

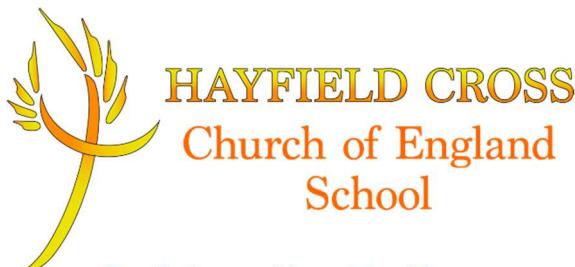


# Spirituality Policy

<b>Written by:</b>	Paige Hope
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*Remember that I commanded you to be strong and brave. So don't be afraid. The Lord your God will be with you everywhere you go<sup>2</sup> (Joshua 1:9)*

As the harvest grows from the soil, Hayfield Cross came to life in 2015. From nothing, we have grown at the heart of our new community, persevering through challenge into a flourishing school. Guided by our Christian values the seeds of Joy, Integrity and Fellowship are planted as we instil this pioneering spirit in our children, challenging them through exciting learning to aspire to greatness in all that they do.



## Spirituality Policy

*"But grow in the grace and knowledge of our Lord and Saviour Jesus Christ.  
To him be glory both now and forever."*      Peter 3:18

### Introduction

At Hayfield Cross, we state that Spirituality is 'to feel connected to something that is bigger than yourself'. Spiritual development relates to that aspect of inner life through which we acquire insight into our personal experiences, which are of enduring worth.

At Hayfield Cross Church of England Primary School, the spiritual dimension is expressed through our strong Christian vision and values. Our ethos enables and encourages all children to grow and flourish spiritually. We want our pupils to be successful, confident and responsible learners. We are committed to providing an environment that enables children to reach their full potential, through collaboration mutual respect.

We recognise the importance of both the academic and personal development and well-being of every child in our school. This includes recognising the importance of providing a range of opportunities for our pupils to respond to, that supports their spiritual, moral, social and cultural development with an understanding of the Equalities Act (2010) and global education themes.

It is our aim that the children's individual spiritual development is fostered as an integral element of the range of learning opportunities and experiences they encounter as part of the curriculum, and that it permeates all strands of school life.

### Aims

The aims for Spirituality at Hayfield Cross Church of England Primary School are:

- To provide a context of faith, security and loving relationships to support each child's spiritual search.
- To foster the spiritual development of each child, regardless of age, sex, ability or cultural background.
- To foster self-awareness and promote a feeling of self-worth.
- To develop a set of values, principles and beliefs.
- To develop positive human qualities.
- To develop respect and empathy for other people and their beliefs.
- To foster a respect for different people's feelings and values.
- To develop the children's enthusiasm to explore and learn through enquiry and first hand experiences.
- To enable the children to attribute meaning to experiences.
- To enable the children to value the non-material dimension of life.
- To foster reflection and stillness.
- To foster a sense of meaning, purpose and direction in life.
- To encourage imagination and creativity.
- To develop a sense of awe and wonder at the miracle of creation, life and the natural world.
- To enable the children to experience a sense of enjoyment and fascination in learning about themselves, others, and the world around them, including the intangible.
- To share Christian stories and respond to Christian festivals, rituals and symbols, particularly those from the Anglican tradition.

## Organisation & Implementation

Spiritual development is an important element of a child's education and fundamental to all other areas of learning. Without curiosity, without the inclination to question, and without the exercise of imagination, insight and intuition, children would lack the motivation to learn. In view of this, teaching will:

- Value the children's questions and give them time to *reflect* on their own thoughts, ideas and concerns.
- Enable the children to make connections between aspects of their learning.
- Encourage the children to relate their learning to a wider frame of reference, e.g. asking 'why?', 'how?', and 'where?' as well as 'what?'.

Spirituality is not explicitly taught but is an inherent interwoven part of all aspects of school life and is nurtured and promoted as a natural element of the curriculum. Our school uses the analogy of windows, mirrors, doors to enable all children to engage with spiritual moments and respond appropriately.



**Windows:** Look out and learn. What are the facts? What is inspiring about this?

**Mirrors:** Looking inwards and reflecting, raising questions – being brave and courageous.

**Doors:** Responding to what they have learnt. How will they go forward? Living out values.

The following opportunities will be made available, as an integral part of our school's practice, in order to facilitate the development of spirituality:

- To explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.
- Where children already have religious beliefs, to support and develop these beliefs in ways which are personal and relevant to them as an integral part of the school's practice.
- To engage in enquiry and exploration in line with our 'Be Brave' curriculum.
- To look attentively and observe carefully.
- To be creative and imaginative.
- To listen with discernment.
- To reflect and respond to issues inspired through music, art, text, film or artefacts.
- To explore and develop what animates themselves and others.
- To understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- To value what is good and worthwhile and to make value judgements through discussion and exchange of views.
- To work collaboratively with peers, valuing the contribution made by others.
- To respect all, as modelled by staff in their relationships with others.
- To experience silent, calm and tranquil moments which afford time for reflection.
- To work and live in harmony with others in the school and wider community.
- To have confidence to express ideas, views and opinions, even if others do not agree.

Opportunities for spiritual development are promoted in all aspects of the curriculum and school life as the children become actively engaged in our enquiry-based curriculum. This provides a wide range of experiential learning opportunities that enables children to 'reflect, explore and discover' whilst asking questions. They will be able to consider their own values, beliefs and feelings and those of others, with whom they are working alongside or with.

