

Leaves of Learning our Spiritual curriculum at Sissinghurst

What is Spirituality?

The Church of England's Vision for Education states a core desire that children will experience **life in all its fullness** (John 10:10)

At Sissinghurst, we believe that exploring Spirituality by educating the whole child and providing full life experiences meets this desire.

We define Spirituality as an ongoing, reflective journey. It is something that teaches us about questioning, understanding and relationships: relationships with ourselves, others, the world and beyond.

Spirituality enables our children to be happy; flourish and succeed and live life in all its fullness.

The four elements of Spirituality

Spirituality looks to explore our relationships and connections. These are relationships with:

- Ourselves
- Others
- The World
- Beyond

Intent

Nurturing and developing Spirituality

We provide a range of planned and unplanned opportunities for children to develop their own spiritual journey. These opportunities are across the whole curriculum in order to educate the whole child. Activities teach the children to reflect and consider their own actions in a number of different activities:

- **Windows:** Children learn about life
- **Mirrors:** Children learn about themselves
- **Doors:** Children step out into the world, living out their Christian values

We are keen to provide a 'Sissinghurst offer' of spiritual development activities. We have developed an overview of how children across school will explore and develop spirituality through windows, mirrors and doors questions. Our Leaves of Learning wraps our curriculum as God wraps his arms around His world and us all and is integrated in all aspects of our curriculum. Our school vision has led us to develop this unique learning experience for the children at Sissinghurst.

At Sissinghurst we develop our spiritual journey through the portal of our Leaves of Learning. Where the leaves of learning are woven into our curriculum we reflect on ourselves (mirrors), on others (windows) and what impact we can have on the wider world (doors) this gives us our Leave of Learning curriculum. Children have a Leaves for Learning passport where they can collect experiences throughout their journey with us at Sissinghurst

Implementation

Term 1 – Kindness

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

Working with others to understand healthy relationships and know how to be a good friend and citizen in our school and beyond.

	EYFS – Year 2	Year 3-4	Year 5 - 6
<p>Mirrors <i>Learning from life: understanding an inner meaning of self and identity – critical reasoning and big questions</i></p>	<p>Children draw pictures and discuss answers to the question “What makes a good friend?” Why are my friends important to me? What do I like in my friends? How my friends make me feel? How do I look after my friends and family?</p>	<p>Why do people ignore others when they need help? Is being a good friend easy? Why do we sometimes hurt the feelings of our friends? How sincerely can I care for those who may be in need but I have never met? Why should we care for them? Will we ever live in a world without fighting? What responsibilities do I have for others?</p>	<p>Learning about how others are not good friends – trafficking, online bullying, racism. Exploring the role of Christian reformers in combating slavery in the past (and today) Black History Month</p>

<p>Windows <i>Learning about life: providing openings for spiritual development through an exploration of identity and personal values</i></p>	<p>Why do people bully others? How do I treat others? Do I treat other people in the same way? Should I treat everyone in the same way? Should I treat my friends differently to others? Why do we fight and argue? Should we always be loyal to our friends? How can I demonstrate compassion?</p>	<p>Reading parables and the teachings of Jesus, e.g. Good Samaritan, Sermon on the mount Reflection on stories, such as “If the world were a village” Learning about how others in our community show friendship.</p>	<p>Exploring the question: Can charities change the world? Is it better to please oneself first: or others? Why do people have to suffer? What is pain? Is there such a thing as a bad person? What is worth striving for? Why isn't life always fair? Is being fair always the right thing to do? Does more mean being happier?</p>
<p>Doors <i>Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.</i></p>	<p>Understanding that other people have their own views and opinions and may value different things to you. 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. Children are taught about turn taking</p>	<p>Acknowledgement and respect for the rights of others to have their own deep thoughts that shape their inner self. A developing ability to enter into discussions with others about their values and opinions. How can I show friendship to others in my community?</p>	<p>A growing empathy with the values of others and developing an understanding of the need to appreciate them to build meaningful relationships. A growing ability to express how understanding the value of others is an important part of building meaningful relationships. Using are to capture the effects of unfairness in the world. Harvest Boxes for our local community</p>
<p style="text-align: center;">Beyond</p> <p>Spiritual learners become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things</p> <p style="text-align: center;">What are the big questions that have been generated from this work this term?</p> <p>Children should be supported to have the confidence to ask questions that have no answers and to explore their own answers to others big questions. Children should be encouraged to accept others thoughts about the beyond and to listen with respect. Thoughts about the beyond and big questions should be recorded in the class values book for this term.</p>			

[See Leaves for Learning passport experiences linked to Kindness:](#)

