

# SPIRITUALITY AT ST LAURENCE

## Known – Found – Loved

### WHAT DO WE MEAN BY SPIRITUALITY?

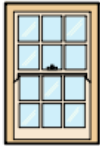
At St Laurence, spirituality is about being fully alive to life: noticing the world around us, reflecting on what matters, connecting with ourselves, others, God and creation and responding with thoughtfulness, creativity, compassion and courage.

Spiritual development is not confined to one lesson, one subject or one act of worship. It is woven through the whole life of the school. It may be seen in a moment of awe in science, a thoughtful question in RE, stillness in worship, care shown to a friend, a child finding the words to say sorry or a pupil choosing to act for the good of others.

### WINDOWS, MIRRORS AND DOORS

We use the language of windows, mirrors and doors to help pupils and adults recognise, talk about and respond to spiritual moments.

#### WINDOWS: LOOKING OUT



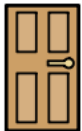
Windows are opportunities to look out at the world and notice what is happening around us. They help us encounter beauty, wonder, mystery, suffering, injustice and difference. Through windows, children are encouraged to ask questions, be curious, feel awe and wonder and recognise that there is more to life than what is immediately visible.

#### MIRRORS: LOOKING IN






Mirrors are opportunities to reflect inwardly. They help children think about their own thoughts, feelings, beliefs, values and experiences. They encourage pupils to consider how something affects them, how they respond and what it might teach them about themselves, others, God or the world.

#### DOORS: STEPPING FORWARD



Doors are opportunities to move from reflection into response. They help children consider what they will do next, what they will take from an experience and how they might step forward. This may lead to a change in attitude, a repaired relationship, a creative response, a prayer, an act of service or courageous advocacy.

Child friendly poster:

 <p>Windows</p>	<p><b>Windows help us ask questions like:</b></p> <p>What can I see happening around me?</p> <p>What makes me say "wow"?</p> <p>What makes me wonder?</p> <p>What makes me feel sad, worried or surprised?</p>
 <p>Mirrors</p>	<p><b>Mirrors help us ask questions like:</b></p> <p>What do I think about this?</p> <p>How does this make me feel?</p> <p>What can I learn from this?</p> <p>How might someone else feel?</p>
 <p>Doors</p>	<p><b>Doors help us ask questions like:</b></p> <p>Do I need to change my thinking?</p> <p>Could I show kindness, love or forgiveness?</p> <p>Is there someone I need to say sorry to?</p> <p>How could I make a difference?</p>

## HOW WE NURTURE SPIRITUALITY

Spiritual development is planned for and also welcomed when it arises naturally. Staff are encouraged to notice spiritual opportunities, give pupils language to express their thinking and allow time for reflection and response.

## THROUGH COLLECTIVE WORSHIP

- Daily collective worship gives the school community regular time to gather, reflect, pray, sing and explore our vision and values.
- Worship is shaped by "Known – Found – Loved" and helps pupils understand belonging, forgiveness, fresh starts and the value of every person.
- Reverend Catherine leads worship weekly, strengthening our relationship with St Laurence Church.
- Worship Shepherds support class worship and help pupils make links between Christian values, current issues and the wider world.

- Prayer spaces, reflection time, silence, music and “I wonder” questions allow pupils to respond in ways that are personal and meaningful.

#### THROUGH RELIGIOUS EDUCATION

- RE is a core part of our work as a Church of England academy.
- Pupils learn through Understanding Christianity and the Kent Agreed Syllabus, developing knowledge of Christianity, other faiths and worldviews.
- Children are encouraged to ask Big Questions, make respectful comparisons and reflect on their own ideas and responses.
- We aim to make RE meaningful and alive through stories, visitors, images, artefacts, discussion, visits and opportunities to learn about real people of faith.

#### THROUGH THE WIDER CURRICULUM

- English develops empathy, imagination and understanding of human experience.
- Science and mathematics encourage curiosity, pattern, order, questioning and wonder.
- History and geography help pupils consider identity, place, responsibility, justice and human impact.
- Art, music, drama and performance give pupils creative ways to express meaning, beauty and emotion.
- PSHE supports self-knowledge, relationships, emotional literacy, respect and decision-making.
- Forest School, outdoor learning, trips, residential experiences and visits provide opportunities for awe, challenge, resilience and connection with the natural world.

#### THROUGH RELATIONSHIPS, PASTORAL CARE AND INCLUSION

- Our pastoral culture is rooted in the belief that every child is known, found and loved.
- Thrive-informed practice, ELSA, mentoring, The Ark, Forest School and nurture provision support pupils’ emotional and spiritual wellbeing.
- Restorative approaches help children reflect, repair and begin again with dignity.
- Behaviour is understood as communication and pupils are supported to develop self-awareness, responsibility and resilience.
- All pupils, including those who are vulnerable, disadvantaged or have SEND, are supported to access the life of the school and to flourish.

#### THROUGH JUSTICE, RESPONSIBILITY AND COURAGEOUS ADVOCACY

- Pupils are encouraged to see themselves as agents of change who can make a positive difference.
- Opportunities include School Council, Eco Warriors, Worship Shepherds, House Captains, prefects and other leadership roles.
- Children take part in charity work, awareness events and community action, including food bank support, Children in Need, Hello Yellow and Odd Socks Day.
- Through worship, PSHE, RE and current affairs, pupils learn to notice injustice, reflect on their responsibilities and step through the door into thoughtful action.