On our long-term map, opportunities for spiritual moments are highlighted (see appendix 1). Outlined below are some of the ways in which spiritual development is nurtured and promoted as part of our curriculum:

**In Physical Education:**

- Being a team member.
- Pushing yourself to the limits – being strong and brave in doing this.
- Extremes of skill, endurance and achievement.
- Personal limitation and failure.
- Appreciation of perfection.
- Sportsmanship.

**In Design and Technology:**

- Discovering how something works.
- Perseverance to solve problems.
- Personal achievement.
- Learning from others and nature.

**In English:**

- Empathy with authors and the characters in stories and plays.
- The appreciation of language.
- Emotions and sentiments in writing and speech.
- Imagining oneself as someone else.
- Escaping into other worlds through literature.
- The element of wonder in literature.

**In Maths:**

- Infinity and nothing.
- Pattern and order.
- Shape and regularity.
- Truth, certainty and likelihood.
- The universality of mathematics over time and space.
- The wonder of numbers, formulae and equations.

### **In Science:**

- Wonder as the basis of science.
- Questions of beginning, creation and evolution.
- Discovering the limits of experimentation.
- Birth, life, death and renewal.
- The universe and beyond.
- Beliefs in science and the faith of scientists.

### **In Computing:**

- The wonder of worldwide instant communication.
- The speed of the growth of knowledge.
- The accessibility of knowledge and contact with other people worldwide.

### **In the Creative Arts (Art, Music, Drama and Dance):**

- The work of creative artists from a variety of times and places.
- Truth and goodness.
- Expressing, interpreting and exploring deep feelings and profound beliefs.
- Artistic creativity.
- The effects of the arts on emotions and senses.
- The arts as means of expressing mood.
- Skill in creation and performance, and particularly in personal reflection upon their own creativity using various art forms.
- Effects on the emotions and senses.
- Personal response and preference.

### **In Geography:**

- Wonder at the diversity of environments and people.
- Questions about the care of the environment.
- The beliefs behind particular causes and campaigns.
- World (economic) development.
- Empathy with people from other parts of the world.

### **In History:**

- Being in touch with past people, things and ideas.
- Being part of history.
- Handling artefacts.
- Influential events and people.
- The commitment of significant people in history.
- War and peace.
- Interpretation in history.
- The nature and importance of invention and exploration.
- Empathy with people from other times in history.

### **In Religious Education:**

- Exploration of values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.
- People, places, things, books, actions and ideas held by religious believers to be holy.
- Ultimate questions of meaning and purpose.
- Ideas of the divine/questions of God.
- Forms of worship.
- Use of music, art and drama to express beliefs.
- Varieties of beliefs, celebrations and rituals.
- Ideas of commitment and belonging to groups and institutions.
- The idea of questions with no clear answers.

### **In Collective Worship:**

- Opportunities for reflection and response are planned into worship.
- Stillness.
- Personal and collective beliefs are respected.
- Sharing and celebrating common beliefs.
- Celebrating success.
- Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc.
- Common activities such as singing, listening, laughing, praying, reflecting on a theme.
- Remembering and celebrating the lives of people of spiritual significance.
- Emphasising common purpose and values.
- Experiencing emotions.

In addition, as part of the curriculum, the children have opportunities:

- To visit places of beauty, interest and challenge.
- To admire and wonder at the natural environment and human creative efforts.
- To work out personal relationships in unusual and challenging situations.
- To experience community cohesion links at a local, national and global level.
- To engage in charity based activities.
- To participate in a wide range of events and activities, involving a range of outside agencies, coaches, etc.

In order to facilitate spiritual development, our school's environment means that:

- Everyone involved in the life of the school is valued and seen to be valued.
- Policies and ensuing practices are clearly seen to reflect the worth of individuals.
- Behaviour management policies and practices are used and discussed regularly.
- All adults recognise the need to set good examples of mutual respect and considerate behaviour.
- The quality and nature of the learning environment and displays reflect the value placed on pupils and staff.
- The atmosphere of the school welcomes differences in beliefs and values, and invites everyone to belong.
- The achievements, successes and efforts of everyone are recognised and celebrated.

## **Assessment**

Spirituality will be monitored as part of curriculum practice and the children's involvement in the life of the school community. These are areas in which children are expected to grow as part of their spiritual development:

- Reflection - on their experiences with increasing sensitivity.
- Questioning – asking questions based on mutual respect in a safe environment
- Exploration
- Varying Interpretations – understanding and evaluating a range of possible reasons/interpretations.
- Developing personal views and insights.
- Perception – applying insights gained with increasing degrees of perception to their own lives in line with the school's church status and history.
- Know that belief is valuable and that the Christian belief is endorsed by the whole school community.

## **Monitoring & Review**

Provision for spiritual development is monitored and reviewed by:

- Monitoring the teaching and learning and work scrutiny by RE/Collective Worship Leader, Senior Leadership Team, Head Teacher and Governors.
- Pupil Voices.
- A Spirituality Walk.
- Discussions at staff and Governing Body meetings.
- RE and Collective Worship Development Plans.

