

Sturry Church of England Primary School




Spiritual Progression

Our definition of Spirituality is:

something that touches us all. It is a connection to something that is bigger than ourselves. It is about awe and wonder, asking ultimate questions and being inspired to look beyond ourselves and serve and care for others and nature.

At Sturry we aim to be 'a place where everyone can flourish'. As a church school, children's spiritual development is very important to us. We know, the development of spirituality can have a massive influence on a child's well-being and their mental health and we aim to create an environment that will nurture people's minds, body and soul. However, we acknowledge it is a deeply personal journey. Spiritual development relates to fundamental questions about the meaning and purpose of life which affect everyone, and is not dependent on a religious affiliation. We are guided by our Christian faith and the Christian values which we hold dear but we welcome all and we openly encourage children to reflect in the way that suits them best, enabling them to participate in an ongoing process of spiritual realisation and to flourish in a way that will help them find peace, comfort and strength throughout life's ever changing journey. It is not our aim to guide children to follow a particular faith.

This document does not aim to measure or identify how a child is progressing spirituality. Spiritual progression is not linear. This document is for teaching staff and parents all across our community to help identify and guide the rich deep thinking opportunities which contribute to pupils' spiritual development throughout our broad curriculum. When considering children's Spiritual Development, we look at 3 different areas.

		
<p>Windows: Give opportunities to become aware of the world in new ways. Learning about life in all it's fullness. This includes both the things that amaze us and challenge us</p>	<p>Mirrors: Give opportunities to reflect upon our experiences. To meditate on life's big questions and consider some possible answers. Learning from life by exploring our own insights and perspectives and those of others.</p>	<p>Doors: Give opportunities to respond, to do something creative in order to express, apply and further develop our thoughts and convictions. Learning to live by putting into action our beliefs and values.</p>

- Love (Love for self and love for others)

The Individual (Self)

- To develop self-awareness, confidence, sense of worth, an understanding and application of personal values and beliefs, the ability to handle feelings and personal creativity.

Relationship to Others

- To develop openness and awareness to differences, empathy and the individual's awareness of their place within the wider group and community.

The World, beauty and creation

Relationship to the World & Universe

- To develop a sense of wonder and awe, appreciation of the beauty and variety of nature and our inheritance through various cultures.

- Beyond (the unexplained)
- **The Exploration of Ultimate Questions**
- To develop an awareness and ability to explore issues around questions of life and death.

Building Blocks of Spiritual Development

The "building blocks" of Spiritual Development are:

Self-Awareness or Self Knowledge. All humans need to be aware of, and acknowledge, their own inner life of thoughts, feelings and emotions. What does it mean to be human? This is an important part of developing self-respect, a sense of identity and self-worth. In turn, this enables us to value and respect others. Pupils will be given a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.

Forming Relationships. An important part of personal growth is being able to develop relationships with others, recognising them as people of worth and value. This includes developing a sense of community and building social relationships. Pupils will be given the opportunity to develop an understanding of both their individual and group identity and to form and maintain worthwhile and satisfying relationships.

Asking Ultimate Questions. This is the search for meaning and purpose in life. It involves asking questions such as "Why me?" in times of suffering, or "What happens when you die?" We believe that it is important that this area of reflection and challenge is encouraged, not stifled. Ultimate questions are not limited only to RE and collective worship, but can arise at any time.

Uncertainty, Awe and Wonder. When faced with eternity and infinity, or the wonders of the natural world and human achievements, feelings of awe and wonder are also a natural response. Pupils will be given opportunities to reflect on, consider and celebrate the wonders and mysteries of life and to experience moments of stillness and reflection.

Beliefs and Values. This is the search for, and development of, personal beliefs and values which may or may not be shared with other members of the community. This naturally may include the development of religious beliefs, and as a church school we seek to be a supportive environment in which people can explore and clarify their own beliefs.

Creativity. This is the exercising of the imagination or intuition and insight so as to express one's innermost thoughts and feelings, especially through the creative arts. Creative work can be an important tool for exploring some of the other areas of spiritual development, including the Creative Curriculum, Music, Art and opportunities beyond the traditional classroom setting.

Feelings and Emotions. The sense of being moved by kindness or beauty, or being hurt by hatred and injustice. This should bring a growing awareness of when it is important to control feelings and emotions. Pupils will be able to foster their emotional life and express their feelings in the community of the church school, knowing themselves to be accepted and loved as unique individuals. We recognise that these areas of experience are common to most people.

For each area we aim that the children should have opportunities to observe, reflect and transform. We call these windows, mirrors and doors.

