



Staverton CE Primary School Spirituality Policy

Our Vision

"Above all be loving, this ties everything together perfectly"

Colossians 3:14

We are building what we value and everything we do is done with love. Our six school values of responsibility, friendship, honesty, compassion, respect and perseverance are all underpinned by our one all-encompassing value of love. Adults and children are known and loved, and our vision guides us to live our values every day and inspire a love of learning.

Our Mission Statement

Staverton is a nurturing and aspirational church school, offering an excellent education to inspire a love of learning and shared energy to continually get better. Our vision is rooted in theology and educational philosophy, to support our children to flourish academically, spiritually, emotionally and socially. We are united in our vision having a transformational impact on the wellbeing of our whole school community. Relationships at Staverton are trusted and all successes celebrated, valuing the unique qualities of each and every one of us in our school community. We prepare our children for life beyond our doors, instilling strong Christian values to guide them to live life in all its fullness.

Our Opening Statement

As a Church of England school, our spirituality is expressed through our understanding of the Christian gospel, rooted in the person of Jesus Christ. We fully respect that our pupils come from Christian families, from families of other faiths and from families of no faith, and that pupils will hold beliefs and values of their own. Through our spirituality policy, our aim is to enable all our pupils to reflect deeply on what it means to be human and to ascribe meaning and value to human existence. Staverton CE Primary school is inclusive, respectful, dignifying, equitable and contextually responsive. Our theologically rooted Christian vision enables every individual to flourish.

At Staverton Primary School we define spirituality as:

"God's ways of being with children and children's ways of being with God" (Godly Play by Rebecca Nye)

We describe spirituality as finding God in all things, enabling reflection to become aware of God, one another, the world around us and ourselves. Spirituality is the nurturing of the inner life of the soul, enabling and embracing questions, doubts and the wonder of existence. It is particularly expressed in our school vision which seeks to develop love.





We seek to enable spiritual development such that both adults and children can reflect on their capacity for:

- being in a relationship with God and God with us,
- nurturing our awareness of God being with us,
- being attentive to God being with us.

Christian spirituality is to point towards a life nurtured on the example of Jesus Christ and his care for others. We aim to develop within children a growing sense of empathy, concern and compassion and an ability to reflect upon how our school values of compassion and responsibility, respect, perseverance, honesty and friendship affect our relationships with others.

Spiritual development relates to fundamental questions about the meaning and purpose of life which affect everyone. Whilst these questions are not dependent on religious affiliation or on the prerogative of religions, as a church school we set this development within a Christian framework, encouraging all to 'embrace the future with hope and confidence'.

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.

Spirituality is something fundamental in the human condition which is not necessarily experienced through the physical senses and /or expressed through everyday language. It has to do with the universal search for individual identity – with our responses to challenging experiences, such as death or suffering. It is a way of coping with challenges and recognising success and happiness, enabling both adults and children to flourish as encapsulated in our vision.

For both adults and children to flourish spiritually, we recognise the need for Collective Worship to be inspiring, inclusive and invitational.

To flourish spiritually, both adults and children need an environment or 'space' to make this possible:

Space

Process

Imagination

Relationships

Intimacy

Trust





Aims

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

- To embed prayer life to enhance spiritual flourishing;
- To encourage the active participation of children to help them to grow spiritually;
- For adults to attend Collective Worship to enable spirituality to flourish as part of the school community;
- 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 Staverton CE Primary 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;
- Foster self-awareness and encourage pupils to make informed decisions;
- Develop the skills and language required to enable children 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 and beauty;
- Develop a capacity to value the natural world, a sense of awe and wonder and a commitment to care for creation.

Our curriculum

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 and mission statements;
- 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 both staff and children;
- Collective worship celebrates the love of God for every individual and provides opportunities for children to respond and reflect on this;
- An understanding of the Christian concept of God as Father, Son and Holy Spirit;





of prayer and of the Bible is nurtured and developed;

- 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 the 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.

