

St Leonard's CofE Primary School

Spirituality Pathway



What is Spirituality?

We want to develop pupils as a whole with precious holy centres. This 'spiritual' core is the central holy centre and essential and integral to the whole. It is the central part of us which makes us in the image of God: *'So God created mankind in his own image, in the image of God he created them; male and female he created them.'* – **Genesis 1:27**

We feel as a church school it is important that we offer pupils and staff the tools and experiences to explore their spirituality and be able to live 'life in all its fullness' as offered by Jesus in John 10:10.

To exercise and develop spirituality, within each of our experiences we need to offer children the chance to:

- **Be Curious** -Listen to others' stories and see the world through their eyes.
- **Be Present** – Encounter others with authenticity and confidence.
- **Reimagine** – Find hope and opportunity in the places where we long to see change.

Linking the image of this to our school vision, we have utilised the Liz Mill model of Sprituali-trees.

Roots – Relationships

God made us in his image as relational beings. Our primary purpose is to know and love God and the second commandment is to love each other. Where we are and who we mix with everyday affects not only how we see ourselves but also how we see others, our place in the world and our own sense of spiritual identity. This happens most tangibly and powerfully through our relationships and experiencing the love others.

For children to have the cognitive capacity to fully see the 'Wows' and 'Ows' and feel secure enough to explore their beliefs and responses, they need to be within trusting relationships.

Shoots – Spiritual styles

As part of the spiritual opportunity children should be offered a range of ways to reflect or respond:

- Words
- Emotions
- Symbols/Art
- Actions

Fruit – The importance of Intergenerational Spiritual Fruit

Spiritual development is a life-long continuous process of discovery and we can learn much from considering issues from other perspectives and experience.

What does Spirituality mean to Staff and Children?

Whilst we appreciate that religion is highly connected to spirituality, we also feel that it is so much more than this and want to be able to provide opportunities for all staff and children regardless of beliefs to be able to explore their spirituality.

Staff believe that Spirituality is the way we explore the intention and connection in our lives. Allowing us opportunities to think about what matters most in the world, appreciating beauty or nature, reflecting on values or even feeling connected to something bigger.

Children believe that it is about the feelings we have when we think about the important things in our lives, when we feel calm, happy or grateful or when we feel connected to the people and world around us.

We feel that a good way of describing spirituality is "doing something that makes your heart sing."

What does Spirituality look like at St Leonard's?

To ensure children are offered a range of spiritual experiences during their time at St Leonard's, we have planned a spirituality pathway. This has four aspects to ensure pupils and staff are given opportunities to explore spirituality in different contexts and allowing them time to reflect on these experiences is essential to their spiritual development.

Our Four aspects are:

- Be at one with Nature
- Be at one with Arts and Culture
- Be at one with Others
- Be at one with Yourself.



Be at one with Nature

‘How many are your works, Lord! In Wisdom you made them all; the Earth is full of your creatures.’ Psalm 104:24

“The future of our natural world, on which we all depend, is in our hands.’ Sir David Attenborough

What we aim to achieve	To develop a sense of awe, wonder and amazement in the World that God created for us. To have first-hand sensory experiences in our environment
Some of the things we offer	Every child and staff member will have the opportunity to:- go on seasonal walks, grow fruits and vegetables, go to Forest School, experiment with Art in nature, trips to the Lake District, grow chicks
Links to FRUITS	Faith – Develop skills to be able to appreciate the wonder of the world even during difficult times Relationships – Share amazing moments with others in our amazing world Uniqueness – Understand that not everything was created the same and marvel at that Intellect – Ask questions and explore our intellect about the natural world Treat others and themselves with dignity and respect – Look after the amazing world that God created for us Salvation – Understand that we need to respect and look after our world
Links to SIAMS	IQ2 How does the curriculum reflect the school’s theologically rooted Christian vision? a) How is spiritual development an intrinsic part of the curriculum? d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?



Be at one with Arts & Culture

‘Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.’ Phillipians 4:8

‘Art enables us to find ourselves and lose ourselves at the same time’ Thomas Merton

What we aim to achieve	To allow children to appreciate and understand the uniqueness of our diverse world To inspire children to develop a love for the Arts and Culture in our World To celebrate and appreciate a wide range of artists
Some of the things we offer	Every child and staff member will have the opportunity to:- watch a pantomime, watch a classic tale show, visit China Town, watch a live music performance, learn to play the ukelele, visit the Natural History Museum, watch a theatre production, be a mascot for Burnley Football Club, celebrate different festivals, have their art displayed at their own exhibition
Links to FRUITS	Faith - Develop the love of art and culture, retain hope from looking at the creation of the world, develop patience through the building and developing of skills Relationships - Develop relationships through appreciating and admiring other people’s work Uniqueness - Develops expression which allows children to build self-confidence and explore their uniqueness in their own way Intellect - Discuss other people’s historical influence and how this can affect our intellect Treat others and themselves with dignity and respect - Appreciating others work and respecting the work that has been produced Salvation - Knowing that work isn’t always perfect just like us and that God will be accepting of this.
Links to SIAMS	IQ2 How does the curriculum reflect the school’s theologically rooted Christian vision? b) How is spiritual development an intrinsic part of the curriculum? d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?



