



## **Stanley St Andrew's Church of England Primary School**

### **Spirituality Policy**

As a church school we believe that every person, every child and every adult is unique and special with God given gifts and talents which is our job to nurture and cherish.

#### Vision

We inspire all children to flourish by sharing their individual light during a life of fullness within God's love of all.

We aim to develop happy, confident, loving and caring children who look after and value themselves, each other and their world. We ensure every child feels valued and flourishes with their unique personalities and talents in all that they choose to do.

We are an inclusive school and our vision, though distinctively Christian, welcomes and values all faiths and cultures within our diverse school community. Our school's core values of happiness, peace, truth, respect, teamwork, dedication, trust and love sit at the heart of our school community and underpin every aspect of school life.

At Stanley St Andrew's Church of England School, we have a daily act of collective worship as a whole school. This is an opportunity for us to come together as a school community to sing, listen to stories, take part in drama, reflect, and pray together.

Children and staff spend time together to plan and deliver Collective Worship throughout the school year. The year 6 children take on different roles within school the team is made up of pupil voice director and collective worship directors. The collective worship directors help to plan, arrange, and lead all worship in school and in our St Andrew's church.

Throughout the year we hold major services such as: Harvest, Christmas, Easter, Mothering Sunday, and the year 6 Leavers' Service in church. Our directors and children are central in these events as they write prayers, complete Bible readings, and write their own order of service. When we worship in St Andrew's Church we welcome our parents, grandparents, friends, and local community to join us and be part of the experience.

Christian values are embedded in our curriculum and in everything we do within our school life. The adults in school embrace the Christian values and model to our children how to treat each other and to include everyone in all that we do. Through the school's Christian ethos, children are provided with lots of opportunities to acknowledge and enhance their spirituality. There are also lots of opportunities for prayer, reflection, and silence during times of worship and throughout the school day. Children are invited to use the ECO area and prayer area to appreciate God's beautiful world, write prayers or have time for silence and or reflection.

## **Our school values:**

**Happiness:** "The Lord is my strength and shield. I trust him with all my heart. He helps me, and my heart is filled with joy. I burst out in songs of thanksgiving." (Psalm 28:7)

**Peace:** "Blessed are the peacemakers, for they shall be called sons of God." God. (Matthew 5:9)

**Truth:** "If we claim to be without sin, we deceive ourselves and the truth is not in us." (John 1:8)

**Respect:** "Treat others as you want to be treated." (Luke 6:31)

**Teamwork:** "If either of them falls down, one can help the other up. But pity anyone who falls and has no one to help them up." (Ecclesiastes 4:10)

**Dedication:** "So I have also dedicated him to the LORD; as long as he lives he is dedicated to the LORD" (Samuel 1:28)

**Trust:** "Those who know your name trust in you, for you, LORD, have never forsaken those who seek you." (Psalms 9:10)

**Love:** "Do everything with love." (Corinthians 16:14)

## **Spirituality**

It is difficult to put into words what 'spirituality' is because it is a very personal experience. It differs from person to person, and often spirituality changes within people during their lifetime. Spirituality is different from having a religion or faith; a person can be spiritual without having a particular faith.

Spirituality is not something we can see; but we know that it is there because sometimes we can feel it inside ourselves or indeed in someone else. Our spiritual being includes those awe and wonder moments, the asking of big questions, inspiration and being aware of something 'bigger' outside of ourselves.

As a school, we have used the work of Liz Mills ideology to help support our understanding of spirituality. The language we use to define spirituality is not child-friendly, so when talking to children about it we will refer to:

### **The ideology behind the image of the doughnuts.**

Doughnuts have been used to help our children understand. Having unpicked the tricky words: whole, holey, and wholly. The children have focused on the hole in the middle of the doughnut and what that means to them. The bit that cannot be seen but we know that makes us who we are. We have had time to think about that precious middle and how that can impact upon us as individuals. (Body, mind, and spirit), with the precious holy middle holey, windows and cameras

### **The ideology behind the image of the Ladders**

Spiritual development discussed that we can all be at different levels within our spiritual development. Although we may experience the same set of ladders, we may be at different heights depending on where we are on the journey.