Spirituality within the curriculum:

Mental Health and Wellbeing	We are a Mental Health Support School and we have Educational Mental Health Practitioners supporting both children and staff.
Physical Education	Being a team member. Pushing yourself to the limits. Extremes of skill, endurance and achievement. Emotion in sport. Personal limitation and failure. Appreciation of perfection. Sportsmanship. How do you celebrate a new skill? How does it feel to be proud of your whole self? What does it feel like to be completely focused on a task or challenge? How do you recognise the delight in movement, connectedness, and creativity? Recognise/celebrate equality, freedom, respect and trust.
Design Technology	Discovering how something works. Appreciating genius. Beauty in design. Perseverance to solve problems. Personal achievement. Learning from others and nature. Motivations of designers- for the good of humanity or desire to make money?
English	Empathy with authors and the characters in stories and plays. Sharing inspirations from texts that have been read. Sharing challenges and responses of characters within texts. Would you have responded in the same way? Discuss the power, beauty and pain expressed through language. The appreciation of beauty in language. Emotions and sentiments in writing and speech.



	<p>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. Valuing the writing of those within the class</p>
Maths	<p>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, and number patterns. What cannot be measured- e.g. love? What cannot be counted?</p>
Science	<p>Wonder as the basis of science. Delight in discovering how things work. Opportunities to linger longer on the wonder! What questions cannot be answered by 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. The power of nature, and the wonder of nature. Beliefs in science and the faith of scientists. The impact of scientific achievements.</p>
Computing	<p>The wonder of the worldwide instant communication The speed of the growth of knowledge The accessibility of knowledge and contact with other people worldwide</p>
In the Creative Arts (Art, Music, Drama and Dance)	<p>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- and the wonders of patterns created throughout history, and within nature. How do the arts encourage creativity, delight and curiosity? How do you celebrate differences in response to the arts?</p>



Geography	<p>Wonder at the diversity of environments and people. The wow of physical geography 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.</p>
History	<p>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- sharing their stories and considering the impact of their stories on our emotions.</p>
Religious Education	<p>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.</p>
Collective Worship	<p>Opportunities for reflections and response are planned into worship. Stillness. Personal and collective beliefs are respected. Sharing and celebrating common beliefs. Celebrating success. Sharing happiness, sorrow, hurt, excitements, anticipations, 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.</p>
FL	<p>What motivates language learning? For example, buying an ice cream on holiday or welcoming and comforting a stranger in our country? What does it feel like to genuinely communicate with someone in a new language?</p>



Key Concepts

We recognise that there are spiritual moments within every day at school, and we look to explore and develop these with the children, using the language of '**wows, ows and nows**'.

WOW spiritual moments - sometimes we can have wow moments which make us realise that there are wonderful things all around us that take our breath away, and make us think of things that are greater than we are. We might look at something and feel a sense of awe and wonder.

OW spiritual moments - sometimes things might go wrong in life, or we might experience pain or witness suffering. These 'ow' moments can lead to a greater awareness of the world around us and offer us the chance to make things stronger or better.

NOW spiritual moments – we value the importance of being present in the moment and in paying attention to how we are feeling right NOW. To take time to enjoy moments of joy and wonder that are happening RIGHT NOW. This might be the enjoyment of a piece of music, a painting or a beautiful moment in nature. It could be the words of a friend, a thoughtful moment of friendship or a loving gesture. Sometimes our heads are so full of what has gone on in the past, or what might happen in the future that we forget to enjoy the present.

Staverton Church of England Primary School uses this language and the concepts of **wows, ows and nows**. These are used to explore relationships with ourselves, with others, with the wider natural world and beyond.

In our school we seek to find ways in which all areas of the curriculum can contribute to children's spiritual development 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 – how do leaders know whether and how children and adults are flourishing spiritually?

Spiritual development is not easy to measure and we recognise that spiritual development is not always linear, much like children's wider development, and that at





times it may plateau and at other times peak. However, opportunities offered to children for spiritual development will be monitored and evaluated in the following ways:

- Observing and listening to children;
- Sharing of classroom work and practice;
- Evidence from pupils' work, e.g. assembly feedback, RE books, SMSC work, creative writing, art;
- Discussions at staff and AGC meetings;
- Audits of policies and schemes of work
- RE and Collective Worship development plans
- Diocesan Schools Consultant and Governor monitoring