



Spirituality Across the Curriculum (Summer 2026)

READING	Through a diverse range of thought-provoking texts, films and real-life events, children are encouraged to explore and develop a deeper understanding of the world around them. These rich experiences provide opportunities for respectful discussion, journeys of discovery and meaningful reflection on personal values, beliefs and experiences. While exploring stories, poetry and non-fiction, pupils broaden their perspectives and reflect on their place in the world. Children are given the opportunity to discuss human values, empathy and ethical dilemmas through engaging hook ins. From discussion and reflection, children learn to appreciate different viewpoints, develop compassion and become thoughtful, open-minded individuals.
WRITING	At Crowthorne C of E, we inspire spiritual development through our writing opportunities. We frequently write in response to a wide variety of texts and poetry. We encourage children to understand the world around them and develop their own spirituality by conveying emotions through the written word. We create a sense of wonder through reading and sharing high-quality literature and by writing thoughtful responses. Perseverance and self-efficacy are also developed through the writing process. Moral and ethical dilemmas are discussed, and children write reflective pieces about personal values and beliefs. Children are encouraged to appreciate the beauty of language. The writing of poetry and prayers gives our children opportunities to express their emotions, convey awe and wonder about the world, and express their personal beliefs.
MATHS	Mathematics at Crowthorne C of E Primary school supports pupils' spiritual development by encouraging them to explore patterns, relationships and connections within the world around them. Through mathematics, children develop a sense of wonder and awe at the beauty, order and precision found in the universe. They are encouraged to notice patterns, symmetry, scale and structure in both the natural world and human creations, helping them to appreciate how mathematics underpins everyday life. Pupils are given opportunities to explore truth in number, reasoning logically and explaining their thinking with confidence. Through our mastery approach to mathematics, children are encouraged to think deeply, make connections between concepts and persevere when faced with challenging tasks. This resilience helps pupils to develop confidence, independence and a strong sense of achievement. By experiencing success through effort and determination, children grow as reflective learners who understand the value of persistence, curiosity and self-belief.
COMPUTING	Computing at Crowthorne C of E Primary School supports pupils' spiritual development by inspiring a sense of awe and wonder about the vast opportunities technology and the internet can provide. Children are encouraged to explore, discover and question the digital world around them, developing curiosity about how technology connects people, shares knowledge and shapes everyday life. Through computing, pupils experience joy and excitement in designing, creating and developing their own digital content, programs and solutions. Children learn the importance of communicating responsibly online and are encouraged to take responsibility for their own actions and choices in digital spaces. They are taught to reflect on the ethical use of technology, considering issues such as respect, privacy, honesty and online safety. Computing also provides opportunities for pupils to think carefully about the impact digital interactions can have on their own well-being and that of others. Through a broad and engaging curriculum, pupils develop creativity, critical thinking, problem-solving skills and ethical awareness, enabling them to become thoughtful, responsible and confident digital citizens.

HISTORY	At Crowthorne CofE, spirituality is woven throughout our history curriculum with pupils being regularly encouraged to look in, look out and look up. Looking inward, our children consider their own identity, values, and sense of belonging in comparison, as a result of, and alongside the lives and experiences of people from the past. Looking outward, our pupils are encouraged to be curious, empathic and respectful of different cultures, communities, and worldviews, and look across history, considering how people, cultures and events have shaped society and the human experience. Finally, our pupils look up by asking deeper questions about meaning, justice, courage, and hope, making connections between historical events and the Christian vision and values that underpin our school community. Through this approach, our children develop both historical understanding and spiritual awareness in a thoughtful and reflective way.
GEOGRAPHY	Woven throughout the geography curriculum at Crowthorne CofE, spirituality is nurtured as our children develop a deeper understanding of themselves, the world, and their place within it. Pupils look inwards by reflecting on their own connections to the environment, their local community, and their responsibilities as a global citizen. Looking outward, they explore diverse places, cultures, landscapes, and communities around the world, and a sense of awe, wonder, empathy, and respect for our planet is fostered. Our pupils look up by considering big questions about stewardship, sustainability, fairness, and the interdependence of people and the planet, linking their learning to the Christian values and vision that guide our school community. Through geography, children are inspired to appreciate the beauty and diversity of the world as well as their role within it.
RE	At Crowthorne C of E, we nurture pupils' spiritual development through thoughtful exploration of faith, belief and the wider meaning of life. Through our RE curriculum, children are encouraged to look <i>inwards</i> as they reflect on their own beliefs, values, experiences and sense of identity; look <i>outwards</i> with curiosity, empathy and respect as they explore the diverse worldviews, cultures, faiths and traditions of others; and look <i>upwards</i> as they consider deeper questions of meaning, purpose and what may lie beyond themselves. From experiencing awe and wonder in the natural world and engaging with religious stories in the Early Years, to developing deeper discussion, reflection and questioning in Key Stages 1 and 2, pupils explore celebrations, rituals, commitment and sacrifice across a range of religions and worldviews. In doing so, they develop curiosity, compassion and respect for themselves and others, while building the resilience to ask challenging questions, reflect deeply and grow in their understanding of the world around them.
SCIENCE	Our Science curriculum at Crowthorne C of E enables children to engage with the wonder of the natural world, encouraging them to look outwards and develop their own spiritual understanding of the world around them. Children are encouraged to be curious and ask big questions, including how the world came to be and how things work. This makes a natural connection between science and spirituality as well as encouraging a sense of awe and wonder. Our curriculum provides opportunities for children to develop their enquiry skills, learning how scientists develop theories by questioning, testing, adapting and evaluating, promoting inner reflection as well as outward appreciation of scientific phenomena. Within a structured curriculum, we also recognise that it is important to acknowledge that there are some things science cannot explain, thereby encouraging a sense of something greater than ourselves, and that our understanding is constantly developing.

