science:</b> To develop passion and care for the environment, to respect the environment including the plants, animals and objects that live there, to help nurture and care for the environment</p> <p><b>Music:</b> Accurately and consistently listen with attention detail and recall sounds with increasing aural memory</p> <p><b>PSHE:</b> Pupil's reflect on how they can become healthy, safe and prepared for life as British Citizens.</p> <p><b>RSE:</b> Children consider knowledge learnt of their bodies, emotions, and acceptable behaviour, learning about safe and caring relationships</p> | <p><b>Friendship:</b> Share focussed intentions through prayer together</p> <p><b>Compassion:</b> To feel for others through prayer and reflection</p> <p><b>Aspiration:</b> To celebrate and share sacred and special moments</p> <p><b>Respect:</b> To listen responsively, reflecting on others feelings, opinions and emotions</p> <p><b>Resilience:</b> To engage and focus in order to persevere and reflect on their spiritual journey</p> | <ul style="list-style-type: none"> <li>Teaching of English to include writing opportunities across the curriculum to support our richly unique and diverse children</li> <li>To cultivate a library where children can enjoy a tranquil yet engaging environment to experience the love of reading, learning to value themselves and others</li> <li>To promote maths mastery approach across the school so children are ready to learn, thrive and flourish</li> <li>To provide rich cultural and spiritual/ moral opportunities in themed lessons in keeping with our long-term plans providing a safe haven of hope and aspiration</li> <li>To nurture with kindness and compassion by promoting spiritual, moral, social cultural development in line with our church school status</li> <li>Continue to ensure the curriculum is broad and balanced to suit and engage all learners making a strong and resilient community</li> <li>Children have time to reflect on their learning and independently share their knowledge and understanding across subjects</li> </ul> |
| Be ready to say sorry when mistakes are made, to forgive themselves and to forgive others    | <p><b>History:</b> Through role play, explore issues of historical confrontations or inequalities from perspectives of forgiveness and reconciliation or mediation</p> <p><b>Geography:</b> In discussions, to focus on local, national and international issues and solutions, persuading for change, avoiding blame and unconstructive criticism with and without evidence</p> <p><b>Art/DT:</b> Ability to work collaboratively on a project, being able to reflect and understand other's view and opinions.</p> <p><b>English:</b> Narratives are used to develop children's understanding of forgiveness and empathy by analysing characters' responses to dilemmas through discussion.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Friendship:</b> To understand that we share similar feelings but different ways of doing things</p> <p><b>Compassion:</b> To be ready to see a situation from another's perspective</p> <p><b>Aspiration:</b> To recognise and act upon situations that pertain to forgiveness</p>                                                                                                                                                          | <ul style="list-style-type: none"> <li>Teaching of English to include writing opportunities across the curriculum to support our richly unique and diverse children</li> <li>To cultivate a library where children can enjoy a tranquil yet engaging environment to experience the love of reading, learning to value themselves and others</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                             | <p><b>Maths:</b> Children not to be afraid to make mistake in their lessons. To see errors and misconceptions as a learning opportunity</p> <p><b>Computing:</b> Identify unacceptable behaviour online and know how/where to report this</p> <p>Communicate effectively by email using appropriate tone and language, Appreciate and understand computer networks allow for communication and collaboration</p> <p><b>PE:</b> Helping others in PE, taking part in inter school sport, Displaying sportsmanship and fair play in competitive sports.</p> <p><b>Science:</b> To learn through their own and others mistakes, adopt a positive mindset and “can do” attitude, to show resilience when things do not go as planned, to not blame self or others, embrace mistakes as a step towards success, Persevere and overcome challenges to improve learning</p> <p><b>PSHE:</b> Children learn to understand that apologising is not just a social gesture because it helps them to identifying a mistakes, allows them to taking responsibility, and supports in healing relationships</p> <p><b>RSE:</b> To recognise the importance of forgiveness in relationships, promoting positivity and communication with friends, families and partners.</p> <p><b>MFL:</b> Ability to take risks and try to pronounce words in lessons and the wider community</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b>Respect:</b> To listen to others and take the time to communicate rationally, promoting positive relationships</p> <p><b>Resilience:</b> To adapt positively to challenging situations, upset or arguments</p>                                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>To promote maths mastery approach across the school so children are ready to learn, thrive and flourish</li> <li>To provide rich cultural and spiritual/ moral opportunities in themed lessons in keeping with our long-term plans providing a safe haven where children thrive and flourish</li> <li>To keep children safe online creating a safe haven of hope, nurturing with kindness and compassion</li> <li>To nurture with kindness and compassion by promoting spiritual, moral, social cultural development in line with our church school status</li> <li>Continue to ensure the curriculum is broad and balanced to suit and engage all learners making a strong and resilient community</li> <li>Children have time to reflect on their learning and independently share their knowledge and understanding across subjects</li> </ul>                                                                                                                                                                                       |
