



# Christian Distinctiveness

Supporting spiritual growth for learners, wherever they are on their faith journey, is central to our community life. Prayer and worship are supported by an innovative curriculum where ideas are expressed creatively to develop the spirit and contribute to life in all its fullness. Our school values of Compassion, Forgiveness, Friendship and Trust are embodied in our nurture and encouragement of all.



# The Howard School Vision

## Educating for 'life in all its fullness.'

Providing opportunities for growth in mind, body and spirit through inspirational and innovative education underpinned by a deeply Christian ethos. Those who learn and work here will develop confidence, embrace creativity and enhance their knowledge and skills so that they can experience 'life in all its fullness.' (John 10:10)



### Body

Safety and wellbeing of learners is paramount, where every child matters and, crucially knows they matter. Learners are welcome to explore who they are, develop confidence and emotional intelligence thus ensuring that they become the best versions of themselves within an accepting and understanding community.



### Mind

High expectations and aspirations in all areas of school life create an inspirational learning environment where knowledge is acquired through discovery. Creativity, the development of academic habits and skills, and broadening children's hopes and aspirations help to engender an enjoyment for learning and secure excellent pupil outcomes. Learners are well prepared for any future path they choose.



### Spirit

Supporting spiritual growth for learners, wherever they are on their faith journey, is central to our community life. Prayer and worship are supported by an innovative curriculum where ideas are expressed creatively to develop the spirit and contribute to life in all its fullness. Our school values of Compassion, Forgiveness, Friendship and Trust are embodied in our nurture and encouragement of all.

## Theological Rooting of the Vision:

As a Church of England school, the school mirrors the church's vision for an education which promotes 'life in all its fullness' (John 10:10). Its core purpose is to educate the whole child; uniting excellence and academic rigour with spiritual, social, moral and cultural development - enabling every child to flourish.

Jesus said 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body and spirit. Jesus is the good shepherd and inspires us in our purpose of striving to provide wisdom, guidance, restoration and comfort just like the loving shepherd. Offering protection and educating against dangers, ensuring positive global citizens and the safety of all God's children.

In this verse, Jesus says he has come 'in order that you might have life - life in all its fullness' it's a reminder that it is possible for us to know a full life, in which we know the security of being in the hands of the good shepherd. 'I am the good shepherd; I know my sheep and my sheep know me.' (John 10:14).

Another way of expressing the idea of life to the full is to ask yourself what's God's story for your life? As educators we understand the importance of our role in facilitating their journey in this stage of God's plan for them.

Jesus said 'Let the children come to me, Do not stop them. For the Kingdom of Heaven belongs to such as these' (Matthew 19:14). In saying this Jesus highlights the special place of children and their insight into the Gospel message. Children see what adults have become blind to, therefore have great gifts to offer. We see this in our school community time and time again: in the insight and wisdom of the children, their ability to see what we don't and we have to become like them to gain their wisdom.

Are we the right school for you? You are more than welcome to book in a tour and have a look around...





# We are Vision Informed and Flourishing

## Mind

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## Trunk – Our Vision Statement

The ways in which our vision is feeding the growth of our school.



## Theological Rooting

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## Roots – What feeds and informs our vision?

The context of our school.



## Leaves - What is seen?

The flourishing and outworking of our vision and the impact of all we do.

