



Our School Vision:

'Starting the journey well'

As a Church of England community school, we
believe we can impact God's world for good,
grow in learning, love, wonder and faith and
seek together to flourish in the fullest way possible.

Spirituality Policy

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Spirituality is an appreciation and cherishing of what is good, joyful, truthful and beautiful, and, in relationship with others, of what is generous, creative and loving. The spirit of a person is seen in acts of courage and perseverance, in dealing with both setbacks and praise, in endeavour and enquiry.

At Christ Church Primary School, spirituality;

'... is a way of living in a relationship with God, which helps us to be aware of one another, the world around us and ourselves.'

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

To develop an appreciation of:

- Uniqueness and their value as a child made in the image of God;
- What it means to be a part of a community (e.g. using their gifts and abilities in the service of others);
- The importance of building good mental health
- The skills and language required to enable reflections upon the big questions and mysteries of life. Encouraging curiosity, creativity and imagination
- Self-awareness, encouraging pupils to make informed decisions
- Feelings and emotions around certain encounters and events that occur in their life; reflecting upon experiences of awe, compassion, beauty
- Experiences of disappointment, failure and loss may be occasions for spiritual growth

Develop knowledge and understanding of:

- The distinctive ethos of this church school as well as the context, language and symbolism of the Christian faith;
- The school's core Christian values and the Biblical teaching that underpins them;
- Respect for and between all people of faith and articulate their own
- Understand the value of difference and diversity through involvement with other
- The value of 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;
- 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 1);
- The RE curriculum delivers knowledge and understanding of spirituality from a number of world faiths and world view perspectives;
- 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 2).

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.

Sources and further reading:

Children's Spirituality – what it is and why it matters? - Rebecca Nye with quotations from Gerald May, Rowan Williams and Jo Anne Taylor

The Diocese of Salisbury Derek Holloway and David Rickett

The Diocese of Exeter

Making sense of spiritual development – David Smith

More than Caring and Sharing. Making a church school distinctive – John Cox

Ofsted SCAA discussion paper

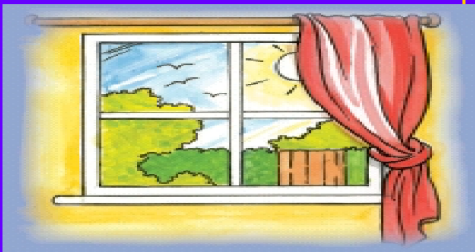
Adams, K, Hyde B, Wooley R (2008) *The Spiritual Dimension of Childhood*. London and Philadelphia: Jessica Kingsley Publishers

Adams, K (2010). *Unseen Worlds. Looking through the Lens of Childhood*. London and Philadelphia: Jessica Kingsley Publishers

Appendix 1

Windows, mirrors and doors approach to spirituality. (Taken from Salisbury Diocese Sprituality Policy – Derek Holloway/Andrew Rickett 2012)

WINDOWS:



giving children opportunities to become *aware* of the world in new ways; to *wonder* about life's 'WOWs' (things that are amazing) and 'OWs' (things that bring us up short). In this children are learning *about* life in all its fullness.

MIRRORS:



giving children opportunities to *reflect* on their experiences; to *meditate* on life's big questions and to consider some possible answers. In this they are learning *from* life by exploring their own insights and perspectives and those of others.

DOORS:



giving children opportunities to *respond* to all of this; to *do* something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to *live* by putting into action what they are coming to believe and value.

Appendix 2

Extract from the Mental Health and Wellbeing Guidance; Advice for Schools and SIAMS Inspectors 2018

1. Spirituality and mental health

The Royal College of Psychiatrists has published some useful guidance on spirituality and mental health where they identify ways in which some aspects of spirituality can offer real benefits for mental health. They identify spirituality as being within and beyond formal religion and recognise that it 'often becomes more important to people in times of emotional stress and physical and mental illness, loss, bereavement and the approach to death.

They recommend that a person with a religious belief may need support which acknowledges and gives space to their faith as part of their support. Schools should therefore look to provide opportunities for inclusive spiritual development that supports good mental health as well as opportunities to learn from people of different faiths and beliefs about how their spirituality shapes them and supports their mental health and wellbeing. Religious Education which offers the opportunity for young people to engage with a diversity of people can support this. Schools would also benefit from building relationships with the religious leaders in their community.