

**Art and Design**

**National Curriculum**

**Purpose of study**

- Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

**Aims**

The national curriculum for art and design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

**Subject Specific Spirituality Prompts / Ideas**

- Spark curiosity and nourish both the head and the heart.
- Through studying works of art and themes within it, develop sense of connection to self, others, world and God.
- Be introduced to works of great artists and experience wonder and awe at the achievements of these works of art.
- Experience great admiration and respect for their own work and that of peers which could be used to bring hope to others.
- Pupils gain a respect for the spiritual journey of creation which involves resilience and endurance.
- Children should experience moments of stillness in order to gain an appreciation for the hope and joy and delight in the beauty of artwork.
- To be exposed to variety of samples of art and to consider art as a medium of self-expression.
- Be given opportunities to respond to deeper meanings of art and create art which could raise awareness of issues of social justice.
- Develop curiosity and fascination about a piece of art and be able to express through questioning: Why has the artist chosen this theme? What is a response? Why this media?
- Encourage everyone to 'keep their eyes open' and sow the seeds of spirituality.
- Pause for reflection in relation to difficult themes within artwork which allows people to express their response to challenging circumstances and build a resilient hope

**Computing**

**National Curriculum**

**Purpose of study**

- A high-quality computing education equips pupils to use **computational thinking** and **creativity** to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is **computer science**, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become **digitally literate** – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a **digital world**.

**Aims**

The national curriculum for computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Are responsible, competent, confident and creative users of information and communication technology.

**Subject Specific Spirituality Prompts / Ideas**

- Learning about self and others.
- Delight in the beauty and joy of God's world and the capacity of the human mind.
- Struggles and puzzles.
- How then shall I live/be?
- Make space to consider:
  - What are the moral dilemmas? E.g. Do you like being served by a robot?
  - Is anything impossible?
  - How does technology change the world?
  - Could you imagine the advances of technology in the future?
  - What is reality?
  - How could I view/travel the world through technology?
  - Does technology bring us closer together or divide us?
  - How does technology make me feel?
  - How does technology nourish you?
  - I wonder if technology changes how I think?
  - I wonder how technology shapes my opinions, my actions, and my choices?
  - How does your relationship with technology differ to others?
  - I wonder how technology serves others, our planet and ourselves?
  - Can technology bring us closer to God?
  - How does technology impact on our communities?
  - How does technology promote inclusivity?
  - How does technology serve the underserved?
  - How does technology help us to be creative?

**Geography**

**National Curriculum**

**Purpose of study**

- A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

**Aims**

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

**Subject Specific Spirituality Prompts / Ideas**

There are many ways in which geography can contribute towards spiritual development. The study of real people in real places, and of our relationship with the environment, is at the heart of geography. As such, there are many occasions when we can give pupils the opportunity to reflect on their own values and beliefs, and those of others as well as to explore their own feelings about the people, places and environments they are learning about.

- Where can you promote a sense of wonder and fascination with the physical and human world?
- Children should experience moments of stillness in their local environment
- Pause for reflection in relation to natural disasters which allows people to express their response
- Respect and understand other communities maybe different from our own
- Could explore their own feelings about the people, culture, place, and environments that they are learning about
- Understanding that all life is linked together and create the processes that make the only known inhabited planet
- Knowing and believing the endless possibilities that they could make a difference upon this world
- The value of stewardship – how can you make a difference in the world?
- Pupils reflect on the long- and short-term impact of human activity, noting the rights and wrongs and linking to the value of justice

**Design and Technology**

**National Curriculum**

**Purpose of study**

- Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

**Aims**

The national curriculum for design and technology aims to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- Critique, evaluate and test their ideas and products and the work of others
- Understand and apply the principles of nutrition and learn how to cook.

**Subject Specific Spirituality Prompts / Ideas**

- DT supports spiritual development by allowing pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing, and manufacturing a range of products.
- Design Technology encourages pupils to be reflective, creative and to exercise their imagination.
- It encourages them to be inspired and use their insight as they develop ideas.
- Pupils reflect on their own and others' ideas and wonder about the purpose of human technological achievement.
- Design Technology encourages pupils to appreciate and reflect upon the aesthetic nature of materials and design.
- Pupils reflect on the aesthetic relationship between building designs and the natural world.
- Pupils' think creatively and show innovation can be inspirational.
- Pupils reflect on the positive impact that creating can have on their self-confidence and the confidence of others.
- Pupils are in awe of the gift of food and the wonder of where our food comes from.
- Pupils develop a sense of awe, wonder and mystery when studying the natural world or human achievement.
- Pupils are encouraged to creatively express innermost thoughts and feelings and to reflect and learn from reflection, for example, asking 'why?', 'how?' and 'where?'
- Pupils take part in the discovery of the use of different materials.

