

Classrooms	9:15 – 10:10	10:20 – 10:40 Break	10:50 – 11:45	12:00 – 1:00 Lunch	1:20 – 2:15	2:40 – 3:00	3:10 KS1 Home 3:20 KS2 Home (as normal)
Weavers Creation Music	KS1 and EYFS EYFS – Kate and Gill F KS1 – Charlotte		None – set up for lunch		KS2 non-swimmers Natalie and Nic 2:00 – 2:40 Create definition of Spirituality led by Nicola Coupe	Spirit of Crockerton	
Thatchers Yoga with Ro Potters Rock meditation	KS2 Non-Swimmers Jackie, Gill B and Nic		KS1 and EYFS Kate and Gill F Charlotte and Natalie		KS2 Swimmers		
Spinners then woods via back of school Forest Bathing	KS2 Swimmers Tracey, Natalie and Jemma	KS2 Non-Swimmers Jackie, Jemma and Nic (Tracey to go Swimming)	KS1 Gill F, Charlotte, Kate, Natalie B?, Jackie	Led by Nic Ilic (head)			

Visitors will be allocated classes to follow on the day.

Gaps between sessions are for children to prepare for next event, and reflection – key questions can be discussed for upcoming activity or previous activity.

Classroom Set Up:

Potters – carpet space for rock meditation.

Thatchers – Tables moved to the sides yoga mats for up to 18 pupils.

Weavers – Tables pushed to the sides and chairs in a circle.

Foresters – Chairs and tables moved aside (for pupils to use when creating music – Weavers overflow).

Spinners – Chairs and tables to the sides – Wellies to be stored in Spinners under/on tables one table per class – please leave from Spinners then return to classrooms. KS2 to store wellies under Potters cover under/on tables (one per class).

Crockerton CE Primary School

Spirituality Day Planning

Key objectives of the whole day for the pupils:

- Experience awe and wonder.
- Time to connect to themselves, others and the natural world.
- To discuss what Spirituality is.
- Understand Spirituality in different religious and non-religious contexts.

Key objectives of the whole day for adults:

- Understand how to provide opportunities for experiencing awe and wonder.
- Evaluate the effectiveness different methods of enabling pupils to engage in Spirituality.
- Time to consider how moments of Spirituality can be woven into each day.
- Develop a shared definition of Spirituality (Crockerton staff/gov)
- Understand the process of developing a whole school definition of Spirituality (visitors from other schools).

Please take photos of the day and quotes from pupils. These will be shared during worship for discussion.

Creation Music in Weavers (55 minutes)

NB Thatchers and Potters to work in separate rooms, KS2 non-swimmers to work together – can also send groups to Foresters/Spinners, if needed.

Key Question: What would the creation of the world sound like?

- 1) Introduce key questions and gather initial ideas – write these in red on the key question sheet.
- 2) **Listening to Haydn's Creation Overture No1 based on the Christian Creation story from the Bible (7minutes 42seconds)**

Model to pupils how to listen to music and use the oil pastels (if this is needed).

Pupils to listen to the music with oil pastels (sitting at tables around the edge of the room).

Share some of their art at the end – explaining what they heard/thought when they used different colours/shapes etc.

What were you thinking of here?

Tell me about the (red) in your art.

Which emotions did you experience?

- 3) Give pupils images of the Christian Creation Story from Genesis from the King James Bible:
Night and day
Heaven and earth
Earth and seas
Grass and trees
The sun, the moon and the stars
Animals in the seas and sky
Animals of the land
Man (Adam and Eve)

Pupils to choose their section and instruments to create the sounds. In groups, pupils to compose a short piece of music creating the sound of the creation on that day (animals of land and man were created on the same day).

Give pupils time then come back together. Pupils to play their creation. At the end say 'on the seventh day God rested.' Give pupils one minute of resting time.

- 4) Discuss key question – gather ideas and add these in green to the key question sheet.

Respect Rocks in Potters (20 minutes) – this group will then swap with the yoga group and activity will be repeated.

Key Question: How do you show respect in your life?

1) Ask key question and gather initial ideas – write in red on the sheet.

2) Rock meditation (all pupils to sit in a circle):

Choose a rock - allow pupils to choose their rock one at a time from the middle of the table.

Close your eyes.

Take two, long, slow breaths in... and out.

Feel the air move through your nose.

Feel your chest move with each breath.

Feel your rock.

Feel its weight.

How heavy does it feel in your hands?

Is it warm or cool?

Is it smooth, rough, bumpy?

Imagine what your rock could withstand.

Think about the strength of your rock.

Wonder who found it?

Where was it formed... in the sea?

How did it come to you?

Hold it.

Feel your rock.

Feel your chest move with each breath.

Notice your body, your fingers, your hands, your arms, your back, neck, shoulders.

Notice your breath in your nose.

When you are ready, open your eyes.

3) Show pupils some respect rocks – painted on top with respect messages underneath.

Pupils to use the pens/paints to decorate their own respect rock.

Allow peaceful time for this.

Share rocks at the end, as they are placed in the Respect Rocks garden – under the oak tree in the front of the school – do as a group.

4) Ask key question again and write ideas in green.

Tree Bathing –

Meet in Spinners with coats on and having been to the toilet, ready to go. Wellies to be carried to Spinners and put on there – shoes to be left under the tables around the edges (the room may be used for music later).

Key question: How is our school like a tree?

1) Gather ideas for key question and write in red.

2) Reverend Pauline to lead the tree bathing.

3) If time carry out some awareness activities:

Pupils to find and name these things silently in their heads:

5 things they can see

4 things they can feel e.g. their shoes, the ground, the air

3 things they can hear

2 things they can smell

1 thing they can taste – think about the taste in their mouths. They don't need to name this.

NB a good activity to use if a child is ever panicking

4) Ask key question whilst on the walk back to gather ideas – write in green pen on stickers to be stuck to the key question sheet.

Whole school worship in Thatchers

Theme: What is Spirituality?

Music: Haydn's creation

Photos shared of the day – how were you feeling? What were you thinking? What was Spirituality to you at that moment?

Feedback from KS2 non-swimmers about their thoughts on Spirituality.

Create a Spirit crossword – whole school to explain spirituality.

Song - <https://youtu.be/MPq3wAqLvKI> Oceans - Hill Song

Prayers from volunteers (adults and children) around the room.