

# Spirituality at St. Peter's

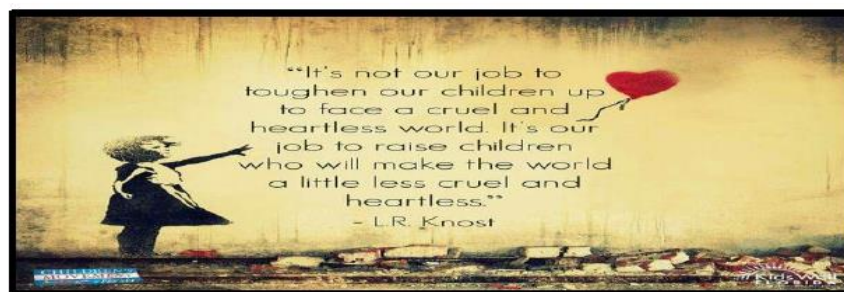
St. Peter's CE Primary, Farnworth

## Statement of intent

### What is our vision?

As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.



Our vision is to develop our children to enable them to create the future they aspire for themselves, inspired by God, influenced by the teachings of Jesus and underpinned by Christian Values; rooted in The Bible and the word of God.

**Our intention is that our children will "contribute to and prosper in society" bringing God's plan for them to fruition.**

Our school purpose is to signal a route to a life that many don't think possible!

We aim to maximise social mobility, with God's support & guidance!



**"For I know the plans I have for you", declares the Lord  
"plans to prosper you and not to harm you, plans to give  
you a hope and a future." Jeremiah 29:11**

**"Learn, Sparkle & Shine..."**



## Spirituality at St. Peter's

Our overall vision is for our children to be able to

# **“Learn, Sparkle & Shine...”**

Develop the elements of wisdom, dignity, hope and community.

### WISDOM

#### Learn



Knowing more today than I did yesterday and more tomorrow than I do today!

Allow for the development of wisdom, knowledge and skills.

### DIGNITY, HOPE

#### Sparkle



Sparkling is knowing who I am,  
what I love and being proud to be me.

Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.

### COMMUNITY

#### Shine



Sharing kindness, love and joy with other people.

Allow for the development of community spirit – living well together.



**In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.**

**Matthew 5:16**

# **“Learn, Sparkle & Shine...”**



## Spirituality at St. Peter's

What does “**Learn, Sparkle & Shine...**” mean?



Our school demographics and context require that we provide a curriculum that;

- promotes high aspiration (**learn**), **Provide wisdom**
- encourages positive attitudes, resilience and strong mental health (**sparkle**) **Provide dignity and hope** and,
- develops positive citizens with strong community (Christian and British) values (**shine**). **Provide community spirit**

Our intention is to provide this curriculum, underpinned by Christian Values; rooted in The Bible and the word of God.

St. Peter's C.E. Farnworth

I have come to the frightening conclusion  
that I am the decisive element in the  
classroom,

It is my daily mood that makes the  
weather.

As a teacher I possess a tremendous  
power to make a child's life miserable or  
joyous.

I can be a tool of torture or an  
instrument of inspiration.

I can humiliate or humour, hurt or  
heal.

In all situations it is my response that  
decides whether a crisis will be escalated  
or de-escalated, and

A child humanised or de-humanised.

Dr Heim Ginott



“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”

## Spirituality at St. Peter's

| Our vision<br>Our children will....                                                                                                                                                                               | Our beliefs and values.<br>Why?                                                                                                                                                                                                                                                                                                                                                                                                                  | Our strategy<br>What do we intend to do?                                                                                                                                                                                                                                                                                                     | Our strategy<br>What will you see?                                                                                                                                                                                                                                                                                                            |
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| <b>Learn</b><br>Allow for the development of wisdom, knowledge and skills.<br>                                                   | We believe ability is a consequence of what happens in our classrooms not a cause!<br>We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. <b>(Learn)</b> | Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. <b>(Learn)</b> <ul style="list-style-type: none"> <li>Promote the incremental learning theory – growth mindset approach</li> <li>Reward effort and attribute success to hard work and determination</li> </ul> | <b>Visible consistency-</b> The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.                                       |
| <b>Sparkle</b><br>Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.<br> | We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. <b>(Sparkle)</b>                                                                                                                                                                                                                     | Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. <b>(Sparkle)</b>                                                                                                                                                                            | <b>Visible collaboration-</b> The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.                                                                                                      |
| <b>Shine</b><br>Allow for the development of community spirit – living well together.<br>                                      | We believe that by using the word of God and the example of Jesus, alongside Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. <b>(Shine)</b>                                                                                                                                                                                                                          | Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by the word of God and the example of Jesus, alongside Christian and British Values. <b>(Shine)</b>                                                                  | <b>Visible challenge-</b> The aim of visible challenge is to support our growth mindset philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone.<br><br><b>Visible creativity-</b> The aim of visible creativity is to inspire a love of learning and deepen thinking. |

# *Spirituality at St. Peter's*

## What is spirituality?

**"Spirituality is like a bird; if you hold it too tightly it chokes; if you hold it too loosely, it flies away." Rabbi Hugo Gryn.**

Each person is unique and therefore will experience spiritual encounter in different ways. Spiritual encounters may be visual, auditory and sense of something 'other' – something 'beyond the ordinary'. They can happen in both positive experiences of life but also at times of difficulty and despair; they can also happen in the everyday times in our lives.

When we notice the spiritual opportunities of the everyday (the 'NOWs'), and when we reflect upon or wonder about life's 'WOWs' (things that are wonderful or awe-inspiring) and 'OWs' (things that challenge us or make us sad) we grow spiritually more aware. In these ways, children, young people and adults are learning about life in all its fullness.

