In His Light We Flourish

Enrichment and Spirituality Curriculum Overview

Year 3/4

You are the Light of the world. A school that stands upon a hill cannot be hidden. (Matthew 5:14 adapted)

Love Laugh Learn in God's World



Term One			
Spirituality	**British Values**	**Christian Value: Respect**	**Christian Value: Thankfulness**
Through studying **Tudors**, it encourages children to reflect on beliefs, values, choices and the experiences of others. Through exploring religious change, tolerance and the experience for Tudor people, pupils develop empathy, respect for different beliefs and an appreciation of how spirituality influenced society. Through studying **Electricity** it enables children to think about the world around them, human creativity and our responsibility for how we can use resources. Pupils have opportunity for wonder and awe by thinking about how electricity works and how humans have discovered and harnessed something invisible.	The Tudors provide opportunities to explore British Values through the study of power, religion, law and social class. Pupils are able to compare Tudor society to modern Britain, considering how democracy and decision making have changed. Tudor laws and punishments encourage discussion about the rule of law, fairness and justice. The religious changes enable children to explore religious freedom, tolerance and respect for different beliefs. Through studying the **Myself and My Relationships** unit, pupils will be encouraged to respect themselves and others, celebrate diversity, make responsible choices and understand the importance of rules.	Through studying **Tudors,** we learn about respect because we are exploring different beliefs and religions, comparing the lives of the rich and the poor, developing empathy for people whose lives were very different. It also allows us to discuss how women and children were treated compared to attitudes today about equality and respect for everybody. Through learning **digital art** made by the artist Kandinsky it encourages pupils to appreciate that people can have different ideas, artistic styles and interpretations. Children will learn there is no single correct way to create art and enables pupils to give positive, constructive feedback about each other's digital work.	In **RE** we are focusing on **Harvest** which links directly to thankfulness because it reminds us to appreciate where our meals come from. Instead of expecting food to appear on our plates, we think about the hard work of farmers, the sunshine and the rain. It is also a time to share what we have with others who might need help. In **PSHE** we are thinking about **ourselves and our relationships** which links with being thankful for the people we have around us and how they have a positive impact on our life and it builds foundational self esteem and emotional regulation. It teaches children to appreciate their owns bodies, minds and efforts rather than just focusing on external achievements.