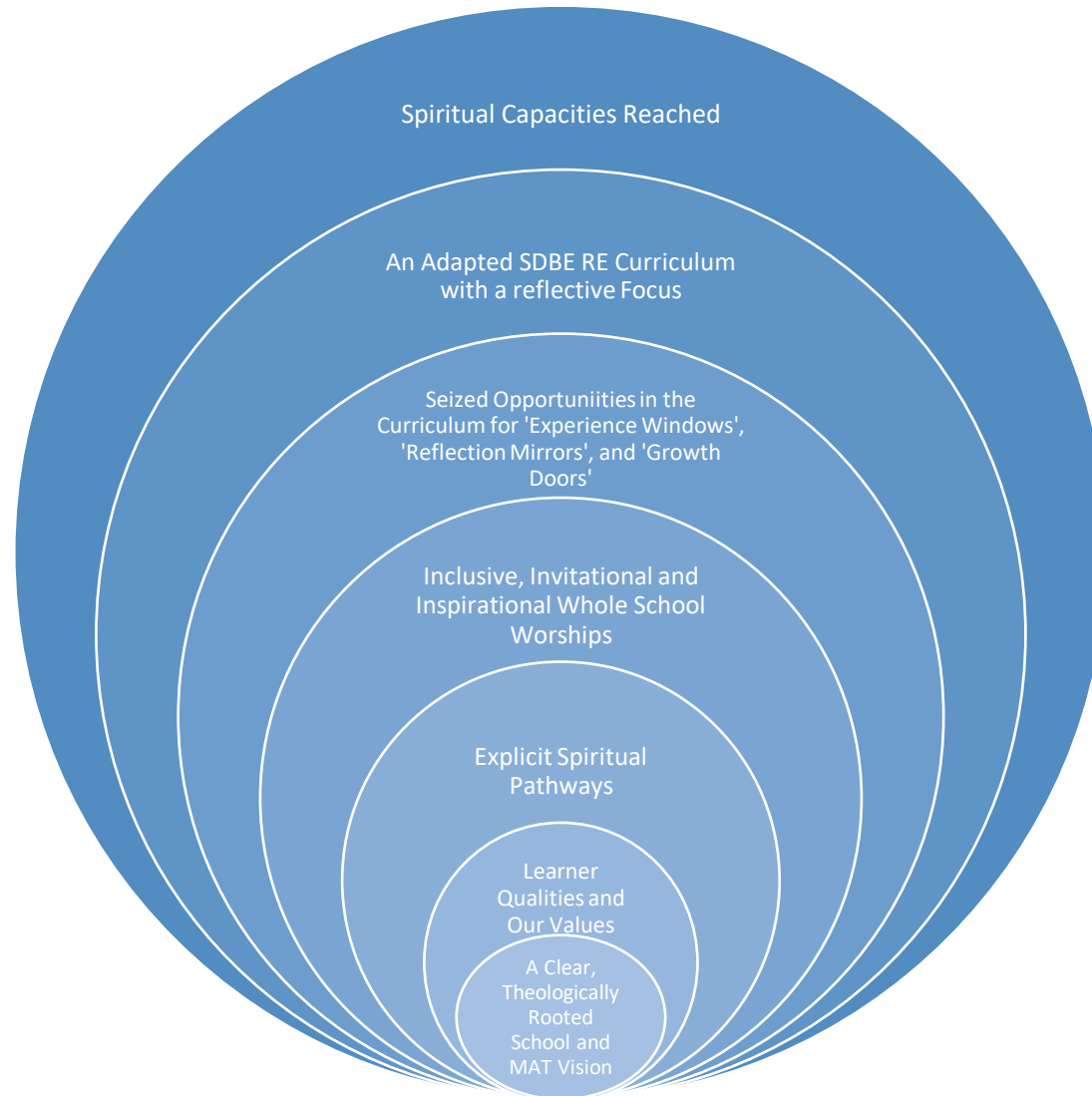




Spirituality at St George's

At St George's, the development of pupils' spirituality is integral to everything we do and is clearly linked to our school vision.

As a school family, we have sought to define what spirituality means to us, diving into rich guidance from the Church of England, including the document *Spiritual Development: Interpretations of Spiritual Development in the classroom* (2019). We have clear mechanisms which promote the development of spirituality, outlined below:





Spirituality at St George's


Providing Pathways:

What is Spirituality?

We define spirituality as feeling closer to God in the Christian sense and feeling closer to 'wholeness' in a truly inclusive sense.




