

Spirituality Policy

2020

| Spirituality Policy Responsibility for monitoring this Procedure: Sara Shepherd <i>(Reviewed annually or in response to changes in legislation or operating procedures)</i> | | | |
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| Date | Reviewed By: | Role | Date Approved by Governors |
| June 2020 | Sara Shepherd | Headteacher | |
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Spirituality Policy

Introduction

St Margaret's at Hasbury Church of England Primary School is a Voluntary Controlled school. The policy outlines the purpose, nature and management of spiritual development in our school, which places the child at the centre of all we do. This policy should be viewed in conjunction with the policies on: Collective Worship, Religious Education, PSHE and Behaviour.

School Vision

Every child, every day, happy to learn

Through our Christian Faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school. We believe in educating the whole child. We cherish everyone and encourage everyone to treat each other as unique individuals. We want the children of St Margaret's at Hasbury to be caring and respectful towards one another; learn to be confident and courageous in the face of challenges; be the best they can be and believe that,

'With God, everything is possible.' (Matthew 19:26)

At St Margaret's at Hasbury Church of England Primary School we embrace the Church of England's vision for education in the belief that our children will, "discover an education that embraces excellence and academic rigour within the wider framework of spiritual, physical intellectual, emotional, moral and social development that enables them to flourish." Spirituality for our church school community, is finding a sense of peace, harmony and understanding within ourselves, others and the wider world. On our spiritual journey, we seek to experience a sense of awe and wonder of creation that will give us tranquillity, hope and love in our daily life.

Spirituality is a powerful force that determines what we are, and our self-understanding. It forms the basis for successful relationships, and shapes our behaviour and beliefs on life, others and the world. Spirituality is the act of being fully human through discovering and revealing ourselves through love (Andrew Rickett). It is about being rather than doing and it is a life-long discovery (Clive Beck).

St Margarets provides opportunities for children to develop as independent, confident, successful learners, who know how to make a positive contribution to their community and the wider society. We believe that childhood should be a happy, inquisitive, inspirational time in our lives where there are no limits to curiosity and new experiences. We want our children to become **independent, resilient, creative, emotional intelligent and curious individuals**. Without curiosity, without the inclination to question, and without imagination, insight and intuition, children would lack the motivation to learn.

Our children's individual spiritual development is something that influences all areas of education and life. At St Margarets, spiritual development is not an afterthought. It is not taught in a discrete lesson. It is interwoven into all areas of our curriculum and in all aspects of daily school life. Children are encouraged to take time to be still and to reflect. They are encouraged to develop curiosity and wonder and to search for honesty and to develop integrity. Children are nurtured and supported to consider spiritual capacities, experiences, understanding and responses (Smith, 1999).

Aims

At St Margarets we provide opportunities for children to develop abilities to:

- develop values, principles and beliefs and to be guided by their beliefs and values; be willing to take a stand to defend them. (Ephesians 6.14 and 15 and Hebrews 12.3)
- be self-aware and promote feelings of self-worth and emphasise with the experiences of others in school and in the community. (Genesis 1.27 and John 13. 14 and 15).
- love and care for themselves (Josiah 1.9 and Matthew 11.28)
- believe in their potential to achieve
- find strength and resilience when facing challenges.
- demonstrate imagination and creativity, appreciate the world and explore experiences of awe and wonder. (Psalm 8. 3 and 4 and Psalm 8. 3 and 4)
- be ready to say sorry to forgive themselves and to forgive others. (Pslam 145.8 and Colossians 3.13)
- be willing to take risks and reflect on experiences of successes and failures. (Samuel 17.37 and Luke 19.8)
- demonstrate creativity when exploring life's big questions (John 1.46, 47 and Luke 9. 18-20)
- be thankful for what is good in life including friends and family.
- support each child's spiritual search and development regardless of age, sex, ability or cultural background.
- develop respect and empathy for other people and their beliefs, feelings and values.
- foster reflection and stillness and feel a sense of purpose in life
- develop a sense of awe and wonder at creation and life
- experience a sense of enjoyment and fascination in learning about themselves, others, and the world around them, including the intangible.

Implementation

Spiritual Development may occur at any time of the day and in any place. All aspects of the curriculum allow the children to develop their spirituality to some degree. However, specific opportunities within the school day can be identified where spiritual development is the focus of the activity e.g. Collective Worship, RE lessons, aspect of Science, Music and Art and PSHE.

