




Spirituality at St Mary's School

	Encounter/Windows 	Reflections/Mirrors 	Transformation/Doors 
SELF	<p>Adults build trusting relationship with pupils and create a safe environment.</p> <p>Mistakes are talked about as opportunities for growth</p> <p>Achievements are celebrated and out of school activities and achievements valued and talked about.</p>	<p>Adults notice positive qualities and behaviours and praise these.</p> <p>Prayer/reflection boxes in each class give an opportunity for children to share their thoughts and in C/W prompts to use the box to aid reflection on the weeks themes.</p>	<p>Time is taken to discuss and reflect on relationships through comic strip conversations, class circle times etc so that children can discuss different choices and review the impact of any changes they make</p> <p>Reflective prayer space activities encourage pupils to respond to weekly C/W themes</p>
Reception	At the end of the day we talk through clubs children are attending and any achievements within those clubs and out of school activities.	<p>Staff praise qualities and behaviours, we use marbles to reward this in class to build up to celebrate achievements as a whole class</p> <p>During snack time staff provide conversation starters to stimulate talk during snack</p>	<p>We use comic stripe conversations to work through any friendship issues.</p> <p>Our Jack in the box work has supported children to encourage and respond within collective worship</p>
Year 1	Mistakes are talked about. How our brains grow when we make mistakes. Class dojo growth mindset videos. Start the year doing youcubed.	Behaviour chart used to encourage positive behaviour.	Circle time during Heart Smart sessions. Discussions and reflections recorded in class collective worship book.
Year 2	<p>Growth mindset videos are shared at the beginning of the year from class dojo</p> <p>Children are sent to SLT to receive a diamond for out of school activities</p>	Children are given stamp charts at the beginning of the year. When they are praised and put on the moon, a stamp is added to the chart. Children earn bronze, silver and gold brooches	We help problem solve each others problems with a doctor type circle time
Year 3	Focus on independence – looking after things – sense of personal responsibility – systems and reminders. Visual systems where needed	Friendships focus for reflection box.	Focus on seeing things from others viewpoints – relevant to this age and stage – role play scenarios regularly built in to support with common year 3 issues.

Year 4	<p>Resilience at the start of the year – links with topic- ‘Real Resilience’ –putting it into action. We practise by learning the didgeridoo – endurance and keeping going- display on the steps to achieving. Reinforce that mistakes are positive – across all subject areas.</p>	<p>Reflection box in classroom. Praising acts of kindness.</p>	<p>Reflecting on music experiences and the impact of music on wellbeing and building community. Trip: Bothenhampton Hill (overcome obstacles, resilience, plan, prepare and compete a task)</p> <p>Reflecting on our actions and how they effect others.</p>
Year 5	<p>Building relationships at the beginning of the year- setting expectations, class rules and understanding why they are in place. Growth mindset lessons at the beginning of the year, learning that mistakes are a required and essential part of learning. Building an ethos of safety around making mistakes and children understanding that they are an essential part of the way we learn.</p>	<p>Build in the reflection box to RE.</p>	<p>Trips: Washingpool Farm – our impact on environment, Windsurfing: challenging themselves.</p> <p>Reflection on playground incidents, teaching children that taking responsibility is a positive step to self growth.</p> <p>Discussions around their actions and choices and how these impact others.</p>
Year 6	<p>Portraits and targets on back wall – something I want to achieve personally- scaffolded discussion. Sailing/residential/swimming/parent on a trip – as we enable this we take pictures and add to the wall.</p> <p>Encouraging parents and children to share experiences and achievements via Dojo. Sharing this with the class. Building in a parent/child activity as part of the topic homework.</p>		<p>Trips – sailing/Wildside - stepping out of their comfort zone, building character and relationships and encouraging peers Potential for Yr 6 leadership in this area Year 6 responsibilities and opportunities for leadership within school.</p>
OTHERS	<p>The school vision to create a caring community is modelled by adults, taught through collective worship and noticed and encouraged in pupils Reflections when reading stories with relevant themes about relationships</p>	<p>RSHE/RE/Collective worship and other relevant curriculum opportunities provide discussion about key questions.</p>	<p>Collective worship prompts discussion about how our values may/should influence our actions Class discussions aim to support children’s developing understanding that others may think differently to them and how to respect and understand difference. Confidence to express opinions is supported.</p>