Our curriculum means that opportunities for spiritual development change and shift each year as the children contribute to the direction of their topics and as the topics rotate.

Opportunities for outdoor learning also provides opportunities to investigate spirituality through engagement with the natural world and extending the children's personal development beyond that of the academic classroom. Therefore, it sits across all 4 categories of spiritual development.

Collective Worship also sits across all 4 areas and includes such opportunities as the Remembrance Service, observation of Lent and Christmas and Easter celebrations which are full of Spiritual Development opportunities.

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

<p>Windows : Learning about life: Exploring ideas</p>	<p>Discovery Learning about times through history which have changed communities or defined people</p> <ul style="list-style-type: none"> • London's Burning (Year 2) • Tribal Trails and Invaders (Year 3) • Ruthless Romans and Anglo Saxons (Year 4) • Vicious Vikings, Iron Age, Ground breaking Greeks (Year 5) • Terrible Tyrant, Child's war, Road to Freedom (Year 6) 		
	<p>During these topics teachers will select age appropriate ways for the children to investigate: -</p> <ul style="list-style-type: none"> • Their own culture or national heritage • Their heritage through family trees and local history • Their likes and dislikes • Thinking about what respect is and how leaders (historical and present) have earned it. 		
	<p>R.E. - In all R.E. topics the children will be given opportunities to express their own feelings about religious texts, practices and beliefs and will be able to express what their own interpretations, practices and beliefs are. In EYFS and Year 1 this may be investigated through reflective story telling</p> <p>R.H.S.E. How people grow, keeping themselves and others safe, understanding when to keep secrets and when not to and to identify support networks within their relationships</p> <p>Art & Music Linked to curriculum children will talk about what they like and dislike about different art works or the work of different artists. They will use art materials and music equipment to express themselves creatively.</p>	<p>R.E. - In all RE topics the children will be given opportunities to express their own feelings about religious texts, practices and beliefs and will be able to express what their own interpretations, practices and beliefs are. In Year 2 and Year 3 this may be investigated through reflective story telling</p> <p>R.H.S.E. How people grow and change and the physical differences between gender. To understand what responsibilities increasing independence will bring, celebrating strengths and setting goals and thinking about how to manage feelings. To distinguish between different types of relationship including identifying the features of positive and negative relationships.</p> <p>Art & Music Linked to Discovery learning children will talk about what they like and dislike about different art works or the work of different artists. They will use art materials and music equipment to express themselves creatively. They will evaluate their art work and talk about how they can improve it they will think about what skills to use reflecting on what they are confident doing.</p>	<p>R.E. - In all RE topics the children will be given opportunities to express their own feelings about religious texts, practices and beliefs and will be able to express what their own interpretations, practices and beliefs are.</p> <p>R.H.S.E. How people grow and change throughout puberty and recognise the changes they have gone through themselves. To understand their rights to protect their bodies, being able to explain how to get help with this if they need it and what makes them comfortable or uncomfortable. To explain what makes healthy and unhealthy relationships and how to maintain them.</p> <p>Art & Music Linked to Discovery learning children will talk about what they like and dislike about different art works or the work of different artists. They will use art materials and music equipment to express themselves creatively. They will evaluate their art work and talk about how they can improve it they will think about what skills to use reflecting on what they are confident doing.</p>
<p>Mirrors: Learning from life: Reflecting on things</p>	<ul style="list-style-type: none"> • What are feelings? • What makes me happy? • What do I do in my spare time that I like? • What things do I value? • What is right and wrong? • What should I do about right and wrong? 	<ul style="list-style-type: none"> • Who am I? • What am I worth? • How do I decide what is right and wrong? • Don't we deserve to be happy? • What do I want from life? • Who should I look up to? • What type of person do I want to be? • What difference does being loved make? 	<ul style="list-style-type: none"> • 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? • What sorts of relationships make me

		<ul style="list-style-type: none"> • Is belief in something important? • What rights do I have? • What makes me comfortable and what does not make me comfortable? 	<p>happy? What would I be looking for from a good relationship as I get older?</p> <ul style="list-style-type: none"> • What are my values?
<p>Doors: Learning to live life: How do we respond to our reflections</p>	<ul style="list-style-type: none"> • An evolving awareness of knowing what I like and what I don't like both materially and in the way that I want to be treated. • A developing realization of the concept of self as more than purely physical characteristics. • I can say what I like and what I am good at. • Knowing how to apologise and to try again. 	<ul style="list-style-type: none"> • A growing realisation that being content with who you are is important for personal happiness. • Beginning to recognise mistakes and how to deal with them in a positive way. • An evolving sense of the concept of identity as more than purely physical characteristics or our likes and hobbies and being able to begin to describe the things you value about yourself • Being able set goals for my work and behaviour that will help me to progress. 	<ul style="list-style-type: none"> • 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. • The awareness of the value of reflection to explore deeper responses to thoughts that help shapes the 'inner self'. • An understanding that we express our personal values in the way that we approach our relationship with others and the world around us. • The ability to express an interpretation of this verbally. • Being able to explain my opinions or defend my position