## Appendix 1: Long-term curriculum

RECEPTION	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Time Travellers All about Me - Past and Present Me		All God's Creations Exploring the Natural World – awe and wonder, <a href="#">gods</a> and <a href="#">wows</a>		Intrepid Explorers We're going on an adventure!	
Communication & Language	To understand why listening is important. To begin to share ideas with familiar adults and in small groups.	To engage in stories and rhymes. To take turns in conversations. To answer questions during class discussions.	To use new vocabulary throughout their learning and play. I can say what I think and respond to others thoughts.	To develop confidence to talk to other adults they know at school. To talk in sentences using a conjunction e.g. and or because. To retell a familiar story.	To understand questions such as who, what, where, when, why and how. To listen carefully during carpet times.	To use talk to organise, sequence and clarify their thinking, ideas, feelings and events.
PSED <i>Spirituality - self reflection, values, awareness of others, resilience building, community projects</i>	(Being Me in My World) 'Who am I and how do I fit?'	(Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique	(Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this	(Healthy Me) Being and keeping safe and healthy	(Relationships) Building positive, healthy relationships	(Changing Me) Coping positively with change
Physical Development	Children will learn, develop and apply shapes and travel on the floor and apparatus through focused skill development. To begin to use tools such as cutlery and scissors correctly. To begin to use a tripod grip when mark making.	Children will learn, develop and apply flight and rotation on the floor and apparatus through focused skill development, thematic warm-ups and games. To form letters correctly when writing and to use scissors to cut out a variety of shapes.			Children will develop and apply their ball skills and co-ordination with a partner through focused thematic stories, songs and games. To begin to control letter size when writing. To begin to write on a line.	
Literacy (Drawing Club) Developing skills for reading & writing	Three Billy Goats Gruff- Henriette Barkov The Three Little Pigs The Gingerbread Man Goldilocks Little Red Riding Hood Giving meaning to marks and writing initial sounds Little Wandle Phase 2	Pease at Last- Jill Murphy Stick Man - Julia Donaldson The Nativity Story The Christmas Pine Writing CVC words Little Wandle Phase 2	A Mouse Called Julian- Joe Todd Stanton How to Catch a Star Lost and Found The Rainbow Fish Writing a simple caption using phase 3 digraphs and trigraphs Little Wandle Phase 3	The Very Hungry Caterpillar One Little Chick Mad About Minibeasts Recognising rhyme and writing a caption. Little Wandle Phase 3	What the Ladybird Heard Farmer Duck The Tiger who came to Tea Owl Babies Writing a simple sentence, using finger spaces. Little Wandle Phase 4	We're going to find a monster We're going on a lion hunt Emma Jane's Aeroplane Ruby's Worry - Tom Percival Writing a range of sentences, using finger spaces, capital letters and full stops. Little Wandle Phase 4
Number	Subitising to 3. To begin to understand numbers can be made of smaller parts. Size, mass and capacity.	Exploring the composition of numbers to 5, understanding the sequence of numbers and the counting principals. Repeating patterns.	Subitising within and beyond 5. To be able to find missing parts within 5. Length and height.	Exploring the structure of numbers beyond 5. Comparing numbers, doubles, odds and evens. 2D shapes.	Number bonds to 10. Subitising using rekenreks. Understanding the structure of numbers beyond 10. Consolidating previous learning. 3D shapes.	
Understanding The World (Geography, History, Science, RE, PSHE & Computing)	To discuss how they have changed since birth. To know about family. To know similarities and differences between ourselves and others. To know features of their own immediate environment.	Focuss on different celebrations, including Diwali and Christmas. To know that people around the world have different celebrations. To identify the features of autumn. Computing: Online safety and privacy and security.	To talk about the lives of those around us and how they have changed. To discuss aspects of the planet earth and our solar system. To identify the features of winter. Computing: Computing skills (mouse and trackpad & drawing skills)	To know about the past through settings, characters and events embedded in books and in class and storytelling (growing food and farming). To learn about the butterfly life cycle. To observe minibeasts and grow plants. To identify and recognise the signs of Spring. To know that Christians believe in Easter. Computing: computing skills and exploring music digitally. Technology around us.	To know some similarities and differences between things in the past and present, drawing on experiences we have been read in class. To observe different animals and notice similarities and differences. To talk about different habitats. Computing: Robots & Beebots	To create simple maps and identify features of our local area and our country that we know. To know there are many countries around the world. Explain some similarities and differences between life in our country and life in other countries drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. Computing: Photography
RE	Why is the word 'God' so important to Christians? (F1- God/Creation) <b>THEOLOGY</b>	Why do Christians perform nativity plays at Christmas? (F2 Incarnation) <b>THEOLOGY</b> Diwali	Where do we belong? (F4 Being Special) – <a href="#">belonging spirituality link</a> <b>PHILOSOPHY</b>	Why do Christians put a cross in an Easter garden? (F3 - Salvation) <b>THEOLOGY</b>	Which stories are special and why? (F6 – Christianity and Judaism) <b>SOCIAL SCIENCE</b>	Which places are special and why? (F5 – Christianity, Islam and Judaism) <b>PHILOSOPHY</b> <b>SOCIAL SCIENCE</b>
YEAR 1	Autumn Term		Spring Term		Summer Term	
Maths	See White Rose Maths Hub Curriculum Maps for further information					
Key Texts	Rapunzel- <a href="#">Bethan Woollvin</a> We're Going on a Bear Hunt- Michael Rosen		Look Up- <a href="#">Nathan Byron</a> First Book of Dinosaurs- <a href="#">Simon Mole</a>		Caterpillar Shoes (Lit Shed+) Little Boat (Lit Shed+) Mini Rabbit Not Lost- <a href="#">John Bond</a>	
Reading	See Complete Comprehension Curriculum Maps for further information					
Writing	<p><i>Spirituality - Explore themes of wonder, awe and experience.</i> Discuss motives. Opportunities to come to respond to characters. Opportunities for creative writing about personal experiences, reflections to foster a self- awareness and expression.</p> <ul style="list-style-type: none"> <li>➢ To entertain- description</li> <li>➢ To entertain- speech bubble</li> <li>➢ To inform- report</li> <li>➢ To inform- instructions</li> </ul>		<ul style="list-style-type: none"> <li>➢ To entertain- narrative</li> <li>➢ To inform- letter</li> <li>➢ To entertain- acrostic poem, shape poem</li> </ul>		<ul style="list-style-type: none"> <li>➢ To entertain- description</li> <li>➢ To inform- letter</li> <li>➢ To entertain- narrative</li> <li>➢ To inform- diary</li> </ul>	
Science	Seasonal Change-Summer Materials	Seasonal Changes- Autumn Materials <i>Spirituality - "wows"</i>	Seasonal Change-Winter Plants-Trees <i>Spirituality - respecting environment</i>	Animals Including Humans-Animal Clarification	Seasonal Change- Spring Human Body and Senses <i>Spirituality - Origin in discovering how things work. The 'wows' of seasons changing</i>	Plants
History	Toys				Florence Nightingale <i>Spirituality - Exploring the natural world and our place within it; considering issues of sustainability, stewardship, and interconnectedness</i>	Charles Wicksteed <i>Spirituality - Exploring the natural world and our place within it; considering issues of sustainability, stewardship, and interconnectedness</i>
Geography		UK Countries	Local School Study <i>The 'wows' of physical geography.</i>	UK Cities <i>The 'wows' of physical geography.</i>		
PE	REAL PE Personal: Tag Rugby	REAL PE Social: Hockey	REAL PE Cognitive: Dodgeball	REAL PE Creative: Netball	REAL PE Physical: Athletics	REAL PE Health and Fitness: Tennis
PSHE <i>Spirituality - self reflection, values, awareness of others, resilience building, community projects</i>	JIGSAW: Being Me in My World	JIGSAW: Celebrating Differences	JIGSAW: Dreams and Goals	JIGSAW: Healthy Me	JIGSAW: Relationships	JIGSAW: Changing Me
Computing	Purple Mash: 1.1 Online Safety 1.2 Grouping and sorting 1.3 Pictograms	Purple Mash: 1.4 Lego Builders 1.5 Maze Explorers 1.6 Animated Story Books			Purple Mash: 1.7 Coding 1.8 Spreadsheets 1.9 Technology Outside School	
Art Access Art	Access Art: Spirals	Access Art: Simple Printmaking	Access Art: Playful Making	Access Art: Exploring Watercolour	Access Art: Making Birds <i>Spirituality - Reflect on impact of design</i>	Access Art: Inspired by Flora and Fauna



