

Spirituality in Year 3 and 4

For **Years 3 and 4**, pupils should begin developing more complex reflective skills, greater empathy, and a deeper understanding of how their actions connect to others and the world.

	Skills and Knowledge	Sentence Stems
Mirrors	<p>Deeper Emotional Awareness Identifying and articulating more complex emotions. Understanding how emotions influence their actions and decisions.</p> <p>Recognising Personal Strengths and Weaknesses Reflecting on what they are good at and areas they want to improve. Beginning to link their values to their actions.</p> <p>Taking Responsibility for Actions Reflecting on the consequences of their actions. Identifying how they can improve in the future</p>	<p>I feel proud of myself when I _____ because _____.</p> <p>I have learnt that I am good at _____, and I can improve by _____.</p> <p>When I reflect on my choices, I think I could _____ better.</p> <p>A time I felt peaceful was when I _____ because _____.</p> <p>I feel happy when I _____.</p>
Windows	<p>Empathy and Perspective-Taking Recognising and articulating how others may feel in different situations. Beginning to see the world from someone else’s perspective.</p> <p>Appreciation of Diversity Respecting and valuing differences in others. Showing curiosity about others’ experiences and beliefs.</p> <p>Building Positive Relationships Developing collaborative skills, such as sharing ideas and compromising in group settings. Noticing and appreciating acts of kindness or helpfulness in others.</p>	<p>When I listen to others, I learn that _____.</p> <p>I think it is important to understand _____ because _____.</p> <p>I admire _____ because they _____, and it teaches me to _____.</p> <p>When someone is struggling, I can _____ to help them.</p> <p>Learning about _____ helped me to understand _____ better.</p>
Doors	<p>Doors (Taking action): Demonstrating Kindness and Service Taking initiative to help others without being prompted. Finding ways to live out school values in everyday actions.</p> <p>Caring for the Environment Beginning to understand their role in environmental stewardship. Taking part in group activities like planting, recycling, or school community projects.</p> <p>Reflection on Impact Thinking about the effects of their actions on others and the world. Starting to connect their actions to bigger ideas, like fairness or responsibility.</p>	<p>I can make a difference by _____ because it will help _____.</p> <p>When I act kindly, I notice that _____.</p> <p>I care for nature by _____ because it is important to _____.</p> <p>One way I follow our school values is by _____, which helps _____.</p> <p>I can stand up for _____ by _____.</p>