



Half termly project

Spirited Arts 2026

Get creative through this cross-curricular competition!

Join hundreds of schools worldwide participating in this year's Spirited Arts competition!



Now in its 23rd year, **Spirited Arts** has attracted over 450,000 entrants since 2004, with 3000 sent into NATRE (National Association of Teachers of Religious Education) each year for judging. Hundreds of UK schools get involved. Winning entries will provide a good response to one of the **6 themes**, and judges will be asking 'Is it original?' 'Is it well crafted?'

Create a piece of art (art, painting, drawing, sketching, poetry, photography, sculpture) that shows off your chosen theme.

The 6 themes for this year

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| <p>1. Prayers for all that lives! Animals, Earth, God</p> | <p>Why do animals matter? This theme asks you to think about ways humans can, or could, pray for the whole cosmos, for every animal, for the Earth we share. Use of religious texts is encouraged.</p> <p>The Golden Rule demands treat others how you want to be treated. Can it apply to animals to? What rights should animals have? The best work in this theme will be engaged with both religion, faith and prayer and issues about care for every animal.</p> |
| <p>2. Open Bible!</p> | <p>The Bible is the world's best-selling book. It is full of story, poetry, song, vision and history. Choose a text, story or moment that moves you and make art to show why it is powerful. You can come from a Jewish, Christian or no-religious starting point. Your art can share your ideas, questions or critical thinking about the Bible.</p> |
| <p>3. Faith in our future, Hope in our Future</p> | <p>Our communities are full of different people, cultures and beliefs. <i>We are all different, and all religions are different- but are we all the same too? What helps hold communities together- faith, hope, love, music, sport? And what threatens to tear us apart- racism, hatred or bigotry? Make a piece of art that shows what faith and hope in our communities mean to you. You can show how racism can be reduced and conquered for a better human race. Use ideas, teaching or quotes from religions and worldviews to inspire your work.</i></p> |
| <p>4. Searching for God</p> | <p>How do people think of God? What "pictures" of God do we have in our heads? Why do visions of God differ around the world? Atheists, agnostics and theists can all respond to this theme. Express your ideas with creativity. <i>Who's God? The great creator? He or she? Above us? Are they hiding? Is it unreal or imaginary? If you wanted to find God, where would you search? Great work will make good use of religious and/or non-religious quotes and interpretations, showing both imaginative and thoughtful reflection.</i></p> |
| <p>5. Sacred Spaces</p> | <p>Mosque, Mandir, church, chapel, gurdwara and synagogue: these are spaces for wonder, awe, ritual and symbol, for believers and visitors. But some people's sacred space is a bench, the mountains or the riverside. Others find it in the city, among people carrying heavy loads. Create art about a sacred space that matters to you. It might be based on a school trip or a place you personally treasure.</p> |
| <p>6. Children of God</p> | <p><i>"And God created human beings, in the divine image, and it was good..."</i> What is a human being? A lucky accident? A branch of evolution? A computer with a soul? A child of god? Many religions teach that our value comes from being God's children, and many spiritual (but not religious) people agree. If God is our father and mother and we are all God's children, then what? How is God reflected in humanity? And how should we live our lives if this is true? Great work on this theme will explore one or more of these questions. Are you God's child? If not, what? Show ideas in colour, imagination and creativity.</p> |

Why should you get involved?

It is a fantastic way to engage with RE within your school. The competition enables you to articulate your thoughts and opinions about religion and worldviews through the arts.

Winning/highly commended artwork will be displayed on the Spirited Arts Online Gallery. There will be 40 prizes up for grabs plus certificates for all entrants.

Your entry needs to have your name, class and chosen theme attached and be returned to your class teacher by **Friday 3rd July**. Each entry needs to have a few sentences/ a short paragraph (no more than 400 words) explaining what inspired the spirited art entry. Parents can help you write this. You can also give your art piece a title.

More information can be found at this website: <https://natre.org.uk/spirited-arts-main-page/spirited-arts-2026/>

Here are some winning examples from last year. https://natre.org.uk/spirited-arts/art_year/2025/

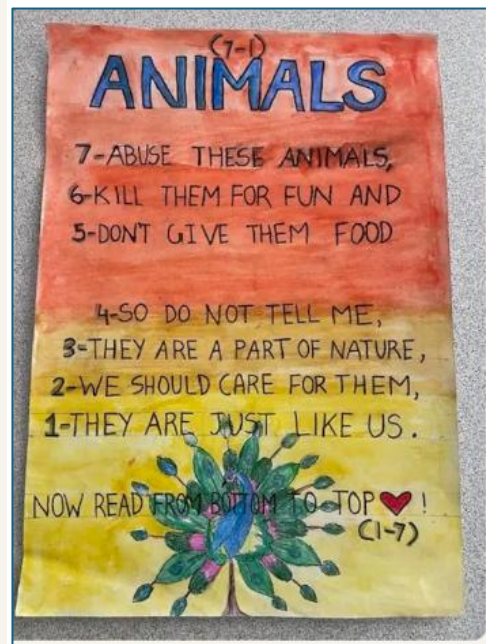
The World's Bright Side

By Pranavikha, aged 10 from Christchurch Primary School

Writing this poem made me think why do people kill and abuse these animals for fun? Instead, they can care for these animals, they are just like us. This poem I wrote was inspired by a poem called 'Refugees' by Brian Bilson. It became my favourite poem by the time I finished reading it. It has a very clever message by reading the poem one way and giving a very negative view on refugees, but when you read it backwards it gives a totally different perspective, so I decided to create my own poem using the same method.

My inspiration for my poem came from when I was about 8 years old, when I saw that someone had put an injured, close to dead cat inside a dustbin. It made me feel so angry that someone could do something so cruel to a cat. So now I want the rest of the world to realise all animals are important and need protecting at all costs.

Finally, I added a peacock at the end of my poem as it symbolises the seeking of knowledge as we should seek inside ourselves and protect ALL animals at all costs. ALL animals are beautiful just like peacocks.



Rand Farm

By Leanne, aged 7 from St Peter and St Paul C.E. Primary

One of my special places is Rand Farm because we went on an amazing school trip there and I got to stay overnight. I didn't have my parents there but I knew that God was with me because I read the Quran and I believe that if Muslims read the Quran then God will be with them when they feel scared.



The Trinity Puzzle

By Nathan, aged 6 from Upton St Leonards Primary School

I chose a puzzle to understand that the trinity is made up of 3: God father (I painted an everyday dad for us all) God the son. (I painted baby Jesus in a wooden cradle with the big star): God the Holy Spirit (I painted Fire.) However, at the same time all three are representing God. I chose the shape of a heart because God Is love



Good Luck!