**How do we aim to nurture spirituality at St. Mary’s?**

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| **What we do to nurture relationship with SELF** | **What we do to nurture relationship with OTHERS** | **What we do to nurture relationship with**  **TRANSCENDENCE (Beyond)** | **What we do to nurture relationship with NATURE** |
| -Vision - Care, Grow and Flourish in God’s Loving Hands  -Reflecting on things that have gone wrong.  -Sense of self-worth, by celebrating things that they have achieved in and out of school.  -PSHE curriculum encourages children to develop a sense of value in who they are e/g Being Me in My World, Celebrating Difference, Healthy Me  -Giving opportunities for quiet reflections for example:   * Moments of prayers in class and worship. * Singing when we enter worship. * Writing prayers as a class.   Zone of regulations for children to reflect on how they feel.  Restorative Practice principles in use to support children manage feelings and communication | -Vision - Care, Grow and Flourish in God’s Loving Hands  -We are outward facing  -Ugandan school connection  -Food bank and HAB donations across the year  -Singing and working together as a school community e.g. May Day  -Community - church services, being out in the community (visits) - choir singing for elderly, harvest, remembrance.  -Buddy systems / older children playing with, caring for and being a role model for younger children  -Charity days – e.g. show racism the red card (focus days)  -Clubs - crochet, lego, games, chess, sport club etc  -Staff are role models to the children of how to interact and be respectful to each other. Staff model disagreeing wisely  -PSHE lessons, zones of regulation - looking at scenarios, scripting, social stories  -RE/ science/ relationships lessons.  -Restorative practice principles and emotion coaching. | -Vision - Care, Grow and Flourish in God’s Loving Hands  -Reflective conversations with staff during lunchtime about faith. Modelling this and them coming back to share how they do so in a similar way.  -RE Curriculum encourages children to ask big questions and reflect.  -The children use reflective areas in class and in reception area to reflect and write prayers.  -Going to Church and children/staff engaging with the service and then reflecting on it afterwards. Y6 taking part in the service with prayers and readings.  -Children showing care and love for each other at playtimes, e.g. if someone is hurt or upset.  -Christmas nativities bringing communities together and learning about the birth of Jesus and the meaning of this.  -Children feeling safe to share their love and emotions with staff and each other.  -Music on entry and exit of worship - children sing around school elsewhere.  -Discussing big questions during RE lessons.  - Opportunities to write prayers individually or in class.  -Science lessons talking about making sense of the world.  -Seeing the world beyond school e.g. links with Ugandan school, work for food bank and HAB. Being aware of what happens around you linking to asking big questions.  -Space to explore and develop their own beliefs during conversations in class through collective worship and RE curriculum.  -Floorbooks in Y1 and YR RE allows space for class discussion around those big questions. | -Vision - Care, Grow and Flourish in God’s Loving Hands. Engaging with the Parable of the Mustard Seed  -Visits to Oakhill Park  -Walking to Church - taking the time to look in awe and wonder  -Visits to farms, museums, Kew Gardens  -Residential trips - experiencing new environments  -Science lessons around nature - learning outdoors  -Art using nature and looking at nature  -Geography - learning about local area, volcanoes, rivers, etc.  -First News and Lyfta  -Heart for the Earth in collective worship: our school in the film and reminders around school  -School council - organising litter picking  -Planting in school and in Oakhill Park  -Key texts linked to nature  -PSHE - Reflections on our impact on the world and examples of how others live in different environments  -Class gardens - responsibility to nurture them  -Walk to school week  -Library - access to books about nature and the environment  -Cross curricular work  -Snow days - being able to explore and play in the snow |