Term 2 – Courage

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

	EYFS – Year 2	Year 3-4	Year 5 - 6
<p style="text-align: center;">Mirrors <i>Learning from life: understanding an inner meaning of self and identity – critical reasoning and big questions</i></p>	<p>I wonder questions. Picture books to prompt discussion and questioning about what individuals like, recognising we don’t all like the same things and that is ok.</p>	<p>What are feelings? Don’t we deserve to be happy? What should I do about right and wrong? What do I deserve in life? Who should I look up to? What type of person do I want to be? What difference does being loved make? Is belief in something important? What rights do I have?</p>	<p>Should you respect yourself over all other things? Where does your identity come from? Does more mean being happier? Is my understanding self a selfish concept? Are the opinions of my friends important to me? Are my beliefs important?</p>
<p style="text-align: center;">Windows <i>Learning about life: providing openings for spiritual development through an exploration of identity and personal values</i></p>	<p>Writing shared prayers. Drawing friendship. Exploring “I love...” Talking about what I am good at.</p>	<p>Circle time activities. Who am I? What am I worth? What is right and wrong? How do I decide what is right and wrong? How do we feel about ourselves? Who am I? (links to Creation unit in RE)</p>	<p>Creating spiritual pictures. Creating pictures of who we turn to when we need support. Thinking about who we can help and how</p>
<p style="text-align: center;">Doors <i>Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.</i></p>	<p>An evolving awareness of the concept of self as more than purely physical characteristics. A growing realisation that being content with who you are is important for personal happiness. Know how to apologise and to try again. Beginning to recognise mistakes and how to deal with them in a positive way</p>	<p>Identification of Growth Mindset ‘learning pit’, where children are in charge of their own learning. The awareness that the growing development of a personal identity is an important aspect of being human. A growing realisation that an emphasis on self alone is not sufficient as a means of living out the self. An evolving sense of the concept of identity as more than purely physical characteristics or our likes and hobbies. Can set goals for</p>	<p>The awareness of the value of reflection to explore deeper responses to thoughts that help shapes the ‘inner self’. An understanding that we express our personal values in the way that we approach our relationship with others and the world around us. The ability to express an interpretation of this verbally. Can explain my opinions. Discussing our religious beliefs and how we believe the world was made.</p>

		my work and behaviour that will help me to progress.	
<p style="text-align: center;">Beyond</p> <p>Spiritual learners become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things</p> <p style="text-align: center;">What are the big questions that have been generated from this work this term?</p> <p>Children should be supported to have the confidence to ask questions that have no answers and to explore their own answers to others big questions. Children should be encouraged to accept others thoughts about the beyond and to listen with respect. Thoughts about the beyond and big questions should be recorded in the class values book for this term.</p>			

See Leaves for Leaves for Learning passport experiences linked to Courage:

Term 3 – Forgiveness

	EYFS – Year 2	Year 3-4	Year 5 - 6
Mirrors <i>Learning from life: understanding an inner meaning of self and identity – critical reasoning and big questions</i>			
Windows <i>Learning about life: providing openings for spiritual development through an exploration of identity and personal values</i>			
Doors <i>Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.</i>			
<p>Beyond</p> <p>Spiritual learners become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things</p> <p style="text-align: center;">What are the big questions that have been generated from this work this term?</p> <p>Children should be supported to have the confidence to ask questions that have no answers and to explore their own answers to others big questions. Children should be encouraged to accept others thoughts about the beyond and to listen with respect. Thoughts about the beyond and big questions should be recorded in the class values book for this term.</p>			

Term 4 – Service

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

	EYFS – Year 2	Year 3-4	Year 5 - 6
Mirrors <i>Learning from life: understanding an inner meaning of self and identity – critical reasoning and big questions</i>			
Windows <i>Learning about life: providing openings for spiritual development through an exploration of identity and personal values</i>			
Doors <i>Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.</i>			
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[Term 5 - Environmental Stewardship and advocacy](#)

Within this term there is an opportunity to bud on all the leaves of learning as children work with their classes to research and environmental issue and charities who try to make a difference and then they plan how they as a class can make a difference

[Term 6 – Citizenship and Enterprise](#)

Within this term there is an opportunity to build on all the Leaves of Learning as children work with their classes to learn more about BOMA our link school and to develop an enterprise project (Tenner Project) to raise money for the work of project Starfish.

Impact

At Sissinghurst we grow children who are outward looking citizens who acknowledge the awe and wonder of the world and that there is something bigger than themselves. They have developed the inner strength and self acceptance to 'just be'. They recognise the crucial role they have to play in the future and they have developed an inner strength to question and challenge expectations. This can be seen in the class values books and class experience books and through our pupil voice.