

# Spirituality and Wellbeing at Kingfisher

*Discovering and Learning Together, so all can Flourish.*



*'A tree planted by streams of water, which yields its fruit in season' (Psalm 1:3)*

**Wisdom – Hope – Service – Resilience**

**Spiritual health** empowers us to connect with, and experience both the real and intangible as we seek meaning.

**Emotional health** is the self-worth and resilience that enables us to enjoy and meet the challenges of life.

**Economic health** allows us to manage our resources and equips us to meet our different needs.

**Social health** is about being able to form relationships and connect with other people.

**Citizenship health** generates a sense of belonging and the values that connect us positively with society.

**Learning health** inspires and empowers us to be lifelong learners and extend our knowledge, skills and understanding.

**Physical health** sustains our physical needs and empowers us to undertake different forms of physical activity.

**Aesthetic health** enables us to connect with the creative and artistic world that surrounds us.

Together these eight 'healths' form a 'wholeness of health' that it should be the right of all children and young people to know and experience and which we should be seeking to promote and develop in their fullness.



# Teaching

## How do our teaching styles promote spirituality and well-being?

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| <b>We use a range of teaching strategies that allow our young people to explore by asking questions?</b> |
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| <i>Across the curriculum, children ask questions at the beginning and the end of a unit.</i> |
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| <i>Children ask their peers questions about their learning and work.</i> |
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| <i>KAGAN collaborative learning structures are used to maximise communication between children</i> |
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| <b>We allow them to question what they are told?</b> |
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| <i>The children use techniques such as build, challenge and agree to each other's statements.</i> |
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| <i>Children in KS2 are encouraged to seek answers to their own questions and challenge each other.</i> |
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| <i>Children across the school engage in Philosophy for Children discussions which encourage them to think deeply about big questions.</i> |
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| <b>Children are encouraged to use their imaginations?</b> |
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| <i>In English, they use their imagination to write for a variety of purposes and genres.</i> |
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| <i>In art, they use their imagination to creatively express ideas in their sketch books. Art is used as an emotional expression of self-discovery.</i> |
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| <b>How does our teaching allow them to go along unplanned learning paths?</b> |
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| <i>Use of questioning.</i> |
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| <i>Following enquiry questions.</i> |
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| <i>Following children's interests.</i> |
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| <b>Do we believe in pupils as learning partners?</b> |
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| <i>Yes- we do this through challenge opportunities and coaching roles. This helps deepen understanding and communication skills.</i> |
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| <i>We regularly collect pupil voice which feeds back into planning and structuring the curriculum</i> |
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| <b>How does our teaching promote active and democratic learning?</b> |
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| <i>Democracy is an essential part of KS2 classrooms. Voting for word choice in shared writes, stories at the end of the day, what they would like to do during wet play, choice around research tasks or presentation of work i.e. non-chronological reports.</i> |
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| <b>Are we bold enough to stop what we are doing and celebrate those special spontaneous moments in a lesson?</b> |
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*We celebrate learning in lessons by sharing in the moment. Use of visualisers to show good presentation or quality of work. Praise/ celebrate good verbal responses with challenging and appropriate language.*

*Outdoor learning is important and allows the children to connect with nature. This can be done through welly walks/ Forest schools or spontaneous enjoyment of nature such as big puddles and snow.*

### **How does our planning balance values and attitudes with skills and knowledge?**

*Our values are integrated into our daily prayers, daily collective worship, certificates and 5 to flourish. Our values are our golden thread throughout our curriculum experiences and enrichment. Links to our values are highlighted in lessons, stories, scenarios. Skills and knowledge are carefully planned and where possible, links are made.*

*Children engage in charity and community projects which further develop empathy and a strong sense of purpose.*

### **How do we reflect on what we have achieved each day?**

*End of day prayer, collective worship, 5 to flourish.*

*The school has a 'Reflection Station' in all classrooms which provide quiet areas for children to reflect, pray, or practice mindfulness, which directly supports their well-being.*

CELEBRATE AND FLOURISH TOGETHER  
**A DAY FULL OF SMILES**

1) What did you learn today that was interesting?

2) What did you discover about yourself today?

3) How did you practice our values today?

4) What or who are you most proud of today?

5) What would you like to thank God (or be thankful) for?



**RE must also encompass the ways in which different faiths (and those with no faith) approach spirituality.**

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| <b>RE enables those who hold a particular faith to enhance and strengthen their beliefs</b> |
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| <i>Yes. We focus on reflections and prayers throughout the day and in collective worships. These are an opportunity for children to reflect and talk to God (no matter which). Opportunities to worship, communicate, read and follow God's word. Links to other religions (stories, prayers, songs, guidance) are made where appropriate.</i> |
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| <b>RE opens up the world of faith to others so that they are able to enter that world should they choose to do so</b> |
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| <i>Exposure of other faiths and religions alongside Christianity are carefully and purposely woven into our curriculum. The children are exposed to a variety of religious world views including humanism.</i> |
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| <b>RE promotes the spirituality of those who chose to have no faith</b> |
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| <i>The RE curriculum includes opportunities to look at humanism and spirituality with and without religious views. We offer a safe space to explore different spiritual, religious, and philosophical beliefs, promoting respect for diverse viewpoints and helping children develop their own values. School-wide or class-based assemblies fostering a sense of community and providing a space to be present in the moment in a spiritual sense even if the child has no chosen faith.</i> |
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| <b>RE meets the potential challenge of respecting those with what are perceived as 'alternate' lifestyles</b> |
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| <i>Our values, RE and PSHE curriculum encourages/ guides our community to be respectful of alternative lifestyles but are encouraged to question and find out more.</i> |
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