Love for Others			
<p>Spiritual learners become increasingly aware of the concept of self – the inner person and the way that this shapes an individual's perception of themselves as a unique human being. Spiritual learners reflect on the relationship that they have with their sense of being a unique person. This appears frequently in our 'Valuing each other's Uniqueness' and our 'Thinking deeply – shaping communities' elements of our curriculum.</p>			
	Early Phase	Middle Phase	Upper Phase

<p>Windows : Learning about life: Exploring ideas</p>	<p>Discovery Learning about others around the world</p> <ul style="list-style-type: none"> • Where I live, Cold, cold, cold!, Jungles (Year 1) • Oceans and Seas, Hot, hot, hot!, I spy! (Year 2) • Coral Catastrophe, Lost treasures, The Grand Canyon (Year 3) • Rainforests, Water World, Fieldwork, Extraordinary Egyptians (Year 4) • Sow, Grow and Farm, Tremors, Frozen Kingdoms (Year 5) • Winter Olympics, Fieldwork! (Year 6) • Learning about times when others have helped one another or shaped communities • London's Burning (Year 2) • Child's war, Road to Freedom (Year 6) <p>During these topics teachers will select age appropriate ways for the children to investigate: -</p> <ul style="list-style-type: none"> • Comparing and contrasting different cultures. • Discussing acceptance of different cultures and discussing areas where injustice may have occurred for different groups including links to Slavery, the Class System and where appropriate the Holocaust. • Discussing the impacts of wars; what causes them? and how to maintain peace. • Looking at what makes good leaders including investigating good and bad leaders from history. • Thinking about what power is and who deserves it • Thinking about how people help one another in a crisis. 		
	<p>R.E.</p> <ul style="list-style-type: none"> • What are feelings? • What makes me happy? • What do I do in my spare time that I like? • What things do I value? • What is right and wrong? • What should I do about right and wrong? 	<p>R.E.</p> <ul style="list-style-type: none"> • Who am I? • What am I worth? • How do I decide what is right and wrong? • Don't we deserve to be happy? • What do I deserve in life? • What do I want from life? • Who should I look up to? • What type of person do I want to be? • What difference does being loved make? • Is belief in something important? • What rights do I have? <p>What makes me comfortable and what does not make me comfortable?</p>	<p>R.E.</p> <ul style="list-style-type: none"> • 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? • What sorts of relationships make me happy? • What would I be looking for from a good relationship as I get older? • What are my values? • e.g. Looking at Christian Aid, Amnesty and other organisations)
<ul style="list-style-type: none"> • Mirrors: Learning from life: Reflecting on things 	<ul style="list-style-type: none"> • What makes a good friend? • Why are my friends important to me? • What do I like in my friends? 	<ul style="list-style-type: none"> • Why do people bully others? • Should I treat everyone in the same way? 	<ul style="list-style-type: none"> • Will we ever live in a world without fighting? • Do Goodies and baddies exist? • Who is on the right side?

	<ul style="list-style-type: none"> • How do my friends make me feel? • How do I look after my friends and family? • How do I treat others? • Do I treat other people in the same way? 	<ul style="list-style-type: none"> • 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? • 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? 	<ul style="list-style-type: none"> • How can I tell what the right side is? • What responsibilities do I have for 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 that right thing to do? • Does more mean being happier? • What can/should I do if someone doesn't want help?
<ul style="list-style-type: none"> • Doors: Learning to live life: How do we respond to our reflections 	<ul style="list-style-type: none"> • Understanding that other people have their own views and opinions and may value different things to you. • Children suggest ways to help others 	<ul style="list-style-type: none"> • 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 • 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. • Children can suggest causes that they want to support and can advocate for fairness for others. • Children choose causes that they want to support 	<ul style="list-style-type: none"> • A growing empathy with the values of others and developing an understanding of the need to appreciate them to build meaningful relationships. • Children design their own activities to support others or causes of their own choosing. • Children actively engage in speaking out for injustice and causes that matter to them and can campaign for others where support or charity is needed.