### The ideology behind the image of a Camera

This image links to the fact that we can all look at the same view but capture different things within our spiritual development. Therefore, spiritual development can look very different once it has been processed.

### A sense of awe and wonder

Children are born curious, and it is our duty to nurture this natural inquisitiveness and guide them towards looking at the world and noticing, with awe and wonder, the natural and man-made delights all around us. We want to encourage them to ask 'big questions' about life, religion, nature, science, and any other areas of fascination.

### Care for nature and living things.

We provide many opportunities for children to learn about nature and the role they play in protecting our world. As a Church School, this is especially important. We have invested and developed our ECO garden and outdoor areas to ensure that our children have the opportunity to a plant, feed the birds and harvest a range of foods. Children have worked hard to achieve the Green flag alongside learning about how we can protect our world.

### Love

Love is one of our school values. We encourage our children to love one another just as Jesus loved us. We are a caring school, who pride ourselves of our ethos of family. Through our Christian Values, we teach children to care for friends, family, and the community. Our curriculum includes learning about those we love and who love us.

Children's spiritual development is fostered through all aspects of our provision. It is about the relationships and the values that we consider to be important, as well as the development of knowledge, concepts, skills, and attitudes. We give children opportunities to:

- Begin to develop their own system of beliefs which may or may not include religious beliefs.
- Express their personal beliefs and compare their views with others, sharing their feelings and opinions through discussions and stories.
- Experience a love of learning through rewarding their enthusiasm and by encouraging exploratory play and learning.
- Experience and reflect on situations, stories, music, art, dance, and drama.
- Reflect upon the world around them and show a sense of awe and wonder towards aspects of the natural world or human achievement.

### Aims

The aims for spirituality at Stanley St Andrew's Church of England Primary School for each individual within our school community are:

- To provide a context of faith, security and loving relationships to support each child's spiritual search.
- To foster the spiritual development of each child, regardless of age, sex, ability, religion or cultural background.
- To foster self-awareness and promote a feeling of self-worth.
- To develop a set of values, principles and beliefs.
- To develop positive human qualities.
- To develop respect and empathy for other people and their beliefs.
- To foster a respect for different people's feelings and values.

- To develop the children's enthusiasm to explore and learn through enquiry and first hand experiences.
- To enable the children to attribute meaning to experiences.
- To enable the children to value the non-material dimension of life.
- To foster reflection and stillness.
- To foster a sense of meaning, purpose and direction in life.
- To encourage imagination and creativity.
- To develop a sense of awe and wonder at the miracle of creation, life and the natural world.
- To enable the children to experience a sense of enjoyment and fascination in learning about themselves, others, and the world around them, including the intangible.
- To share Christian stories and respond to Christian festivals, rituals and symbols, particularly those from the Anglican tradition.

### **Organisation and Implementation**

Without curiosity, without the inclination to question, and without the exercise of imagination, insight and intuition, children would lack the motivation to learn. In view of this teaching styles are adopted which:

- Value the children's questions and give them space and time to reflect on their own thoughts, ideas and concerns.
- Enable the children to make connections between aspects of their learning.
- Encourage the children to relate their learning to a wider frame of reference, e.g. asking 'why?', 'how?', and 'where?' as well as 'what?'

Spirituality is not taught, but is an inherent interwoven part of all aspects of school life and is nurtured and promoted as a natural element of the curriculum.

The following opportunities will be made available, as an integral part of the school's practice, in order to facilitate the development of spirituality:

- To explore the ideologies of the doughnuts, ladder, camera, the sense of awe and wonder, care of nature and living things and love.
- To explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.
- Where children already have religious beliefs, to support and develop these beliefs in ways, which are personal and relevant to them as an integral part of the school's practice.
- To engage in enquiry and exploration as part of experiential, first hand learning.
- To look attentively and observe carefully.
- To be creative and imaginative.
- To listen with discernment.
- To reflect and respond to issues in moments of quiet are inspired through music, art, text, film, environment or artefacts.
- To explore and develop what animates themselves and others.
- To understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- To value what is good and worthwhile and to make value judgements through discussion and exchange of views.
- To work collaboratively with peers, valuing the contribution made by others.