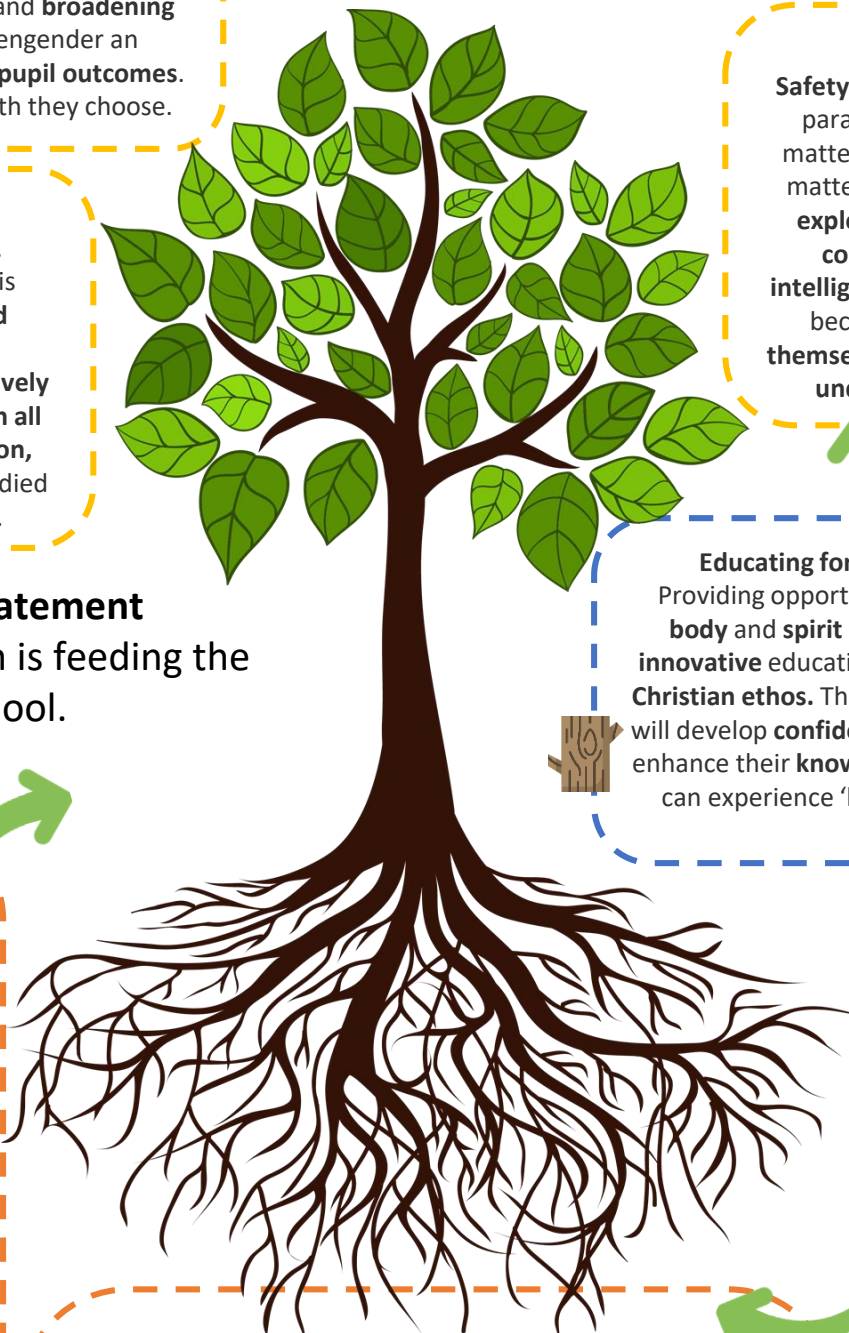


## Body

**Safety and wellbeing** of learners is paramount, where every child matters and, crucially knows they matter. Learners are welcome to **explore who they are**, develop **confidence and emotional intelligence** thus ensuring that they become the **best versions of themselves** within an **accepting and understanding community**.

## Educating for 'life in all its fullness.'

Providing opportunities for growth in **mind, body and spirit** through **inspirational and innovative** education underpinned by a **deeply Christian ethos**. Those who learn and work here will develop **confidence, embrace creativity** and enhance their **knowledge and skills** so that they can experience 'life in all its fullness.' (John 10:10)



## School History

From its impassioned founding by Rachel Howard to its designation as a Church of England School, the school has always served the children of this parish, ensured all have access to education, embraced community and has been at the forefront of social mobility. The school is still solidly grounded in these traditions.



## Stakeholder Consultations

Parents, staff, governors and children were consulted in the development of the vision and their opinions informed its content and captured all that we stand for and aspire to be.



## School Characteristics – The Community we Serve

- Links with St. Cuthbert's, the wider community and to local history and tradition help us to flourish.
- The school has lower levels of deprivation than the national average so aspiration is prioritised to give children the best life chances.
- The proportion of children from diverse backgrounds is low, therefore conscious decisions are made to provide opportunities to encounter a wide range of experiences.
- Children start school with knowledge and skills higher than the national average so it is vital that this is capitalised upon.
- There has been a significant increase in families seeking support following the pandemic – our vision informs how we support and reflects the key risk factors.
- Further considerations are made to our curriculum based on our knowledge of our pupils barriers to learning.



# Our Christian Ethos

As a Church of England school we are committed to and proud of our Christian distinctiveness and offer an environment that ensures all children experience the highest quality of teaching and learning opportunities. We actively support the spiritual growth of learners wherever they are on their faith journey. Religious Education has a high profile in school life with lessons providing fully for the needs of all learners.

## Community Links

As a Church of England School, we have strong links with our local church, St Cuthbert's and the local community where we engage and lead in many projects. There are many ways in which these links are forged, including school services at the church, community gatherings, after school activity clubs and regular visitors from the church to lead and take part in worship and events. As well as St Cuthbert's where we hold our annual Harvest, Christmas, Easter and Leavers Services we also have close links with other churches in Ackworth: Methodist Church, All Saints and The Community Church.



