



Spirituality Policy

2023-24

We aim to be an **inclusive, caring** school where we give everyone the **time and support** needed to **challenge** and **guiding** one another – to **open minds** and **widen horizons** – to work together

towards the **flourishing** of all members of our school community so that everyone can **fulfil their potential**.

"If you believe, you will receive whatever you ask for in prayer." Matthew 21:22

Legal Framework - Links to OFSTED and SIAMS expectations

The OFSTED School Inspection Handbook states:

Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities but draws together many of the areas covered by the personal development judgement.

Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The SIAMS Framework:

Spirituality is referenced throughout the framework. It is central to the inspection questions and is referenced when evaluating evidence of vision, curriculum and worship.

Be.Human.Kind (Spirituality)

Our Shared Understanding of Spirituality

Spirituality is the process of awakening from ordinary consciousness; expanding the mind beyond its limitations, thoughts and viewpoints about life and the universe.

It is the process of making the mind free from fears, worries and non-stop thinking; experiencing inner peace & bliss in our everyday life. It's about making peace with the universe and accepting our reality; trying to live in harmony; training oneself to be less reactive to the events happening in our lives by freeing ourselves from the 'monkey mind.'

"Music is the space between the notes." Claude Debussy.

Therefore...

Our Rationale

It is important for our children to understand what it means to be human & how human behaviour has and can shape the world. To know and appreciate their role as part of a community; to take responsibility; to be able to look after themselves & to foster an understanding of their importance, impact and influence in the world.

It is our ambition to prepare our children for their future in this world; to develop knowledge of observation, scrutiny, questioning, comparison and contrast, reflection & evaluation and knowledge of relationships: relationships with oneself, others, the world and beyond.

'We are spiritual beings having a human experience.' Pierre Teilhard de Chardin

Our 'Learning Wheel' supports children to develop a deeper understanding of these concepts. As a consequence their knowledge can develop beyond a shallow level of learning.

By developing the right dispositions for learning, a focus on knowledge, a desire for asking questions and the importance of human connection, children are given a solid foundation for 'sticky' knowledge which can be transferred across different subject areas during their learning journey with us.

Spirituality enables our children to thrive, be happy & succeed so that they can fulfil their potential.

Be.Human.Kind is at the heart of our behaviour policy which promotes the perpetual generosity of spirit and deliberate 'botheredness' (*valuing effort; recognising embodied values; daily acts of care; noticing the unnoticed; the interest shown in other's lives – visible consistency & visible kindness where expectations are clearly mapped out*).

Our Christian vision is lived out in:

- How we treat each other;
- Informed decision making;
- Our curriculum; and additional activities & opportunities;
- R-Time (inc. metaphysical questions)
- Standards (attainment and progress);
- Impact of Collective Worship;
- Guided meditation;
- Character/personal development, including spiritual development and courageous advocacy;
- Impact of our Christian Values;
- Policies, principles and practice;
- Approaches to British Values;
- Growth mind-set;
- Ongoing monitoring and evaluation;
- Partnerships;
- Community;
- Our approach to 'service;'

The four elements of spiritual development

Spiritual development can be encouraged through a range of activities. These will include both planned and unplanned learning opportunities. Children are encouraged to ask questions and explore topics, discussing and responding to issues around them.

Whilst spiritual moments can be spontaneous, at our school, we plan to provide high quality, thought provoking and purposeful opportunities for spiritual development.

The four elements of spiritual development form the basis of our work with children in developing a strong sense of spirituality. We also believe that it is vital that all of the adults in school also see the need to develop their own spirituality for their own wellbeing and so that they can effectively support and help our children help each other.

The four elements of spiritual development – Examples of how we encounter the elements are below

Element	What does this involve?	Element	What does this involve?	Element	What does this involve?	Element	What does this involve?
SELF	The inner person and the way that this shapes an individual's perception of themselves as a unique human being. Spiritual learners reflect on the relationships that they have with their sense of being a unique person.	OTHERS	A growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others.	WORLD AND BEAUTY	A growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. Spiritual learners explore their understanding of beauty and the affect this has on their perception of and relationship with the world.	BEYOND (TRANSCENDENCE)	A growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search meaning in their very existence and their place in the greater scheme of things.