- To respect all, as modelled by staff in their relationships with others.
- To experience silent, calm and tranquil moments which afford time for reflection.
- To work and live in harmony with others in the school and wider community.
- To have confidence to express ideas, views and opinions, even if others do not agree.

Opportunities for spiritual development are presented or naturally arise, and are promoted in all aspects of the curriculum and school life as the children become actively engaged in an enquiry based curriculum, which provides a wide range of experiential learning opportunities that enables them to question, consider, reflect and respond, and consider their own values, beliefs and feelings and those of others, with whom they are working alongside or with.

As a **whole school community** we look at specific values per month: (detailed below)

Values per month:		
September	Respect	Starting a new year learning new rules in our new classes.
October	Respect	Thinking about how we live as individuals. How do your actions effect other people? "treat others as you want to be treated." Even Jesus commands us to do unto others, as you would have them do unto you. <b>Matthew 6:12</b>
November	Dedication	The weather is changing and there are lots of different things happening in our school, our community and the world how does this make you feel?
December	Peace	It might be an exciting time of the year for you with the fun of Christmas. I wonder if everyone feels the same about this time of year. Some people may feel sad, some may not celebrate Christmas what might they do instead? What happens if Christmas is a time when you are lonely or do not have family?
January	Truth	A new year ahead to try new things and set new challenges. A time where you can ask for help, support or share how you are feeling.
February	Love	A time of the year where we can reflect on how we show others we love them, how others show they love you. Does love require gifts? What is love? How does being love make you feel? How does being loved make you feel? Should we only demonstrate our love for others on one day of the year?
March	Happiness	Spring is approaching and the weather is changing the days are growing and more light is shared with us. What do you enjoy about spring and why?
April	Happiness	Spring has arrived and there is a buzz of new life all around us from new growth on trees to new live being born in the fields around us. How can we show happiness? How can you share your happiness?
May	Trust	This is a month of transition and change, spring flowers are blooming, birds are chirping, and life is starting to seem a little more joyful day by day!
June	Teamwork	June is the 6 <sup>th</sup> month and marks the half way point within the year. It is a great time to reflect on what you have achieved and what you still want to achieve before the end of the year. This often involves teamwork as teamwork is much more than achieving something together it is about supporting one

		another. Who have you supported recently? Who has supported you?
July	Teamwork	Summer is here and we are all ready to enjoy the long days of sunshine whilst relaxing together. Whether that be playing group games, cooking together but all making memories together as a team as a friends and family. What is your favourite memory of friends and family?

Outlined below are some of the key ways in which spiritual development is nurtured and promoted as part of our curriculum:

**In Physical Education:**

- Being a team member / player
- Preserving to achieve
- Extremes of skill, endurance and achievement
- Emotion in sport
- Personal goals
- Appreciation of individual and team achievement
- Sportsmanship

**In Design and Technology:**

- Discovering how something works
- Appreciating genius
- Beauty in design
- Perseverance to solve problems
- Personal achievement
- Learning from others and nature

**In English:**

- Empathy with authors and the characters in stories and plays
- The appreciation of beauty in language
- Emotions and sentiments in writing and speech
- The values of great works
- Heroes and heroines in literature
- Imagining oneself as someone else
- Escaping into other worlds through literature
- The element of wonder in literature
  
- The value of creating for others pleasure and enjoyment

**In Maths:**

- Infinity and nothing
- Pattern and order
- Shape and regularity
- Truth, certainty and likelihood
- The universality of mathematics over time and space

- The wonder of numbers, formulae and equations

### **In Science:**

- Wonder as the basis of science
- Questions of beginning, creation and evolution
- Discovering the limits of experimentation
- Birth, life, death and renewal
- The universe and beyond
- Regularity and order in science
- Beliefs in science and the faith of scientists
- The impact of scientific achievements

### **In Computing:**

- The wonder of worldwide instant communication
- The speed of the growth of knowledge
- The accessibility of knowledge and contact with other people worldwide
  