## The Hidden Curriculum

The curriculum, in its wider sense, offers exceptional opportunity for spiritual development. Quality opportunities for pupils to explore situations of injustice and equality so opening pupils' horizons and broadening first-hand experience, gives them a concern for others and a desire to practically undertake actions that challenge these identified injustices through meaningful social actions. A prominent vehicle for this is through the strong partnerships that we have developed. A broad range of enrichment activities enable pupils to flourish and they are supported to be the change they want to see in the world.



In addition to the range of enrichment experiences for our pupils and the experiences of our 'hidden curriculum,' older pupils benefit from two contrasting residential visits which have been carefully planned for specific purposes to meet the needs of our context and vision. The Year 6 residential to Robinwood offers opportunity to develop leadership skills such as team work. Pupils also learn new skills, gain self-confidence and independence, develop their social and interpersonal skills and learn to appreciate the countryside and outdoor opportunities. Year 5 children experience our now established Northumberland residential which directly promotes the school's distinctiveness as a Church of England school, following in the footsteps of St. Cuthbert and making meaningful links, connection and experiences that promote the Christian vision and values.



## Diocese

We follow the Leeds Diocese and Wakefield Local Authority curriculums in RE, exploring the stories and themes of the Old and New Testaments and core Christian values. As part of the National Curriculum we also teach children about world faiths and perspectives. Our link with the Diocese also provides learning opportunities for pupils and staff.



## Global Link

The school has a strong and established link with Tanzania. First hand experiences from the Headteachers visit have been utilised within school. The partnership is highly valued by all and is now an integral part of worship, affirming the Christian values we hold dear. Pupils are able to articulate their thoughts and relate globally about life, therefore developing an understanding of disadvantage, deprivation and the exploitation of the natural world in its truest forms. The school is 'working with and learning from' their global Tanzanian friends.



**We are proud of our partnership with Mshikamano (Solidarity) Primary School - Bega Kwa Bega (Shoulder to Shoulder)**

## Worship

As a Church of England school our daily act of Collective Worship is a special time that brings together members of the school community. Our Worship Committee Ministries take an active role in in our worship. The children are very independent when undertaking this responsibility. Worship is led by teachers, children and visitors. During class assemblies, families are invited into school and we are extremely grateful for the tremendous parental support that we have. Groups of children are encouraged to prepare, lead and evaluate worship based on one of our themes. These opportunities allow them to gain valuable leadership experience and extend their ability to think and reflect on a wide range of global issues. Our worship is further enhanced by visits from our local incumbent. The children are further challenged to think, ask questions and share their views about the world around them.



## Pupil Leadership

Pupil leadership is the heartbeat of the school. A focus on handing over accountability and genuine advocacy of this has led to pupils living our vision and demonstrating associated attributes such as opportunities to be agents of change, for demonstrating courageous advocacy and affirming what is right, to challenge injustices and to offer radical hospitality. Learners are ambassadors who can make a positive contribution. This focus has also led to pupils feeling more valued as members of the school community, enabling opportunities for children to flourish and for their character development to impact on wider society. Pupils understand that the school advocates that the future is in their hands and we ask them to lead and have accountable independence. They understand that they don't have to wait to give service to others.



## Values

As a church school we promote Christian values in everything we do in school. We like to achieve an extended family atmosphere in school to promote a feeling of belonging to a caring community, which in turn creates confidence and security for the children. We encourage all our parents to have regular contact and discussions with us about all aspects of their children's education. Our core values of Friendship, Forgiveness, Compassion and Trust reflect the aspirations we have for each child, to inspire a high level of spiritual and moral reflection and to challenge our learners to take responsibility for their own actions.