Spiritual Pathways:

At St George's, we deliberately plan for pupils to encounter opportunities where they can feel closer to wholeness. We call these Spiritual Pathways. Each pathway draws from our Vision and Culture Statement in the following way:

Vision strands & theological reference	Learner Qualities	Values	Pathway Type (Thomas 2010)	Pathway Provision	Spiritual Capacities (Smith 1999)
<p>Be brave.</p> <p><i>I can do all things in Christ who strengthens me</i></p> <p>Philippians 4:13</p>	<ul style="list-style-type: none"> Persist Growth-mindset 	<ul style="list-style-type: none"> Courage Generosity Hope Forgiveness Integrity Faith Honesty 	 <p>Confrontation</p>	<ul style="list-style-type: none"> Classes are named after famous courageous activists, both local and international, such as: Sancho-Thunberg and Best class. History curriculum includes learning about inspirational figures from all communities, including: The Windrush generation; Martin Luther King; Mae Jemison. Reading spine deliberately chooses books with social injustice and inspirational characters at their core, including: 'Young, gifted and black'; 'I am not a label'. Opportunities for pupils' voice to be heard and to make change through school council and faith group. Opportunities to shape change around causes which are relevant locally and internationally to the children, such as: Lewisham's Anti-Idling Campaign; raising money for Turkey following earthquakes; school and local foodbanks. Behaviour blueprint has restorative conversations and taking responsibility at its heart. 	<ul style="list-style-type: none"> Be guided by their beliefs and values and be willing to take a stand against them. Be ready to say sorry when mistakes are made, to forgive themselves and to forgive others. Be willing to take risks and to reflect, learn and grow following experiences of failure as well as success.







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				<ul style="list-style-type: none"> Thinking Hard tasks across the curriculum and challenge tasks are inherent and encouraged so pupils can encounter failure and success. Whole school worships challenge social injustices and confront causes which are relevant to the children. 	
<p>Be great.</p> <p><i>Wisdom will enter your mind, and knowledge will fill you with delight.</i> Proverbs 2.10</p> <p><i>Let your light shine.</i> Matthew 5:16</p>	<ul style="list-style-type: none"> Curious Reflect 	<ul style="list-style-type: none"> Reflection Awe & wonder Humility 	 <p>Mind</p>	<ul style="list-style-type: none"> Thinking hard tasks across the curriculum encourage debate, discussion and thought. The curriculum is unapologetically ambitious. Topic enrichment home learning activities encourage a broadening of knowledge around subject matter. 	<ul style="list-style-type: none"> Exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder. Be intrigued by mystery and be open to an awareness of the transcendence in the whole of life. Demonstrate curiosity and open mindedness when exploring life's big questions.
			 <p>Outside</p>	<ul style="list-style-type: none"> Learning environment expectations reflect natural hues and tones. Plants are included in all rooms. EYFS use of natural objects for provision, such as maths counters. Outdoor provision happens across all weather in EYFS. Development of school outside spaces, including the KS1 playgrounds and EYFS outdoor area. Class trips take place every half term. Daily Mile takes place daily outside. A variety of sports tournaments are held, including inter and intra school events. 	
<p>Be you.</p> <p><i>So God created humankind in his own image.</i> Genesis 1:27</p>	<ul style="list-style-type: none"> Self-aware 	<ul style="list-style-type: none"> Peace Respect Responsibility Patience Healing 	 <p>Solitude & simplicity</p>	<ul style="list-style-type: none"> Fundraising events which encourage 'abstinence' such as: Sponsored silences. Moments in the school day for silence and stillness, including during worship and RE sessions. Areas of the school are set up for pupils and adults to experience solitude and reflect, such as: the well-being area for staff; the Quad area for pupils. 	<ul style="list-style-type: none"> Love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges. Be comfortable in stillness and silence and open to