### History

#### National Curriculum

##### Purpose of study

- A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

##### Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

#### Subject Specific Spirituality Prompts / Ideas

- Reflect on our time in life now
- Recognise something wider than ourselves now and in the past e.g. how does...make you feel?
- Explore significant individuals and wonder how they might influence the person you want to become
- Think critically and find meaning in the past by asking big questions
- Use imagination to appreciate the experiences of others (reflect on how this is the same and different)
- Become immersed in the past
- Consider how peoples' values have changed overtime
- Appreciate how religious beliefs have evolved over time and changed the course of history
- Connect with sensitive issues or beliefs from the past (in a positive or negative way)
- Allow an emotional response to history
- Pause and reflect

**Maths**

**National Curriculum**

**Purpose of study**

- Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology, and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

**Aims**

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships, and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

**Subject Specific Spirituality Prompts / Ideas**

- Patterns and sequences – number and shape
- Moment of stillness once complete
- Scale - how big objects/numbers can be e.g. how many stars in the sky? How many blades of grass?
- Fibonacci sequence
- Fascination of infinite/endless possibilities through open ended investigations, a curiosity about how far things can go
- Shape in the real world, shapes in nature
- Symmetry, including in nature
- Reflection, use of mirrors
- Sense of wonder in the exactness of maths
- Wonder of rules in maths – e.g. angles in a triangle add up to 180 degrees, no matter what
- Sense of joy through making predictions in maths and testing them out
- History of maths, where numbers started – the first numbers established
- The awe and inspiration where a fact/calculation is understood
- Appreciation of the place value system – base 10 – efficient
- Working through a problem/puzzle can create calming feelings, pursuit of a challenge, can be therapeutic
- Early years - understanding value of numbers, link to outdoor play
- Time – link to God's creation, what happens in a day/week, the earth spinning on its axis, why do we need it?
- Curiosity of time, is there such a thing as the present moment? Idea of transcendence
- Providing solutions and exploring history's most intriguing problems linked to maths

**Music**

**National Curriculum**

**Purpose of study**

- Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

**Aims**

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review, and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced, and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.

**Subject Specific Spirituality Prompts / Ideas**

- Expression of spirituality through movement to music
- Respond to how music makes us feel in an imaginative way
- Explore how different instruments sound
- Be absorbed in the moment
- Find the delight and joy in music and sound
- Communicate through sounds
- Reflect on pieces of music and how it can make people feel (understanding other viewpoints)
- Be mindful and still when listening to music or sound
- Hear and reflect on the sounds of nature
- Being creative in composition

**PE**

**National Curriculum**

**Purpose of study**

- A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

**Aims**

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

**Subject Specific Spirituality Prompts / Ideas**

- Coping with losing games
- Enjoying moments of elation
- Inspiration taken from athletes, sportspeople, whole teams
- Sense of belonging – to a team
- Feeling of endorphins – that actual physical response to a subject
- Sense of connection around the world – Olympics, Commonwealth, World Cup
- Appreciation that sport is a ‘common language’ which goes beyond the spoken word
- A platform for powerful messages e.g. racism
- Expression of dance – interpretation – there is no right and wrong
- Respect for diversity and difference
- Learning to persevere, including in the face of difficulty
- Discipline and determination in training
- The power of sport to create community and competition

**PSHE**

**National Curriculum**

**Purpose of study**

- *Personal, Social, Health, and Economic (PSHE) education is fundamental to the way pupils grow as individuals. Pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help our pupils to stay healthy – in both body and mind, safe and prepare them for life and work in modern Britain and become Global citizens. PSHE education helps children to achieve their academic potential, and leave school equipped with skills they will need throughout later life enabling them to flourish.*

**Aims**

*The national curriculum states that ‘all schools should make provision for personal, social, health, citizenship and economic education (PSHE), drawing on good practice’. PSHE education contributes to schools’ statutory duties outlined in the Education Act 2002 and the Academies Act 2010 to provide a balanced and broadly-based curriculum and is essential to Ofsted judgements in relation to personal development, behaviour, welfare and safeguarding. The relationships and health aspects of PSHE education will be compulsory in all schools from 2020.*

- *PSHE enables pupils to develop skills and attributes such as resilience, self-esteem, risk management, team working and critical thinking in the context of health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education)*

**Subject Specific Spirituality Prompts / Ideas**

- *Teach children about love, empathy, and the importance of loving oneself and others, fostering a sense of connection and spirituality.*
- *Encourage children to ask big questions and reflect on the impact of their choices, nurturing a sense of responsibility and a positive vision for the future.*
- *Help children understand their feelings and how they change in response to their environment, empowering them to reflect, channel emotions, and develop coping strategies.*
- *Use awe and wonder to teach children how to care for their surroundings, reflect on different situations, and make independent decisions to keep themselves and others safe.*
- *Promote self-acceptance, awareness, and uniqueness by teaching children about their bodies and how we are all made in the image of God, fostering a sense of spiritual connection and respect for oneself and others.*