## School Prayer

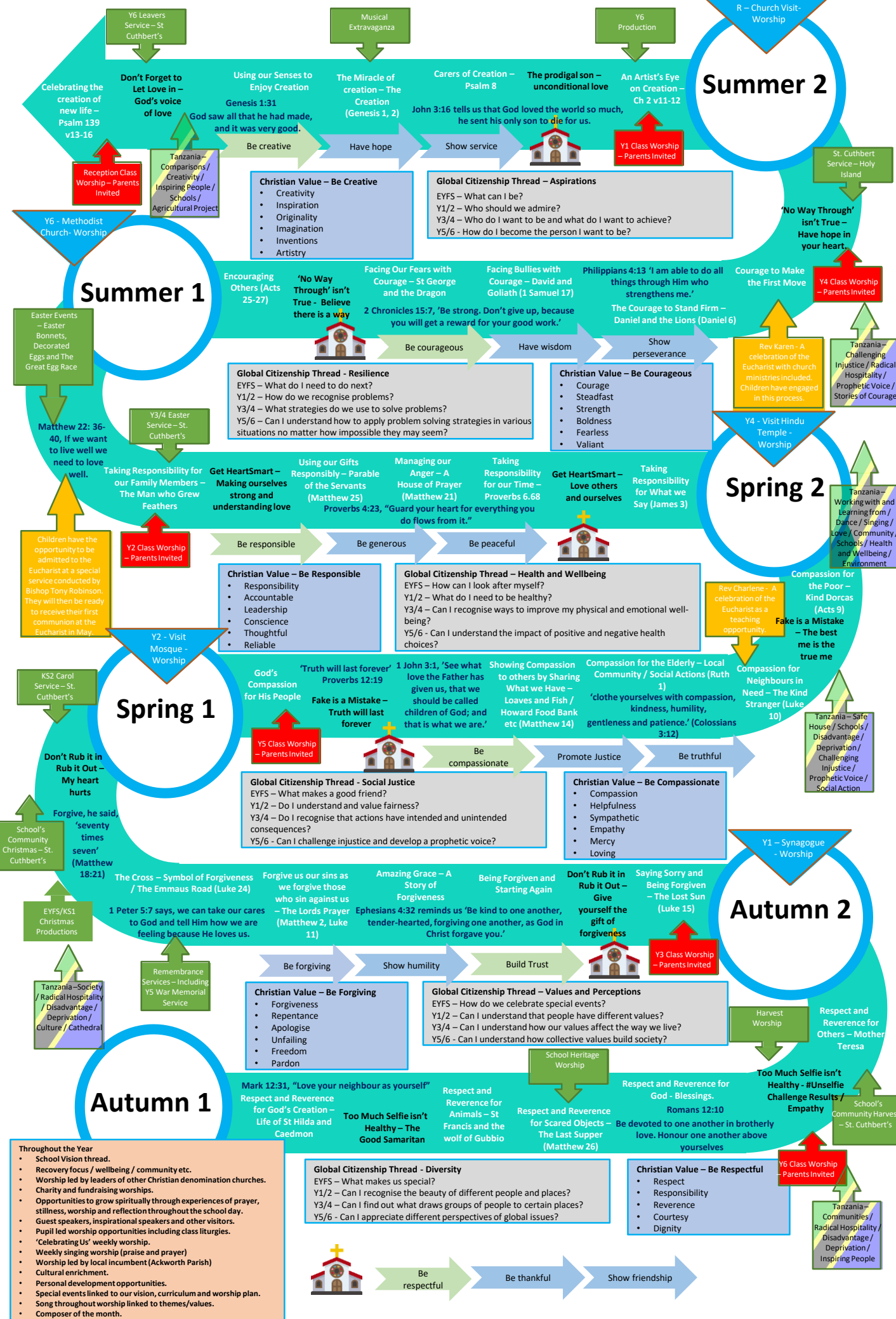
This is our school,  
Where **trust** burns bright.  
Let **compassion** and **forgiveness** begin  
with me  
And **friendship** lay in the depths of our  
hearts,  
Let us love one another each day.  
Amen



# ACKWORTH HOWARD COLLECTIVE WORSHIP JOURNEY 2023-2024 THE HEARTBEAT OF THE SCHOOL



'Providing opportunities for growth in mind, body and spirit.'



**Worship – Christian Values**  
Driven by the vision and values and deeply Christian in its delivery, worship is invitational, inspiring, delivered using a variety of approaches and is an integral part of life and the culture of school. Learners encounter the teachings of Jesus and the Bible and develop their understanding of the Christian belief in the trinitarian nature of God and its language. A carefully planned programme of worship has been developed which links with the church and the wider community to ensure diversity, relevance in today's society and opportunities to engage. Pupils recognise that worship provides meaningful opportunities to contribute to their spiritual development and engage thoughtfully in the process. There are varied and interactive prayer and reflection activities on offer to all pupils which they find helpful and supportive. Links are strong with the local church community and pupils are enabled to engage in the Eucharist in creative and innovative ways, supported by our local incumbent. The school community appreciates the relevance of faith in today's world. Worship is invitational offering everyone the opportunity to engage whilst allowing the freedom for those of other faiths and none to be present with integrity. All those who wish to be so are actively engaged in worship. Prayer is a natural and valued part of the culture of the school. It is not compulsory or forced.

**Worship – Global Citizenship Threads**  
**DIVERSITY** – Exploring the importance of others and how to love them well is discovered. There is a focus on empathy and exploring the importance of others and how to love them well.  
**VALUES AND PERCEPTIONS** – Understanding how to process negative emotion and choose forgiveness to restore relationships is taught. The focus is forgiveness and learning how to process negative emotion, including disappointment and hurt.  
**SOCIAL JUSTICE** - Unpicking how to bravely communicate truth and be proud of who we are is the focus. Here we explore identity and learn how to be authentic and having the courage to tell the truth when we need to.  
**HEALTH AND WELLBEING** - Understanding the power of looking after our mind, body and spirit to stay physically and emotionally healthy is taught focusing on wholeheartedness, we learn what it is to be HeartSmart and how we can PORN ON to love ourselves and others well.  
**RESILIENCE** - Knowing there is a way through every situation no matter how impossible it may seem is taught. We learn how to develop and maintain a growth mindset.  
**ASPIRATIONS** - Learning how important, valued and loved we are is explored. Children consider self-worth and learn how to love and value themselves well.

