

**Langley Fitzurse C of E Primary
School**



Amaze, Excite and Inspire

**Let us help each other to love others
and do good. Hebrews 10:24**

Langley Fitzurse Primary School

Spirituality Policy

Policy and Procedure: Spirituality Policy

Date of Approval: April 26

Review date: April 28

Introduction

At this church school, all aspects of school life reflect a Christian ethos and this policy is based on Christian principles. We aim for all children to *'help each other to love others and do good'*

Hebrews 10:24

At Langley Fitzurse Church of England School, we believe that the spiritual, moral, cultural and emotional development of the children in our care is crucial to their whole development and will influence the way they grow into adults in a more profound way than other areas of learning.

Our Vision and Understanding

Our school vision *'To 'Amaze, Excite and Inspire' a confident, happy and resilient school community. To be an inclusive church school where everyone can be the best God has made them to be.'* influences the ethos, 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 the children's development and for the growth and well-being of all within our school community.

We consider that understanding of self and others is at the heart of spiritual development and is not linked solely to a particular doctrine or faith. Spiritual development is, therefore, accessible to everyone.



Spiritual development as the way in which children acquire personal beliefs and values, especially on questions about religion, whether life has purpose, and the basic personal and social behaviour.

At Langley Fitzurse, we see spirituality as the spark within all of us. Where each path is individual and unique.

Legal Requirements:

As educators and in accordance with the Equalities Act 2010, we want to help every child to be the best that they can be and have a duty to support the children to achieve this; part of this responsibility is to help children develop spiritually.

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 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 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

Aims

Based on the school aims and vision statement, we have identified the following aims for the development of spirituality:

- Children become increasingly aware of the concept of **self**- the inner person and the way that this shapes an individual's perception of themselves as a unique human being. The children reflect on the relationship they have with their sense of being a unique person.
- Children become increasingly aware of the concept of **others** – a growing empathy, concern & compassion of how to treat others. The children reflect on how their values & principles affect their relationships with others.

being a unique person and understanding self-perception	empathy, concern, compassion and other values and principles affect relationships
SELF	OTHERS
perceiving and relating to the physical and creative world through responses to nature and art	relating to the transcendental and understanding experiences and meaning outside the 'everyday'
BEAUTY/NATURE	BEYOND

Nye R (2009) Children's Spirituality: What it is and why it matters
London: Church House Publishing

- Children become increasingly aware of the concept of a physical and creative world – a growing relationship with **beauty** through the ability to respond emotionally to experiences of the wonder of the **natural world** and the results of human creativity. The children explore their understanding beauty and the affect this has on their perception of and relationship with the world.
- Children become increasingly aware of the concept of the **beyond** – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. The children search for meaning in their very existence and their place in the greater scheme of things.

Provision for spiritual development

Spiritual development is something that takes place in every area of school life. Members of staff provide role models for the children by sharing in the joy of discovery and in expressing a sense of awe and wonder.

Opportunities for spiritual development will be closely related to:

1. The **ethos** of the school

2. All areas of the **curriculum**
3. **Collective worship.**

As a school, we support pupils in their spiritual development by being explicit and intentional in:

- providing and planning for a wide range of opportunities for children to develop spiritually in all areas of the curriculum. In particular through Religious Education, English, Maths, RSHE, Science, Humanities, Art and Music.
- providing and planning for a wide range of opportunities for children to develop spiritually through Worship including: whole school, class worship, church services.
- offering pupils opportunities to develop their own spiritual leadership, through leading collective worship and other opportunities.
- providing and planning for spiritual development opportunities through our wider curriculum incorporating, for example, 11 by 11, Agents of Change, environmental sustainability, Forest Schools, community engagement, Music Concerts and productions; together with other themed focus such as Anti Bullying, mental Health, National Sports Week.
- capturing opportunities for awe and wonder as they arise.
- developing areas for quiet reflection in classrooms, the outdoor environment, public spaces, outside, and by using the church building.
- Providing opportunities for prayer, including silence and stillness.
- Medium term planning will identify opportunities for spiritual development with the following symbols:



Self Others Beauty Beyond

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. You may like to outline here how they do this. Is it through regular ethos committee meetings, learning walks, a governor agenda item?
- We have staff guidance accessible to continue to support staff in this aspect of our curriculum. Please see our diocesan webpage on spiritual development if you would like to download the guidance, resources and reading to a staff folder.
- 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 are aware of spiritual development shown across four key areas of Self, Others, Beauty and Beyond (Andrew Rickett and Rebecca Nye).
- 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.

Evaluation and review

This policy will be reviewed through consultation with the whole staff and Governors and with parents through survey/questionnaire and with the children through our worship Council and School Council. It has links with other policies:

- Religious Education
- Collective Worship
- Curriculum
- Anti Bullying
- Behaviour
- RHSE
- Equalities Statement
- Special Educational Needs and Disabilities.