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			 <p>Adoration</p>	<ul style="list-style-type: none"> • Pupils have space to write their own prayers and share on prayer trees or during worship. • RE curriculum provides space for pupils to represent their reflections through art and music. • Pupils have the chance to sing in school worships and praise through movement. 	engage in reflection/meditation/prayer.
			 <p>Senses</p>	<ul style="list-style-type: none"> • Use of candles, chime bowls in worship and RE sessions. • Use of Understanding Christianity resources to focus breathing during mindfulness. • Practical resources are used during curriculum sessions • Music is used at specific times of the school day to evoke specific responses. 	
<p>We are fun. We are together.</p> <p><i>You shall love your neighbour as yourself.</i> Matthew 22:29, Mark 12:21 & Luke 10:27</p> <p><i>Rejoice with those who rejoice, and weep with those who weep.</i> Romans 12:15</p>	<ul style="list-style-type: none"> • Use feedback • Connect 	<ul style="list-style-type: none"> • Friendship • Prayer • Belonging • Thankfulness • Tolerance • Love • Compassion 	 <p>Rituals & symbols</p>	<ul style="list-style-type: none"> • Worships follow a liturgical structure and are binded to Christian traditions. • School life centres around whole school worship, providing a rhythm and routine to the school day. • 'Routines' are central to life at St George's: Behaviour routines and phrases; timetables; learning routines and scaffolding routines. • Website news stories are used in class and as a whole school to remember and reinforce traditions. • The Christian calendar is referenced in worships and reflected in altar displays. • Parent workshops 	<ul style="list-style-type: none"> • Be self-aware and empathise with the experiences of others in the school and wider community. • Appreciate and be thankful for what is good in life like friends and family, and show generosity towards others.
			 <p>Mystery & celebration</p>	<ul style="list-style-type: none"> • Celebration worships let pupils dance and be joyous. • A range of music is used in worships, including gospel songs, traditional African music. • Music is often played at lunchtimes and dancing and smiles are encouraged. • Whole school days, such as Diversity Day encourage togetherness with song and traditions. 	




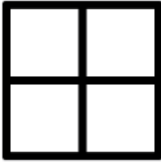

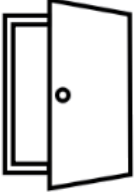
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				<ul style="list-style-type: none">• Music opportunities in the community are seized, such as at Blackheath Halls.	
			 Loving others	<ul style="list-style-type: none">• Behaviour blueprint for children and adults outlines the need to be welcoming to each other and guests, including the use of sign language.• KS2 Lunchtime helpers support in the KS1 playground.• School foodbank gives to parents in need.	



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Examples of Spiritual Development Across the Curriculum:

			
Spiritual Capacities	Experience Window	Reflection Mirror	Growth Door
<p>Nursery Be ready to say sorry when mistakes are made, to forgive themselves and to forgive others.</p>	<p>Two children were playing together in the Home Corner. One child pulled the doll from the other child. The child who had lost the doll began to cry.</p>	<p>The adult spoke to the children and explained how sad the crying child was feeling, the adult wondered aloud how we could make the sad friend happy again.</p>	<p>The child who had taken the doll looked carefully at the other child crying and then handed back the doll without prompting, she hugged her crying friend - "sorry".</p> <p>The friend stopped crying and hugged her back, she then walked across to the cot and found another doll which she gave to her friend. Now both children had a doll.</p>
<p>Reception Demonstrate curiosity and open mindedness when exploring life's big questions.</p>	<p>While playing in the mud kitchen, a Reception child in my class found a worm. He instantly screamed, dropped it on the floor and stamped on it.</p> <p>I used this opportunity to talk to the whole class about the importance of caring for our world and all living things. That bugs are more scared of us than we are of them! I also spoke to them about tackling my own fear of spiders.</p>	<p>The next day, the Reception child went outside and found several snails in the mud kitchen. He decided he wanted to make them a home. We discussed habitats for mini-beasts and the things they might need. He found a box and collected soil and leaves and put the snails inside. He said he felt sad about the worm he had hurt yesterday.</p>	<p>The Reception child is now often found in the outside area searching for bugs, creating them homes and advising his peers on how to do the same. He was extremely enthused by our minibeasts topic.</p> <p>All children in Reception now show curiosity, but also respect and sensitivity for the living things in our school.</p>