**Leading Worship**  
Worship is led by a variety of people including:  
• The Headteacher / Deputy Headteacher  
• A member of staff  
• A visitor: e.g. the Local Rector/Leaders of other Christian denominations.  
• Children.

**Worship Opportunities**  
A variety of whole school and more intimate worship experiences are offered such as:  
• Whole class worship linked to the Christian values, global citizenship curriculum threads, the school vision, celebration, singing and the school's Tanzania link.  
• A variety of worship enhancements such as visitors from other Christian denominations, charity groups and identified personal development needs of the children.  
• Varied class worship – Key Stage, House Groups etc.  
• Worship delivered in the Peace Garden.  
• Varied delivery approaches – child led, drama etc.

**Pupil Leadership**  
Collective times are an opportunity for pupil ownership and to demonstrate the 'living of the vision.' In addition to this, worship contributes to our extensive pupil leadership offer. Ministries are in place, led by our Worship Committee, adding another dimension to pupil leadership. Pupils have wide ranging opportunities to plan, lead and evaluate worship.

**Global Link**  
The school has a strong and established link with Tanzania. First hand experiences from the Headteachers visit have been utilised within school. The partnership is highly valued by all and is now an integral part of worship, affirming the Christian values we hold dear. Pupils are able to articulate their thoughts and relate globally about life, therefore developing an understanding of disadvantage, deprivation and the exploitation of the natural world in its truest forms. The school is 'working with and learning from' their global Tanzanian friends.

**The Anglican Calendar**  
The liturgical calendar indicates the festivals and seasons of the Anglican Church. We follow the calendar which shows the major festivals and saints' days. The liturgical colours for each festival and season are and displayed in school.

**Other World Faiths**  
In addition to the liturgical calendar, other key festivals celebrated by other World religions are incorporated into our provision.

## The four elements of spiritual development – Examples of how we encounter the elements are below



# ACKWORTH HOWARD DEVELOPING SPIRITUALITY

Element	What does this involve?	Element	What does this involve?	Element	What does this involve?	Element	What does this involve?
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 relationships that they have with their sense of being a unique person.	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.	WORLD AND BEAUTY	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 of beauty and the affect this has on their perception of and relationship with the world.	BEYOND (TRANSCENDENCE)	A growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search meaning in their very existence and their place in the greater scheme of things.

(Self) Encounter - Learning about life: providing openings for spiritual development through an exploration of identity and personal values.

(Others) Encounter - Learning about life: providing openings for spiritual development: recognising the values and worth of others.

## YEAR 6

ENCOUNTER	SELF	OTHERS	WORLD AND BEAUTY	BEYOND (TRANSCENDENCE)
ENCOUNTER	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Worship, Pupil Leadership, Personal Development, Character Education, Forest Schools, Wider Opportunities, P4C	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Community Links, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Forest Schools, P4C, Residential	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Community Links, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Forest Schools, Eco-Schools, P4C	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Forest Schools, Wider Opportunities, P4C
REFLECTION	Health and Wellbeing – Can I understand the impact of positive and negative health choices? Resilience – Can I understand how to apply problem solving strategies in various situations no matter how impossible they seem? Aspirations – How do I become the person I want to be? 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?	Values and Perceptions – Can I understand how collective values build society? Social Justice – Can I challenge injustice and develop a prophetic voice? 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?	Diversity – Can I appreciate different perspectives of global issues? What is a perfect world? Why is there ugliness in the world? Can you love something that is ugly? Why do you like certain types of music? What response do you get when you look at a piece of art? Is beauty something that you can learn, or do you just have to feel it? What is the point in being creative?	Do we come back after death as a different being? Is there life after death? Where do our spirits go when we are dead? Do we have a soul? If so, what happens to it after death? Why do we love? What lasts forever? What is unknowable? What else is there to discover? How do we know what we don't know? What is worth dying for?
TRANSFORMATION	The awareness of the value of reflection to explore deeper responses to thoughts that help shape 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.	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.	Be able to explain/give an emotional response to stimuli and begin to articulate this from a personal perspective. Be able to display shades of meaning when verbalising sensory responses and understand and interpret their reaction. A developing appreciation that some things don't have answers.	Can generate big questions. Begin to express through a personal vocabulary responses to questions of meaning. Begin to be able to use critical reasoning in responding to a big question

(Beyond) Encounter - Learning about life: providing openings for spiritual development: a growing appreciation of the intangible – truth, love...

