Spirituality in History

History supports spiritual development by inviting pupils to reflect on human experiences, ethical choices, and the consequences of actions over time. Studying *The Victorians* allows pupils to consider social justice, fairness, and the impact of reformers on communities, fostering moral reflection and empathy for those who lived in different conditions.

In *Ancient Greece*, pupils explore mythology, democracy, and philosophy. They are encouraged to ask big questions about human nature, ethics, and values, developing their own understanding of fairness, leadership, and responsibility. Engaging with myths and cultural stories inspires imagination, awe, and contemplation of human beliefs and achievements.

The *Great Fire of London* unit develops pupils' understanding of cause and effect, helping them reflect on decision-making and consequences. Pupils consider how communities respond to crises, encouraging empathy, resilience, and an awareness of human interconnectedness.

History lessons provide opportunities for discussion, debate, and ethical reasoning. Pupils reflect on decisions made by historical figures and consider how they might act in similar situations, helping to develop personal values, moral reasoning, and critical thinking.

Cross-curricular links allow pupils to connect history to literacy, geography, and art. For example, studying historical architecture in the Victorians alongside creative art projects encourages awe, aesthetic appreciation, and spiritual reflection.

Example:

- **Scheme:** National Curriculum History / Medium-Term Planning Units
- **Unit examples:** *The Victorians (Year 5)*, *Ancient Greece (Year 6)*, *The Great Fire of London (Year 2)*