**The definition of developing spirituality in school includes four areas:**

- **Self** (one's understanding of being a unique person)
- **Others** (how empathy, concern, compassion and other values and principles affect relationships; and that each of us is unique and special)
- **World and/or Beauty** (how we see and relate to the physical and creative world – this might be through responses to nature and art, for example)
- **Beyond** (relating to the 'unanswerable questions'/ the transcendental; considering our responses to experiences that might be 'outside' of those that are 'everyday')

## **What is spiritual development?**

It is not about becoming 'more spiritual' in a way that must be measured but it is about realising or becoming more and more aware of one's natural, innate spirituality. We aim to provide ways in which children, young people and the adults we work with can explore their spirituality in increasingly developed ways.

Spiritual Development can sometimes a slow and gradual process, at other times there might be significant stages of realisation, which are part of the ongoing 'developing' process.

## **Opportunities for Spirituality in the curriculum**

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                |
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| <b>Whole school</b> | Extra-curricular clubs<br>Healthy Mindz<br>Audacious Church<br>Royal institute of Science<br>Love of books through extensive class libraries evoking: curiosity, awe and wonder developing empathy;<br>Picture news<br>RE throughout the curriculum<br>Composers<br>Music curriculum through in house and Minshall music in KS2<br>Super learners<br>Merit charts<br>English curriculum – range of texts<br>Mrs Clegg's pastoral interventions | Children's' university passport<br>National events – Jubilee<br>Home time/lunchtime prayer<br>Poet visits<br>Theatre company visit<br>Theatre trips<br>Sunflower club<br>Care home visit<br>Choir in the community<br>Road safety<br>Safer streets<br>Yoga in PE<br>Sport day<br>Food tech<br>Worship areas<br>RSHE curriculum |
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|                | <p>Rock Kidz<br/>         Aspirations day<br/>         Trips – see individual classes<br/>         Father Stephen's worship<br/>         Mr B's science/history workshops<br/>         Challenge questions giving children the opportunity to reflect<br/>         Use of photos and videos as hooks into learning in writing<br/>         Using artefacts in topic – generating questions<br/>         Now Press Play<br/>         French lessons with a French speaking specialist<br/>         Victoria halls – choir<br/>         Present room<br/>         Harvest<br/>         Charities</p> | <p>Children in need<br/>         Red nose day<br/>         Remembrance<br/>         Science – working scientifically experiments<br/>         Reverse advent calendar<br/>         Rees sports PE<br/>         Reflection and response books<br/>         Fortnightly Focus<br/>         Acknowledging and sharing different cultures and experiences<br/>         Visitor – Grandad Wheels/Amir Azeem<br/>         Pupil leaders<br/>         Farnworth Matters<br/>         Geography fieldwork<br/>         History – timelines<br/>         Sunflower club</p> |
| <b>Sparkle</b> | <p>Smithills farm trip<br/>         Autism charity bake sale<br/>         Nurturing ducks in science<br/>         Space topic – belonging<br/>         Butterfly lifecycle</p>                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>EYFS</b>    | <p>Balance – ability (bikes)<br/>         Local heroes – people who help us<br/>         The moon<br/>         Race for life<br/>         Wiggle worship<br/>         Friendship chair in class<br/>         PSED – outdoor learning<br/>         Stay and learn sessions<br/>         Trip – zoo and library<br/>         Duckling/chicks/butterflies</p>                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Y1</b>      | <p>Topic – Barnaby bear<br/>         Guided reading – Zoe and Beans magic hoop<br/>         Mascots – sharing their experience<br/>         PE – dance<br/>         Quiet classroom music<br/>         Trips – Brockholes, seaside</p>                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Y2</b>      | <p>Science – growing beans<br/>         Healthy snack winner<br/>         Fire ground trip<br/>         Safari park trip<br/>         Talent show<br/>         Celebration achievements in and out of school through blog and twitter</p>                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Y3</b>      | <p>Swimming<br/>         Easter performance retelling of the Easter story<br/>         Deforestation/palm oil<br/>         Pollution<br/>         Eureka trip<br/>         Bolton Museum trip<br/>         Experience Christmas at St John's<br/>         Stone Age workshop<br/>         SICT</p>                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|                                  | Science Fair through STEM<br>Hindu Temple visit                                                                                                                                                                                                            |
| <b>Y4</b>                        | Swimming<br>Amazon deforestation reflection<br>Class debates<br>Drama workshop with HGS<br>Tatton Park<br>SICT<br>Bike-ability                                                                                                                             |
| <b>Y5</b>                        | Swimming<br>Global policing<br>Climate change/ocean pollution reflection<br>SICT<br>Farnworth matters<br>Project chameleon<br>Fort Alice<br>Stockport Air Raid shelter                                                                                     |
| <b>Y6</b>                        | Robinwood residential<br>Bike ability<br>Swimming<br>Arts Award<br>Hike the Pike charity walk<br>Manchester Prison museum<br>Volcanoes and Earthquakes workshop<br>SICT<br>Fort Alice<br>Chris Reddy Bright Leaders                                        |
| <b>Family/adult spirituality</b> | Café church<br>Book club<br>Class assemblies<br>Working/support other schools through SLE work, cluster, HT support<br>Growth Mindset GYOM<br>If not me then who<br>Weekly bulletin<br>Parent pop in<br>Bingo<br>Weekly newsletter<br>Whole school worship |

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## Charitable work

Each class supports a different charity

### Class Charities

EYFS Cancer Research  
Y1 Christian Aid  
Y2 British Heart Foundation  
Y3 Cystic Fibrosis  
Y4 Mind  
Y5 World Vision  
Y6 Gathimba Edwards Foundation  
Sparkle Room – National Autistic Society



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