## YEAR 5

(World) Encounter - Learning about life: providing openings for spiritual development: challenging experiences of beauty.



(Self) Reflection - Learning from life: understand an inner meaning of self and identity – critical reasoning and big questions.

(Others) Reflection - Learning from life: understanding an awareness of the affect of others - a search for meaning, critical reasoning and big questions.

## YEAR 4

ENCOUNTER	SELF	OTHERS	WORLD AND BEAUTY	BEYOND (TRANSCENDENCE)
ENCOUNTER	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Worship, Pupil Leadership, Personal Development, Character Education, Forest Schools, Wider Opportunities, P4C	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Community Links, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Forest Schools, P4C	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Community Links, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Forest Schools, Eco-Schools, P4C	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Forest Schools, Wider Opportunities, P4C
REFLECTION	Health and Wellbeing – Can I recognise ways to improve my physical and emotional wellbeing? Resilience – What strategies do we use to solve problems? Aspirations – Who do I want to be and what do I want to achieve? 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?	Values and Perceptions – Can I understand how our values affect the way we live? Social Justice – Do I recognise that actions have intended and unintended consequences? 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?	Diversity – Can I find out what draws groups of people to certain places? How do we know we've found all the colours in the world? What season do you feel most reflects your personality? What is the difference between hearing and listening? Should we try to tame nature? What does it mean that beauty is in the eye of the beholder? What would it be like without seasons?	What is the purpose of the earth? Is God alive now? Why is there illness? Why do destructive things, like earthquakes, have to happen? Which is stronger – love or hate? Is it good that scientists can't explain everything? Why are there religions? What is beyond the universe?
TRANSFORMATION	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 my work and behaviour that will help me to progress.	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.	Be able to understand and give meaning to something wonderful/ exciting or awesome. Be able to verbalise their sensory responses and begin to explore their reactions to stimuli. A growing confidence to explore concepts orally.	Understand what big questions are. Be able to explain imaginative responses to questions of meaning.

(Self) Transformation - Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.

## YEAR 3

(World) Reflection - Learning from life: reflecting on experiences of beauty – a search for meaning, critical reasoning and big questions.



(Self) Transformation - Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.

(Beyond) Reflection - Learning from life: reflecting on the beyond – a search for meaning, critical reasoning and big questions.

## YEAR 2

ENCOUNTER	SELF	OTHERS	WORLD AND BEAUTY	BEYOND (TRANSCENDENCE)
ENCOUNTER	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Worship, Pupil Leadership, Personal Development, Character Education, Outdoor Learning, P4C	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Community Links, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Outdoor Learning, P4C	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Community Links, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Outdoor Learning, Eco-Schools, P4C	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Outdoor Learning, P4C
REFLECTION	Health and Wellbeing – What do I need to be healthy? Resilience – How do we recognise problems? Aspirations – Who should we admire? Who am I? What am I worth? What is right and wrong? How do I decide what is right and wrong?	Values and Perceptions – Can I understand the people have different values? Social Justice – Do I understand and value fairness? 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?	Diversity – Can I recognise the beauty of different people and places? Do different colours have different moods? What gives them these moods? What is the most beautiful thing in the world? Why should I care about animals and plants? How/why does the weather affect our mood?	Where is God? What might heaven be like? Is there such a thing as an angel? If you can't see something, is it still real? What is true happiness? When have you experienced moments of awe and wonder?
TRANSFORMATION	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.	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.	Give a verbal response that explains a reaction to something wonderful/ exciting or awesome. Be seen to respond to a stimulus and begin to explain in simple terms verbally or through body language.	Have a sense of enjoyment in devising and discussing questions that have no answer. Use imagination to interpret responses to big questions.

(Others) Transformation - Learning to live life: responding as a means of expressing an idea of relationship with others: expressing innermost thoughts through words, art or actions.

## YEAR 1

(World) Transformation - Learning to live life: responding as a means of expressing an idea of beauty: expressing innermost thoughts through words, art or actions. Being moved emotionally by beauty.



(Self) Transformation - Learning to live life: responding as a means of expressing an idea of self: developing a personal set of beliefs.

(Beyond) Transformation - Learning to live life: responding as a means of expressing the need to understand the purpose of life.

