



## *Spirituality through the curriculum*

Subject	How spirituality can be developed
<p><b>RE</b></p>	<p><b>Mirrors-reflection</b>  <b>Understanding Religions and world views</b>            Thinking about our own beliefs and understanding and respecting the beliefs of people around us.  <b>Nurturing the Spirit</b>            Learning that each of us has a spirit that can grow and flourish through our experiences and relationships.  <b>Important Values</b>            Focusing on values that have always been important throughout history and thinking about how living out values such as British values and our school values can help to make the world a better place.</p> <div style="display: flex; justify-content: space-around;">   </div> <p><b>Windows</b>  <b>Understanding Religions and world views</b>            Learning about important ideas, experiences, and beliefs in different religions and world views.            Seeing how these beliefs shape the lives of believers.  <b>Spiritual Words</b>            Learning and explaining the special words that describe spiritual experiences.  <b>Human Dignity</b>            Thinking about how different religions and world views see the worth of people.  <b>Doors</b>  <b>Doors as Invitations to Encounter Others</b>            An open door can represent meeting people of different faiths and worldviews. It encourages curiosity, respect, and the spiritual skill of seeing the world through someone else's eyes.</p>

A door symbolises stepping from what we already understand into something new. This mirrors how RE invites pupils to explore big questions about life, meaning, and purpose.

#### Big Questions in Life

Talking, thinking, and wondering about big questions like:

- How did the universe begin?
- What happens after we die?
- What is good and what is evil?
- What do people believe about God?

In RE, a door can represent the choices people make about beliefs, values, and how to live. Children begin to see that spirituality often involves deciding *which path* to follow.



#### Doors as Hope for the Future

In RE, many faith stories include doors opening to new beginnings, promises, or transformation. This helps children think spiritually about hope, change, and the kind of future they want to help create.



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<p><i>English</i></p>	<p><b>Spirituality Through the English Curriculum</b>  English plays a key role in pupils' spiritual development by allowing them to explore ideas, emotions, values, and meaning through language, stories, poetry, and discussion. Through reading, writing, speaking, and listening, pupils are encouraged to reflect on their own experiences and better understand those of others.</p> <p><b>Moments of Stillness</b>  English lessons provide time for quiet reading, reflective writing, and thoughtful listening. These moments allow pupils to pause, engage deeply with texts, and develop concentration, imagination, and inner reflection.</p> <p><b>English as Self-Expression</b>  Pupils are given opportunities to express their thoughts, feelings, and beliefs through creative writing, poetry, journaling, and discussion. Writing enables pupils to explore personal experiences and emotions and to develop their own voice with confidence.</p> <p><b>Sparking Curiosity and Nourishing the Head and Heart</b>  Through engaging texts, rich vocabulary, and purposeful discussion, pupils are encouraged to ask questions, explore ideas, and reflect on themes such as identity, belonging, courage, hope, and compassion. This fosters both intellectual curiosity and emotional understanding.</p> <p><b>Admiration and Respect for Language and Literature</b>  Pupils develop respect for spoken and written language by appreciating the craftsmanship of authors, poets, and storytellers. They learn to value their own work and the contributions of others, recognising that words have the power to inspire, comfort, challenge, and unite.</p> <p><b>Responding to Deeper Meanings</b>  By exploring themes, characters, and messages within texts, pupils are encouraged to consider authorial intent and underlying meanings. Discussion and reflection help pupils explore moral dilemmas, life choices, and universal human experiences.</p> <p><b>Developing Connections to Self, Others, the World, and Beyond</b>  Literature provides a window into different cultures, lives, and perspectives. Through stories and non-fiction texts, pupils develop empathy, understanding, and respect for others' experiences, learning to celebrate diversity and shared humanity.</p> <p><b>Experiencing Awe and Wonder</b></p>