ART	Our art curriculum provides many opportunities for pupils' spiritual development by encouraging reflection, imagination, self-expression, and appreciation of beauty, culture, and human experience. Through creating and responding to art, children explore feelings, identity, and meaning in ways that support their personal growth. Here are some key ways this happens in our school: Self-expression and identity Art allows children to express thoughts, emotions, beliefs, and experiences that may be difficult to communicate verbally. Pupils develop a sense of individuality and confidence as they make creative choices (eg. making a mask to reflect their time at our school) and by reflecting on their own and others' work. Awe, wonder, and imagination Our curriculum is built upon a wide range of artworks from diverse artists and cultures. Children have many opportunities to engage with inspiring artworks, natural forms, colours, textures, and creative processes that promote curiosity and wonder. Exploring artists from different times and cultures deepens pupils' appreciation of beauty and human creativity. Reflection and meaning Our curriculum encourages pupils to think deeply about artworks and their own creations. They may consider questions such as: • What does this artwork make me feel? • Why did the artist create it? • What message or meaning does it communicate? This reflective process supports spiritual awareness and personal insight. Appreciation of different beliefs and cultures By studying art from a wide range of cultures, religions, and traditions, pupils learn to respect diversity and understand different ways people express meaning, faith, and values through creativity. (eg. aboriginal art, Georgia O'Keeffe, Kehinde Wiley, Rene Magritte, Roy Lichtenstein) Emotional development Art provides a safe space for children to explore emotions, empathy, and personal experiences. Collaborative projects (eg. the Portraying Relationships unit in Year 3) also help pupils connect with others and appreciate different perspectives. Connection with the wider world Activities such as observational drawing, nature art, and environmental sculpture (eg. Andy Goldsworthy) help children develop a sense of connection to the natural world and their surroundings, fostering mindfulness and appreciation.
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DT	Our Design and Technology (D&T) curriculum provides rich opportunities for spiritual development by helping children explore creativity, meaning, imagination, reflection, and their relationship with the wider world. Here are some key ways D&T supports spiritual development in our school: Creativity and Self-Expression Our D&T curriculum encourages pupils to imagine, design, and create original products. Through designing and making, children experience: • Wonder at transforming ideas into tangible outcomes • Pride and personal fulfilment in creating something unique • Opportunities to express individuality and imagination For example, designing a toy or game, a chair for a movie character, or an edible product allows children to communicate personal ideas and values creatively. Reflection and Meaning The Design Brief is central to every D&T Unit in our curriculum. Throughout each project children are encouraged to reflect on why products are designed in certain ways, how design affects people's lives and what makes something "good," "beautiful," or "useful". This reflective process deepens pupils' awareness of human needs, purpose, and the impact of creativity on society. Awe and Appreciation of Human Ingenuity Studying inventions, structures, mechanisms, and technological developments can inspire curiosity about how things work, together with an appreciation of human achievement and innovation and a sense of awe at engineering, craftsmanship, and problem-solving. Looking at famous designers, architects, or sustainable technologies can prompt big questions about progress and human potential. Perseverance and Personal Growth The iterative nature of D&T — planning, testing, failing, improving — helps children to develop key attributes such as resilience, patience, confidence and self-awareness. Experiencing setbacks and improvement can contribute to personal insight and emotional growth. Collaboration and Empathy Many D&T projects involve teamwork and designing for users. Pupils learn to listen to others' needs, show empathy for different groups and consider how designs improve lives. Sensory Engagement Working with materials, textures, colours, food, mechanisms, and tools offers sensory experiences that can encourage mindfulness and concentration, help children connect physically and emotionally with the creative process and foster an enjoyment and appreciation of craftsmanship.
