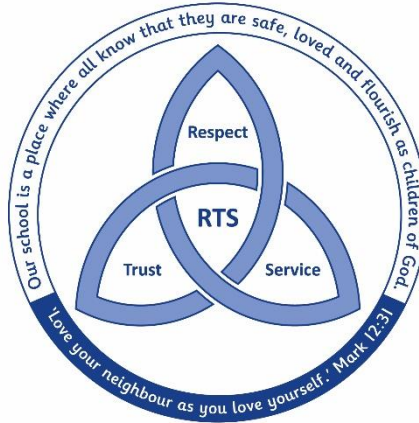


Richard Taylor Church of England Primary School
P91 Policy for Spirituality in School

Our vision



*'Our School is a place where all know that they are safe, loved and flourish as children of God.
'Yorkshire Causeway Schools Multi academy Trust is a place where everyone is valued and respected, where we share a commitment to education that is ambitious, setting the highest expectations and where integrity if the foundation.'*

Our Mission

- Our mission is to teach every child the wisdom, knowledge and skills to be creative lifelong learners enabling them to shape their future.
- We achieve academic excellence by delivering a curriculum, rich in experiences, which stimulates and challenges all learners.
- Our Christian faith and values are the living heart of a community where everyone's contribution is respected. Our school is a place where all know that they are safe and loved as children of God.
- We are a transformational community with a thriving culture of learning; celebrating success and inspiring children to achieve their goals.
- We give children a voice and an opportunity to use it to make a difference in their school, community and world
- We create confident, resilient, happy and successful learners prepared for the next stage of their journey.

Our vision influences the ethos of our school and the policies and practices within it. We believe that spirituality is a core thread that runs through our school, and we attach great importance to it for both children's development and for the growth and well-being of all within our school community.

We aim for children, and adults, to grow in their ability to:

- be guided by their beliefs and values and be willing to take a stand to defend them
- be self-aware and empathise with the experience of others in the school and wider community
- love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges
- exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder
- be intrigued by mystery and be open to an awareness of the transcendent in the whole of life

- be comfortable with stillness and silence and open to engage in reflection/meditation/prayer
- be ready to say sorry when mistakes are made, to forgive themselves and to forgive others
- be willing to take risks and to reflect, learn and grow following experiences of failure as well as success
- demonstrate curiosity and open mindedness when exploring life's big questions
- appreciate and be thankful for what is good in life like friends and family, and show generosity towards others

(From David Smith's work on Spiritual Capacities)

Our working definition of 'spirituality'

As a staff and governor team, we have agreed on a definition of spiritual development in our school community to support us as we talk about spirituality.

Spiritual development is the development of an awareness that there is "something more to life than meets the eye, something more than the material, something more than the obvious, something to wonder at, something to respond to." (Terence Copley)

Spirituality is delighting in all things, being absorbed into the present moment, not too attached to self, and eager to explore boundaries of 'beyond' and 'other', searching for meaning, discovering purpose, open to more. (Rebecca Nye)

Models of Spirituality

Below is the model of 'Spiritual Development' which has been agreed by staff as the framework for discussion with children.

Windows, Mirrors, Doors

Windows

Giving children opportunities to become aware of the world in new ways; to wonder about life's 'Wows' (things that are amazing and unexplainable as to why they evoke such a response) and 'Ows' (things that upset us and cause us to be uncertain). In this children are learning about life in all its fullness.

Mirrors

Giving children opportunities to reflect on their experiences; to meditate and reflect on life's big questions and to consider some possible answers. In this they are learning from life by exploring their own insights and perspectives and those of others.

Doors

Giving children opportunity to respond to all of this; to do something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to live by putting into action what they are coming to believe and value.

Legal requirements:

Section 78 of the Education Act 2002 states:

The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly-based curriculum which: (a) promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The SIAMS Schedule (2018) references spirituality in both the RE and Collective Worship strands but the main focus is as part of strand two on Wisdom, Knowledge and Skills. The Church of England Vision for

Education has a core desire for 'Life in all its fullness' (John 10:10) which requires educating the whole person.

The OFSTED framework 2019 states that pupil's spiritual development is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faith, 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

We support pupils in their spiritual development by:

- providing opportunities for spiritual development in collective worship
- providing opportunities for spiritual development in RE
- providing opportunities for spiritual development in the wider curriculum
- capturing opportunities for awe and wonder as they arise
- providing 'Sacred Spaces' in classrooms, public spaces, outside, and by using the church building, and through the 'Prayer Spaces in School' website
- offering pupils opportunities to develop their own spiritual leadership, through leading collective worship and other opportunities

As a staff team:

- We have a staff understanding of spiritual development.
- We have a culture within our school that recognises the importance of spirituality to individuals, both children and staff.
- We revisit spirituality as an area for consideration in our staff meetings and offer training.
- Our governors monitor the impact of our spirituality focus.
- We ensure new staff are aware of our school policy on spiritual development.
- We use models to support our own thinking in spirituality, such as the 'Windows, Mirrors, Doors, Candle' approach.
- We have a variety of spiritual spaces both inside and outside the school building.
- We actively use the language we have agreed on with staff to nurture an awareness of spirituality and its importance to well-being and development with the children.
- We aim to help each pupil to develop a spiritual understanding in terms of their own cultural context.
- We share with parents, whenever possible, the outcomes of our focus on spiritual development through newsletters, social media, displays and our website.
- We discuss spirituality with our church and others who can further support this thread.

Our awareness and understanding of spiritual development will enrich what we offer to the children and to all in our school community.

Other related policies:

Collective Worship

Teaching and Learning

Relationships and Behaviour

All subject specific curriculum policies

Referenced reading:

Church of England Education Office (CEEEO) Spiritual Development – Interpretations of Spiritual Development in the Classroom (2019)

<https://www.bathandwells.org.uk/supporting-children/school-effectiveness/re-collective-worship-and-spirituality/spiritual-development/>

Reviewed October 2024 Review October 2027