In order to facilitate the development of spirituality children will:

- explore values and beliefs, including religious beliefs of different faiths, and the way in which they impact on peoples' lives.
- support and develop existing beliefs in ways which are personal and relevant to them as an integral part of the school's practice.
- be provided with opportunities to be creative and imaginative.
- have opportunities to explore spirituality across all faiths through visits and visitors and understand how faith can bring hope and healing in times of suffering and loss.
- have opportunities to understand the value pf prayer, worship and reflection.
- reflect and respond to issues in moments of quiet or be inspired by e.g. film, music
- understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- value what is good and worthwhile and to make judgements through discussion.
- work collaboratively with peers, valuing the contribution made by others.
- respect all, as modelled by staff in their relationships with others.
- experience silent, calm and tranquil moments which afford time for reflection.

- have opportunities to work closely with others in the school and wider community.
- have confidence to express ideas, views and opinions, even if others do not agree.
- visit places of beauty, interest and challenge.
- admire and wonder at the natural environment
- engage in charity-based activities.

**“Each of you should give what you have decided in your heart to give, not reluctantly or under compulsion, for God loves a cheerful giver.”
(2 Corinthians 9.7)**

Collective Worship

Through Collective Worship children and all stakeholders derive inspiration, spiritual growth and affirmation. It offers the opportunity, without compulsion, for all to grow spiritually through experiences of prayer, stillness, worship and reflection. Spiritual development is celebrated in school in order for us to be deeply Christian and to serve the common good. Children are encouraged to express their thoughts, views and beliefs, religious or otherwise and to explore the school’s vision. They are supported to listen, question and respond and reflect creatively. Each Collective Worship provides opportunities for all to focus on spirituality concepts (self, others, beauty and beyond).

Collective Worship:

- has opportunities for reflection and responses
- provides opportunities for stillness.
- ensures that personal and collective beliefs are respected.
- provides opportunities for sharing and celebrating common beliefs.
- celebrates success.
- allows for the sharing of happiness, sorrow, hurt, excitement, anticipation, fear, etc.
- provides opportunities for common activities such as singing, listening, laughing, praying, reflecting on a theme.
- remembers and celebrates the lives of people of spiritual significance.
- emphasises common purpose and values.
- allows for experiencing emotions.

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

- visit places of beauty, interest and challenge.
- admire and wonder at the natural environment and human efforts.
- work out personal relationships in unusual and challenging situations.
- experience community links at all levels
- engage in charity-based activities.
- Engage with aspects of spirituality to support mental health.

In order to facilitate spiritual development, St Margaret’s as Hasbury ensure that:

- everyone involved in the life of the school is valued and seen to be valued.
- policies and practices are clearly seen to reflect the worth of individuals.
- behaviour management policies and practices are reviewed and discussed regularly.
- all adults recognise the need to set good examples of mutual respect and considerate behaviour.

- staff have the confidence to move beyond planned opportunities to make the most of questions raised by the curiosity of children.
- the school welcomes differences in beliefs and values, and invites everyone to belong.

Impact

By the time children leave St Margaret's they will:

- be aware of self the inner person and the way this shapes their perception of themselves as a unique human being. Children will understand what it means to be human being who flourishes.
- be able to discuss the concept of others and show empathy, concern and compassion for how to treat others.
- be able to reflect on how their values affect their relationships with others.
- understand how self, others, beauty and beyond are linked through love.
- take care of self, each other, the world within a Christian ethos (Lamb, 2016 p.17).
- be able to relate their learning, through the use of 'What if' learning
- develop spiritually through the realisation or revelation of something, which was already there but perhaps hidden (Liz Jills).
- be inspired by the natural world and human achievement and the belief in a divine being

Equal Opportunities

The nature of spiritual development means that all children can develop spiritually regardless of faith, gender, ethnic or cultural origins or differing needs All children will be given the same opportunities to develop their own spirituality and will respond in ways that are appropriate for them.

Resources

Resources in all curriculum areas may provide the starting point for opportunities for spiritual development, including for example in music, art, poetry, drama etc. Our churches also support us all in our spiritual development.

Parents

Parents/Carers have an important role to play in the spiritual development of their children both at home and in the support they give to the school. They are welcomed at our weekly Celebration Worship and there are opportunities throughout the year for parents, pupils and staff to worship together at St Margaret's at Hasbury Church.

Policy completed:

Policy review date:

Documents used to support the policy:

Mental Health and Wellbeing Towards a Whole School Approach, 2018, The Church of England Education Office,

Spiritual Development Interpretations of spiritual development in the classroom, October 2019, The Church of England Education Office.