		Class and playground behaviours are discussed – children are listened to and restorative practice is used to support relationships.	
Reception	Staff talk through opportunities to highlight working together for example tidy up time, helping to create something, helping to lift things in and out of the shed	Our class charter supports behaviour, children agreed this with the adults in class and have signed it to show commitment	We share the diversity books and display them through the day after reading through for children to add thoughts or draw pictures. Collective worship using Jack and the box is great for prompting discussion and children all become engaged and love their answers are used in the journal. Class worship has time for discussion and all answers are accepted. Diversity books shared each half term.
Year 1	The children have a chance to ask each other questions and this is modelled by adults hot to answer and listen and show interest to each other.	Children have a chance to ask big questions. Half term they choose one to answer. Children talk about rules and behaviours they would like to see in the classroom and sign a charter at the start of the year.	
Year 2 –	Adults role play helping one another. Children are encouraged to share when they have seen someone being helpful to others Curriculum overview letter sent to parents share ways in which we will be teaching the values through our circle time, RE and collective worship	Year 2 class charter signed by all the children provides discussion about expectations Half termly big question discussed and laminated and added to class wall	Diversity books discussed half termly. Class novels are discussed and opinions shared. At the start of RE lessons, a picture is shared children are asked what do you see? What do you think? What do you wonder? Children are asked to respect others opinions
Year 3	We have a dojo for helping others and noticing when someone has used one of the school values.	Friendships reflection box – adults model restorative practice. Big questions – this is a PowerPoint that we use for our Big Questions lesson time. The children can see what they have discussed in previous sessions.	Role play The Outsiders books have allowed the children to have a discussion about themes (looking different, being older etc). This has enabled children to think about others perspectives.
Year 4	Reflecting on our actions and how they affect others and reflecting on relationships	Restorative justice – peer mediation scripts and training for staff re training pupils as peer mediators	Topics in year 4 have quite a focus on people thinking differently. Places people go to feel safe (linked to

<p>Years 5</p> <p>Year 6</p>	<p>Class guided reading texts: 'Along came a different' 'The way back home', 'Red, a crayons story'</p> <p>Dojo points for Helping Hand.</p> <p>Class texts, Letters from the lighthouse (A child's war) Matthew Henson story and Polar bear son (Frozen Kingdom) Jemmy Button (Darwin's delights) provide opportunities to develop these themes and opens discussion about these values.</p>	<p>Adults noticing and praising children's choices – nominating for certificates.</p> <p>Discussing issues that arise in playground and classroom – thinking about how we can repair them, modelling and encouraging children to do the same.</p>	<p>what children can do in school to feel safe) – and building from there to the wider world and how others experience this.</p> <p>Reflecting on different people's opinions, beliefs and values- holy mountains/ rivers/ places for temples and worship.</p> <p>Science and topic discussions on changing environments- negative human impact on the planet. Discussion came up about the responsibility of richer countries to help poorer countries with issues such as pollution etc.</p> <p>Respect and understanding difference – needing more work in this area – changing fixed mind sets</p> <p>Exposing children to others views and ideas – Islamic and Christian visitors (via Zoom)</p>
WORLD	<p>Moment for wonder and awe are planned in topics – through concrete experiences, trips, story, video and using a variety of senses.</p> <p>Weekly collective worship focussing on world events and issues provides an opportunity to engage with local/national and global issues/concerns (Wows and Ows)</p>	Key spirituality questions are built into topics as relevant/appropriate	Time for children to verbalise responses to awe and wonder moment is given – space to notice and reflect on their reactions. Actions as a result: eg responding through art, written responses eg persuasive writing, music composition, express events to parents, contributions to church services eg harvest.
Reception	We plan a wow to start our topics each half term, it may be an adult dressing up as a character, it might be cooking, it might be a trip		
Year 1	Creating our own worlds in R.E. In science looking at the changes of the seasons with the trees.	How would we want our world to be looked? Children have time to reflect.	See think wonder- Creation unit. Link to the gardeners.
Year 2	Awe and wonder moments given? The opening of a conker from its shell and being the first to see it. Starting each topic with a wow event. Starting each new literacy lesson with a new story map and a wow moment	<p>Big questions built into our RE sessions</p> <p>Big questions PowerPoint in science</p>	in the 'see think wonder' activity in RE (at least every other lesson. Responses when you look at a piece of ART.