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<p>Year 1 Appreciate and be thankful for what is good in life like friends and family, and show generosity towards others.</p>	<p>In reading, we read and immersed ourselves in our core text 'Beegu', a story where a lost alien has to make their way on Earth. The story follows the character on a journey of discovery, loneliness, the heartbreak of being rejected and finally the joy of being reunited with family.</p>	<p>We thought about what is wonderful about earth that we can be thankful for, considering our favourite parts of the world in connection with the creation story in RE. The children considered the impact on Beegu's character of having lost her family and been rejected by friends; how we all need love to thrive.</p>	<p>When a new child arrived in our class, many children showed kindness and helped them find their way around and comforted them when they missed home. The class helped the new student feel welcome and feel like they belonged.</p>
<p>Year 2 Be self-aware and empathise with the experiences of others in the school and wider community.</p>	<p>Fire station trip in year 2. They learnt how to keep safe in a home/school environment. Regarding fire safety and fire alarms. Children were aware that fire fighters not only tackle fires, but they also check alarms for their own safety.</p>	<p>During this process, they learnt the necessary stages of keeping safe during a fire. Things they should do and things they should not do. Such as getting belongings or re-entering the building.</p>	<p>Children were able to look and understand how to keep safe. They also learnt how to call the emergency services if they were in harm. They advised parents/carers to check their alarms.</p>
<p>Year 3 Exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder.</p>	<p>During our trip to the National Gallery, the children developed their interest in how and why various artists express emotion in different ways. (The brightness of Van Gogh's Sunflowers versus the gloom of Picasso's Blue Period)</p>	<p>When the children created their own interpretations of Van Gogh's Sunflowers, they were able to reflect on how different colours could be used to express a variety of emotions. (Yellow – happiness, Red – anger, Blue – sadness)</p>	<p>The children were able to connect their own experiences of difficult emotions (anger, sadness, fear) and think about creative ways to express themselves. They spoke about and have exemplified what we can do to be a good friend and help others who are having trouble. Many children have used their new painting skills and colour knowledge to paint their own ideas at home. They are proud to showcase their creations.</p>
<p>Year 4 Love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges.</p>	<p>Maths – some children's arithmetic and multiplications scores were not what they had hoped and children were discouraged from this. In class, we had more frequent opportunities for</p>	<p>Children reflected on what they could do and what they needed to focus on. Through more small quizzes each week, children became more confident and home learning children were improving their</p>	<p>For children to see their scores improve and to get times tables badges, was incredibly empowering for them where they saw their success and their potential to achieve! This has been especially</p>

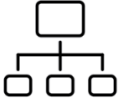











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	<p>success in arithmetic and multiplication in early morning fluency. From targeted questioning, children were successful which improved their self-esteem in small steps.</p>	<p>scores each week and getting more times tables badges. They reflected on why their scores had improved and we discussed their positive mindsets.</p>	<p>evident in a child who improved their multiplication score from 7 to 22.</p>
<p>Year 5 Be willing to take risks and to reflect, learn and grow following experiences of failure as well as success.</p>	<p>Art- during a weaving lesson in art, many children found it difficult to tie knots and did not want to have a go at their weaving. Many children were disheartened with their outcomes for the lesson.</p>	<p>We reflected on what we found challenging and why. We discussed how sometimes in life; things will be difficult but this is how we learn. We discussed practising the skills to enable us to complete the weaving pieces. We talked about learning from failures and mistakes linking this to our learner qualities of growth mindset and persist. Children talked about not giving up and coming to the next lesson, ready to have another go.</p>	<p>The class practiced tying knots at home ready for the next lesson. Children were then able to complete their weaving pieces. Children felt proud that they had turned their failure into a success. Now, when children are faced with a challenge and the risk of failure, they talk about their weaving success story!</p>
<p>Year 6 Be intrigued by mystery and be open to an awareness of the transcendence in the whole of life.</p>	<p>Science- When learning about the mystery of how creatures have evolved over time through the theory of Evolution.</p> <p>History- In our WW2 topic we explore the positive changes that immigration of people from different faiths and cultures have positively impacted on our culture.</p>	<p>How am I adapted to survive in the world and modern life?</p> <p>How does the knowledge and understanding of the variety of faiths impact on my own understanding of life?</p>	<p>Children spoke about how this impacted on their faith and their thoughts on how the world was created.</p> <p>We treat people respectfully in consideration with their beliefs of life and transcendence.</p>
<p>Whole School Be comfortable in stillness and silence and open to engage in reflection/meditation/prayer.</p>	<p>Pupils can quite often come to school unsettled, having experienced difficult mornings.</p>	<p>Collective worship takes place daily each morning and provides a rhythm to the daily life of school. Opportunities are given for silence, using prompts such as prayer bowls.</p>	<p>Pupils experience the spiritual pathway of 'solitude'. We say that when we are silent as a whole school, it is like we are 'alone; together'.</p>