## EYFS

ENCOUNTER	SELF	OTHERS	WORLD AND BEAUTY	BEYOND (TRANSCENDENCE)
ENCOUNTER	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Worship, Pupil Leadership, Personal Development, Character Education, Outdoor Learning, P4C	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Community Links, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Outdoor Learning, P4C	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Community Links, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Outdoor Learning, Eco-Schools, P4C	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Outdoor Learning, P4C
REFLECTION	Health and Wellbeing – How can I look after myself? Resilience – What do I need to do next? Aspirations – What can I be? What makes me happy? What do I do in my spare time that I like? What things do I value?	Values and Perceptions – How do we celebrate special events? Social Justice – What makes a good friend? Why are my friends important to me? What do I like in my friends? How do my friends make me feel? How do I look after my friends and family?	Diversity – What makes us special? What types of weather do you like the most and why? What is your favourite colour and why? What sounds do you like to listen to? What makes you afraid? What is your favourite time of day/season?	What are the stars for? Why do we have rainbows? How big is the sky? What is the smallest thing there is? Why are people different? What does God look like?
TRANSFORMATION	A growing awareness of knowing what I like and what I don't like both materially and in the way that I want to be treated. Can say what I like and what I am good at.	Understanding that other people have their own views and opinions and may value different things to you.	Have an instant response to something wonderful/ exciting and awesome happening. Evident in expression and simple phrases. Respond to sensory feelings and be able to show it.	Have the confidence to ask questions that have no answers.

### What is Spirituality?

We believe that exploring Spirituality by educating the whole child and providing full life experiences supports our aspirational vision.

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. Christian values are firmly rooted in our approaches.

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

### Rationale

This document outlines how spirituality is developed across school. Our children engage in many planned and unplanned development opportunities throughout their time in school.

Our vision outlines a desire for life to be lived "in all its fullness" (John 10:10). It is also said that: "For a human being, especially a child or young person, to have full quality of life, spirituality in all its aspects must be nurtured and affirmed" (John Bradford)

Our approach towards spirituality development looks to educate the whole child in fullness across a broad and balanced, local curriculum. Spiritual development is not specific to one curriculum area or activity.

### The four elements of spiritual development

Spiritual development can be encouraged through a range of activities. These will include both planned and unplanned learning opportunities. Children are encouraged to ask questions and explore topics, discussing and responding to issues around them.

Whilst spiritual moments can be spontaneous, at our school, we plan to provide high quality, thought provoking and purposeful opportunities for spiritual development.

The four elements of spiritual development form the basis of our work with children in developing a strong sense of spirituality. We also believe that it is vital that all of the adults in school also see the need to develop their own spirituality for their own wellbeing and so that they can effectively support and help our children help each other.

### Opportunities to develop and support spiritual development

Opportunities for spiritual development are both planned and unplanned for and exploited spontaneously. Children are encouraged to reflect on their own development through encounter, reflection and transformation.

### Where will spiritual development opportunities occur?

Spiritual development occurs in many ways. We aim to ensure that children:

- Have regular times in the day for quiet and reflection. This might be listening to a story, lighting a candle in worship, engaging in reflection activities in spaces around school...
- Will be provided with many opportunities for creativity and imagination.
- Will be provided with purposeful and regular opportunities for prayer. This can take many forms, but should include being thankful and allow the children an opportunity to open themselves up to God.
- Will have regular opportunities to explore, express and share feelings.
- Will see positive relationships modelled around school. The importance of relationships will be reaffirmed to them. This will include clear exploration of how we talk to and relate to each other.
- Have opportunities to express awe and wonder, appreciate beauty in all its forms and appreciate connections and unity in the world.
- Will be encouraged to reflect on mistakes and say sorry, where appropriate.
- Will be encouraged to show perseverance, respect and trust and express these in practical ways.
- Have opportunities to explore 'Big Questions', particularly through RE learning.



# Tanzania Partnership



## Working With and Learning From...

*The school has strong links with a school in Tanzania. This helps pupils to understand life beyond their own community. Pupils have raised funds to help build a classroom at their partner school.*  
- Ofsted 2020

Strong links have been forged between schools in the Leeds Diocese and Tanzanian schools in the Mara Diocese. Our school is at the forefront of this and an ambassador for the project given Mr. Walkers participation on the most recent visit, his membership of the Tanzania Link Committee, chaired by Bishop Tony Robinson, and taking on the role of Tanzanian Link School's Coordinator, leading within the network of school's and communication with colleagues in Tanzania.

This is a partnership that has gone from strength to strength and is highly valued by the school. The link is part of the fabric of the school and children and staff engage as part of the overall school vision. Using the Tanzania link as a model to inspire change has been proven to impact on children's behaviours as agents of change, the ability to challenge injustice and use their own initiative to fundraise and challenge in other areas.

Over the last few years, strong links have been forged between schools in the Leeds Diocese and Tanzanian schools in the Mara Diocese. Historically this grew from the work being done by the Wakefield Diocese. Over time, schools here have helped raise funds for a huge variety of projects to help communities in Mara. These have included digging wells, building classrooms, providing text books and desks. BUT it is not just about fundraising. Crucially, for the children, it is about learning about other cultures, making friends across the miles and learning key Christian values.

From the visit, many opportunities to learn from the Tanzanian schools have been identified including creativity within the curriculum. Opportunities to enhance the curriculum through this partnership are threaded throughout curriculum plans. Use of Swahili in worship is always enjoyed by the pupils and the offering of prayers, song and music adds to the richness of provision.