	<p>Through powerful storytelling, poetry, and expressive language, pupils experience the beauty and impact of words. Memorable phrases, imagery, and narratives inspire imagination and a sense of wonder about the world and human creativity.</p> <p><b>Respect for the Spiritual Journey of Communication and Creation</b></p> <p>Pupils learn that writing and communication often involve reflection, perseverance, and revision. They develop resilience and confidence as they shape ideas, refine language, and grow as thoughtful communicators, recognising the deeper value of sharing ideas and stories.</p>
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<p><i>Art</i></p>	<p><b>Moments of Stillness</b>  Space for calm, mindful thinking, reflection.  We incorporate moments of quiet reflection to help our pupils appreciate the beauty and joy in art, cultivating mindfulness and inner peace.</p> <div style="display: flex; justify-content: space-around;">   </div> <p><b>Art as Self-Expression</b>  <b>Use of sketchbooks</b> We provide opportunities for our pupils to reflect on how different pieces of art make them feel. Expressing personal beliefs through creative artwork. Expose pupils to a diverse range of art samples, encouraging them to see art as a powerful means of expressing their own thoughts, feelings, and experiences.</p>



### **Spark Curiosity and Nourish the Head and Heart**

We create a classroom environment that encourages questions and discussions about art, fostering intellectual curiosity and emotional engagement.

### **Admiration and Respect for Art**

We foster an environment where pupils respect their own creative efforts and those of their peers, understanding the potential of art to bring hope and joy to others.

### **Responding to Deeper Meanings**

By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey.

### **Develop Connections to Self, Others, World and beyond.**

Having a window into the experiences, emotions, and perspectives of others through looking at and hearing others talk about their art.

Celebrating and respecting different responses to art.

### **Experience Awe and Wonder**

By introducing pupils to the works of renowned artists, enabling them to marvel at human creativity and technical mastery, inspiring a sense of awe.

### **Respect for the Spiritual Journey of Creation**

Highlight the resilience and endurance required in the artistic process, helping pupils appreciate the spiritual dimensions of creating art.





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<p><i>Science</i></p>	<p><b>Spirituality Through the Primary Science Curriculum</b>            Science supports pupils' spiritual development by encouraging curiosity, wonder, reflection, and respect and care for the natural world. Through practical investigation, outdoor learning, and first-hand experiences, pupils are given opportunities to explore big questions about life, nature, and the universe while developing a sense of connection to the world around them.</p> <p><b>Moments of Stillness</b>            Science lessons provide opportunities for pupils to pause, observe, and reflect. Quiet moments spent watching changes in nature, listening to natural sounds, or observing living things help pupils develop attentiveness, mindfulness, and a deeper appreciation of the world around them.</p> <p><b>Science as Exploration and Discovery</b>            Through hands-on investigations and practical enquiry, pupils learn that science is about exploring, questioning, and discovering. They are encouraged to ask questions, test ideas, and learn from outcomes, helping them develop curiosity, confidence, and a sense of purpose in understanding how the world works.</p> <p><b>Sparkling Curiosity and Nourishing the Head and Heart</b>            Practical experiences, experiments, and outdoor learning spark curiosity and excitement. Pupils are encouraged to wonder why</p>

