

Spirituality- across the Curriculum including Collective Worship.

We think carefully about the legacy we leave behind – how does it aid our community or what could our global impact be. We think about the relationships to the community; openness and awareness to differences, empathy and the individual's awareness of their place within the wider group and community – producing audio books for the older members of our community giving the links between the school and Millers close perpetuated by invites into school and then school singing within the community. Poppy gardens at school and church as a reminder of the sacrifice of the two great wars and our continuing attendance at the community Remembrance service. Also our relationship to the World & Universe; developing a sense of wonder and awe, appreciation of the beauty and variety of nature and our inheritance through various cultures. A year 2 project always has a global awareness focus, which is linked to the creation story and appreciation of the planet our legacy continues in the school support of water aid.

The careful selection of individual and class reading books to encourage discussion of issues. Street Child, VarJak Paw - story often helps express the inexpressible; stories may challenge, help children to understand particular experiences or encourage empathy. Story is a verbal symbol, which has long been used to challenge or nurture - as in the parables of Jesus. Our 'Reading for Pleasure' SIP focus will investigate which stories are popular with pupils and which they love to revisit at various levels. What positive viewpoints and messages do these offer? Do they stretch the imagination and promote ideas and questions?

Jigsaw set time aside to actively value individuals e.g. use of Circle Time as a valuable tool for the expression of thoughts and feelings. Mindfulness and wellbeing to focus on development of self and relationships with other. We build a daily slot into CW for reflection, which has had a powerful impact on reflection in other areas of the curriculum – children can question.

Science and environmental issues raise ultimate questions about creation and the role of humankind. "Why is the world like this?" Ethical questions are an integral part of the modern scientific world. The study of natural forces – geography- is a tool for awe and wonder and a stimulus to creativity. An awareness of order and pattern in the world is formed. This was clearly demonstrated in the year 2 focus on saving water and now with a focus on plastics.

Religious Education and collective worship give time for our children to reflect, empathy, exploration of value and belief systems, and the exploration of community. In collective worship our children actively lead through our collective worship crew and by writing prayers.

History and geography give the opportunity to empathise with others of different times and cultures. They may raise moral questions e.g. how the Jew were treated in WW2, the impact of Florence Nightingale, how we can learn from the past to not make mistakes in the future.

PE helps children to explore their own capabilities, develop positive attitudes towards others and experience co-operation and teamwork including our wild week. Children have the opportunity to deal with both success and failure.

Crockerne C of E Primary is very active with the community we promote a concern for the common good, other people and the environment e.g Pill food bank, active role in Pill lights, Signing choir support various church and community activities, reducing the plastics waste in school.

The children are involved in decision-making and taking responsibility so that they can see they are of value in the community. The School Council is an important way of ensuring that all children potentially have a voice in whole school issues. 2018-2019 School council supported the development of outdoor play by working with the governing body to purchase activities for both KS. This will be developed further this year into specific areas for small groups of children to be more active.

The Indicators of Effective Spiritual Development:

The following are seen as the indicators of effective spiritual development in our school: Pupils who are developing spiritually are likely to be developing some or all of the following characteristics:

- Crockerne Children have a definitive goal 'To be the best me that I can be' and a clear set of values, principles and beliefs, which support those who are religious and non-religious. They teach the children how they live day to day and demonstrate through their learning behaviours. Ofsted report found that school ethos, values and learning behaviours are strong.
- Our children are developing their awareness and understanding of their own and others' beliefs they (upper KS2 particularly) will discuss what they believe in as they feel safe to express their views.
- Our children have a good understand the notion of community and take part in many community events supporting many aspects of our community Millers Close, Penny Brohn, Pill lights, church celebrations. They see themselves as part of a global world through supporting charities such as water aid, children in need, comic relief and Zakehele.
- The children have respect for themselves and for others the extremely positive behaviour within the school shows how they values each other and welcome new children
- The children a sense of empathy with others, concern and compassion the children look after each other. They understand how their learning can leave a legacy for others and can support others e.g developing a literacy game for children in year 2; making dog treats to sell to their community to raise money for pet charities in Reception year 1. In collective worship, we learn about how they can use their learning to make the world a better place – to use the school goal to become a Prime Minister or a scientist who finds a cure. That they have the ability to change global warming. The year 5 /6 project 'Shall we forgive or forget?' teaches them how we can learn from the problems of the past.
- The children do reflect and learn from this reflection; they are questioned in Collective Worship about what they have learnt. This has had a great impact on learning in all areas.
- The learning behaviour – Gem powers – and the safety they feel in school allow the children use their ability to show courage and persistence when their tackling their earning and discussing the school goal, values, principles and beliefs
- The children appreciate the beauty and fragility of their world. In a recent year 3 /4 creation lesson the children linked their values with what god had given them. 'God gave us his world and we give God respect.