



**St. Mary's Church of England Primary School, High Crompton**



# Spirituality Policy

Reviewed: March 2023

Approved by Governors on: 14.3.223

Signed by Chair of the Worship and Pastoral Committee : *Rev K Cunliffe*

Next Review: March 2027



## **Legal Framework:**

### **Links to OFSTED and SIAMS expectations**

The OFSTED School Inspection Handbook, July 2022, 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 Evaluation Schedule for Schools and Inspectors, April 2018, includes the question:

- How is spiritual development an intrinsic part of the curriculum? (IQ2)
- How is collective worship enabling pupils and adults to flourish spiritually? (IQ3)
- In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development? (IQ3)

### **St Mary's Statement on Spirituality ?**

To talk about spirituality is, essentially, to talk about something which is beyond words. To make conversations about spirituality more accessible to every member of our school community, St Mary's School has chosen to follow ideas developed by the Education Department at the Diocese of Gloucester.

This language of spirituality begins from a Christian understanding that everyone is a valued creation, individually and uniquely made by God, like pots made by a potter (Isaiah 64:8). Yet, in life things happen that impact on the physical 'pot' of life and create cracks that provide a glimpse of something 'beyond' the tangible. Christians would view this as an opportunity to relate to the Divine Creator God.

Cracks may be caused when something so good and breath-taking happens that the pot expands and cracks – the **wows** of life.

Cracks may happen when something challenging happens and threatens the comfort of everyday – the **ows** of life.

Cracks can also happen in the stillness and ordinariness of everyday – the **nows** of life, when a moment of stillness, a pause or prayer creates a crack in the normal, physical every day.



In these special moments there is a spiritual opportunity. Kintsugi, the Japanese art of mending broken ceramics with golden joinery or glue, creates something that has been broken into something even more beautiful. Using this metaphor, the **wows**, **ows** and **nows** of life offer the possibility of cracks that are filled with gold and make the pot even more beautiful. The gold in the cracks reflect a little of the wonder of spirituality.

St Mary's School uses this language and the concepts of **wows**, **ows** and **nows**. These are used to explore relationships with:

- ourselves
- others
- the wider natural world and beyond
- and offering the invitation to relate to God

**Aim:**

**School Vision**

*'Love one another as Jesus loved us.'* (John 13 v 34-35)

*Jesus said, 'Love one another as I have loved you'.*

*Through God's love and our Christian Values, we encourage each individual to love, respect and value God, themselves and others.*

*We encourage and nurture the growth of every individual and their uniqueness so that all flourish and become all that they can be and all that God made them to be.*

**Spirituality at St Mary's**

St Mary's School overarching core value, driven by its deeply theological rooted Christian vision is that of

**Love:**

love one another, love God and love ourselves.

**Love**

Love is the core Christian value for our school, because in the Bible we learn that God is Love and that God showed how much he loves us and how to love others, when he sent his son Jesus to live on earth.

In our school community, love forms the basis of all that we do.

We share a love for one another, a love for the world that God made and a love of ourselves.

We show love to each other through small acts of kindness and through encouraging others with kind words, remembering that God loves us and we can love ourselves and others. We will let our love shine every day.

*'A New Commandment I give to you, that you love one another: just as I have loved you, you also are to love one another' John 13:3*



## **Organisation**

The spiritual growth of pupils is not only dependent on learning in RE, opportunities for enhancing the spiritual well-being of learners are developed in every aspect of our school life. We support the whole school community to share this responsibility and to develop the shared language of spirituality. Opportunities are available for all to develop spiritually in our supportive and nurturing school inspired by our vision and lived out through our Christian values.

We have identified specific areas which contribute to the spiritual growth of pupils: collective worship, the whole curriculum, including RE and the general ethos of the school within daily life.

## **Spirituality in Collective Worship**

Collective Worship is at the heart of St Mary's. It provides the opportunity for our school community to share experiences, ideas and understanding. It is the context in which the language of spirituality, which we use as a school, is regularly and explicitly shared.

Collective Worship provides the opportunity for pupils to become aware of the importance of reflection and how our positive and negative experiences can be formative. It also provides a real sense of being present (**now** moments) which are often linked to invitations to pray.

Through daily Collective Worship, pupils are offered a space and a place for hearing the Christian story. They are offered an understanding of worship by being invited to participate in, or observe, Christian spiritual practices such as: prayer, reading and reflection on the Bible and liturgy and are introduced to different musical traditions.

Opportunities to reflect on the **nows** of life such as beauty and joy of the world are given, as well as time to reflect and empathise with the **ow** moments of disappointment or pain. Pupils are given time to consider their responsibilities to others and to grow in love and service. Time is given for celebration, both for the accomplishments of school members and to mark seasonal Christian festivals and celebrations in the calendars of other faiths. In this way pupils are offered time to be able to contemplate and develop spiritually. Collective Worship in St Mary's is invitational, inspirational and inclusive.

## **Spirituality in Religious Education**

The Church of England's Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE and spirituality. Learning activities in RE provide for the needs of all pupils, offering a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging.

They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews, linking these to pupils' ideas of spirituality and the language of **nows, ows and nows** where appropriate. For further details, please refer to St Mary's Religious Education Policy and The Church of England's Statement of Entitlement.



## **Spirituality within the Curriculum**

### **St Mary's Curriculum Intent:**

At St Mary's CE Primary School, we encourage and nurture the growth of every individual and their uniqueness, so that all flourish and become all that they can be and all that God made them to be.

We accomplish this through supporting and challenging our pupils to gain knowledge and thus ensuring that they are ready for their next stage of education.

