

Spirituality Policy

Harvington C.E. First School



Reviewed by M.Magee

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Governors Responsibility: Vision and Values

Our School vision is: Together we love, learn and grow.

Our vision is for all to follow God's word, to love each other unconditionally, to take care of each other and to learn and grow as individuals who can make a difference in the world.

We follow these passages from the Bible:

Love

Matthew 22:39

'Love your neighbour as yourself'

Learn

Proverbs 2:2

'Turn your ear to wisdom and apply your heart to understanding'

Grow

Peter 3:18

'Grow in the grace and knowledge of our Lord'

Our Six Core Values are:

Truthfulness - We always tell the truth and earn the trust of one another.

Perseverance - We are happy to learn from our mistakes and never give up.

Friendship - We understand that a good friend can be trusted and is loyal.

Trust - We understand that we need to trust others when working together as a team.

Forgiveness - We are able to forgive others and accept that we all make mistakes.

Respect - We appreciate the importance of respecting everyone and everything.

As a Christian school, working closely with our local church, our vision and values underpin everything that we do. We all share a desire to learn, support, nurture and consider others. We value and celebrate each other's gifts and talents through respecting differences; we offer friendship and support within our school family and also within the community which we are so proud to be a part of by developing a sense of trust.

We aim to provide high quality education to ensure high standards of achievement for every child. We aim to create independent, successful learners who can persevere through tricky situations, confident individuals and responsible, aspirational citizens. We aim to encourage children to be resilient, truthful, creative and resourceful so they can adapt in our ever-changing world. We aim to provide a happy, caring and welcoming school rooted firmly in Christian values where forgiveness is at the heart. We aim to provide a life-long love of learning.

Therefore, we all believe that is important to live our lives with Jesus as our role model, demonstrating the Christian values that He taught us.

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Our Spirituality Statement:

'understanding something about myself and the world and making connections with them both'

What is it?

1. SCAA 'It has to do with relationships with other people....universal search for individual identity...responses to challenging experiences, death, suffering, good and evil. Search *(for a positive)* meaning and purpose in life and for values by which to live *(that allow all to flourish)*.
2. For Christians spirituality is a key element in the religious life
3. Spirituality is an ongoing process.
4. You do not have to be 'religious' to be spiritual. Everyone is in some sense a spiritual being. Recognising this general spirituality is part of our church school ethos as it reflects the Christian belief that God made people in his image and that all share in his purposes to bring life and allow his creation to flourish. This is part of creating an ethos that is both distinctive and inclusive.
5. It is not just developed through RE. Spirituality should be across the curriculum and opportunities for it can be highlighted in planning.
6. Some of the characteristics of a spiritually developing person are; hopeful, reflective, forgiving, loving, truthful, peaceful, joyful, being able to show empathy, curiosity, a sense of belonging, creativity awe and wonder. These qualities can be developed in all parts of the curriculum and school life.
7. As a church school we work towards the whole curriculum reflecting a Christian ethos that is both distinctive but inclusive. (This means distinctively Christian but inclusive of others)

Spiritual Development

Although development is not measurable we need to provide opportunities where growth can happen that can be evaluated and monitored. This evaluation can involve discussions with staff, sharing of classroom practice, evidence from pupils work, inclusion in staff development, monitoring of lesson plans, an audit of policies and schemes of work.

'Schools should be places where pupils are given opportunities to reflect upon the meaning of such experiences; prayer and worship, awe and wonder connection and belonging.' (Making Sense of Spiritual Development)

As a church school we seek to develop the following in pupils:

1. A sense of self worth reflecting the Christian belief that all are created in the image of God.
2. A sense of being in relationship with others and a sense of community
3. Involvement with others in the wider world and an appreciation of diversity and difference
4. A response to a distinctive church school ethos and knowledge of the Christian faith as a way of understanding meaning and purpose in life.

