**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 |