| Be willing to take risks and to reflect, learn and grow following experiences of failure as well as success | <p><b>English:</b> Children to feel safe trying new language and vocabulary in their writing. Learning how to excite the reader, whilst trying a range of literacy devices.</p> <p><b>History:</b> Through role play, discussion and writing, explore failure and success in the lives of those in the past and suggest ways these could be celebrated or overcome</p> <p><b>Geography:</b> To investigate geographical questions that prompt critical thinking about the environment and sustainability and to recognise from discussions of these how far they themselves are responsible, contribute and provide solutions</p> <p><b>Art/DT:</b> To be able to reflect and assess your own work and be proud of what you can achieve.</p> <p><b>MFL:</b> Learning new vocabulary in a different language, speaking a new language, and reflecting on the correct pronunciation of these words, in order to develop.</p> <p><b>English:</b> Activities are designed to challenge and develop children's resilience in learning to read and write. Lessons develop their skills in editing and improving their own work and in celebrating their achievements.</p> <p><b>Computing:</b> Develop a resilient attitude to learning, be discerning in evaluating digital content, resilience when debugging programs to achieve specific goals, collaborate with peers, recognise acceptable and unacceptable behaviour online and offline</p> <p><b>PE:</b> Trying to achieve a new skill or taking on a new sport. Challenging yourselves by trying to beat your personal bests</p> <p><b>Science:</b> To be willing to take risks and try out ideas, to encourage and support my peers, to offer help and guidance to my peers</p> <p><b>Maths:</b> To take on challenges and take risks, learning from mistakes and misconceptions, building on knowledge and understanding</p> <p><b>PSHE:</b> To understand that we sometimes make poor choices, but learning how we respond and reflect on these incidents to help make better choices in the future</p> <p><b>RSE:</b> To realise that our decisions and behaviours impact not only ourselves, but friends, families and our relationships with others</p> | <p><b>Friendship:</b> To share risk and understand each person's strengths when assessing and planning for risk</p> <p><b>Compassion:</b> To support and encourage each other to grow despite failure</p> <p><b>Aspiration:</b> To see failure as learning and improvement and challenge the catalyst for development</p> <p><b>Respect:</b> To be understanding of others' feeling, behaviour and actions, helping them to find positive solutions</p> <p><b>Resilience:</b> To persevere and keep learning from experiences</p> | <ul style="list-style-type: none"> <li>Teaching of English to include writing opportunities across the curriculum to support our richly unique and diverse children</li> <li>To cultivate a library where children can enjoy a tranquil yet engaging environment to experience the love of reading, learning to value themselves and others</li> <li>To promote maths mastery approach across the school so children are ready to learn, thrive and flourish</li> <li>To provide rich cultural and spiritual/ moral opportunities in themed lessons in keeping with our long-term plans providing a safe haven of hope and aspiration</li> <li>To nurture with kindness and compassion by promoting spiritual, moral, social cultural development in line with our church school status</li> <li>Continue to ensure the curriculum is broad and balanced to suit and engage all learners making a strong and resilient community</li> <li>Children have time to reflect on their learning and independently share their knowledge and understanding across subjects</li> </ul> |
| Demonstrate curiosity and open mindedness when exploring life's big questions                               | <p><b>English:</b> Develop the ability to share ideas and collaborate with others by explaining opinions verbally and in compositions</p> <p><b>History and Geography:</b> To investigate and explore open-ended questions about historical periods and global/local issues that relate to the way we order and develop our daily lives both in the past and now</p> <p><b>MFL:</b> Intercultural understanding: Reflecting on and respecting cultural diversity. Understanding issues that affect countries, for example: poverty, famine, religion and war.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Friendship:</b> To listen and appreciate others' ideas and questions</p> <p><b>Compassion:</b> To encourage and support each other in discussion and through teamwork</p>                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Teaching of English to include writing opportunities across the curriculum to support our richly unique and diverse children</li> <li>To cultivate a library where children can enjoy a tranquil yet engaging environment</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