**MFL**

**National Curriculum**

**Purpose of study**

- Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

**Aims**

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

**Subject Specific Spirituality Prompts / Ideas**

- Promote empathy and spiritual connection through the study of diverse cultures and languages, fostering a deeper understanding of diverse perspectives and values.
- Explore spiritual concepts and beliefs present in foreign languages and cultures, encouraging reflection on the interconnectedness of humanity.
- Use language as a bridge for spiritual connection, allowing students to communicate and connect with people from diverse backgrounds and beliefs.
- Incorporate mindfulness practices into language learning, encouraging students to be present and focused during language study, fostering a deeper spiritual connection to the learning process.
- Encourage students to express their innermost thoughts and feelings in a foreign language, facilitating self-reflection and spiritual growth through linguistic expression.
- Foster an appreciation for the diversity of languages and linguistic expression, recognising the beauty and richness of human communication as a spiritual experience.
- Study sacred texts and literature in foreign languages, allowing students to explore spiritual themes and teachings from diverse cultural perspectives.
- Promote a sense of belonging to a global community through language learning, encouraging students to see themselves as part of a larger spiritual and cultural tapestry.
- Reflect on the origins and evolution of language, considering the spiritual significance of language as a tool for human expression and connection throughout history.
- Engage in service projects and cultural exchanges facilitated by language learning, allowing students to cultivate compassion, empathy, and a sense of interconnectedness with others around the world.

### Reading

#### National Curriculum

##### Purpose of study

- English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

##### Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly, their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

#### Subject Specific Spirituality Prompts / Ideas

- I wonder how I am like and different from these characters?
- What inspired you in the text?
- I wonder how you would cope with a challenge in your life?
- I wonder how you would have responded to a similar situation in your life?
- I wonder when you have felt...?
- I wonder if you would react the same way as... in the book?
- How would you imagine living in (setting of the book)?
- I wonder how you would see yourself in this story?
- I wonder how this book inspires you to take action?
- I wonder how this book changes you?
- How has the author's use of language and vocabulary inspired you?
- What word fascinated you in the text? How are you going to use this? How does this make you feel?
- Which part of the illustration resonates with you?
- What has warmed/healed your heart in this book?
- What has surprised you?

**RE**

**National Curriculum**

**Purpose of study**

- Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally

**Aims**

- To know about and understand Christianity as a diverse global living faith, through the exploration of core beliefs, using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews, appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage, and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

**Subject Specific Spirituality Prompts / Ideas**

- By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews.
- By asking and responding to questions of meaning and purpose.
- By considering questions about God and evaluating truth claims.
- By exploring spiritual practices such as worship and prayer, and considering the impact of these on believers as well as relevance to their own life.
- By developing our own beliefs

**Science**

**National Curriculum**

**Purpose of study**

- A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry, and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes, and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

**Aims**

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry, and physics
- develop understanding of the nature, processes, and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

**Subject Specific Spirituality Prompts / Ideas**

- Spark curiosity and nourish both the head and the heart.
- Developing awe and wonder at the scale of living things from the smallest micro-organism to the largest tree.
- Give opportunities to pause and appreciate the beauty of the world around us.
- Experience great admiration and respect for their own work and that of peers which could be used to bring hope to others.
- Pause for reflection in relation to difficult themes within science which allows people to express their response to challenging circumstances and build a resilient hope.
- Explore the interdependence of all living things and the relationships between different elements of the physical world.
- Having the ability to feel enormously insignificant (compared to the scale of physical universe) and enormously significant (we are genetically unique)
- Opportunities to connect with the spiritual experience that drives us onwards in our search for understanding.
- Asking questions about how scientific discoveries from around the world have affected our lives; considering a rich heritage of scientific discoveries from other faiths and why scientific beliefs have changed over time.
- Awareness that new discoveries are still being made all the time which can redefine scientific understanding.
- Wrestle with dilemmas arising from scientific advances such as genetic engineering, animal testing

**Writing**

**National Curriculum**

**Purpose of study**

- English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially, and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read, and write fluently and confidently are effectively disenfranchised.

**Aims**

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils: read easily, fluently and with good understanding

- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly, their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate.

**Subject Specific Spirituality Prompts / Ideas**

- Self-expression of thoughts, feelings, and emotions
- Asking questions about the text that is inspiring the writing
- Diaries and journalling as a means of communicating emotions
- Empathy with characters - thinking beyond self
- Poetry as a form of spiritual expression
- Appreciation of own writing skills and the writing talents of others
- Connecting with a piece of writing – evokes an emotional response
- Connecting with people – postcards, letters, sonnets
- Performance in preparation for and as a result of writing – immersion, consideration of audience e.g. performance poetry, drama, role play etc.
- Allows us to share passions, opinions and to take action through words e.g. debate