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MUSIC	Through our music curriculum, children learn to appreciate music from different cultures and traditions, so pupils develop empathy and an understanding of both themselves (children are encouraged to look inwards) and the diverse world around them (children are encouraged to look outward). The curriculum is rich in music appreciation which fosters personal reflection, emotional growth, and a deeper connection to the wider world through listening, performing, and composing. Music is used to explore the human experience, inspiring a sense of awe and wonder e.g. through listening to powerful orchestral performances; composing or improvising allows pupils to connect with their inner thoughts and articulate complex emotions through the media of music. Collaborative ensemble playing, choir singing, and group composition require deep listening and mutual support, building empathy and a shared communal spirit.
PSHE	Spirituality is an important thread that runs through PSHE and Relationships and Sex Education (RSE), supporting children to develop a deeper understanding of themselves, their relationships with others and their place within the wider world. Through the spiritual dimensions of 'look in, look out and look up', pupils are encouraged to reflect, question, connect and develop a sense of meaning and purpose. Looking in enables children to explore the following: - feelings and emotions - identity - strengths and areas for growth - beliefs and values - resilience - emotional wellbeing - supporting self-awareness. Looking out encourages pupils to consider the thoughts, feelings and experiences of others, developing empathy, compassion, respect and an appreciation of different perspectives. This is particularly significant within RSE, where pupils explore healthy relationships, friendship, trust, respect, consent, personal boundaries and the importance of treating everyone with dignity and kindness. Looking up encourages children to consider the bigger questions of life, including meaning, purpose, values, beliefs and what gives life significance, while developing respect for a range of religious and non-religious worldviews. Through PSHE and RSE, children are given opportunities to reflect on their choices, understand their responsibilities, recognise their own worth and dignity, and appreciate the worth and dignity of others. In this way, spirituality enriches the curriculum by nurturing pupils' moral, social, emotional and spiritual development and helping them to grow into thoughtful, compassionate, respectful and responsible individuals.
MFL	At Crowthorne C of E, we explore different cultures and traditions through language, fostering empathy and understanding across cultures. We explore the beauty of languages from around the world and encourage reflection on what it feels like to genuinely communicate with someone in a new language. Through the learning of French, we help children to appreciate the etymology of the English language and make links with languages such as Latin. Through language learning, children gain a broader perspective of the world and develop respect, empathy, and curiosity towards others. Exploring how people communicate and express themselves in different countries helps to foster awe, wonder, and an appreciation of diversity, supporting children's spiritual development.

PE	At Crowthorne CofE, we believe that spirituality can be celebrated and nurtured across the curriculum. In PE, children develop spiritually through working as a team, caring for, encouraging and supporting others and developing an awareness of their own strengths and limitations. Through physical activity, pupils are encouraged to develop a deeper sense of connectedness between mind, body and spirit, recognising how movement, wellbeing and reflection can positively influence their whole self. PE provides opportunities for children to delight in movement, challenge themselves and experience joy, creativity and self-expression through a wide range of activities. By taking part in PE lessons, games and physical challenges, pupils become more focused, resilient and connected to others around them. They learn the importance of perseverance, courage and determination, celebrating both individual achievements and shared successes. Children are encouraged to value and respect one another, recognising the importance of equality, freedom, trust and fairness within sport and teamwork. Through collaboration and competition, pupils learn empathy, humility and respect for different abilities, talents and perspectives. PE helps children to grow in confidence and self-belief, taking pride in developing new skills and celebrating who they are as unique individuals. Moments of reflection in PE also allow pupils to appreciate the wonder of the human body, the power of working together and the enjoyment that physical activity can bring. Through these experiences, children develop a sense of belonging, wellbeing and responsibility for themselves and others, helping them flourish both physically and spiritually.
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