



**BRAILES C of E
PRIMARY SCHOOL**

Spiritual Pathways at Brailes CE Primary School

1. Naturalists: Loving God outdoors

How we develop this pathway:

- We have so many wonderful opportunities to be outside at Brailes.
- We are fortunate to have outdoor classrooms in both EY and KS1.
- We have extensive playgrounds and fields.
- We do local walks as part of our curriculum.
- Outdoor provision is provided in all weather.
- Sports lessons and clubs before and after school and during our school day.
- Forest School on site where children enjoy opportunities all through the school year to be in this environment.
- Our Eco and OPAL Ambassadors have an active role in maintaining and developing the school grounds.

2. Sensates: Loving God with the senses Feeling closer to wholeness through sensory stimulation.

How we develop this pathway:

- We use candles in worship and Religion and Worldviews sessions.
- During our days celebrating religious festivals, we include food tasting and music. We enjoy tasting food from around the world.
- Use of Understanding Christianity resources to focus breathing during mindfulness. We use practical resources during curriculum sessions.
- Music is used at specific times of the school day to evoke specific responses. We enjoy musical concerts and events throughout the year. We have all enjoyed Ising Pop celebrations.

3. Traditionalists: Loving God through ritual and symbol. Feeling closer to wholeness through deliberate routines and rituals.

How we develop this pathway:

- Worships follow a structure and we celebrate Christian traditions.
- School life centres around whole school worship and our school prayer, providing a rhythm and routine to the school day.
- Routines are central to life at Brilles. Behaviour routines and phrases; timetables; learning routines and scaffolding routines.
- Website news stories are used in class and as a whole school to remember and reinforce traditions.
- The Christian calendar is referenced in worship and reflected in our displays.
- Parent involvement through the school year forms part of the rhythm of school life.

4. Ascetics: Loving God in solitude and simplicity Feeling closer to wholeness through having moments of aloneness and quiet.

How we develop this pathway:

- We have moments in the school day for silence and stillness, including during worship and Religion and Worldviews sessions.
- Areas of the school are set up for pupils and adults to experience solitude and reflect, such as: reflection areas in each of the classrooms and our gardens and reflection areas outside.

5. Activists: Loving God through confrontation. Feeling closer to wholeness through confronting and challenging unfairness.

How we develop this pathway:

- We learn about famous courageous advocates. Our History curriculum includes learning about inspirational figures from all communities, including The Windrush generation.
- Our reading spine deliberately chooses books with social injustice and inspirational characters at their core.
- We have opportunities for pupils' voice to be heard and to make change through the school council and pupil leaders.
- There are many opportunities for pupils' voice to be heard and to make change through school council, OPAL Ambassadors and iSing Pop Pupil Leaders
- We have whole school collective worship assemblies which challenge social injustices and confront causes which are relevant to the children.

6. Caregivers: Loving God by Loving others. Feeling closer to wholeness through showing love and compassion to others.

How we develop this pathway:

- Our behaviour expectations for children to ensure everyone is showing respect towards self, others, nature and the beyond.
- Reading Buddies
- KS2 pupils support Early Years and KS1 at lunch and playtime and develop relationships to support younger children.
- We do school fundraisers for local support including the local Foodbank.
- We have many parent and Grandparent helpers and people from our local community are involved in our school life.

7. Enthusiasts: Loving God with Mystery and Celebration Feeling closer to wholeness through new experiences, dance and celebration.

How do we develop this pathway:

- Music is integral to life at Brailes.
- Collective Worship assemblies include singing and celebration.
- A range of music is used in assemblies, including iSing Pop songs and traditional worship and world music.
- Brailes have enjoyed iSing Pop at the Parish Church, celebrating song and worship.
- Our choir has an active role in school and at many of our church services.
- Whole school days and curriculum themed enrichment weeks encourage togetherness with song and traditions.

8. Intellectuals: Loving God with the Mind. Feeling closer to wholeness through learning; thinking deeply.

How we develop this pathway:

- We consider hard tasks across the curriculum to encourage debate, discussion and critical thinking.
- The curriculum is highly ambitious.
- Topic enrichment home learning activities and Junior Duke Award scheme encourage a broadening of knowledge around subject matter, life skills and awareness and compassion for others and our world.

9. Contemplatives: Loving God through Adoration Feeling closer to wholeness through worship or calming actions.

How we develop this pathway:

- Pupils have space to write their own prayers and reflections.
- Religion and Worldviews curriculum provides space for pupils to represent their reflections through art and music.
- Pupils have the chance to sing in school collective worship and praise through movement.