Long Term Map 2025/26

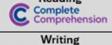
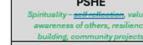
Design Technology	Mechanisms: Moving Pictures		Cooking: Smoothies		Textiles: Hand Puppets		
RE	Understanding Christianity: What do Christians believe God is like? (God) <b>THEOLOGY</b>	Understanding Christianity: Why does Christmas matter to Christians? (Incarnation) <b>THEOLOGY</b>	Understanding Christianity: Who made the world? (Creation) <b>PHILOSOPHY</b>	Diocese of Peterborough Syllabus 1.10 How should we care for the world and its creatures, and why does it matter? <b>PHILOSOPHY/SOCIAL SCIENCE</b>	Diocese of Peterborough Syllabus 1.7 Who is Jewish and how do they live? (Judaism) <b>SOCIAL SCIENCE</b>	Agreed Syllabus 1.6 Why holy books are special to Christians and Jews? <b>PHILOSOPHY</b>	
Music charanga	Charanga Music Scheme Hey soul! - Old school hip-hop	Charanga Music Scheme Rhythm in the way we walk and Banana Rap - Reggae and hip hop	Charanga Music Scheme Folk, Funk, Baroque and Bhangra	Charanga Music Scheme Round and Round - Latin American	Charanga Music Scheme Your Imagination	Charanga Music Scheme Reflect, rewind and replay - option to look at all the extension activity documents.	

