



Progressions in Spiritual Development

Our progressions are built around our threshold concepts and the also the ways in which we have identified children are shining spiritually.

Spiritual Development Threshold Concepts

A feature of our curriculum design is Threshold Concepts. Threshold Concepts are the 'big ideas' that shape children's thinking within each subject. The same Threshold Concepts will be explored in every year group and children will systematically build their understanding of them. An important principle, is that exploring concepts will never be complete; children will continue to explore them for as long as they continue to study the subject or aspect.

In Spiritual Development they are;

Self	Awareness of themselves and their inner person and the way this shapes their ideas, thoughts and views of themselves and a unique human. Reflect on the relationship they have with themselves.	
Others	Awareness of the concepts of others including empathy and compassion to others. Reflect on their relationships with others.	
World	Awareness and experiences of the natural world and the results/impact of human creativity its beauty and the relationship between self and world.	
Beyond	Awareness of the concept of beyond and a growing understanding or relationship with exploring experiences beyond the everyday. Searching for meaning in their experience and their place in the greater scheme of things.	

Shining Spiritually

- Comfortable and able to listen thinking deeply and asking questions.
- Confident with self.
- Comfortable with others
- Comfortable with silence and reflection.



Shining Spiritually @ St Peters	Progressions in Spirituality			
	Reception	Year 1&2	Year 3&4	Year 5&6
Concept – Self. Spiritual learners become increasingly aware of the concept of self – Awareness of themselves and their inner person and the way this shapes their ideas, thoughts and views of themselves and a unique human. Reflect on the relationship they have with themselves.				
<p>Comfortable and able to listen thinking deeply and asking questions.</p> <p>Confident with self.</p> <p>Comfortable with others.</p> <p>Comfortable with silence and reflection.</p>	<p>A growing awareness of knowing what I like and what I don't like both materially and in the way that I want to be treated.</p> <p>Can say what I like and what I am good at.</p> <p>Can reflect on things I like.</p>	<p>An evolving awareness of the concept of self as more than purely physical characteristics.</p> <p>A growing realisation that being content with who you are is important for personal happiness.</p> <p>Know how to apologise and to try again.</p> <p>Beginning to recognise mistakes and how to deal with them in a positive way.</p>	<p>The awareness that the growing development of a personal identity is an important aspect of being human.</p> <p>A growing realisation that an emphasis on self alone is not sufficient as a means of living out the self.</p> <p>An evolving sense of the concept of identity as more than purely physical characteristics or our likes and hobbies.</p> <p>Can set goals for my work and behaviour that will help me to progress.</p>	<p>The awareness of the value of reflection to explore deeper responses to thoughts that help shapes the 'inner self'</p> <p>An understanding that we express our personal values in the way that we approach our relationship with others and the world around us.</p> <p>The ability to express an interpretation of this verbally.</p> <p>Can confidently explain my opinions giving reasons to support my views.</p>

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	Reception	Year 1&2	Year 3&4	Year 5&6
Concept – Others. Spiritual learners become increasingly aware of the concept of others – Awareness of the concepts of others including empathy and compassion to others. Reflect on their relationships with others.				
<p>Comfortable and able to listen thinking deeply and asking questions.</p> <p>Confident with self.</p> <p>Comfortable with others.</p> <p>Comfortable with silence and reflection.</p>	<p>Understanding that other people have their own views and opinions and may value different things to you.</p> <p>Can contribute to maintaining short (5 - 10 seconds) periods of no speaking with others with a focus e.g. listening to pieces of music.</p>	<p>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.</p> <p>Can contribute to maintaining longer (10-15 seconds) periods of no speaking with others with a focus e.g. listening to pieces of music.</p>	<p>Acknowledgement and respect for the rights of others to have their own deep thoughts that shape their inner self.</p> <p>A developing ability to enter into discussions with others about their values and opinions.</p> <p>Can reflect on opinions given and know others may hold a different view.</p> <p>Is comfortable (able to sustain and respect) with periods of silence to reflect and think.</p>	<p>A growing empathy with the values of others and developing an understanding of the need to appreciate them to build meaningful relationships.</p> <p>A growing ability to express how understanding the value of others is an important part of building meaningful relationships.</p> <p>Can articulate some of the benefits of silence and reflection.</p>



Shining Spiritually @ St Peters	Progressions in Spirituality			
	Reception	Year 1&2	Year 3&4	Year 5&6
	Concept – World. Spiritual learners become increasingly aware of the concept of a physical and creative world – Awareness and experiences of the natural world and the results/impact of human creativity its beauty and the relationship between self and world.			
Comfortable and able to listen thinking deeply and asking questions. Confident with self. Comfortable with others. Comfortable with silence and reflection.	Respond to something wonderful/ exciting and awesome happening. Respond to sensory feelings and be able to show it.	Give a verbal response that explains a reaction to something wonderful/ exciting or awesome. Be seen to respond to a stimulus and begin to explain in simple terms verbally or through body language.	Be able to understand and give meaning to something wonderful/ exciting or awesome. Be able to verbalise their sensory responses and begin to explore their reactions to stimuli. A growing confidence to explore concepts orally.	Be able to explain/ give an emotional response to stimuli and begin to articulate this from a personal perspective. Be able to display shades of meaning when verbalising sensory responses and understand and interpret their reaction. A developing appreciation that some things don't have answers.

Shining Spiritually @ St Peters	Progressions in Spirituality			
	Reception	Year 1&2	Year 3&4	Year 5&6
	Concept – Beyond. Spiritual learners become increasingly aware of the concept of the beyond – Awareness of the concept of beyond and a growing understanding or relationship with exploring experiences beyond the everyday. Searching for meaning in their experience and their place in the greater scheme of things.			
Comfortable and able to listen thinking deeply and asking questions. Confident with self. Comfortable with others. Comfortable with silence and reflection.	Have the confidence to ask questions that have no answers.	Have a sense of enjoyment in devising and discussing questions that have no answer. Use imagination to interpret responses to big questions.	Understand what big questions are. Be able to explain imaginative responses to questions of meaning.	Can generate big questions. Begin to express through a personal vocabulary responses to questions of meaning. Begin to be able to use critical reasoning in responding to a big question