Be at one with Others

‘So in everything, do to others what you would have them do to you.’ Matthew 7:12

‘Life’s most persistent and urgent question is: What are you doing for others?’
Martin Luther King

What we aim to achieve

To allow children to appreciate and understand the uniqueness of our diverse world
To love one another and act with a kind heart
To understand the importance of communities and create them within school
To create a sense of belonging

Some of the things we offer

Every child and staff member will have the opportunity to:-
Sing at the local care home, litter pick, become a playground leader, be a seed/gardener, be a part of Operation Shoebox, experience a sleepover at school

Links to FRUITS

Faith – Allow others to share their faith and views
Relationships - Share amazing moments with others and understand their views
Uniqueness – Celebrate the uniqueness that our world has and understand this
Intellect – Develop our intellect in the ever changing world
Treat others and themselves with dignity and respect – Respect everyone and celebrate their uniqueness
Salvation – Understand that we do make mistakes but learn from these and think about how we can address this

Links to SIAMS

IQ4 How does the school’s theologically rooted Christian vision create a culture in which pupils and adults are treated well?
a) How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?
IQ5 How does the school’s theologically rooted Christian vision create an active culture of justice and responsibility?
a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?
b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?



Be at one with Yourself

‘For no one ever hated his own flesh: but nourishes it and cherishes it, just as Christ does the church.’ Ephesians 5:29

‘Always stay true to yourself and never let what somebody says distract you from your goals.’ Michelle Obama

What we aim to achieve

To help us have a healthy body and a healthy mind
To encourage our emotional development
To develop resilience skills
To create a sense of belonging

Some of the things we offer

Every child and staff member will have the opportunity to:-
go to Whitemoor Lakes, access to pastoral support or supervision, enter the talent show

Links to FRUITS

Faith – Develop courage and resilience skills
Relationships – Develop a happy and healthy relationship with our bodies and minds
Uniqueness – Celebrate our own uniqueness
Intellect – Understand that we all have our own intellectual strengths
Treat others and themselves with dignity and respect – Look after our bodies and minds
Salvation – Know that making mistakes is ok but that we learn from this.

Links to SIAMS

IQ4 How does the school’s theologically rooted Christian vision create a culture in which pupils and adults are treated well?
b) How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?
d) How is enabling good mental health for all central to the school’s work?

Below is an Overview of the experiences within each Key Stage but children also experience additional opportunities throughout their time at St Leonard's.

Autumn 1	Autumn 2	Spring 1
Be at one with Nature EYFS – Growing/Harvesting, Forest School KS1 – Forest School, Seasonal Walks, Growing LKS2 – Forest School, Seasonal Walk (Conker Hunting) UKS2 – Forest School Blossom – Forest School, Seasonal Walk Be at one with Arts & Culture EYFS – Sparklers, Visting library, Mayor visit KS1 – Sparklers LKS2 – Ukelele Blossom - Sparklers Be at one with Others EYFS – Seeds & Gardeners LKS2 – Visit by someone from Sicily UKS2 – Seeds & Gardeners, Playground Leaders Blossom – Seeds & Gardeners, Kindness Week Be at one with Yourself EYFS – Class Teddy, Pastoral, My Happy Mind KS1- Class Teddy, Pastoral, My Happy Mind LKS2 – Problem Solving Day, Pastoral, My Happy Mind UKS2 – Pastoral, My Happy Mind Blossom – Pastoral, My Happy Mind, Class Teddy	Be at one with Nature EYFS – Forest School Stay & Play, Seasonal Walks, Snow Days KS1 – Forest School, Snow Days LKS2 – Forest School, Snow Days UKS2 – Forest School, Snow Days Blossom – Forest School, Snow Days Be at one with Arts & Culture EYFS – Pantomime KS1 – Pantomime LKS2 – Recorder, Ukelele Blossom – Recorder, Ukelele, Pantomime Be at one with Others EYFS – Care Home visit, Christmas Stay & Play, Seeds & Gardeners, Operation Shoebox KS1 – Victorian Christmas, Christmas Stay & Play, Operation Shoebox LKS2 – Singing at Care homes/Tesco, Christmas Stay & Play, Operation Shoebox UKS2 – Christmas Reading with Elderly, Christmas Stay & Play, Seeds & Gardeners, Operation Shoebox, Playground Leaders Blossom – Seeds & Gardeners, Operation Shoebox, Celebrating our Families Be at one with Yourself EYFS – Nativity, Class Teddy, Pastoral, My Happy Mind KS1 – Nativity, Class Teddy, Pastoral, My Happy Mind LKS2 – St Leonard's Got Talent, Pastoral, My Happy Mind UKS2 – St Leonard's Got Talent, Pastoral, My Happy Mind Blossom – Carol Performance, Pastoral, My Happy Mind, Class Teddy	Be at one with Nature EYFS – Animal dissection, Forest School KS1 – Forest School, Spring animal Visit LKS2 – Forest School, Seasonal Walk UKS2 – Forest School, Grow Butterflies and looking after Butterfly Garden Blossom – Forest School, Growing Be at one with Arts & Culture LKS2 – Ukelele UKS2 – Natural History Museum, Theatre Trip, Visiting London Be at one with Others EYFS – Eid celebration, Seeds & Gardeners KS1 – Eid Celebrations UKS2 - Seeds & Gardeners, Playground Leaders Blossom – Seeds & Gardeners, Celebrating Ourselves Be at one with Yourself EYFS – Class Teddy, Pastoral, My Happy Mind KS1- Class Teddy, Pastoral, My Happy Mind LKS2 – Primary Engineering, Pastoral, My Happy Mind UKS2 – Visiting London, Pastoral, My Happy Mind Blossom – Carol Performance, Pastoral, My Happy Mind, Class Teddy