YEAR 2	Autumn Term		Spring Term		Summer Term	
 <b>Maths</b> Key Mathematical Concepts	See White Rose Maths Hub Curriculum Maps for further information		See White Rose Maths Hub Curriculum Maps for further information		See White Rose Maths Hub Curriculum Maps for further information	
 <b>Reading</b> Complete Comprehension	Beegu- Alexis Deacon Starbird- Sharon King-Chai		The Day the Crayons Quit- Oliver Jeffers Smiles Aloud- Joseph Coelho		Piper- Lit Shed For the Birds Lit Shed+ Skater Cielo- Joseph Coelho	
<b>Writing</b> <i>Spirituality - stories of wonder, awe and experience. Discuss morals. Opportunities for drama to respond to characters.</i> <i>Opportunities for creative writing about personal experiences, reflections to foster a self-awareness and expression.</i>	<b>Materials</b> <i>Spirituality - ask questions about how things rely on their environment</i>		<b>To inform- newspaper</b> <b>To entertain- description</b> <b>To entertain- narrative</b> <b>To inform- report</b> <b>To entertain- description</b> <b>To inform- letter</b> <b>To entertain- kennings, free verse</b>		<b>To inform- report</b> <b>To entertain- narrative</b> <b>To inform- diary</b> <b>To inform- instructions</b>	
<b>Science</b>	<b>Materials</b> <i>Spirituality - ask questions about how things rely on their environment</i>	<b>Plants</b>	<b>Animals including Humans</b> <i>Spirituality - life cycles+ connectedness of life</i>	<b>Plants</b> <i>Spirituality - respecting our environment</i>	<b>Living things and their Habitats</b> <i>Spirituality - Delight in discovering how things work.</i>	
<b>History</b> <i>Spirituality - how has faith and spirituality impacted events</i>	<b>The Great Fire of London</b> Comparisons with past and present London Great fire of Wellingborough <i>Spirituality - Which stories tell historical <b>truths</b>? Which stories tell historical <b>tragedies</b>? What lessons for future decisions and choices do they provide?</i>		Christopher Columbus	Neil Armstrong		
<b>Geography</b>	<b>The World (including seven continents and five oceans)</b> <i>Spirituality - what would it be like to live in different parts of the world? Comparing their lives. The 'world' of physical geography.</i>				<b>Case Study: Botany Bay, Sydney (Contrasting non-European region)</b> <i>Spirituality - The world of discovering different physical regions do not provide the same opportunities.</i>	
<b>PE</b>	REAL PE Personal Netball	REAL Dance Social Tag Rugby	REAL PE Cognitive Hockey	REAL PE Creative Basketball	REAL PE Physical Athletics	REAL PE Fitness Cricket
<b>PSHE</b> <i>Spirituality - <b>values</b>, awareness of others, resilience, building community projects</i>	JIGSAW- Being in my world	JIGSAW- Celebrating Difference	JIGSAW- Dreams and Goals	JIGSAW- Healthy Me	JIGSAW- Relationships	JIGSAW- Changing Me
<b>Computing</b> 	Purple Mash: 2.1 Coding	Purple Mash: 2.2 Online safety 2.3 Spreadsheets	Purple Mash: 2.4 Questioning	Purple Mash: 2.5 Effective Searching	Purple Mash: 2.6 Creating Pictures	Purple Mash: 2.7 Making Music 2.8 Presenting Ideas
<b>Art</b>  <b>Access Art</b> Explore and Draw			<b>Access Art</b> Expressive Painting			
<b>Design Technology</b>		Cooking - A balanced diet (Healthy Wraps)		Mechanisms - Create and evaluate a Ferris Wheel <i>Spirituality - How do designers and their decisions?</i>		Structures - Baby bear's chair <i>Spirituality - Reflect on impact of design</i>



Long Term Map 2025/26

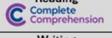
<b>RE</b>	Diocese of Peterborough- Who am I? What does it mean to belong? <b>PHILOSOPHY</b>	Agreed Syllabus 2.2 Is Christmas only special to Christians? (Incarnation) <b>THEOLOGY</b>	Diocese of Peterborough - What makes some places sacred to believers (thematic) <b>THEOLOGY/PHILOSOPHY</b>	Agreed Syllabus 2.4 How do festivals bring people together? <b>THEOLOGY</b> (Salvation Hist) <b>SOCIAL SCIENCE</b>	Understanding Christianity- What is the Good News that Jesus brings? (Gospel) <b>THEOLOGY</b>	Understanding Christianity- Who is Muslim and how do they live? (Islam) <b>SOCIAL SCIENCE</b>
<b>Music</b> 	Hands, Heart and Feet	Ho, Ho, Ho	I Wanna Play in a Band	Zoo time	Friendship Song	Reflect, Rewind, Replay
<b>MFL</b> 	Shapes	Seasons	Animals	Instruments	I Know How	Little Red Riding Hood

YEAR 3	Autumn Term		Spring Term	Summer Term		
Maths 	See White Rose Maths Hub Curriculum Maps for further information					
Key Texts	The Wolf's Story- Toby Forward The Proudest Blue- Ibtihaj Muhammed		Roald Dahl- George's Marvelous Medicine A Nest Full of Stars- James Berry		The Lighthouse- Lit Shed+ Pigeon Impossible- Lit Shed+ The Promise- Nicola Davies	
Reading 	See Complete Comprehension Curriculum Maps for further information					
Writing <i>Spirituality - Explore themes of wonder, awe and experience. Discuss moralities. Opportunities for drama to respond to opportunities for creative writing about personal experiences, reflections to foster a self-awareness and expression.</i>	<ul style="list-style-type: none"> <li>➢ To entertain- description</li> <li>➢ To inform- letter</li> <li>➢ To inform- report</li> <li>➢ To entertain- diary</li> </ul>		<ul style="list-style-type: none"> <li>➢ To inform- newspaper</li> <li>➢ To inform- instructions</li> <li>➢ To entertain- haiku, limerick</li> </ul>		<ul style="list-style-type: none"> <li>➢ To inform- report</li> <li>➢ To entertain- narrative</li> <li>➢ To entertain- description</li> <li>➢ To discuss- balanced argument</li> </ul>	
Science	Plants <i>Spirituality - respecting world</i>	Rocks	Animals including Humans <i>Spirituality - respecting world</i> <i>Spirituality - personal reflection</i>	Forces and Magnets <i>Spirituality - delight in discovering how things work</i>	Light <i>Spirituality - delight in discovering how things work</i>	
History	Stone Age & Bronze Age <i>Spirituality - Which stories tell historical 'wonder'? Which stories tell historical tragedies? What lessons for future decisions and choices do they provide?</i>	Iron Age <i>Spirituality - Which stories tell historical 'wonder'? Which stories tell historical tragedies? What lessons for future decisions and choices do they provide?</i>			A Local study: Kettering's shoe and boot industry	
Geography			UK Countries & Regions <i>Spirituality - Exploring the natural world and our place within it, considering issues of sustainability, stewardship, and interconnectedness. Walk to water locally or Wixgateford?</i>	Rivers <i>Spirituality - Exploring the natural world and our place within it, considering issues of sustainability, stewardship, and interconnectedness.</i>	Case study: London <i>Spirituality - reflecting on the human experience and the search for meaning.</i>	
PE	Get Set 4 PE - Dance Fundamentals	Get Set 4 PE - Dodgeball Netball	Get Set 4 PE - Rounders Tag Rugby	Get Set 4 PE - Cricket Gymnastics	Get Set 4 PE - OAA Athletics	Get Set 4 PE - Fitness Tennis
PSHE 	JIGSAW- Being in my world	JIGSAW- Celebrating Difference	JIGSAW- Dreams and Goals	JIGSAW- Healthy Me	JIGSAW- Relationships	JIGSAW- Changing Me
Computing	Purple Mash: 3.1 Coding	Purple Mash: 3.2 Online Safety 3.3 Spreadsheets	Purple Mash: 3.4 Touch typing 3.8 Graphing	Purple Mash: 3.5 Email	Purple Mash: 3.6 Branching Databases	Purple Mash: 3.7 Simulations 3.9 Presenting
Art 	Gestural Drawing	Working with Shape and Colour	Telling Stories through Drawing and Paintings	Cloth, Thread, Paint	Making Animated Drawings	Using Natural Resources to Make Images <i>Spirituality - waves of nature</i>
Design Technology		Mechanical posters		Structures: Constructing a castle <i>Spirituality - Reflect on impact of design</i>		Digital world: Wearable tech <i>Spirituality - Reflecting on the impact of technology on society and the environment, considering ethical and moral implications of design decisions</i>