Opportunities to develop and support spiritual development

Opportunities for spiritual development are both planned and unplanned for and exploited spontaneously. Children are encouraged to reflect on their own development through encounter, reflection and transformation.

EFYS:

	SELF	OTHERS	WORLD AND BEAUTY	BEYOND (TRANSCENDENCE)
ENCOUNTER	Vision and Values, Broad and Balanced Curriculum, Worship, Personal Development, Character Education, Outdoor Learning,	Vision and Values, Broad and Balanced Curriculum, Community Links, Worship, Pupil Leadership, Personal Development, Character Education, Outdoor Learning,	Vision and Values, Broad and Balanced Curriculum, Community Links, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Outdoor Learning,	Vision and Values, Broad and Balanced Curriculum, Community Links, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Outdoor Learning,
REFLECTION	Health and Wellbeing – How can I look after myself? Resilience – What do I need to do next? What makes me happy? What do I do in my spare time Aspirations – What can I be? that I like? What things do I value?	Values and Perceptions – How do we celebrate special events? Social Justice – What makes a good friend? my friends? How do my friends make me feel? How do I Why are my friends important to me? What do I like in look after my friends and family?	Diversity – What makes us special? What types of weather do you like the most and why? What is your favourite colour and why? What sounds do you like to listen to? What makes you afraid? What is your favourite time of day/season?	What are the stars for? Why do we have rainbows? How are people different? What does God look like? big is the sky? What is the smallest thing there is? Why
TRANSFORMATION	don't like both materially and in the way that I want to A growing awareness of knowing what I like and what I be treated. Can say what I like and what I am good at.	Understanding that other people have their own views and opinions and may value different things to you.	Have an instant response to something wonderful/ exciting and awesome happening. Evident in expression and simple phrases. Respond to sensory feelings and be able to show it.	Have the confidence to ask questions that have no answers.

Key Stage 1:

	SELF	OTHERS	WORLD AND BEAUTY	BEYOND (TRANSCENDENCE)
ENCOUNTER	Vision and Values, Broad and Balanced Curriculum, Worship, Pupil Leadership, Personal Development, Character Education, Outdoor Learning,	Vision and Values, Broad and Links, Worship, Personal Development, Balanced Curriculum, Community Links, Character Education, Outdoor Learning,	Vision and Values, Broad and Balanced Curriculum, Community Links, Global Links, Worship, Personal Development, Character Education, Outdoor Learning,	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Outdoor Learning,
REFLECTION	Health and Wellbeing – What do I need to be healthy? Resilience – How do we recognise problems? Who am I? What am I worth? What is right and wrong? Aspirations – Who should we admire? How do I decide what is right and wrong?	Values and Perceptions – Can I understand the people have different values? Social Justice – Do I understand and value fairness? Why do people bully others? How do I treat others? Do I treat other people in the same way? Should I treat everyone in the same way? Should I treat my friends we always be loyal to our friends? How can I demonstrate differently to others? Why do we fight and argue? Should compassion?	Diversity – Can I recognise the beauty of different people and places? Do different colours have different moods? What gives them these moods? What is the most beautiful thing in the world? Why should I care about animals and plants? How/why does the weather affect our mood?	Where is God? What might heaven be like? Is there still real? What is true happiness? When have you such a thing as an angel? If you can't see something, is it experienced moments of awe and wonder?
TRANSFORMATION	An evolving awareness of the concept of self as more realisation that being content with who you are is than purely physical characteristics. A growing important for personal happiness. Beginning to recognise mistakes and how to deal with Know how to apologise and to try again. them in a positive way.	others should be listened to with respect whether those A growing appreciation that the views and opinions of views are similar to your own or different.	Give a verbal response that explains a reaction to something wonderful/ exciting or awesome. simple terms verbally or through body language. Be seen to respond to a stimulus and begin to explain in	Have a sense of enjoyment in devising and discussing questions that have no answer. Use imagination to interpret responses to big questions.

