



Daily Routines

- Have regular time in the day for quiet and reflection.
- Lighting candles in worship, class and whole school
- Daily prayers said during worship
- Lords prayer and vision read out to ground the children
- Language linked to the core drivers, linking back to the Christian vision
- Use our Christian values to support language around restorative justice
- Encouraged to have responsibility in their daily routines such as scraping their plate in the lunch hall, returning 40 books, handing their homework in.
- Language around reflection and forgiveness in behaviour policy
- Use of the HPS pledge
- Promoting manners across the school including lunch hall
- Class story time daily

School environment

- Worship areas in every classroom
- Garden space for quiet time and peace and to be reminded of the nature around them through sensory opportunities
- Space in the hall which has House captains visible to reinforce sense of responsibility and to give them a platform where they are visible for their peers
- Pupil's art work displayed around the school to reinforce their sense of self-achievement
- Communal areas tidy
- Values represented in the hall alongside HPS pledge

SEND

- Inclusive approach to teaching, some pupils working on an individualised curriculum to best help them flourish
- The eaves used as an SEND space
- Widgits used in all classrooms (visual timetable)
- Book club (Chosen selection of SEND books)
- ELSA support – flexible to need

Collective Worship

- Daily collective worship
- 1 x led by Clergy
- Celebration worship (time to contemplate on self and others and nurture a sense of pride)
- Time for reflection
- Opportunity to feel a sense of togetherness and belonging to a community
- Space and a place to breathe and feel grounded
- Christian value per half term which helps form rhetoric around behaviour
- House captains offered the opportunity to have a voice and presence through a democratic approach allowing them to flourish in their sense of self. Builds wider links with the rest of the school by giving them onus of House points.
- Collective singing

Spirituality in our school

Self- Identity

- Diverse range of books which helps children question the protagonists thoughts and feelings (Examples needed)
- Collective Worship values roots the understanding of the importance of their identity and the impact this has on the wider school community.
- PSHE lessons which look at dreams and goals, aspiration and family helps children to understand what shapes them.
- Inclusive teaching approach to make sure that everyone feels represented and seen on a micro and macro level.
- Pupils are encouraged to have a sense of justice and responsibility, e.g House Captains, class representatives to ensure they take ownership and understand the democratic position they have within the school.
- Pupils are encouraged to advocate for themselves in the playground to 'live well together.' This is drawn upon by teachers throughout learning and daily life. SIAMS
- Pupils consider British values and in KS2 look at case studies so they can draw parallels with their own lived experience and hopefully begin to build a picture of their own identity and what has shaped peoples lives before us.
- Feel it
- Prayer book before lunch

Wider Experiences

- The Place dance workshop
- Trips to places of worship such as the Gurdwara, Mandir and the Synagogue
- Other trips to places such as The Imperial War Museum, Tower Of London etc
- Partnership with the CLC
- Sports day off site using local facilities
- Swimming opportunities
- Camden Biennale
- Work with The Crick Workshops
- Orienteering using maps
- Enrichment clubs
- 'Apply skills' lessons embedded in curriculum
- Working with charities - school council focus. Having a project with the school, Camden and the wider world

Staff opportunities

- Regular opportunities for CPD such as Network meetings.
- Culture which encourages staff to discuss ideas and work together
- Staff are expected to attend worship to allow them time in their day for peace and a sense of calm