Long Term Map 2025/26

RE	<b>Understanding Christianity</b> What do Christians learn from the Creation story? (Creation) <b>THEOLOGY</b>	<b>Understanding Christianity</b> What is the trinity? (Incarnation) <b>THEOLOGY</b>	<b>Diocese of Peterborough</b> What does it mean to be a Sikh in Britain today? (Sikhism) <b>SOCIAL SCIENCE</b>	<b>Understanding Christianity</b> Why do Christians call the day Jesus died 'Good Friday'? (Salvation) <b>PHILOSOPHY</b>	<b>Diocese Unit</b> What does it mean to be a Hindu in Britain today? (Hindu Dharma) <b>SOCIAL SCIENCE THEOLOGY</b>	<b>Diocese Unit</b> What does it mean to be a Hindu in Britain today? (Hindu Dharma) <b>SOCIAL SCIENCE THEOLOGY</b>
Music 	Let your spirit fly	Glockenspiel 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, rewind and replay
MFL 	Phonics I am Learning	Vegetables	Fruits	Ice Creams	Presenting Myself	My Family

YEAR 4	Autumn Term		Spring Term		Summer Term	
<b>Maths</b> 	See White Rose Maths Hub Curriculum Maps for further information					
Key Texts	Libba; Elizabeth Cotton True Story of Three Little Pigs- Jon Scieszka		Midnight Panther- Poonam Mistry Werewolf Club Rules- Joseph Coelho		Dream Giver- Lit Shed+ Soar- Lit Shed+ Kensuke's Kingdom- Michael Morpurgo	
<b>Reading</b> 	See Complete Comprehension Curriculum Maps for further information					
<b>Writing</b> <i>Spirituality - Explore themes of wonder, awe and experience. Discuss morals. Opportunities for drama to respond to opportunities for creative writing about personal experiences, reflections to foster a self-awareness and expression.</i>	<ul style="list-style-type: none"> <li>➢ To entertain- narrative</li> <li>➢ To inform- report</li> <li>➢ To inform- newspaper</li> <li>➢ To entertain- diary</li> </ul>		<ul style="list-style-type: none"> <li>➢ To entertain- narrative</li> <li>➢ To inform- letter</li> <li>➢ To entertain- performance, haiku</li> </ul>		<ul style="list-style-type: none"> <li>➢ To entertain- description</li> <li>➢ To inform- instructions</li> <li>➢ To inform- letter</li> <li>➢ To discuss- balanced argument</li> </ul>	
<b>Science</b>	Living Things and their Habitats <i>Spirituality - Create opportunities for pupils to ask questions about how living things rely on and contribute to their environment.</i>	Sound <i>Spirituality - delight in discovering how things work</i>	States of Matter	Electricity <i>Spirituality - delight in discovering how things work</i>	Animals Including Humans <i>Spirituality - Life cycles provide opportunities to discuss interconnectedness of life.</i>	
<b>History</b> <i>Spirituality - how has faith and spirituality impacted events</i>	The Roman Empire <i>Spirituality - Which stories tell historical <u>lessons</u>? Which stories tell historical <u>tragedies</u>? What lessons for future decisions and choices do they provide?</i>	The Roman Empire and its Impact on Britain <i>Spirituality - Which stories tell historical <u>lessons</u>? Which stories tell historical <u>tragedies</u>? What lessons for future decisions and choices do they provide?</i>			Anglo-Saxons and Scots <i>Spirituality - reflecting on the human experience and the search for meaning.</i>	The Vikings and Anglo-Saxons <i>Spirituality - reflecting on the human experience and the search for meaning.</i>
<b>Geography</b> <i>Spirituality - how has faith and spirituality impacted events</i>			European regions	Volcanoes and earthquakes		
<b>PE</b>	Dance Ball skills	Gymnastics Basketball	Tag Rugby Rounders	Dodgeball Hockey	Athletics Cricket	Tennis Fitness
<b>PSHE</b> <i>Spirituality - relationships, values, awareness of others, resilience building, community projects</i>	JIGSAW- Being in my world	JIGSAW- Celebrating Difference	JIGSAW- Dreams and Goals	JIGSAW- Healthy Me	JIGSAW- Relationships	JIGSAW- Changing Me
<b>Computing</b> 	Purple Mash: Unit 4.1 Coding	Purple Mash: 4.2 Online Safety 4.11 <i>Micropbs</i>	Purple Mash: 4.11 <i>Micropbs</i> (continue) 4.6 Animation	Purple Mash: 4.4 Writing for different audiences 4.8 Hardware Investigations (1)	Purple Mash: 4.8 Hardware Investigations (2) 4.5 Logo	Purple Mash: 4.7 Effective Searching 4.9 Making Music
<b>Art</b> 	Storytelling through Drawing		Exploring Patterns		The Art of Display	
<b>Design Technology</b>		Cooking- adapting a recipe		Textiles- Fastening		Mechanical systems – Slingshot cars
<b>RE</b>	UNDERSTANDING CHRISTIANITY What is it like to follow God? (People of God) <b>THEOLOGY</b>	DIOSCESE OF PETERBOROUGH What are the deeper meanings of festivals? (thematic) <b>SOCIAL SCIENCE</b>	UNDERSTANDING CHRISTIANITY What kind of world did Jesus want? <b>THEOLOGY/ PHILOSOPHY</b>	UNDERSTANDING CHRISTIANITY When Jesus left, what was the impact of Pentecost? (Kingdom of God) <b>THEOLOGY/ PHILOSOPHY</b>	Agreed Syllabus 4.5 What are the five pillars of Islam and how do Muslims live by them? (Islam) <b>SOCIAL SCIENCE</b>	Agreed Syllabus 4.1 What is a Humanist? What matters most? <b>THEOLOGY/ SOCIAL SCIENCE</b>