Spirituality at St George's

During the session: Seize Reflection Opportunities	
 <p>Connect knowledge & reflections</p>	<ul style="list-style-type: none"> • Use cover sheet flow charts to zoom in and out • Narrate the reflections we might make when answering knowledge questions
 <p>Confrontation</p>	<ul style="list-style-type: none"> • Set up opportunities for pupils to interact with School Council and Faith group with calls to action taken from class discussions. • Let pupils discuss what they believe should happen. • Interweave current topics from the news and link to social injustices. What could/should be done?
 <p>Mind</p>	<ul style="list-style-type: none"> • Give opportunities for debating • Read Bible verses and scripture and discuss their meanings • Ask pupils to compare and contrast viewpoints • Give opportunities for creative expression of an idea – an artistic response
 <p>Outdoors</p>	<ul style="list-style-type: none"> • Take pupils outdoors. • Have some reflective discussions outside in a circle when it is sunny. • Take pupils to other places of worship. Let them experience how different spaces feel. • Explore outside when learning about creation and being global ambassadors.
 <p>Solitude & simplicity</p>	<ul style="list-style-type: none"> • Take moments for pupils to be silent and give them thinking time • Ask pupils to close their eyes whilst thinking/responding
 <p>Adoration</p>	<ul style="list-style-type: none"> • Give time and space for pupils to think about what they have learned. • Let pupils write prayers as responses.
 <p>Senses</p>	<ul style="list-style-type: none"> • Let pupils handle religious artefacts. Let them know how special it is. • Bring in incense and have it lit during sessions. • Let pupils taste food that is consumed in festivals/traditions. • Have something to hold when pupils are to reflect or think deeply. A thinking cross or something malleable when confronting difficult issues.
 <p>Rituals and symbols</p>	<ul style="list-style-type: none"> • Perform 'mock' rituals and traditions so pupils experience what they feel like for participants. • Be consistent with opening and closing routines for RE sessions. • Speak about symbols – ask pupils to create their own symbols
 <p>Mystery & celebration</p>	<ul style="list-style-type: none"> • Participate in 'mock' festival activities and games so pupils feel the joy that participants feel. • Listen to music in RE sessions and respond. • Give time for spontaneous responses with movement and dance.
 <p>Loving</p>	<ul style="list-style-type: none"> • Set pupils acts of kindness tasks linked to their AT2 learning. Have it as a call to action.



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Spiritual Development in Worship Sessions:

Vision or culture statement or call to action:	Spiritual Pathway:	Provision in worship time:
Be brave.	Confrontation	<ul style="list-style-type: none"> • Pupils reflect on historical and Biblical figures who have fought social injustices. • Pupils encounter monthly values which encourage them to make the right choices and fight for those choices to be made at school and in wider society, including: courage; forgiveness; integrity. • Pupils are given a 'call to action' at the end of worship time for them to enact. • On 'Be Brave Day', historical figures who have fought social injustices are celebrated. • The school prayer asks for us to 'be strong enough to make the right choices'.
Be great.	Using the mind	<ul style="list-style-type: none"> • Pupils are asked challenging questions which provoke thought and discussion. • Pupils encounter the monthly value of reflection, which promotes hard thinking about a variety of topics.
	Being outside	<ul style="list-style-type: none"> • Natural hues are used for displays, which mirror the natural world.
Be you.	Simplicity & Solitude	<ul style="list-style-type: none"> • There are deliberately planned moments of silence and stillness, when eyes can be closed and pupils can be 'alone; together'.
	Adoration	<ul style="list-style-type: none"> • There are times for prayer, both as individuals and as a group. • There is a school prayer linked to our school vision. • Pupils often say the Lord's prayer. • The altar is decorated to represent the liturgical calendar. This is often completed by the Faith Team.
	Using senses	<ul style="list-style-type: none"> • Sight: a candle is lit; visual presentations are used. • Sound: Music is used an indicator of response, for instance, music is played at the beginning and end of worship to signify it is time to enter/exit in a calm manner. Radio worship is led by the pupils. • Touch: Resources are used which enable pupils to touch/feel. • Taste: Pupils are invited to eat bread during termly Eucharists.
We are fun.	Awe & celebration	<ul style="list-style-type: none"> • Weekly celebration worships encourage pupils to dance together and celebrate. • Pupils celebrate one another's success. They are awarded badges and certificates in front of their peers. • Pupils encounter song as a form of worship. • Pupils encounter the monthly value of Awe and Wonder so they learn to appreciate the small and wonderous aspects of life.
We are together.	Ritual & Symbol	<ul style="list-style-type: none"> • Liturgical structures are followed. • Pupils are offered termly Eucharists. • The weekly structure of worship is followed and provides a rhythm for the school day, week and year. • The liturgical calendar is followed and referenced. Traditions are followed.
	Loving others	<ul style="list-style-type: none"> • Pupils encounter monthly values which encourage them to love one another, including: friendship; love; compassion.