|                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                    | <p><b>English:</b> Stories are chosen to scaffold and develop children's understanding of global issues by linking their knowledge of the world around them to new, unknown experiences by reading and exploring texts through discussion and reflecting on these.</p> <p><b>Computing:</b> Use technology to create, organise, store, manipulate and retrieve digital content. Explore how algorithms work, how to debug them and correct errors in code, collaborate as part of a team to refine code for programs and apps</p> <p><b>Science:</b> To embrace curiosity, to ask questions, to be willing to take risks and try out ideas, to encourage and support my peers, to offer help and guidance to my peers</p> <p><b>Maths:</b> To investigate number, space and shape using manipulatives to find links, pattern and comparisons. To choose activities in order to challenge and explore mathematical concepts.</p> <p><b>PSHE/RSE:</b> To be interest about the world and the impact we have on society, be curious by allowing children to learn about their rights and responsibilities as they grow into young adults; have a willingness to be inquisitive and recognise they have a voice that will inspire, encourage, and inform others in a respectful manner.</p> <p><b>Art/DT:</b> to stimulate young children's curiosity, creativity, and imagination, and support the development of communications skills.</p>                                                                                                                                                                            | <p><b>Aspiration:</b> To show curiosity and open mindedness toward aspects of learning</p> <p><b>Respect:</b> To allow children to choose to answer/respond to questions using a range of different options</p> <p><b>Resilience:</b> To learn how persevere with challenging questions, developing a growth mindset and positive mental attitude</p>                                                                                                                                                                                                                  | <p>to experience the love of reading, learning to value themselves and others</p> <ul style="list-style-type: none"> <li>• To promote maths mastery approach across the school so children are ready to learn, thrive and flourish</li> <li>• To provide rich cultural and spiritual/ moral opportunities in themed lessons in keeping with our long-term plans providing a safe haven of hope and aspiration</li> <li>• To nurture with kindness and compassion by promoting spiritual, moral, social cultural development in line with our church school status</li> <li>• Continue to ensure the curriculum is broad and balanced to suit and engage all learners making a strong and resilient community</li> <li>• Children have time to reflect on their learning and independently share their knowledge and understanding across subjects</li> </ul>                                                                                                                                                                                                                                 |
| <p>Appreciate and be thankful for what is good in life like friends and family</p> | <p><b>English:</b> The books we choose to read and study with pupils and encouraging the children to red for pleasure and share their thoughts with their friends and families</p> <p><b>History and Geography:</b> pupils talk/write about what interests them in these subjects and what we can and should celebrate about the people and places that these subjects teach us about</p> <p><b>MFL:</b> Intercultural understanding: Respecting cultural diversity and looking at celebrations in other countries.</p> <p><b>English:</b> Texts are chosen to challenge children to think about life from a personal and a global perspective, giving them opportunities to consider things beyond their own experiences and to celebrate the good things found in this world.</p> <p><b>Computing:</b> Consider technical and artistic merits of photographs to store in a portfolio, appreciate how various forms of device and program contribute to life and enjoy practising and refining skills with peers</p> <p><b>PE:</b> Working together and achieving in collaboration.</p> <p><b>Science:</b> To persevere when challenges arise, be thankful for the opportunity to try again, celebrate own and others success</p> <p><b>Maths:</b> To collaborate with peers and adults to achieve and be successful</p> <p><b>PSHE: RSE:</b> To know what is a good friend and how to be a good friend and demonstrate these values in relationships as they grow into young adults</p> <p><b>ART/DT:</b> Learn about and respect varying art forms, critiquing work and providing positive feedback to others</p> | <p><b>Friendship:</b> Share experiences of those things they've learned that they have enjoyed</p> <p><b>Compassion:</b> Understand that our differences make us strong and that they should be celebrated</p> <p><b>Aspiration:</b> To celebrate, show and share thankfulness for all we have</p> <p><b>Respect:</b> To be respectful towards adults and children alike in and out of school, demonstrating kindness and compassion</p> <p><b>Resilience:</b> To nurture friendships with kindness and compassion and not give up even in difficult circumstances</p> | <ul style="list-style-type: none"> <li>• Teaching of English to include writing opportunities across the curriculum to support our richly unique and diverse children</li> <li>• To cultivate a library where children can enjoy a tranquil yet engaging environment to experience the love of reading, learning to value themselves and others</li> <li>• To promote maths mastery approach across the school so children are ready to learn, thrive and flourish</li> <li>• To provide rich cultural and spiritual/ moral opportunities in themed lessons in keeping with our long-term plans providing a safe haven of hope and aspiration</li> <li>• To nurture with kindness and compassion by promoting spiritual, moral, social cultural development in line with our church school status</li> <li>• Continue to ensure the curriculum is broad and balanced to suit and engage all learners making a strong and resilient community</li> <li>• Children have time to reflect on their learning and independently share their knowledge and understanding across subjects</li> </ul> |