

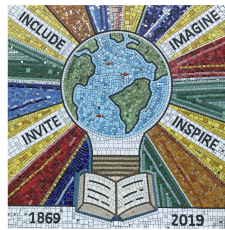


Spirituality Policy

Reviewed February 2023

St Peter's CE School Vision

'Living life in all its fullness'. John 10:10



Invite

We invite everyone on our journey towards a bright and fulfilling future.

Include

We include everyone: differences are valued and individuals can flourish.

Imagine

We imagine a world of hope and harmony in our inclusive Christian environment.

Inspire

We inspire everyone to make a difference and be the best they can be.

At St Peter's CE school we see spirituality as the nurturing of the inner life of the soul of a child, enabling and embracing their questions, doubts and wonder of existence. It is the search for meaning and purpose in life, the values they live by and developing their individual identity. Spirituality is an inward journey, therefore we encourage children to take time to reflect and contemplate the deeper meaning of life, in relationship to God, one another, and the world around us. Spiritual development is not necessarily experience through the physical senses and/or expressed through everyday language and therefore it can be hard to describe.

Belief

We aim to develop pupils' personal beliefs, including religious beliefs within the context of our Christian ethos and foster an appreciation of the individual and shared beliefs on which others base their lives.

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Christian spirituality is a life nurtured on the example of Jesus Christ and his care for others.

A Sense of Awe, Wonder and Mystery

We aim to inspire pupils by enabling them to learn and value the natural world, to develop a sense of awe and wonder of our living earth and to show a commitment to care for creation.

Experience feelings of transcendence (something beyond)

We aim to provide opportunities for pupils to explore experiences beyond the everyday. We provide opportunities for silence, stillness and prayer.

A search for meaning and purpose of life which affect everyone

We want children to develop the skills and language required to enable them to reflect upon the big questions and mysteries of life. We encourage children to develop a sense of purpose and responsibility.

Self Knowledge

We encourage pupils to develop self-awareness in terms of thoughts, feelings, emotions, responsibilities and experiences. This fosters respect for themselves and others so they can make informed decisions and be part of a community using their gifts and talents in service to others.

Relationships

We encourage pupils to recognise and value the worth of every individual, develop a sense of community and build relationships with others. We want children to understand the value of difference and to celebrate diversity.

Curiosity, creativity and imagination.

We aim that pupils have opportunities to express their inner feelings and thoughts through art, design, music, drama, dance and literature.

Feelings and Emotions

We aim that pupils grow in the capacity to be moved by beauty and kindness, hurt by injustice and aggression and develop the ability to recognise and control their emotions and feelings enabling them to become 'emotionally literate'.

In our school we seek to find ways in which all areas of the curriculum can contribute to children's spiritual development and to enable all to flourish.

Opportunities for spiritual development are presented or naturally arise, and are promoted in all aspects of the curriculum and school life. Our curriculum 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. See **Appendix 1** for the key ways in which spiritual development is nurtured and promoted as part of the curriculum at St Peter's Church of England Primary School.

Our aim is to: establish the right learning environment to enable the spiritual development of all pupils through the following objectives;

- Develop an appreciation of their uniqueness and value as a child made in the image of God;
- Develop an understanding of the distinctive ethos of this church school as well as the context, language and symbolism of the Christian faith;
- Develop knowledge and understanding of the school's core Christian values and the Biblical teaching that underpins them;

- Develop an awareness of and respect for other people's beliefs and faiths and the ability to articulate their own;
- Develop an appreciation of what it means to be a part of a community (e.g. using their gifts and abilities in the service of others);
- Develop strategies to build good mental health (see mental health policy);
- Foster self-awareness and encourage pupils to make informed decisions;
- Develop the skills and language required to enable them to reflect upon the big questions and mysteries of life;
- Begin to understand and make sense of their own feelings and emotions around certain encounters and events that occur in their life;
- Develop an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth;
- Understand the value of difference and diversity through involvement with others;
- Encourage curiosity, creativity and imagination;
- Develop the ability to reflect upon experiences of awe, compassion, beauty etc
- Develop a capacity to value the natural world, a sense of awe and wonder and a commitment to care for creation.