Long Term Map 2025/26

Music 	Mamma Mia	Glockenspiel Stage 1	Stop! (Rap)	Lean On Me (Gospel)	Blackbird (The Beatles & Civil Rights)	Reflect, Rewind and Replay (consolidation unit)
MFL 	What is the Weather?	Dates	In the Classroom	At the Cafe	Do you have a pet?	Goldilocks/Tudors/Habitats

YEAR 5	Autumn Term		Spring Term		Summer Term		
Maths	See White Rose Maths Hub Curriculum Maps for further information						
Key Texts	The Race to the Frozen North- The Matthew Henson Story- Catherine Johnson Greek Myths- Marcia Williams		Alice in Wonderland- Lewis Carroll Poems Aloud- Joseph Coelho		Pandora- Lit Shed Dracula's Whitby- Lit Shed+ Mary and Frankenstein- Linda Bailey		
Reading	See Complete Comprehension Curriculum Maps for further information						
Writing	<p><b>Spirituality</b> - Explore themes of wonder, awe and experience. Discuss Opportunities for drama to respond to characters. Opportunities for creative writing to personal experiences, reflections to foster a self-awareness and expression.</p>		<ul style="list-style-type: none"> <li>➢ To inform- newspaper</li> <li>➢ To entertain- description</li> <li>➢ To entertain- narrative</li> <li>➢ To inform- report</li> </ul>		<ul style="list-style-type: none"> <li>➢ To inform- letter</li> <li>➢ To entertain- diary</li> <li>➢ To entertain- free verse, kenning</li> </ul>		
Science	Properties and Changes of Materials <i>Spirituality</i> - Demonstrating openness to the fact that some answers cannot be provided by <u>Science</u>	Earth and Space <i>Spirituality</i> - 'wows' and 'wovens', vastness of universe	Forces <i>Spirituality</i> - delight in discovering how things work	Living Things and Their Habitats <i>Spirituality</i> - 'wows' and 'wovens'	Animals including Humans	Plants <i>Spirituality</i> - Creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment	
History	Ancient Greeks <i>Spirituality</i> - Which stories tell historical 'wows'?" Which stories tell historical tragedies? What lessons for future decisions and choices do they provide?				Ancient Egypt <i>Spirituality</i> - reflecting on the human experience and the search for meaning.		
Geography				Mountains <i>The 'wows' of discovering different physical regions do not provide the same opportunities. The 'wows' of physical geography.</i>	Case study: Athens		
PE	REAL PE/GYM Unit 1 - Personal GAMES Hockey	REAL PE/GYM Unit 2 - Social (Gym) GAMES Netball	SWIMMING REAL PE/GYM Unit 3 - Cognitive (REAL Dance)	SWIMMING GAMES Dodgeball	REAL PE/GYM Unit 3 - Cognitive (Gym) GAMES Handball	REAL PE/GYM Unit 4 - Creative GAMES Basketball	
PSHE	JIGSAW- Being in my world	JIGSAW- Celebrating Difference	JIGSAW- Dreams and Goals	JIGSAW- Healthy Me	JIGSAW- Relationships	JIGSAW- Changing Me	
Computing	Purple Mash: 5.1 Coding	Purple Mash: 5.2 Online Safety	Purple Mash: 5.3 Spreadsheets	Purple Mash: 5.4 Databases	Purple Mash: 5.5 Game Creator	Purple Mash: 5.6 3D Modelling	Purple Mash: 5.8 Word Processing