	<p>things happen, how living things grow and change, and how humans affect the world. This nurtures both scientific thinking and emotional engagement with learning.</p> <p><b>Admiration and Respect for the Natural World</b> By working directly with plants, animals, weather, and natural materials, pupils develop respect and care for the environment. They begin to understand the importance of protecting living things and recognise their responsibility as custodians of the natural world.</p> <p><b>Responding to Deeper Questions</b> Science lessons encourage pupils to reflect on big ideas, such as life cycles, growth, change, and the vastness of space. Pupils are supported to share thoughts and questions about what they observe, helping them reflect on meaning, interdependence, and their place in the world.</p> <p><b>Developing Connections to Self, Others, the World, and Beyond</b> Science activities help pupils develop a sense of belonging and connection. Working collaboratively on investigations encourages teamwork and shared discovery, while exploring nature fosters empathy for living things and awareness of the wider world beyond the classroom.</p> <p><b>Experiencing Awe and Wonder</b> First-hand experiences — such as observing wildlife, watching seeds germinate, investigating light and shadows, or exploring the night sky — inspire awe and wonder. Pupils are encouraged to marvel at the complexity, beauty, and diversity of the natural world.</p> <p><b>Respect for the Scientific Journey of Learning</b> Pupils learn that scientific understanding develops through patience, careful observation, and sometimes unexpected results. They develop resilience and perseverance as they test ideas, learn from mistakes, and reflect on findings, recognising that learning is an ongoing journey of growth and discovery.</p>
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<i>Computing</i>	<p><b>Moments of Stillness</b> Space for calm, mindful thinking, reflection. We incorporate moments of quiet reflection in computing lessons, giving pupils time away from screens to think about what they have created, how they solved problems, and how</p>

	technology impacts their lives. This supports mindful thinking and emotional awareness.	
	<p><b>Computing as Self-Expression</b>  Use of digital tools and projects.  At Pilsley, we provide opportunities for pupils to express their ideas, beliefs, and creativity through digital media such as stop motion animations, presentations, coding projects, and digital art. Pupils reflect on how their creations represent their thoughts and feelings, seeing technology as a tool for personal expression.</p>	
	<p><b>Spark Curiosity and Nourish the Head and Heart</b>  We create a classroom environment that encourages questioning about how technology works and its role in the world. Pupils explore both the logical (coding, problem-solving) and human (impact on people, communication, wellbeing) sides of computing, fostering curiosity and emotional engagement.</p>	
	<p><b>Admiration and Respect in a Digital World</b>  We foster respect for pupils' own work and that of others, promoting positive digital behaviour. Pupils learn to give constructive feedback, celebrate each other's achievements, and understand how technology can be used to bring people together and spread positivity.</p>	
	<p><b>Responding to Deeper Meanings</b>  We explore how technology is used to communicate messages, influence people, and shape society. Pupils consider questions such as: What is this program or media trying to achieve? How does it make people feel? What are the ethical implications?</p>	
	<p><b>Develop Connections to Self, Others, World and Beyond</b>  Pupils explore how computing connects people globally. Through collaborative discussions about online communities, the pupils at Pilsley develop understanding of different perspectives and experiences, recognising the power of technology to connect and influence lives.</p>	
	<p><b>Experience Awe and Wonder</b>  By introducing pupils to innovations in computing (e.g. AI, space technology, game design), we inspire a sense of wonder about what humans can create. Pupils are encouraged to imagine future possibilities and see themselves as creators of technology.</p>	
	<p><b>Respect for the Digital Creation Journey</b></p>	

	We highlight perseverance in computing, especially in debugging and problem-solving. Pupils learn that mistakes are part of the process and develop resilience, appreciating the deeper journey involved in creating digital solutions.
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<p><i>Geography</i></p>	<p><b>Moments of Stillness</b>            Space for calm, mindful thinking, reflection.            We incorporate moments of reflection in geography lessons, allowing pupils to pause and think about the world around them. This may include reflecting on natural environments, landscapes, and global issues, fostering a sense of calm, awareness, and appreciation of the Earth.</p> <ul style="list-style-type: none"> <li>• In <i>Misty Mountain, Winding River</i>, pupils reflect on the journey of a river from source to sea.</li> <li>• In <i>Frozen Kingdoms</i> and <i>Winter Wonderland</i>, they consider still, quiet landscapes and extreme environments.</li> <li>• In <i>Coastline</i>, pupils reflect on the movement of waves and the changing shore.</li> <li>• In <i>Seasonal Changes</i>, they observe and reflect on changes in their local environment over time.</li> <li>•</li> </ul> <div style="display: flex; justify-content: space-around;">   </div>
	<p><b>Geography as Self-Expression</b>            Use of maps, fieldwork, and creative responses.            We provide opportunities for pupils to express their understanding of the world through map-making, presentations, and creative work. Pupils reflect on their own place in the world, sharing their perspectives, experiences, and feelings about environments and communities.</p> <ul style="list-style-type: none"> <li>• In <i>Bright Lights, Big City</i>, pupils create maps and representations of urban environments.</li> </ul>