Lower Key Stage 2:

	SELF	OTHERS	WORLD AND BEAUTY	BEYOND (TRANSCENDENCE)
ENCOUNTER	Vision and Values, Broad and Balanced Curriculum, Worship, Pupil Leadership, Personal Development, Character Education, wider opportunities	Vision and Values, Broad and Links, Worship, Pupil Leadership, Personal Development, Balanced Local Curriculum, Community Links, Character Education,	Vision and Values, Broad and Balanced Curriculum, Community Links, Global Links, Worship, Pupil Leadership, Personal Development, Character Education,	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Forest Schools, Wider Opportunities, P4C
REFLECTION	Health and Wellbeing – Can I recognise ways to improve my physical and emotional wellbeing? Resilience – What strategies do we use to solve problems? Aspirations – Who do I want to be and what do I want to achieve? What are feelings? Don't we deserve to be happy? What should I do about right and wrong? What do I deserve in want to be? What difference does being loved make? Is life? Who should I look up to? What type of person do I believe in something important? What rights do I have?	Values and Perceptions – Can I understand how our Social Justice – Do I recognise that actions have intended values affect the way we live? and unintended consequences? Why do people ignore others when they need help? Is being a good friend easy? Why do we sometimes hurt the feelings of our friends? How sincerely can I care for those we care for them? Will we ever live in a world without who may be in need but I have never met? Why should fighting? What responsibilities do I have for others?	Diversity – Can I find out what draws groups of people to certain places? How do we know we've found all the colours in the world? What season do you feel most reflects your personality? What is the difference between hearing and mean that beauty is in the eye of the beholder? What listening? Should we try to tame nature? What does it would it be like without seasons?	What is the purpose of the earth? Is God alive now? Why is there illness? Why do destructive things, like earthquakes, have to happen? Which is stronger – love or hate? Is it good that scientists can't explain the universe?
TRANSFORMATION	The awareness that the growing development of a personal identity is an important aspect of being human. A growing realisation that an emphasis on self alone is evolving sense of the concept of identity as more than not sufficient as a means of living out the self. An purely physical characteristics or our likes and hobbies. Can set goals for my work and behaviour that will help me to progress.	Acknowledgement and respect for the rights of others to self. A developing ability to enter into discussions with have their own deep thoughts that shape their inner others about their values and opinions.	Be able to understand and give meaning to something wonderful/ exciting or awesome, to explore their reactions to stimuli. A growing Be able to verbalise their sensory responses and begin confidence to explore concepts orally.	Understand what big questions are. Be able to explain imaginative responses to questions of meaning.

Upper Key Stage 2:

