



Spirituality Statement:	At Sonning CE Primary School, 'spirituality' is building strong foundations for a positive sense of identity and appreciation of the world around us.
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Version 2	Within Myself	Relationships	The Big Questions	Awe and Wonder	My own values and beliefs
Our Definition	<ul style="list-style-type: none"> I am aware of my feelings and emotions and can express them. I am aware of my uniqueness and I am happy with who I am. I can reflect on my feelings, actions and decisions. I believe in myself and can overcome challenges. 	<ul style="list-style-type: none"> I respect other people's feelings, beliefs and background. I realise the impact of my actions on others. I show love and respect for others. I can show empathy. I can form and maintain healthy and positive relationships. 	<ul style="list-style-type: none"> I am making sense of the world. I am asking and thinking about life's 'Big Questions'. I am learning from history and my personal experiences. I am exploring being connected to something bigger than myself. 	<ul style="list-style-type: none"> I have a sense of awe and wonder ('wow' moments). I show gratitude for everything I have. I enjoy the miracles in everyday life. I can see the beauty in the world around me. I can see beauty in art, music and nature. 	<ul style="list-style-type: none"> I am developing my own system of beliefs I am forming my own sense of identity. I am forming my own my own personal values and how they guide my decisions. I am growing a sense of my capacity and desire to change the world and challenge social injustice.
Planned Opportunities for Spiritual Development	<ul style="list-style-type: none"> Regular time for prayer, silence, stillness, reflection, etc. PSHCE curriculum (well being units, mindfulness, Mental Health awareness). Emotional regulation work. APS days (extra curricular activities). Liddington Y6 residential trip. Creative Home Learning choices. Planned 'pause points'. Mental Health days and focus weeks. Bespoke Well-being curriculum. Curriculum time for self-reflection. Creative home learning. Collective Worship. Visits and services at St. Andrew's Church. Quiet places in classrooms. Staff: CPD, individual training / development plans. Staff welfare is monitored. 	<ul style="list-style-type: none"> Eco Days - recycling, improving school environment etc. Workshops: anti-bullying, respect etc. RE curriculum - learning about world religions and cultures. School council - pupil voice. Welcoming visitors to our school and taking on board feedback. Interfaith week activities. Developing our class charters. Harvest Festival food bank collection. Taking part in village events - Village Show, Annual Rounders Match, Scarecrow Festival, Regatta etc. Benefitting from the links with Reading Blue Coat School. Looking after school guinea pigs. Teamwork based activities. Prefects and monitors. Older pupils supporting younger. Celebration Assembly. Play Leaders. Grace Prayer before lunch. School prayer at the end of the day Staff: weekly staff meetings, knowledge sharing, peer assistance, team building INSET days. 	<ul style="list-style-type: none"> A range of collective worship approaches. Broad and relevant curriculum - RE, Science, History, Geography, PSHCE. Observing Remembrance Day. Celebrating and learning about religious festivals (Christmas, Easter, Diwali, Ramadan etc.). Interfaith week activities. Visiting places of worship (e.g. Maidenhead Synagogue, St Andrew's Church etc.). School Trips (e.g. Imperial War Museum, Winchester Science Centre, etc.). Collective Worship class and whole school capture books. Remembrance Day. Adapted RE curriculum to reflect pupil demographic. Staff: Diocesan support and advice. 	<ul style="list-style-type: none"> Provide opportunities for singing, music, dance, literature, stories and art. Have regular celebration assemblies and class led assemblies. Individual awards: golden flames, superstars, Headteacher awards, postcards home etc. House points for positive contribution to school life. Giving thanks through prayer (e.g. prayer basket). Annual Leavers service. World Book Day activities. School productions. Use of social media to share 'wow' moments. VR Headsets. Termly eco days. Staff: end of term breakfasts. 	<ul style="list-style-type: none"> Y6 prayer journey. Celebrate other faiths and beliefs. Spiritual Journals. Values Day. Reflection form / Pupil self report. Worry monsters to help children understand their feelings. Sharing of home learning. RE reflection and TINT boxes. Individual PSHCE journal across the school. Staff: mindfulness / yoga days.



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The Impact	<ul style="list-style-type: none"> Children become more confident, independent, resilient, responsible, self-aware and reflective. Children are able to make better choices. Staff have improved mental health. Excellent attendance for both staff and pupils. 	<ul style="list-style-type: none"> Children have improved awareness of others in the community and are inclusive. Children form better friendships. Children are more generous and forgiving. Children's behaviour improves. Staff feel supported and have an improved work-life balance. 	<ul style="list-style-type: none"> Children have confidence to ask the deep questions. Children have improved knowledge of the world. Children are more independent and willing to take risks. Children are able to take part in a debate and can express their own standpoint whilst being accepting of the opinions of others. Staff are secure in expressing their own beliefs. 	<ul style="list-style-type: none"> Children take care of each other and their environment to a greater degree. There are fewer instances of anxiety within the school community. The school environment improves. Staff feel valued and respected. 	<ul style="list-style-type: none"> Children have improved communication, understanding and empathy. Staff are secure in expressing their own feelings.
Link to School Values	<ul style="list-style-type: none"> Love Courage Respect Aspiration 	<ul style="list-style-type: none"> Love Respect 	<ul style="list-style-type: none"> Courage Aspiration Curiosity 	<ul style="list-style-type: none"> Love Respect Curiosity 	<ul style="list-style-type: none"> Love Respect
Curriculum Links	<ul style="list-style-type: none"> PSHCE Wellbeing curriculum Religion and World Views Collective Worship Jigsaw PSHCE Early Years - PSED 	<ul style="list-style-type: none"> PSHCE Wellbeing curriculum Religion and World Views Collective Worship RE PE 	<ul style="list-style-type: none"> Overarching questions Science RE History Geography English 	<ul style="list-style-type: none"> Overarching questions Science RE, History and Geography English literature. PSHCE Wellbeing curriculum Religion and World Views 	<ul style="list-style-type: none"> PSHCE
What else we could do	<ul style="list-style-type: none"> Redevelop our spirituality area. Provide daily meditation / mindfulness. More workshops on self worth and self esteem. Staff: Peer wellbeing support. SENCO and ELSA training. Standardise use of language such as 'pause points'. 	<ul style="list-style-type: none"> Improve involvement in charity work - ownership on the children, understanding where collections go, why we are doing it and how it helps. Year 5 buddies for Acorn class. 	<ul style="list-style-type: none"> Enquiry based learning. Develop a whole school capture book for collective worship. Make collective worship more relevant to real life. Give pupils the opportunity to ask the 'big questions' to the visiting clergy. 	<ul style="list-style-type: none"> Taking time to notice the small things - a rainbow, first daffodils, etc. Performing Arts Studio. Inter-trust festivals and competitions. The Write Stuff experience lessons. To include a sensory space. Encourage more show and tell. 	<ul style="list-style-type: none"> Individual pupil capture journals for their full time at Sonning. Develop ways to support deeper thinker to allow their spirituality to deepen. Have visits from faith leaders - assemblies. Make more explicit links between religious holidays (e.g. Lent and Ramadan).