

Spirituality Policy

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Introduction

As a Christian school, our values and ethos place children at the heart of all we do, enabling them to feel safe, nurtured, respected and included within our community. We celebrate diversity, develop resilience and build trust in one another. Together, we inspire everyone to achieve and to have faith for a better tomorrow and a fulfilling future ahead.

We recognise that spiritual development is a universal human experience and is not limited to religious belief. Rooted in our Christian vision, our approach welcomes and values pupils and adults of all faiths, worldviews and backgrounds. We encourage every member of our community to explore questions of meaning, purpose, identity and connection in ways that are authentic to them.

Our vision influences the ethos of our school and the policies and practices within it. We believe that spirituality is a core thread woven throughout school life, and we attach great importance to it for both children's development and the growth, well-being and flourishing of all within our school community.

We aim for children, and adults, to grow in their ability to:

- be guided by their beliefs and values and be willing to take a stand to defend them
- be self-aware and empathise with the experience of others in the school and wider
- community
- love themselves, care for themselves, believe in their potential to achieve, and find inner
- strength and resilience when facing challenges
- exercise imagination and creativity, appreciate beauty in the world and be alive to
- experiences of awe and wonder
- be intrigued by mystery and be open to an awareness of the transcendent in the whole of
- life
- be comfortable with stillness and silence and open to engage in reflection/meditation/prayer
- be ready to say sorry when mistakes are made, to forgive themselves and to forgive others
- be willing to take risks and to reflect, learn and grow following experiences of failure as well as success
- demonstrate curiosity and open mindedness when exploring life's big questions
- appreciate and be thankful for what is good in life like friends and family, and show
- generosity towards others

(From David Smith's work on Spiritual Capacities)

Our working definition of 'spirituality'

Spiritual development is the development of an awareness that there is "something more to life than meets the eye, something more than the material, something more than the obvious, something to wonder at, something to respond to." (Terence Copley).

Legal Requirements

Section 78 of the Education Act 2002 states: The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly-based curriculum which: (a) promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The SIAMS Schedule (2018) references spirituality in both the RE and Collective Worship strands but the main focus is as part of strand two on Wisdom, Knowledge and Skills. The Church of England Vision for Education has a core desire for 'Life in all its fullness' (John 10:10) which requires educating the whole person.

Spiritual development

- providing opportunities for spiritual development in collective worship
- providing opportunities for spiritual development in RE
- providing opportunities for spiritual development in the wider curriculum
- capturing opportunities for awe and wonder as they arise
- providing 'Sacred Spaces' in classrooms, public spaces, outside, and by using the church building, and through the 'Prayer Spaces in School' website
- offering pupils opportunities to develop their own spiritual leadership, through leading collective worship and other opportunities

Implementation

- All children and adults are supported to develop their own understanding of spiritual development.
- We have a culture within our school that recognises the importance of spirituality to individuals, both children and staff.
- We revisit spirituality as an area for consideration in our staff meetings and offer training.
- Our governors monitor the impact of our spirituality focus through regular ethos committee meetings and learning walks during our scheduled LRWs.
- We have staff guidance accessible to continue to support staff in this aspect of our curriculum.
- We use models to support our own thinking in spirituality, such as the 'Windows, Mirrors, Doors, Candle' concept, which has been reframed to **'in, out, up'** to contextualise for children. This is used during our collective worships.
- There are a variety of spiritual/reflective spaces both inside and outside the school building for children to use

As a staff team:

- We aim to help each pupil to develop a spiritual understanding in terms of their own cultural context.
- We are aware of spiritual development shown across four key areas of Self, Others, Beauty and Beyond (Andrew Rickett / Rebecca Nye).
- We actively use the language we have agreed on with staff to nurture an awareness of spirituality and its importance to well-being and development with the children.
- We discuss spirituality with our church and others who can further support this thread. Our awareness and understanding of spiritual development will enrich what we offer to the children and to all in our school community.
- We share with parents, whenever possible, the outcomes of our focus on spiritual development through newsletters, social media, displays and our website.
- We encourage staff to identify opportunities for spiritual development in their subject, and to share them with colleagues.
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Referenced reading

Church of England Education Office (CEEO) Spiritual Development – Interpretations of Spiritual Development in the Classroom (2019) https://www.bathandwells.org.uk/supportingchildren/school-effectiveness/re-collectiveworship-and-spirituality/spiritual-development/