St Mary's curriculum is taught through discrete subjects making links across subjects where appropriate. Ofsted research reviews inform our curriculum provision; we recognise that knowing more and remembering more is key to securing knowledge in the long-term memory.

Our curriculum enables and inspires the pupils of this school to be the best that they can be. We want the pupils of our school to be confident: readers, writers, mathematicians, scientists, historians, geographers, musicians, artists, linguists, theologians, athletes, designers and technologists.

The shared language of wow, ow and now moments are used during lessons to support children understanding the link between spiritual development and their understanding and responsibility they have in their own future and the future of the world God created.

### **Examples for specific subjects**

#### **Maths Points to consider:**

- The wonder of number patterns
- What cannot be measured? For example, love
- What cannot be accurately counted? For example, the difference an act of kindness makes.

#### **Reading Points to consider:**

- How do you frame questions around a text? For example
  - What inspired you in this text?
  - How did a character cope with a challenge in life?
  - How did the actions of a character surprise you? How do you think you would have responded to that wow or ow moment?
  - What do you think makes these words so powerful/beautiful/painful?

#### **Writing Points to consider:**

- If pupils are invited to write about things that have profound meaning to them, how is this writing valued? How can it be recognised as having value, rather than simply be reduced to an evaluation of SPAG?

#### **DT Points to consider:**

- What motivates designers and their decisions? For example, is it a desire to make money or a desire to help and make improvements to daily life for everyone?

#### **Music Points to consider:**

- What style of music 'invites you to explore the mystery that dances within your soul' ?
- What styles of music have the opposite effect?



- How does music encourage creativity, delight, and curiosity?

**MFL Points to consider:**

- 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?

**Geography Points to consider:**

- The wow of physical geography.
- The wow of discovering different physical regions do not provide the same opportunities.
- What options/opportunities are there to respond and take responsibility in a challenging world?

**History Points to consider:**

- Which stories tell historical wows?
- Which stories tell historical ows?
- What lessons for future decisions and choices do they provide?

**PE Points to consider:**

- 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?
- Encourage the awareness of one's own strength and limitations.
- Recognise/celebrate equality, freedom, respect and trust.

**Science Points to consider:**

- Delight in discovering how things work.
- Opportunities to linger longer on the wonder!
- What questions cannot be answered by science?

**Art Points to consider:**

- How does art invite you to explore the mystery that dances within your soul?
- What are the wows and ows in the stories behind the artists you study?
- How do you celebrate and respect different responses to art?

**RSHE Points to consider:**

- As you explore topics such as relationships, feelings and attitudes, keeping safe and 'your body' where are the natural links with the wows, ows and nows?
- How can the honesty and sensitivity needed to explore these topics gently reflect the language of spirituality already used throughout the school?

**All Subjects Points to consider:**

- How do you celebrate the achievement and break-through wows of success?
- How do you support the ows of difficulty and frustrations?
- How do you maximise the everyday moment of concentration and being in the present, creating a sense of calm and completeness ?



### **Spirituality within the Ethos of the Daily Life of the School**

At St Mary's we view spiritual growth as becoming more and more aware of one's natural, innate spirituality. These opportunities happen throughout each and every day as children deal with delight, disappointment and the chance to be present with themselves. For this reason, every member of the school community, including site and administrative staff are familiar with the school's shared language of spirituality and will respond to pupils appropriately. Throughout the daily life of the school, including lunch times and playtimes, pupils know that their references to wows, ows and nows will be heard and taken seriously. They will be encouraged to reflect on these experiences and be comfortable about talking about the golden glue of spirituality.

### **Opportunities for Spirituality within the Daily Life of School**

Spiritual Development is promoted as part of school life and our school ethos in many ways including:

- whole school worship,
- opportunities to ask big questions in worship, RE Lessons
- pause for reflection displays,
- thoughtful thinking book
- reflection areas in classrooms with the cross as a focal point,
- a prayer space in the hall,
- spiritual areas outside to provide opportunities for reflection,
- Whole class floor books, to be used to record discussions, throughout R.E lessons,
- M.A.D time in R.E lessons, (Make A Difference) to reflect upon the lessons learnt, how the children can make a difference, (reflect and act)
- Class spirituality journals and experiences book
- Ethos journal
- church services attended by the whole school,
- spiritual circle time
- experiences in church (Experience Pentecost, Experience Christmas, Experience Easter, Experience Harvest),
- opportunities for prayer and reflection time with silence being provided
- opportunities to contribute to whole school life and develop a sense of community
- opportunities to attend Groundbreakers Club
- opportunities to be a part of the Ethos Group.

### **Recording, Monitoring and Evaluation**

The Pastoral and Worship Sub Committee review the policy every 3 years in partnership with Senior 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.

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 meetings alongside the school’s Christian vision and values;
- Involvement of Governors in the monitoring and evaluating of RE and worship.
- Sharing of classroom work and practice;
- Stakeholder questionnaires.
- Pupil voice, learning walks and work scrutiny regarding RE learning.
- Evidence from class and Ethos scrapbooks and in evaluations of worship
- Evidence of impact as seen in Pupil behaviours and attitudes (showing curiosity, generosity, hopefulness, trust, pupils having vision and indications of pupils recognising what really matters to them)

**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 and Deputy Headteacher are responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual growth in collective worship, the whole curriculum (including RE) 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 St Mary’s will receive training and support from the staff member identified as leading on spirituality.

**Data Protection - Managing and Storing Information**

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All documents stored are in accordance with legal requirements where appropriate, and guidance from the Records Management Toolkit for Schools.

This policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
✓		