

**Spirituality in Year 5 and 6**

For **Years 5 and 6**, pupils should build on earlier skills to develop deeper self-awareness, critical thinking and the ability to reflect on ethical and global issues. They should also demonstrate the capacity to take meaningful action within their school, community and the wider world.

	<b>Skills and Knowledge</b>	<b>Sentence Stems</b>
<b>Windows</b>	<p><b>Advanced Emotional Intelligence</b> Identifying complex emotions (e.g., pride, guilt, empathy) and understanding how they shape decisions. Recognising triggers for their emotions and developing strategies to regulate them.</p> <p><b>Deep Self-Awareness</b> Reflecting on personal strengths, weaknesses, and values. Setting personal goals for growth based on honest self-assessment. Exploring questions about their purpose and identity in the wider context of their school and community.</p> <p><b>Moral Responsibility</b> Reflecting on their actions and recognising the moral or ethical implications. Accepting responsibility for mistakes and demonstrating a willingness to make amends</p>	<p>When I think about my actions, I feel _____ because _____.</p> <p>I am learning to improve at _____ by _____.</p> <p>I feel most connected to myself when I _____ because _____.</p> <p>Something I value about myself is _____ because _____.</p> <p>A time I showed resilience was when I _____, and I learned _____.</p>
<b>Mirrors</b>	<p><b>Empathy and Perspective-Taking</b> Understanding diverse viewpoints and the reasons behind others' actions or beliefs. Demonstrating the ability to empathise with others, even when their experiences differ significantly.</p> <p><b>Appreciation of Diversity</b> Recognising the value of cultural, religious, and social diversity. Respecting and celebrating differences while finding common ground.</p> <p><b>Collaboration and Communication</b> Engaging in effective teamwork, including active listening, sharing ideas, and resolving conflicts. Communicating with clarity, empathy, and confidence to understand and support others.</p>	<p>I see the world differently now because I learned _____ from _____.</p> <p>Understanding others' perspectives helps me _____.</p> <p>I noticed that _____ acts with kindness by _____, and it inspires me to _____.</p> <p>I can show respect for other people's beliefs or cultures by _____.</p> <p>When I listen to others, I realize that _____.</p>
<b>Doors</b>	<p><b>Ethical Action and Advocacy</b> Taking responsibility for their community by addressing fairness, justice, or environmental issues. Being proactive in making changes that align with their values, such as supporting causes or charities.</p> <p><b>Environmental Stewardship</b> Understanding their role in caring for the environment and promoting sustainability. Taking meaningful action, such as reducing waste, recycling, or participating in eco-councils.</p> <p><b>Reflection on Impact</b> Reflecting on the impact of their actions on others, their community, and the environment.</p>	<p>I can make the world a better place by _____ because _____.</p> <p>When I take responsibility for _____, I feel _____ because _____.</p> <p>One way I can live out our school values in the community is by _____.</p> <p>I think looking after the environment means _____, and I can do this by _____.</p> <p>I can stand up for what I believe in by _____, even when _____.</p>