The World, Beauty and Creation

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

Early Phase	Early Phase	Middle Phase	Late Phase
<p>Windows : Learning about life: Exploring ideas</p>	<p>Discovery</p> <ul style="list-style-type: none"> • Where I live, Cold, cold, cold!, Jungles (Year 1) • Oceans and Seas, Hot, hot, hot!, I spy! (Year 2) • Coral Catastrophe, (Year 3) • Rainforests, Water World, Fieldwork (Year 4) • Sow, Grow and Farm, Tremors, Frozen Kingdoms (Year 5) • Fieldwork! (Year 6) 		
	<p>During these topics teachers will select age appropriate ways for the children to investigate: -</p> <ul style="list-style-type: none"> • The animal kingdom, especially animals that are endangered. (Children may choose to sponsor an animal as a class) • Discuss the expanse of the universe 		

	<ul style="list-style-type: none"> • Make links to different stories of Creation. • Investigate and grow different plants, observing changes over time. • Investigate natural phenomenon including, rainbows, volcanoes, rainforests, evolution, the planets, stars, metamorphosis, life cycles, rivers and mountains. • Look at ecology and ways to save the planet. 		
	<ul style="list-style-type: none"> • R.E. • (EYFS) Creation – Why is the word God important to Christians? • Science • Animals including humans • Plants • Seasonal Changes (Including opportunities for growing plants, looking at plants around the world, wondering about seasons and looking at life cycles including metamorphosis) • Art & Music Linked to Discovery learning children will investigate famous, popular or world music and art. Discuss the meanings of pieces of art, what they might be expressing, what do they like or not like • Outdoor learning 	<p>R.E.</p> <ul style="list-style-type: none"> • Creation - Who made the world? • Science • Living things and their habitats • Animals including humans • Plants • Rocks • Light • Forces and Magnets <p>(Including opportunities for growing plants, looking at plants around the world and looking at life cycles of plants and animals. Investigating the human body, volcanoes and the origins of rocks and looking at how invisible forces like magnetism work)</p> <ul style="list-style-type: none"> • Art & Music Linked to Discovery learning children will investigate famous, popular or world music and art. Discuss the meanings of pieces of art, what they might be expressing, what do they consider to be beautiful, why do they consider it to be beautiful. They will think about their emotional responses to different pieces of music 	<p>R.E</p> <ul style="list-style-type: none"> • Creation - What do Christians learn from the Creation story? • Science • Living things and their habitats • Animals including humans • States of Matter • Plants • Electricity • Sound • Light • Earth and Space • Evolution and Inheritance • Forces <p>(Including opportunities for growing plants, looking at plants around the world, looking at life cycles of different animals, thinking about how the human body grows, reproduces and adapts. Looking at adaptation and evolution in animals, investigating the role of energy in states of matter and in the production of sound, light and electricity, thinking about the role of light sources and how this links to the universe, wondering about the expanse of the Universe)</p> <ul style="list-style-type: none"> • Art & Music Linked to Discovery learning children will investigate famous, popular or world music and art. Discuss the multiple meanings of pieces of art, what they might be expressing, what do they consider to be beautiful? why do they consider it to be beautiful? • They will describe their emotional responses to pieces and will select pieces or materials
<ul style="list-style-type: none"> • Mirrors: Learning from life: Reflecting on things 	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • Do different colours have different moods? • What gives them these moods? 	<ul style="list-style-type: none"> • Should we try to tame nature? • What does it mean that beauty is in the eye of the beholder?

	<ul style="list-style-type: none"> • What makes you afraid? • What is your favourite time of day/season? • What animals should we look after and why? • Why should I care about animals and plants? 	<ul style="list-style-type: none"> • What is the most beautiful thing in the world? • How/why does the weather affect our mood? • 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? • What would it be like without seasons? 	<ul style="list-style-type: none"> • 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?
<ul style="list-style-type: none"> • Doors: Learning to live life: How do we respond to our reflections 	<ul style="list-style-type: none"> • Respond to sensory feelings and be able to show it. • Children can explain ways to look after the planet. 	<ul style="list-style-type: none"> • Give a verbal response that explains a reaction to something wonderful/ exciting or awesome. • 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. • Children can explain and design ways in which they can look after God's world and can actively follow campaigns or initiatives of their own choosing to support. 	<ul style="list-style-type: none"> • Be able to explain/ give an emotional response to stimuli and begin to articulate this from a personal perspective. • Be able to create art and music which expresses an emotional response to something in nature. • Children design their own initiatives to encourage others to engage in ecological issues that support the protection of the natural world. • Children actively campaign for support for ecological issues of their own choosing.