- In *Coastline* and *Misty Mountain, Winding River*, they present learning through diagrams and models of physical features.
- In *Sow, Grow and Farm*, pupils express ideas about land use and sustainability.
- In *Seasonal Changes*, pupils record observations in personal and creative ways.



### **Spark Curiosity and Nourish the Head and Heart**

We create a classroom environment that encourages questioning about the world—why places are the way they are, how people live, and how environments change. Pupils engage both intellectually and emotionally with topics such as climate, migration, and sustainability.

- In *Frozen Kingdoms*, pupils explore how humans and animals survive in extreme climates.
- In *Bright Lights, Big City*, they ask questions about how cities develop and why people live there.
- In *Sow, Grow and Farm*, pupils explore where food comes from and how farming affects the environment.
- In *Coastline*, curiosity is developed through investigating erosion, deposition, and change.



### **Admiration and Respect for the World**

We foster a sense of respect for the natural world and for diverse communities. Pupils learn to value different cultures, environments, and ways of life, understanding their role in caring for the planet and each other.

- In *Frozen Kingdoms*, pupils develop respect for fragile ecosystems.
- In *Coastline* and *Misty Mountain, Winding River*, they learn to value natural landscapes and understand the need to protect them.

	<ul style="list-style-type: none"> <li>• In <i>Sow, Grow and Farm</i>, pupils consider sustainable farming and caring for the land.</li> <li>• In <i>Bright Lights, Big City</i>, they explore respect for diverse communities and ways of life.</li> </ul>
	<p><b>Responding to Deeper Meanings</b>  We encourage pupils to explore the deeper significance of geographical issues. For example, they consider the human impact of natural disasters, the causes and consequences of environmental change, and the ethical questions around resource use and sustainability.</p> <ul style="list-style-type: none"> <li>• In <i>Coastline</i>, pupils consider the impact of erosion on communities.</li> <li>• In <i>Misty Mountain, Winding River</i>, they explore flooding and its effects.</li> <li>• In <i>Sow, Grow and Farm</i>, pupils reflect on food production, sustainability, and environmental responsibility.</li> <li>• In <i>Bright Lights, Big City</i>, they consider issues such as pollution, housing, and urban challenges.</li> </ul>
	<p><b>Develop Connections to Self, Others, World and Beyond</b>  Geography helps pupils understand their place in the world. Through studying different regions and communities, pupils develop empathy and a sense of global citizenship, recognising connections between their own lives and those of others.</p> <ul style="list-style-type: none"> <li>• In <i>Seasonal Changes</i>, pupils connect learning to their own local environment.</li> <li>• In <i>Bright Lights, Big City</i>, they compare their lives with those in urban settings.</li> <li>• In <i>Frozen Kingdoms</i>, pupils explore distant places and cultures, developing global awareness.</li> <li>• In <i>Sow, Grow and Farm</i>, they understand how their food choices connect them to people and places around the world (for example, Fairtrade).</li> </ul>
	<p><b>Experience Awe and Wonder</b>  By exploring natural wonders such as mountains, oceans, rainforests, and extreme weather, pupils develop a sense of awe at the beauty and power of the Earth. This inspires curiosity and respect for the planet.</p> <ul style="list-style-type: none"> <li>• In <i>Frozen Kingdoms</i>, pupils are introduced to dramatic icy landscapes and unique wildlife.</li> <li>• In <i>Misty Mountain, Winding River</i>, they explore the scale and power of mountains and rivers.</li> <li>• In <i>Coastline</i>, pupils experience the beauty and force of the sea.</li> <li>• In <i>Winter Wonderland</i>, they explore the magic and beauty of seasonal weather.</li> </ul>