More importantly, our work impacts on the lives of communities in extreme poverty and offers hope to many and it is that hope that keeps this network thriving.

This link is closely aligned to our vision, particularly in developing the spirit:



### Mind

- Learners educate, communicate and build enduring relationships with internal and external communities.
- A broad and balanced curriculum is promoted.



### Body

- Learners are encouraged to celebrate the wonderful variety of ways to be human.
- Human identity in all its forms is celebrated ensuring dignity and respect.
- Learners understand that we are all created equally in God's image.



### Spirit

- Learners show courageous advocacy, driving ethical decisions affirming what is right.
- Learners are supported to be the change they want to see in the world.
- Learners offer radical hospitality and are welcoming to all.
- Learners challenge injustice and are committed to justice.
- Learners become agents of change.
- Character development impacts on wider society enabling people to flourish together.





**Personal Development**



# Religious Education





# Religious Education

## *Why is religious education important?*

In Church of England schools, where pupils and staff come from all faiths and none, religious education (RE) is a highly valued academic subject that enables understanding of how religion and beliefs affect our lives. At the heart of RE in church schools is the teaching of Christianity and pupils also learn about other faiths and world views.

### **Religious Education:**

- Is relevant for all children, whatever their religion or beliefs
- Teaches understanding of world religions and beliefs
- Shows how religion influences individuals, families, communities and cultures
- Explores the political and social impact of religion
- Encourages reflection on issues of justice and truth
- Provokes questions about the meaning of life
- Offers opportunities for personal reflection
- Develops and affirms personal identity and responsible citizenship

### **Prepares children for adult life RE can help:**

- Promote respect for self and others
- Contribute to an understanding of history and culture
- Enhance our understanding of global affairs
- Develop personal well-being and happiness
- Safeguard ethical standards in public life
- Generate social and community cohesion
- Tackle extremism and religious discrimination

## **Our aims**

At Ackworth Howard J&I School, we believe that in RE we should develop the children's skills so that they can explore people's beliefs and asks questions about life. Children should learn to understand the differences and similarities between people and how they live, based on their beliefs. Through RE children will learn to reflect and respond to their own ideas.

### **Mind**



RE at our school engages pupils in an enquiry approach where they can develop an understanding for the expression of beliefs, cultural practices and influence of principle religions and world views in the local, national and wider global community.

### **Body**



We encourage our children to be inspired by moments of awe and wonder and respond to God through worship and seek solace and support from their faith. Through our inspiring curriculum will give children the opportunity to respond creatively to their life experiences.

### **Spirit**



RE in our school has a significant role for the development of pupils' spiritual, moral, social and cultural development. We promote respect and open-mindedness towards others with different faiths and beliefs and we encourage pupils to develop their sense of identity and belonging through self-awareness and reflection.

### **Careers**

Careers that include the use of Religious Education:

- Religious Leader
- Teacher
- International or Community Aid Worker
- Hospital Doctor
- Doctor
- Community Worker
- Charity Fundraiser
- Social Worker
- Counsellor



# ACKWORTH HOWARD LEARNING JOURNEY RELIGIOUS EDUCATION



'Providing opportunities for growth in mind, body and spirit.'



### Making sense of the text:

Developing skills of reading and interpreting Biblical texts

### Understanding the Impact:

Examining ways in which Christians respond to Biblical texts and how they put their beliefs into action in diverse ways within the Christian community and in the world.

### Making Connections:

Evaluating, reflecting on and connecting the texts/ concepts studied with pupils' own lives.

### Christian Values:

- Year A**  
Aut 1: Be respectful  
Aut 2: Be forgiving  
Spr 1: Be compassionate  
Spr 2: Be responsible  
Sum 1: Be courageous  
Sum 2: Be creative

- Year B**  
Aut 1: Be thankful  
Aut 2: Show humility  
Spr 1: Promote Justice  
Spr 2: Be generous  
Sum 1: Have wisdom  
Sum 2: Have hope

- Year C**  
Aut 1: Show friendship  
Aut 2: Build Trust  
Spr 1: Be truthful  
Spr 2: Be peaceful  
Sum 1: Show perseverance  
Sum 2: Show service

### Church Services held at St Cuthbert's Church:

- Aut: Harvest  
Aut: Christmas  
Spr: Easter  
Spr: Bishop admittance to holy communion  
Sum: Leavers'

### Multifaith Learning:

- Rec: Judaism, Islam, Hinduism  
Year 1: Judaism  
Year 2: Islam, Judaism  
Year 3: Islam  
Year 4: Hinduism, Judaism, Humanist  
Year 5: Islam, Hinduism, Judaism, Islam  
Year 6: Humanists, Hinduism, Islam