These objectives will enable the pupils to have a quality of life that encompasses respect, awareness, compassion, curiosity, understanding and relationships that reflect order, reason, balance and integrity within the context of Christian faith.

Teaching and learning

Through teaching and learning, the school pursues the aims and objectives by ensuring:

- The curriculum and all areas of our community life will be driven by the school's Christian vision statement and associated values;
- Opportunities for spiritual development are actively planned into the curriculum and encouraged in all areas of school life;
- Unplanned and spontaneous spiritual opportunities for spiritual development are recognised, acknowledged and/or celebrated by staff and children;
- Collective worship celebrates the love of God for every individual and provides opportunities for children to respond and reflect on this;
- A solid understanding of the Christian concept of God as Father, Son and Holy Spirit; of prayer and of the Bible is nurtured and developed;
- The school building and outdoor environment provides appropriate spaces for silence, stillness and prayer;
- That children's spiritual capacities such as imagination, empathy and insight are fostered through the creative arts and interactive multi-sensory teaching strategies making use of the outdoor environment and relevant educational visits;
- The provision of opportunities to listen attentively and observe carefully, listening with discernment, valuing what is good and worthwhile and making judgements through discussion and exchange of views and ideas;
- Support for learning to live with success and failure for themselves and with others;
- That moral development is linked to spiritual development through strategies such as 'windows, mirrors and doors' (see Appendix 2);
- That the outstanding RE curriculum delivers knowledge and understanding of spirituality from a number of world faith and world view perspectives;

- That children are given as many opportunities as possible to explore the wonder of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected;
- Promotion of strategies for positive mental health (see Appendix 3).

Approaches

In our school we seek to find ways in which all areas of the curriculum can contribute to children's spiritual development and to highlight opportunities for these in our planning by:

- Seeking to foster spiritual capacities, e.g. imagination, insight and empathy;
- Allowing children the security and opportunity to explore and express feelings and emotions and to celebrate diversity;
- Providing opportunities for prayer including silence and stillness;
- Sharing feelings and experiences that foster hope, joy, reassurance and encouragement;
- Encouraging children to develop relationships based on the school's Christian vision and associated values;
- Enabling children to make the links between the Church and Biblical teachings, the life of the school and the wider community and how these impact on their own understanding of themselves and their place within the world today;
- Providing an environment that promotes space to reflect, think and wonder.

Monitoring and evaluation

Spiritual development cannot be measured and continues throughout our lives. However, opportunities offered to children for spiritual development will be monitored and evaluated in the following ways;

- Observing and listening to children;
- Regular discussion at staff and governor meetings alongside the school's Christian vision and values;
- Sharing of classroom work and practice;
- Ensuring that staff have a clear understanding of what spirituality means in this school by providing them with induction and development training;
- Evidence from pupils' work, e.g. reflective diary, RE books, SMSC work, creative writing, art;
- Regular inclusion in the SEF;
- CPD opportunities and sharing examples of good practice with other schools.

This policy was adopted by the governors: February 2023



Appendix 1

Spiritual Development at St Peter's

Outlined below are some of the key ways in which spiritual development is nurtured and promoted as part of the curriculum at St Peter's Church of England Primary School:

In Religious Education:

- People, places, things, books, actions and ideas held by religious believers to be holy.
- Big 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.

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.
- 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 Physical Education:

- Being a team member.

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- Extremes of skill, endurance and achievement.
- Emotion in sport.
- Personal limitation and failure.
- Appreciation of perfection.
- 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

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.

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.
- mindfulness

In Geography:

- Wonder at the diversity of environments and people.
- Questions about the care of the environment.
- 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 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