	<p><b>Respect for the Journey of Understanding Our World</b>          We highlight the importance of enquiry, exploration, and reflection in geography. Pupils learn that understanding the world is an ongoing process, developing resilience as they investigate complex global issues and consider their role in shaping the future.</p> <ul style="list-style-type: none"> <li>• In <i>Coastline</i> and <i>Misty Mountain, Winding River</i>, pupils investigate processes over time.</li> <li>• In <i>Seasonal Changes</i>, they observe and record changes across the year, developing patience and consistency.</li> <li>• In <i>Sow, Grow and Farm</i>, pupils learn that growth and change take time.</li> <li>• Across all units, pupils develop resilience through enquiry, fieldwork, and problem-solving.</li> </ul>
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<p><i>History</i></p>	<p><b>Moments of Stillness</b>            Space for calm, mindful thinking, reflection.            We provide time for pupils to pause and reflect on the lives of people in the past and significant historical events.</p> <ul style="list-style-type: none"> <li>• In <i>Childhood</i>, pupils reflect on how childhood has changed over time.</li> <li>• In <i>Britain at War</i>, they take quiet moments to reflect on the experiences and sacrifices of individuals.</li> <li>• In <i>Invasion</i>, pupils consider the impact of conflict and change on communities.</li> <li>•</li> </ul> <div style="display: flex; justify-content: space-around;">   </div>
	<p><b>History as Self-Expression</b>            Use of storytelling, drama, and interpretation.            We provide opportunities for pupils to express their understanding of the past through discussion, role play, writing, and creative outcomes.</p>

- In *Movers and Shakers*, pupils present ideas about significant individuals and their impact.
- In *Groundbreaking Greeks* and *Ancient Civilisations*, pupils respond creatively to myths, beliefs, and ways of life.
- In *Childhood*, pupils compare their own experiences with those of children in the past.

### **Spark Curiosity and Nourish the Head and Heart**

We encourage pupils to ask questions about the past and explore both facts and feelings.

- In *Through the Ages*, pupils investigate how people lived in prehistoric times.
- In *Ancient Civilisations*, they explore achievements, beliefs, and daily life.
- In *Movers and Shakers*, pupils develop curiosity about individuals who shaped the world.
- In *Invasion*, they ask why people invaded and what happened as a result.



### **Admiration and Respect for Others**

We foster respect for people from different times, cultures, and backgrounds.

- In *Groundbreaking Greeks* and *Ancient Civilisations*, pupils learn to value different cultures and achievements.
- In *Britain at War*, they develop respect for courage, resilience, and sacrifice.
- In *Movers and Shakers*, pupils recognise the contributions of significant individuals.

### **Responding to Deeper Meanings**

We support pupils in exploring the deeper significance of historical events and actions.

- In *Britain at War*, pupils consider the moral and human impact of war.

