



Spirituality Policy

Person responsible for policy:	Hayley Bucknall	On:	December 2023
Approved by:	SHINE	On:	12th December 2023
Next Review:	December 2025		
Version Number:	1		



Legal Framework: Links to OFSTED and SIAMS expectations

The OFSTED School Inspection Handbook, November 2019 No. 190017, page 59 & 60, 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 judgment.

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, September 2023, includes the question:

- IQ3 How is collective worship enabling pupils and adults to flourish spiritually?

School 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.

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 everyday.



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.

Christ Church CE 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

We understand spirituality as learning and growing through opportunity and reflection; helping our little lights to shine and use this terminology throughout school.

As a staff, the following spirituality statement was created:

Let your spirit Shine! Christ Church CE is a safe and nurturing environment where children and adults are given the opportunity throughout the curriculum and school life to recognise their spirit, to be proud of who they are, to explore themselves and seek meaningful relationships with others, the local community and God.

Aims

School's Christian Vision:

Let your light SHINE - Matthew 5:16.

'We value each person simply for who they are and the gifts they have. Each of us should use whatever gift we have received to serve others as faithful stewards of God's grace (Peter 4:10). Being made in the image of God, we enable ourselves to flourish holistically following the examples Jesus provided of love, hope and generosity within the school community and beyond to live life in all its fullness.'

Christ Church CofE is founded upon core values and learning from the example Jesus gives us. Through His teachings, we are aiming to SHINE by experiencing life in all its fullness. We are an inclusive school and embrace our differences and celebrate them, as long as "above all" we clothe ourselves "with love, which binds us all together in perfect harmony".



We aim to develop and improve holistically through our education, physically, emotionally and spiritually, showing wisdom, attentiveness, ongoing learning and with the guidance of Jesus we can be successful. The kind of success Jesus talked about was much more substantial because it was spiritual. Spiritual success is not about how many things you have but how much love you express, how much humility and obedience to God you have in your life. We aim to support children in their reflections and growing sense of spirituality as they learn from lives wows, ows and nows.

We can be enriched by improving the quality of our spiritual and physical life making life a joyful experience. Instilling a sense of what your life is about, striving to live a life of purpose, serving others and encouraging others and pursuing things that genuinely matter, brings happiness to your life and enriches it beyond measure. We learn that it is through our actions and words that we can make a difference. We want all of our children to reflect, be faithful to their own identity and to stand up for what they believe. We learn to reflect on our choices and how to make better ones but also how to forgive. We want all of our children to show forgiveness, compassion, accept others and practise gratitude as shown in the story of Zaccheus. We also learn how we can recognise and invite God into our lives including the lives of others and the lives of those in the local and global community whilst looking for guidance on our journey. We benefit from the positive examples of others such as Moses, David and Jesus and the parables told by Matthew and John, for example..

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.

The physical environment supports opportunities for spiritual growth and reflection in many ways. For example, the outdoor prayer hut is a place for reflection at break and lunch time, each classroom has a reflection table with prayer boxes and responses to prayer space activities, pop-up prayer spaces happen regularly and can be visible around school and the school environment reflects diverse images and statements to consider for growth and reflection.

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 the beating heart of Christ Church CE Primary. 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 **wows** 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 Christ Church CE Primary 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 **wows**, **ows** and **nows** where appropriate.

For further details, please refer to Christ Church CE Primary's Religious Education Policy and The Church of England's Statement of Entitlement.



Spirituality within the Curriculum

Our Christian vision is a driver for our curriculum design as we strive to live out and fulfill our SHINE values while paying attention to ourselves, others, the wider natural world and God. Our enquiry based thematic questions give children time to explore key knowledge and concepts providing wisdom and humility whilst giving children the opportunity to become courageous advocates as they reflect upon their learning. This not only empowers them but encourages their spiritual growth as they build a sense of who, what and where is important to them and their morals.

Drawing on the language of **wows**, **ows** and **nows**, conversations around spirituality will be included in classroom teaching when appropriate from EYFS to Year 6.

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' (K. Hall)?
- 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 **ow** 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?

PSHE & RSE

Points to consider:

- As you explore topics such as relationships, feelings & 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

In Christ Church CE 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 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**.

We encourage staff and pupils to take time to reflect and encourage planned and spontaneous prayer as a result of the curriculum focus or following any significant events for pupils happening in the local and global community. Prayer space activities occur regularly in the form of a community, school or class based opportunity. We reflect daily using the five finger example and give children the opportunity to lead prayer and reflection at home and school using our prayer bags and school rota. The Worship Council lead worship regularly and children are active participants within worship sessions allowing time for reflection. Our Worship floor books show evidence of our growing reflections.

Recording, Monitoring and Evaluation

The SHINE committee review the policy every three 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.

Governors ensure that this policy is fully implemented and that practice is consistent with the school's Christian vision, in line with the school's monitoring policy and schedule for governors.

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.



Hayley Bucknall is 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 will receive training and support from the staff member identified as leading on spirituality.

This policy is shared on the school's website and is part of the induction pack for new staff and new governors.

This policy is reviewed every 3 years, or more frequently, as required.



Additional Support Material

Useful questions for the school to consider:

- How does the school's Christian vision provide opportunities to meet the spiritual needs of learners?
- How does an awareness of spirituality permeate school life?
- What is the impact of this for the learner (and staff and the wider community)?
- How are staff inducted and supported so that they have a shared understanding of spirituality and spiritual development?

Prayer used by the School:

Our School Prayer

Father,

Thank you for keeping our school peaceful and safe.

Lord help us to be happy, healthy and successful.

Lord help us to be kind and good.

Lord help us to feel included, nurtured and enriched.

Lord help us to make friends and love each other.

Please show us how to spend each day sharing your love in every way.

We give thanks and praise for our wonderful school.

Through Jesus' name.

Amen

The Lord's Prayer

Our Father in heaven,

Hallowed be your name,

your kingdom come,

your will be done,

on earth as in heaven.

Give us today our daily bread.

Forgive us our sins

as we forgive those who sin against us.

Lead us not into temptation

but deliver us from evil.

For the kingdom, the power,

and the glory are yours

Now and forever,

Amen.

Lunch time Prayer

For what we are about to receive,

may the Lord make us truly thankful,

Amen.



Spirituality Conversation Starters

Learning from **wow** Experiences

What I've learnt from this wonderful **wow** experience... I think this is amazing because...
The biggest day in my life was...
A person who I think is really good is...
What matters most to me is...
I am most thankful for...

Learning from **ow** Experiences

What I've learnt from this difficult **ow** experience...
What I've learnt about forgiveness is...
What I've learnt about truth is...
Lying is wrong because...
No one is perfect because...
There would be less trouble if...

Learning from **now** Experiences

What I've learnt from this **now** experience... What I've learnt about love is...
The world would be a better place if...
I can find peace by...
I think God is like...
One thing I wonder about God is...
I felt God was near me when...
Silence makes you feel...