Spring 2	Summer 1	Summer 2
Be at One with Nature EYFS – Growing chicks, Forest School, Seasonal Walks KS1 – Forest School, Nature Art Blossom – Forest School, Growing Be at One with Arts & Culture EYFS – Art Exhibition, China Town visit KS1 – Art Exhibition, Lake District trip LKS2 – Art Exhibition, Ukelele UKS2 – Art Exhibition, Colour Run (Hinduism), Live Music Visit Be at one with Others EYFS - Seeds & Gardeners, Easter Stay & Play LKS2 – Singing at Church to Congregation UKS2 - Seeds & Gardeners, Playground Leaders Blossom – Seeds & Gardeners, Family Stay & Play Be at one with Yourself EYFS – Easter Celebrations with other Schools, Class Teddy, Pastoral, My Happy Mind KS1 – Pastoral, My Happy Mind LKS2 – Celebrate Uniqueness Day, Whitemoor Lakes, Pastoral, My Happy Mind UKS2 – Aspiration Week, Pastoral, My Happy Mind Blossom – Carol Performance, Pastoral, My Happy Mind, Class Teddy	Be at one with Nature EYFS – Growing Frogs, Forest School KS1 – Forest School, Farm trip, Exotic Animal Visit, Outdoor Worship LKS2 – Forest School, Summer Field Set Up UKS2 – Forest School Blossom – Forest School Be at one with Arts & Culture LKS2 – Ukelele UKS2 – Music Festival Blossom – Music around the World Be at one with Others EYFS - Seeds & Gardeners KS1 – Smores around Campfire, Litter Pick LKS2 – Roman Battle UKS2 – Sleepover at School, Seeds & Gardeners, Playground Leaders Blossom – Seeds & Gardeners Be at one with Yourself EYFS – Class Teddy, Pastoral, My Happy Mind KS1- Class Teddy, Pastoral, My Happy Mind LKS2 – Visit from athlete/sportsperson about health eating and looking after bodies, Pastoral, My Happy Mind UKS2 – Pastoral, My Happy Mind Blossom – Carol Performance, Pastoral, My Happy Mind, Class Teddy	Be at one with Nature EYFS - Forest School, Seasonal Walks KS1 – Forest School, Butterfly Release LKS2 – Forest School, Seasonal Walk UKS2 – Forest School Blossom – Forest School Be at one with Arts & Culture LKS2 – Ukelele, Classic Tale Performance UKS2 – School Performance, Classic Tale Performance, Edinburgh Trip Blossom – Bowling Trip, Classic Tale Performance Be at one with Others EYFS – Grandparents Day, Teddy Bear’s Picnic, Seeds & Gardeners, Summer Stay & Play KS1 – Beach Day UKS2 - Seeds & Gardeners, Playground Leaders Blossom – Seeds & Gardeners, Teddy’s Bear Picnic Be at one with Yourself EYFS – Celebration/Proud Day, Pastoral, My Happy Mind KS1 – Pastoral, My Happy Mind LKS2 – Celebrating Achievement Day, Climbing Wall, Pastoral, My Happy Mind UKS2 – Couch to 5k, Awards Night, Climbing Wall, Pastoral, My Happy Mind, Edinburgh Trip Blossom – Carol Performance, Pastoral, My Happy Mind, Class Teddy, Celebration Week, Trip out