	<ul style="list-style-type: none"> <li>• In <i>Invasion</i>, they reflect on conflict, power, and consequences.</li> <li>• In <i>Ancient Civilisations</i>, pupils explore beliefs, values, and how these shaped societies.</li> <li>• In <i>Groundbreaking Greeks</i>, they consider philosophical ideas and ways of thinking.</li> </ul>
	<p><b>Develop Connections to Self, Others, World and Beyond</b> History helps pupils understand their place in time and society.</p> <ul style="list-style-type: none"> <li>• In <i>Childhood</i>, pupils connect their own lives with those of children in the past.</li> <li>• In <i>Through the Ages</i>, they see how human life has developed over time.</li> <li>• In <i>Ancient Civilisations</i> and <i>Groundbreaking Greeks</i>, pupils explore how past societies influence the modern world.</li> <li>• In <i>Movers and Shakers</i>, they understand how individuals can create change.</li> </ul>
	<p><b>Experience Awe and Wonder</b> We inspire curiosity and amazement about the past.</p> <ul style="list-style-type: none"> <li>• In <i>Through the Ages</i>, pupils explore early human life and survival.</li> <li>• In <i>Ancient Civilisations</i>, they encounter impressive achievements and innovations.</li> <li>• In <i>Groundbreaking Greeks</i>, pupils explore influential ideas in philosophy, art, and science.</li> <li>• In <i>Invasion</i>, they learn about dramatic events that shaped nations.</li> </ul>
	<p><b>Respect for the Journey of Human Experience</b> We highlight resilience, change, and the complexity of human history.</p> <ul style="list-style-type: none"> <li>• In <i>Through the Ages</i>, pupils understand long-term change and development.</li> <li>• In <i>Britain at War</i>, they learn about endurance and perseverance.</li> <li>• In <i>Invasion</i>, pupils explore how societies adapt to change.</li> <li>• Across all units, pupils recognise that history is a journey of growth, struggle, and progress.</li> </ul>

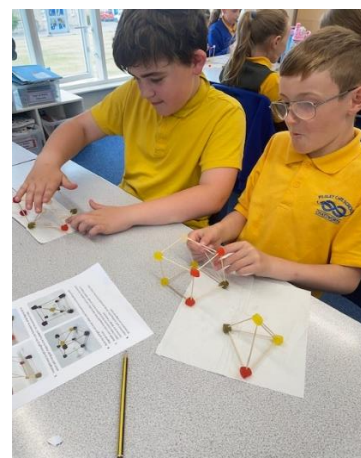
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<i>Design and Technology</i>	<p>Design and Technology isn't just about making things, it can also help us think about ourselves, understand others, and imagine new possibilities.</p> <p><b>Mirrors- Reflection</b> We encourage our pupils to be reflective and creative, using their imagination to explore and develop innovative ideas.</p>

We foster inspiration and the use of personal insight in developing design ideas, promoting thoughtful and purposeful creation.

We encourage creative thinking and innovation, highlighting how these can be inspirational and transformative.

We reflect on how creating and designing positively impacts self-confidence and fosters a sense of achievement in oneself and others.

We encourage our pupils to express their innermost thoughts and feelings creatively, using reflection and questioning (such as "why?", "how?", and "where?") to deepen their understanding and learning.



### **Windows**

#### **Purpose of Technological Achievement**

We reflect on the purpose and impact of human technological achievements, considering their broader significance and implications.

#### **The Natural World**

We reflect on the aesthetic and functional relationship between building designs and the natural world, promoting harmony and sustainability.

#### **Aesthetic Appreciation**

We appreciate and reflect upon the aesthetic qualities of materials and design, understanding the beauty and functionality of different elements.

#### **Awe and Appreciation of Food**

We cultivate a sense of awe and wonder about the origin of food and the processes involved in its production.

### **Doors**

#### **Wonder and Mystery in Achievement**

We develop a sense of awe, wonder and mystery when studying both the natural world and human achievements, fostering a deeper appreciation for creation.



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<p><i>Maths</i></p>	<p><b>Moments of Stillness</b>            Space for calm, mindful thinking, reflection.            We consider when we realise a pattern, when something is discovered that becomes a generalisation regardless of the situation. We discuss this and come back to apply in different situations. We connect this to the awe and wonder of nature, of art, of architecture, of science.            We consider how far we can take and explore one pattern – can we apply the same rule for numbers under 10, as we can to greater numbers? Does it always apply?</p> <p><b>Maths as Self-Expression</b>  <b>We look at maths within art.</b>            Exploring the Fibonacci sequence allows us to explore different patterns in nature.            We looked at how Leonardo di Vinci created his work using patterns that can be explored in our own work.            We create geometric patterns with compasses and rulers, exploring the repetition of pattern and the idea of infinity.</p> <p><b>Spark Curiosity and Nourish the Head and Heart</b>            We have an ‘Explore’ task each day that is based in everyday life and discussed as a group. Is there a connection with something that we have previously learned, or that we have seen within our everyday lives? Can we generalise a rule?            Will a tessellating pattern ever end?            Can we apply a logical approach to solving a problem?</p>