Year 3	<p>Mindfulness journal – once a week – what are you thankful for, something nice that happened yesterday, a recent mistake (start after Autumn half term with reflective diaries).</p> <p>Discussions about resources and children looking after what they use in class. How are why we need to care things we use.</p>	Big question – weekly – posed by children where possible.	<p>Link to topic focus on through the ages – people have always found ways to connect with their environment</p>
Year 4	<p>Trip- bothenhampton hill- Whole topic focus on getting out and experiencing the local environment.</p>		<p>Express and engage activities for topic – eg video call with mountain rescue team. Experiencing an orchestra.</p> <p><i>Garden link – Indian musicians visit -</i></p>
Year 5	<p>Focus on Geography of continents and countries through topic. Tables named after continents. Pictures and discussions of place around the world.</p>		<p>Done a lot – in the ‘see think wonder’ activity in RE (at least every other lesson. Responses when you look at a piece of ART.</p>
Year 6	<p>Mindfulness journals – thinking about gratitude. Look for moments of awe in wider world – news/current affairs and highlight to children.</p> <p>Wildside – focused on enjoying nature, free experiences, challenging themselves to overcome fears and try new experiences. Learning about caring for nature, animal husbandry and where food comes from.</p> <p>Mindfulness – forest bathing. Building up a toolkit of self help – knowledge of the science behind cortisol/serotonin.</p> <p>See-think-wonder regularly part of the RE lessons providing picture and auditory opportunities to</p>		

	<p>Visiting Portland as part of sailing trip – wow of the quarry and the harshness and isolation of island life!</p> <p>Walking from school to Eype and then West Bay- appreciating the nature on our doorstep and how accessible this is.</p> <p>Whole school trip: Bournemouth Symphony Orchestra: experience a live event and participate in music making.</p>		
BEYOND	<p>Termly reflective prayer events</p> <p>Visits to churches and places of worship – or visitors of a range of faiths in school</p>	<p>Termly reflective prayer events through response based activities</p> <p>Through RE and collective worship children's questions are encouraged and faith visitors and topic work seek to respond to those questions</p>	<p>Termly reflective prayer events allow space for bigger questions and are attended by the clergy.</p> <p>Space for children to discuss and form their own responses to these big questions.</p>
Reception	We will visit the church more to provide opportunities to just be in the space and not attend purely for events.		
Year 1	Visit the church termly. Labyrinth time with the head teacher.		Having a link with a Christian or people with others faiths to ask those questions.
Year 2	<p>Termly visits to the church with whole school activities</p> <p>We took part in the christmas tree festival as a whole school</p>	James has organised a discussion with a lady of the jewish faith. Year 2 have already sent big questions for her to look over in preparation for the zoom meig	In the past, we have emailed questions to Pete
Year 3	Personal stories – links to staff and pupils faith backgrounds		
Year 4			
Year 5			
Year 6	<p>More visitors as tried last year established Christian visitors – specifically Aaron.</p> <p>Yaz and Hadeeqa – friends of James – Muslim family – answering questions.</p>		

	<p>Aim to build up bank of Jewish, Hindu visitors/ contacts</p> <p>Visiting the URC church for the Christmas tree festival – discovering variety of charities from around Bridport/Dorset and another place of worship in our town.</p> <p>Linking with the</p>		
Opportunities which span all areas self/ others /world/ beyond	<p>Planned opportunities in collective worship, RE and RSHE lessons.</p> <p>Stories and books with an opportunity to discuss aspects of s/o/w/b as appropriate</p>		