



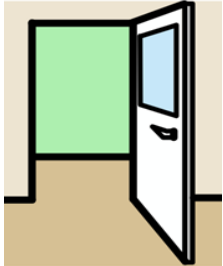


At St Andrew's, we use the Windows, Mirrors and Doors approach to support children in their spiritual and moral development.

Spirituality is a continuous search for purpose and meaning in life, an appreciation for the depth of life and the universe and a personal belief system. Spirituality emphasises the quality of thinking about oneself, relationships, worth, and identity, and can be found in all curriculum subjects

Spirituality makes us aware of things bigger than ourselves and this often makes us say 'wow' but sometimes 'ow'.

Spiritual Development – Windows, Mirrors and Doors		
	<p>The Window – Looking Out Learning about encounters</p> <p>The image of the window symbolises 'looking out' at the awe and wonder of the world. The window also helps us to question things which may worry us or take us by surprise. The window prompts children to reflect upon what they see around them as they look out upon the world we live in.</p>	<ul style="list-style-type: none"> • The Design and Technology curriculum instils a sense of awe and wonder and curiosity when studying innovative inventions through human achievement. • Children take delight from the results of human creativity and understanding the impact of technology in daily life and the wider world through design, culture, and design movements, which form an integral part of design. • Our curriculum allows children to marvel at the links with other areas of the curriculum and how they connect to enhance one another. • Design and Technology prompts children to reflect upon existing products and evaluate their effectiveness in relation to creativity, culture and wellbeing of the nation. • Within Design and technology, we are faced with moral, cultural, environmental, or spiritual decisions at many stages of the designing process, children have opportunities to think about the wider world for example, protecting the environment.
	<p>The Mirror – Looking In Learning from reflections</p> <p>The mirror symbolises reflecting upon your own actions, thoughts and beliefs to 'look inside' and to ask important questions, learning from our own and other's responses.</p>	<ul style="list-style-type: none"> • Children reflect upon their own skills and abilities when creating imaginative ideas for an invention and using effective questioning, they learn from their own and others' responses. • Design and Technology enables children to be reflective about their own creativity, extending their imagination as they connect spiritually with the work of inventors. • DT is thought - provoking and captivates curiosity, ensuring respect for the work of themselves and others through acceptance of each other's unique personalities. Children will be encouraged to have effective conversations about the work we do through self & peer evaluation, and to give and accept constructive criticism as a vehicle to improve learning outcomes. • Children reflect and challenge their beliefs about the processes and journey of where their food comes from.

		<ul style="list-style-type: none"> • Children are taught ways to self-regulate to ensure that they accept responsibility for the safety of themselves and others to maintain a safe, secure, learning environment.
	<p>The Door – Actions for Change Putting thoughts and ideas into action.</p> <p>The symbol of the door allows children to have opportunities to respond, to do something, to go through the door and take action.</p> <p>The door aims to develop and nurture children to have the confidence to truly believe that they can make a difference in the world and be courageous advocates.</p>	<ul style="list-style-type: none"> • Design and Technology allows children to believe that their unique inventions can truly make a difference in the world, as they learn new skills which can be applied in the future. • Children respond creatively to keep up to date with technological developments in the evolving and ever-changing world that we live in. • In response to children’s understanding of nutrition, children are inspired to make healthier choices and a love of cooking is instilled. • Through a variety of creative lessons, we teach the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Students work is a reflection of wider contexts (for example home, school, leisure, culture, enterprise, industry and the wider environment). Students understand that key events and individuals in design and technology have helped shape the world and they can too!