- The responsibility of your online persona

### **In the Creative Arts (Art, Music, Drama and Dance):**

- The work of creative artists from a variety of times and places
- Beauty, truth and goodness
- Expressing, interpreting and exploring deep feelings and profound beliefs
- Artistic creativity
- The effects of the arts on emotions and senses
- The arts as means of expressing mood
- Skill in creation and performance, and particularly in personal reflection upon their own creativity using various art forms
- Effects on the emotions and senses
- Personal response and preference
- Mood
- Skill
- Pattern
- Formulae

### **In Geography:**

- Wonder at the diversity of environments and people
- Questions about the care of the environment
- Our responsibility to look after our world
- The beliefs behind particular causes and campaigns
- World (economic) development
- Land formation
- Empathy with people from other parts of the world

### **In History:**

- Being in touch with past people, things and ideas
- Being part of history
- Handling artefacts
- Influential events and people
- The commitment of significant people in history
- War and peace
- Interpretation in history
- The nature and importance of invention and exploration
- Empathy with people from other times in history

### **In Religious Education:**

- People, places, things, books, actions and ideas held by religious believers to be holy
- Ultimate questions of meaning and purpose
- Ideas of the divine/questions of God
- Forms of worship
- Use of music, art and drama to express beliefs
- Varieties of beliefs, celebrations and rituals
- Ideas of commitment and belonging to groups and institutions
- The idea of mystery and questions with no clear answers
  
- Time to reflect and ask big questions that have no right answer

### **In Collective Worship:**

- Opportunities for reflection and response are planned into worship.
- Stillness
- Personal and collective beliefs are respected
- Sharing and celebrating common beliefs
- Celebrating success
- Celebrating our Christian values being lived out.
- Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc.
- Common activities such as singing, listening, laughing, praying, reflecting on a theme
- Remembering and celebrating the lives of people of spiritual significance
- Emphasising common purpose and values
- Experiencing emotions

### **In addition, as part of the curriculum, the children have opportunities:**

- To visit places of beauty, interest and challenge
- To admire and wonder at the natural environment and human creative efforts
- To work out personal relationships in unusual and challenging situations
- To experience community cohesion links at a local, national and global level
- To engage in charity based activities
- To participate in a wide range of events and activities, involving a range of outside agencies, coaches, etc.
  
- To participate in taking a stance to nurture our world.



In order to facilitate spiritual development, the organisation of the school and the environment for learning are such that:

- Everyone involved in the life of the school is valued and seen to be valued
- Policies ensure practices are clearly seen to reflect the worth of individuals
- Behaviour and people management policies and practices are collectively arrived at and discussed regularly
- All adults recognise the need to set good examples of mutual respect and considerate behaviour
- The quality and nature of the learning environment and displays reflect the value placed on pupils and staff
- Aesthetic awareness is encouraged
- The atmosphere of the school welcomes differences in beliefs and values, and invites everyone to belong
- The achievements, successes and efforts of everyone are recognised and celebrated

### **Assessment**

Spirituality will be assessed as an integral part of curriculum practice and the children's involvement in the life of the school community.

These are areas in which children are expected to grow as part of their spiritual development:

- Reflect on their experiences with increasing sensitivity
- Question and explore the meaning of experience
- Understand and evaluate a range of possible reasons and interpretations
- Develop personal views and insights
- Apply insights gained with increasing degrees of perception to their own lives in line with the school's Christian status and history
- Know that belief is valuable and that the Christian belief is endorsed by the whole school community

### **Monitoring and Review**

Provision for spiritual development is monitored and reviewed by:

- Monitoring of teaching and learning and work scrutiny by RE/Collective Worship Leaders, Head Teacher and governors
- Pupil Conferences
- A Spirituality Walk
- Discussions at staff and Governing Body meetings
- Audits of policies and schemes of work
- RE and Collective Worship Development Plans

### **Policy Review**

This policy was compiled by Mrs Debbie Gresswell, RE Lead. It was approved for use on 29 January 2024 at the meeting of the Governing Body.

This policy will be reviewed every three years in accordance with our schools' policy delegation schedule.

We will review this policy earlier than the scheduled review date should there be any change in guidance or legislation related to this policy or if we feel that an earlier review is necessary.