	SELF	OTHERS	WORLD AND BEAUTY	BEYOND (TRANSCENDENCE)
ENCOUNTER	Vision and Values, Broad and Balanced Curriculum, Worship, Pupil Leadership, Personal Development, Character Education, Wider Opportunities	Vision and Values, Broad and Balanced Curriculum, Community Links, Worship, Pupil Leadership, Personal Development, Character Education, Residential	Vision and Values, Broad and Links, Worship, Pupil Leadership, Personal Development, Balanced Curriculum, Community Links, Global Character Education,	Global Citizenship Threads, Vision and Values, Broad and Balanced Local Curriculum, Global Links, Worship, Pupil Leadership, Personal Development, Character Education, Wider Opportunities,
REFLECTION	Health and Wellbeing – Can I understand the impact of positive and negative health choices? solving strategies in various situations no matter how Resilience – Can I understand how to apply problem impossible they seem? Aspirations – How do I become the person I want to be? Should you respect yourself over all other things? Where does your identity come from? Does more mean concept? Are the opinions of my friends important to being happier? Is my understanding self a selfish me? Are my beliefs important?	Values and Perceptions – Can I understand how Social Justice – Can I challenge injustice and develop a collective values build society? prophetic voice? Is it better to please oneself first, or others? Why do people have to suffer? What is pain? Is there such a thing always fair? Is being fair always that right thing to do? as a bad person? What is worth striving for? Why isn't life Does more mean being happier?	Diversity – Can I appreciate different perspectives of global issues? What is a perfect world? Why is there ugliness in the world? Can you love something that is ugly? Why do you like certain types of music? What response do you get you can learn, or do you just have to feel it? What is the when you look at a piece of art? Is beauty something that point in being creative?	Do we come back after death as a different being? Is there life after death? Where do our spirits go when we are dead? Do we have a soul? If so, what happens to it after death? unknowable? What else is there to discover? How do we Why do we love? What lasts forever? What is know what we don't know? What is worth dying for?
TRANSFORMATION	The awareness of the value of reflection to explore deeper responses to thoughts that help shapes the 'inner self'. An understanding that we express our relationship with others and the world around us. The personal values in the way that we approach our ability to express an interpretation of this verbally. Can explain my opinions.	A growing empathy with the values of others and developing an understanding of the need to appreciate to express how understanding the value of others is an them to build meaningful relationships. A growing ability important part of building meaningful relationships.	Be able to explain/ give an emotional response to stimuli and begin to articulate this from a personal perspective. Be able to display shades of meaning when verbalising reaction. A developing appreciation that some things sensory responses and understand and interpret their don't have answers.	Can generate big questions. Begin to express through a personal vocabulary Begin to be able to use critical reasoning in responding responses to questions of meaning. to a big question

Where will spiritual development opportunities occur?

Spiritual development occurs in many ways. We aim to ensure that children:

- Have regular times in the day for quiet and reflection. This might be listening to a story, lighting a candle in worship, engaging in reflection activities in spaces around school...
- Will be provided with many opportunities for creativity and imagination.
- Will be provided with purposeful and regular opportunities for prayer. This can take many forms, but should include being thankful and allow the children an opportunity to open themselves up to God.
- Will have regular opportunities to explore, express and share feelings.
- Will see positive relationships modelled around school. The importance of relationships will be reaffirmed to them. This will include clear exploration of how we talk to and relate to each other.
- Have opportunities to express awe and wonder, appreciate beauty in all its forms and appreciate connections and unity in the world.
- Will be encouraged to reflect on mistakes and say sorry, where appropriate.
- Will be encouraged to show perseverance, respect and trust and express these in practical ways.
- Have opportunities to explore 'Big Questions', particularly through RE learning.

Recording, Monitoring and Evaluation

Governors review the policy in partnership with school leaders and consider any views expressed by parents, children and staff in order to make any changes or recommendations. Recommendations are fed back to the full governing body and are then actioned as appropriate.

Governors ensure that this policy is fully implemented and that practice is consistent with the school's Christian vision.

Roles and Responsibilities

Recognising there are opportunities for enhancing the spiritual well-being of learners in every aspect of our school life, every member of our staff team is committed to support this spiritual growth wherever appropriate.

The Headteacher is responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual growth in collective worship, the curriculum and the general ethos of the school within daily life,

This role also includes:

- Ensuring personal knowledge and expertise are kept up-to-date by participating in CPD and shared good practice.
- Providing and sourcing in-service training for staff as necessary.
- Ensuring all staff are familiar with the shared language of spirituality.
- Acquiring and organising appropriate resources, managing a budget when necessary.
- Monitoring the opportunities for spiritual growth through regular observations and learning walks in both formal and informal contexts, discussions with colleagues and pupil voice.
- Contributing to the SIAMS self-evaluation process.

Staff Development and Training

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. ECTs and staff who are new to school will receive training and support from the staff member identified as leading on spirituality.

This policy is shared on the school's website and is part of the induction pack for new staff and new governors. It is reviewed every 3 years, or more frequently, as required.