Beyond – The unexplained

Spiritual learners become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.

Early Phase	Early Phase	Early Phase	Early Phase
Windows : Learning about life: Exploring ideas	Discovery <ul style="list-style-type: none"> • Cold, cold, cold!, Jungles (Year 1) • Oceans and Seas, Hot, hot, hot!, I spy!, Space, Dinosaur planet (Year 2) • Coral Catastrophe, Invaders, Lost treasures (Year 3) • Rainforests, Water World, Ruthless Romans, Anglo-Saxons, Extraordinary Egyptians (Year 4) • Sow, Grow and Farm, Tremors, Frozen Kingdoms, Vicious Vikings, Tremors, Iron Age, Groundbreaking Greeks (Year 5) • Terrible Tyrant, Child’s war, Road to Freedom, Dinosaurs and Fossils (Year 6) 		
	During these topics teachers will select age appropriate ways for the children to investigate: - <ul style="list-style-type: none"> • Life, death and disaster • How people behave in a crisis, when in danger or when life is coming to an end • Discuss significant changes in history, the death of the dinosaurs what might have happened and why? • Make links to different stories of Creation. • Discuss life after death, looking at the burial rights of ancient British civilizations • Discuss how the world might end? What the effect of global warming might be? How we can plan for the future • Look at ecology and ways to save the planet. • Discuss space or time travel and the expanse of the universe 		
	R.E.	R.E.	• R.E.

	<ul style="list-style-type: none"> • (Year 1) God - What do Christians believe that God is like? • (Year 1) Incarnation – Why does Christmas matter to Christians • (EYFS) Creation – Why is the word ‘God’ important to Christians <p>Science</p> <ul style="list-style-type: none"> • Animals including humans • Plants • Seasonal Changes • (discussing life and death and hope when looking at metamorphosis and seasonal changes) 	<ul style="list-style-type: none"> • (Year 2) Incarnation – Why does Christmas matter to Christians • (Year 2) Gospel – What is the good news that Jesus Brings • (Year 2) Salvation – Why does Easter matter to Christians? • (Year 3) People of God – What is it like to follow God? • (Year 3) Incarnation – What is the Trinity? • (Year 3) Salvation - Why do Christians call the day Jesus died ‘Good Friday’? • (Year 3) Kingdom of God - When Jesus left, what was the impact of Pentecost? <p>Science</p> <ul style="list-style-type: none"> • Living things and their habitats • Animals including humans • Plants • Rocks • Light • Forces and Magnets • (Discussing what light and magnetism work, where they might come from and what might cause them. Discussing death within life cycles and when looking at fossils during Rocks topic)What would it be like without seasons? 	<ul style="list-style-type: none"> • (Year 4) Incarnation - What is the Trinity? • (Year 4) Gospel - What kind of a world did Jesus Want? • (Year 4) Salvation _ Why do Christians call the day Jesus died ‘Good Friday’? • (Year 5) God - What does it mean if God is loving and holy? • (Year 5) Incarnation - Was Jesus the Messiah? • (Year 5) People of God - • How can following God bring freedom and justice? • (Year 5) Salvation – What did Jesus do to save human beings? • (Year 6) Creation - Creation and science: conflicting or complementary? • (Year 6) Gospel - What would Jesus do? • (Year 6) Salvation - What difference does the resurrection make for Christians? • (Year 6) Kingdom of God - What kind of king is Jesus? <p>Science</p> <ul style="list-style-type: none"> • Living things and their habitats • Animals including humans • States of Matter • Plants • Electricity • Sound • Light • Earth and Space • Evolution and Inheritance
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<ul style="list-style-type: none"> Mirrors: Learning from life: Reflecting on things 	<ul style="list-style-type: none"> 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? 	<ul style="list-style-type: none"> 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? What is the purpose of the earth? Is God alive now? Why is there illness? Why do destructive things, like earthquakes or volcanoes have to happen? Which is stronger – love or hate? 	<ul style="list-style-type: none"> Is it good that scientists can't explain everything? Why are there religions? What is beyond the universe? Do we come back after death as a different being? Is there life 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?
<ul style="list-style-type: none"> Doors: Learning to live life: How do we respond to our reflections 	<ul style="list-style-type: none"> Have the confidence to ask questions that have no answers. Understand what big questions are. 	<ul style="list-style-type: none"> Have a sense of enjoyment in devising and discussing questions that have no answer. Use imagination to interpret responses to big questions. Be able to explain imaginative responses to questions of meaning. 	<ul style="list-style-type: none"> 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 Can engage in debate about issues that matter

			to them including 'life after death'
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