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5. An ability to reflect on experiences of awe, compassion, beauty etc.
6. An ability to realise that difficult experiences can be times of growth (e.g. death of a pupil or member of staff)
7. A willingness to explore Christian beliefs and values as a way of countering the negative forces in human experience
8. An ability to explore ultimate questions and mysteries in life

We provide opportunities for children to develop the following spiritual capacities.

1. be guided by their beliefs and values and be willing to take a stand to defend them
2. be self-aware and empathise with the experience of others in the school and wider community
3. love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges
4. exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder
5. be intrigued by mystery and be open to an awareness of the transcendent in the whole of life
6. be comfortable with stillness and silence and open to engage in reflection/meditation/prayer
7. be ready to say sorry when mistakes are made, to forgive themselves and to forgive others
8. be willing to take risks and to reflect, learn and grow following experiences of failure as well as success
9. demonstrate curiosity and open mindedness when exploring life's big questions
10. appreciate and be thankful for what is good in life and show generosity towards others

We can foster spiritual development by:

1. Giving pupils the opportunity to share their thoughts on spiritual matters and by creating opportunities for pupils to ask open-ended questions and voice their opinions. Teachers can create a safe place to question with respect and interest, whilst encouraging pupils to do the same for others. This allows them to develop their own views and ideas on spiritual issues and take responsibility for their beliefs.
2. Creating a safe space to discuss issues of faith. Such discussion should be given 'high status' by teachers so that pupils understand that issues of faith are valued.
3. By making spiritual development part of the aims of the school and an integral part of our ethos. Recording examples of spirituality in our spirituality books.
4. Teachers listening sensitively and making sure pupils feel secure enough to explore questions together, with support, encouragement and reassurance. Teachers not only make time but also need to provide a physical space for pupils to reflect if at all possible. For example the reflection area and learning opportunities within outdoor learning.
5. Creating time to learn about, discuss and reflect on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth. This can happen in any part of the curriculum: Science, English, ICT.

6. Designing activities which foster spiritual capacities such as imagination, self-awareness, empathy, reflection and creativity. For example, experiencing the arts in a way that challenges, exploring belief as a motive for change in History, experiencing awe at the natural world in Science and wonder at the pattern of numbers in Maths.
7. Allowing pupils the opportunity to appropriately express feelings and emotions, encouraging the sharing of feelings and experiences that foster hope, joy, reassurance and encouragement and providing opportunities to give.
8. Encouraging pupils to respond to spiritual issues through dance, art, drama, poetry, design. Many of the beliefs and concepts of the Christian faith and other traditions are expressed through the creative arts and can be explored across the curriculum and in worship. For example, use or take part in www.natre.org.uk/spiritedarts/ a competition with a range of themes including; searching for God, a fairer world and giving thanks.
9. Providing opportunities to explore making free and responsible choices being aware of consequences and implications. (PSHCE, circle time).
10. Encouraging pupils to develop relationships based on the Christian values of love, forgiveness and service to others.
11. Providing opportunities for silence, stillness and prayer, for example, by using reflective displays and in worship. e.g. 'Pause for Reflection'.
12. Developing pupils' vocabulary so that they have the language to talk about faith and spirituality. Skills in art, science, music, information technology, history and general thinking skills can be built up so that pupils can express their spiritual thoughts and feelings in different ways.
13. Encouraging close awareness, often pupils rush through things not really 'seeing' what is there.
14. Encouraging pupils to reflect on the significance of what they have learned, ensuring that all pupils have full access to spiritual development whatever their ability.
15. Developing links with the parish church and their team to provide opportunities for experiencing sacred space, exploring the Christian faith and experiencing Christian spirituality. e.g. 'Open the book'.

Suggested Resources:

- Spirited poetry *Ed: Lat Blaylock (RE Today Services)*
- Don't just do something sit there *Mary K Stone*
- A to Z to support Spiritual and Moral Development *Joyce Mackley and Pamela Draycott*
- Glimpses *Steve Bullock and Nigel Pimlott*
- Reflections *Ed: Rosemary Rivett*
- Reflection Time *Linda White*
- RE Thinking Spirituality Book 11 *M Cooling*