	<p><b>Admiration and Respect for Maths</b> We foster an environment where pupils respect their own ideas efforts and those of their peers, understanding the potential of problems being solved through different approaches.</p> <p><b>Responding to Deeper Meanings</b> What does zero mean? What does infinity mean? How does this apply to different spaces and ideas?</p> <p><b>Develop Connections to Self, Others, World and beyond.</b> Being resilient, knowing that we might not always succeed on the first attempt. Being able to ask for help. Understanding that mistakes within mathematics often are a powerful tool to help us understand the meaning of a question.</p> <p><b>Experience Awe and Wonder</b> By introducing pupils to the works of patterns seen in nature, enabling them to marvel at human creativity and technical mastery, inspiring a sense of awe. Exploring patterns through ratio. Looking at symmetry in so many contexts, particularly in the natural world, though flora and fauna.</p> <p><b>Respect for the Spiritual Journey of Creation</b> Exploring the maths of nature, how does this work so many times? Never underestimating the beauty of mathematics, the simplicity and complexity of shape, geometry and number.</p>
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<i>Forest School</i>	<p><b>Spirituality Through Forest School Learning</b> Forest School learning supports pupils' spiritual development by offering regular opportunities to connect deeply with nature, themselves, and others. Through hands-on, outdoor experiences in the local woodland, pupils develop curiosity, reflection, resilience, and a sense of awe and respect for the natural world.</p> <p><b>Moments of Stillness</b> Time in the woodland provides natural opportunities for calm observation and reflection. Pupils are encouraged to pause, listen to woodland sounds, observe movement, notice textures, and reflect</p>

quietly on their surroundings, promoting mindfulness and inner peace.

### **Forest School as Self-Discovery and Expression**

Through activities such as den building, nature crafts, and imaginative play, pupils express their ideas, creativity, and emotions. Open-ended tasks allow pupils to build confidence, independence, and a sense of self, as they make choices and solve problems in a natural environment.

### **Sparkling Curiosity and Nourishing the Head and Heart**

Exploration activities such as minibeast hunts, animal studies, scavenger hunts, and seasonal investigations encourage questions, excitement, and wonder. Pupils are motivated to explore how living things survive, interact, and change over time, nurturing both curiosity and emotional engagement.

### **Admiration and Respect for Nature**

Regular contact with the woodland encourages pupils to care for living things and respect natural spaces. Pupils learn to tread thoughtfully, handle creatures gently, and understand their role in protecting and caring for the environment.

### **Responding to Deeper Meanings**

Forest School learning invites pupils to reflect on bigger ideas such as growth, change, interdependence, and belonging. Observing seasonal changes, life cycles, and ecosystems prompts thoughtful discussion and personal reflection about nature and the passage of time.

### **Developing Connections to Self, Others, the World, and Beyond**

Team-building games and collaborative challenges, such as den building and group exploration, strengthen relationships and communication skills. Pupils develop empathy, cooperation, and a sense of belonging while connecting with the wider natural world beyond the classroom.

### **Experiencing Awe and Wonder**

First-hand experiences — discovering minibeasts under logs, observing changing seasons, exploring textures and patterns, or finding hidden woodland features — inspire awe and wonder. Pupils marvel at the diversity, beauty, and resilience of nature.

### **Respect for the Forest School Learning Journey**

Forest School activities encourage perseverance, adaptability, and reflection. Pupils learn that challenges, mistakes, and problem-solving are part of learning, helping them develop resilience and respect for their own personal learning journey.