#### HOW WE RECOGNISE SPIRITUAL DEVELOPMENT

Spiritual development is personal and cannot always be measured in a simple way. However, we look for signs that pupils are growing in awareness, reflection, connection and response.

- Pupils show curiosity, awe and wonder in their learning and experiences.
- Pupils ask thoughtful questions and are willing to explore Big Questions with respect.

- Pupils can reflect on their own thoughts, feelings, choices and beliefs.
- Pupils show empathy, compassion, forgiveness and respect for others.
- Pupils appreciate beauty, creativity and the natural world.
- Pupils are able to be still, reflective and open to prayer or quiet thought.
- Pupils show resilience, hope and courage when facing challenge.
- Pupils make choices that show responsibility, service and care for others.

We gather evidence through pupil voice, observations, worship reflections, RE work, curriculum monitoring, pastoral records, book looks, governor visits and feedback from staff, parents and carers. The most important evidence is seen in how pupils and adults live together: with dignity, kindness, hope, forgiveness and a shared commitment to flourishing.

## THE ROLE OF THE SCHOOL COMMUNITY

### STAFF

Staff nurture spirituality by modelling curiosity, compassion, respect, reflection and hope. They create safe spaces for pupils to ask questions, explore ideas, express feelings, appreciate beauty, encounter difference and respond thoughtfully. Staff also help pupils understand that mistakes can be repaired and that fresh starts are part of our school's Christian vision.


### PUPILS



Pupils are active participants in the spiritual life of the school. They contribute through worship, leadership, reflection, kindness, courageous advocacy and their daily choices. They are encouraged to notice when others may feel lost, to seek help when they need it and to play their part in creating a school where everyone is known, found and loved.

### PARENTS, CARERS AND GOVERNORS

Parents, carers and governors support spiritual development by valuing the school's Christian vision and helping children understand the importance of respect, reflection, kindness and service. Governors support and challenge leaders so that spirituality remains an important part of the school's development and is lived through policy, practice and relationships.

## SPIRITUALITY IN OUR CURRICULUM

Windows, Mirrors and Doors	What this helps children develop	What this looks like at St Laurence
<p>Windows: noticing the world</p> 	<p>Awe, wonder, curiosity, care for creation and awareness of justice</p>	<p>Through the curriculum, children make real-life connections in science, geography, history, art, music, maths and English. In RE, they explore Christianity, other faiths and worldviews through Understanding Christianity and the Kent Agreed Syllabus.</p> <p>Children are encouraged to ask and reflect on Big Questions and 'I wonder...' questions. Their curiosity is supported through the use of artefacts, stories, images, poetry, music, nature, Picture News, Newsround and current affairs.</p> <p>Collective worship provides regular opportunities for reflection, prayer and spiritual growth. Daily worship is rooted in the school vision and Christian teaching, with weekly worship led by Reverend Catherine.</p>

		<p>Children also experience spirituality beyond the classroom through visits to St Laurence Church, faith visitors, visits to places of worship, Forest School, outdoor learning, residential, nature walks, visitors and speakers.</p> <p>Across these experiences, children are supported to notice beauty in creation, reflect on their place in the world and explore difficult world events sensitively.</p>
<p>Mirrors: reflecting inwardly</p> 	<p>Self-worth, identity, belonging, empathy, forgiveness, stillness and prayer</p>	<p>Opportunities for children to reflect on themselves and their feelings are supported through PSHE, Thrive-informed practice, emotional check-ins, circle time and restorative conversations.</p> <p>Children are given regular moments for stillness, reflection and prayer through prayer spaces, class reflection areas, quiet moments, daily prayer and silence. Personal responses are also encouraged through RE, pupil voice, show and tell, music, art, stories, drama and opportunities for individual reflection.</p> <p>Children are supported pastorally through SEND provision, adapted learning, ELSA support, The Ark, calm learning environments, outdoor spaces and the Peace Garden.</p> <p>Across school life, children are helped to think about their personal choices, consider how others may feel and manage disappointment, loss, change and difficult feelings. Restorative conversations and fresh starts help children understand that mistakes can be repaired and that each day brings a new opportunity.</p>
<p>Doors: responding and stepping forward</p> 	<p>Responsibility, courageous advocacy, hope, resilience, service and positive action</p>	<p>Opportunities for children to serve others and make a difference are developed through pupil leadership roles such as School Council, Worship Shepherds, Eco Warriors, House Captains, prefects and librarians.</p> <p>Children are encouraged to take responsibility through charity work, food bank collections, Children in Need, Hello Yellow, Odd Socks Day, Agents of Change, Books2Africa, pupil-led initiatives (class green audits) and community links.</p> <p>They learn to care for the school and wider world through looking after the school grounds, recycling, planting and making ethical choices through science, geography, RE and PSHE.</p> <p>Relationships are strengthened through play, teamwork, mixed groupings, partner work, helping others at playtime and standing up for what is right.</p> <p>Celebration worship, Headteacher awards and recognition of effort help children understand the value of perseverance and contribution. Through sport, music, clubs, residential and wider school opportunities, children are encouraged to take risks, try again, learn from mistakes and live out the values of joy, hope, forgiveness, love and resilience.</p>