Long Term Map 2025/26

Art	Typography & Maps	Making Monotypes	Set Design	Mixed Media – Land and Cityscapes	Architecture – Dream Big or Small	Fashion Design
Design Technology						
RE	DIocese of Peterborough What does it mean for a Jewish person to follow God? (Judaism) <a href="#">PHILOSOPHY</a>	UNDERSTANDING CHRISTIANITY Was Jesus the Messiah? (incarnation) <a href="#">PHILOSOPHY</a>	UNDERSTANDING CHRISTIANITY How can following God bring freedom and justice? (People of God) <a href="#">THEOLOGY</a>	UNDERSTANDING CHRISTIANITY What did Jesus do to save human beings? (Salvation) <a href="#">THEOLOGY</a>	DIocese of Peterborough How do religions help people through good and bad times? <a href="#">PHILOSOPHY</a>	<p>Agreed Syllabus 5.1 What is a worldview? What are the worldviews of people where I live? <a href="#">PHILOSOPHY</a> Include all worldviews taught – Christianity, Judaism, Islam, Hinduism, Buddhism, Humanism, non-religious</p>
Music	Livin' On a Prayer (classic rock songs)	Classroom Jazz 1 (Bossa and Swing)	Make You Feel My Love (pop ballads)	The Fresh Prince of Bel Air (old school hip hop)	Dancing in the Street (Motown)	Reflect, Rewind and Replay (Consolidation unit)
MFL	My Home	Habitats			Planets	

YEAR 6	Autumn Term		Spring Term		Summer Term	
Maths 	See White Rose Maths Hub Curriculum Maps for further information					
Key Texts	Ride the Wind- Nicola Davies JK Rowling- Harry Potter and Philosophers Stone		Piano (Lit Shed) Tale of Three Brothers (Lit Shed) The Clock Tower (Lit Shed)		The Good Turn Dancing in the Rain	
Reading  Complete Comprehension	See Complete Comprehension Curriculum Maps for further information					
Writing  Spirituality - Explore themes of wonder, awe and amazement. Discuss morals. Opportunities for drama to respond to the text. Opportunities for creative writing about personal experiences, reflections to foster a self-awareness and expression.	<ul style="list-style-type: none"> <li>➢ To entertain- narrative</li> <li>➢ To inform- non chronological</li> <li>➢ To inform- newspaper</li> <li>➢ To entertain- describe</li> <li>➢ To inform- procedural</li> </ul>		<ul style="list-style-type: none"> <li>➢ To entertain- description</li> <li>➢ To entertain- narrative</li> <li>➢ To inform- recount</li> <li>➢ To inform- non chronological</li> </ul>		<ul style="list-style-type: none"> <li>➢ To entertain- free verse poem</li> <li>➢ To entertain- sonnet</li> <li>➢ To discuss- balanced argument</li> <li>➢ To inform- letter</li> </ul>	
Science	Light <i>Spirituality - Delight in discovering how things work.</i>	Electricity <i>Spirituality - Delight in discovering how things work.</i>	Living things and their Habitats <i>Spirituality - interconnectedness of life &amp; respecting environments</i>	Evolution <i>Spirituality - Demonstrating openness to the fact that some answers cannot be provided by science</i>	Animals including Humans <i>Spirituality - interconnectedness of life.</i>	
History		Ancient Maya <i>Spirituality - reflecting on the human experience and the search for meaning. The 'wow' of physical geography.</i>		SATS prep	Crime and Punishment <i>Spirituality - Which stories tell historical stories? Which stories tell historical tragedies? What lessons for future decisions and choices do they provide?</i>	
Geography	North and South America <i>Spirituality - how has faith and spirituality impacted events</i>		Amazon			
PE	GetSet4PE Dance Rounders	GetSet4PE Gymnastics Basketball	GetSet4PE Dodgeball Tag Rugby	GetSet4PE Tennis Hockey	GetSet4PE Athletics Cricket	GetSet4PE Fitness Badminton
PSHE  Spirituality - anti-racism, values, awareness of others, resilience building, community projects	JIGSAW- Being in my world	JIGSAW- Celebrating Difference	JIGSAW- Dreams and Goals	JIGSAW- Healthy Me	JIGSAW- Relationships	JIGSAW- Changing Me
Computing 	Purple Mash: 6.1 Coding	Purple Mash: 6.2 Online Safety 6.3 Spreadsheets	Purple Mash: 6.4 Blogging 6.5 Text Adventures (1 & 2)	Purple Mash: 6.5 Text Adventures (3 – 5) 6.6 Networks	Purple Mash: 6.8 Understanding Binary 6.9 Spreadsheets (1)	Purple Mash: 6.9 Spreadsheets (2 – 8)
Art  Access VTE	2D Drawing to 3D Making		Activism		Brave Colour	
Design Technology		Structures - Playgrounds		Mechanical Systems – Automata Toys		Cooking and Nutrition – Come Dine With Me



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RE	UNDERSTANDING CHRISTIANITY What kind of king is Jesus? (Kingdom of God) <b>THEOLOGY PHILOSOPHY</b>	DIocese of Peterborough Why do Hindus try to be good? (Hindu Dharma) <b>RELIGION</b>	UNDERSTANDING CHRISTIANITY Creation and Science, Conflicting or Complimentary? (Creation) <b>PHILOSOPHY</b>	UNDERSTANDING CHRISTIANITY What difference does the resurrection make for Christians? (Salvation) <b>THEOLOGY</b>	DIocese of Peterborough What does it mean for Muslims to follow God? (Islam) <b>RELIGION</b>	DIocese of Peterborough Why do some people believe in God and some not? (non-religious) <b>PHILOSOPHY</b>
Music 	I'll Be There - The Jackson Five (pop)		A New Year Carol – Benjamin Britten (classical)		You've Got a Friend – Carole King	
MFL 		Phonics 3		Do you have a pet?		Olympics