



Developing Spirituality Policy:

Parish Church of England Primary School

At Parish, we pride ourselves in nurturing the spirituality of everyone in the school community. All children have an inborn spirituality. However, if spirituality is not nurtured, it can wither. Spirituality is not the same as religious faith, but it is the bedrock on which faith is founded.

Our Christian Vision:

"Learning and Growing Together in Faith, Hope and Love."

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.

What is 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.

Spirituality is about how we experience life and therefore how we live our own lives! It is also about our relationship with our self, others, the world and with God. It even makes us aware of things bigger than ourselves and this often makes us say 'wow' but sometimes 'ow'. It gives us the confidence to reflect, ask questions and challenge in many ways searching for meaning. It reminds us that we are valued and all unique.

Ofsted define how pupil's spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences

Our Legal Duty:

- 1.) Section 78 of the Education Act 2002. This 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.
- 2.) The SIAMS Schedule (amended September 2023). This references spirituality in both the RE Curriculum and Collective Worship strands. 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.

- 3.) The OFSTED framework 2021. This 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 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

What does Spirituality do for our children and adults?

To be in touch with your spiritual self means that you are self-aware. Inevitably, spirituality requires reflection, introspection, questioning and engagement with ideas. If we can enhance the children's spiritual being then we can enhance their self-esteem, we can improve their empathy and relationships, we can allow them to find their place in the world, to value others and themselves. Beyond academic learning, we can support children to be founded, strong, meaningful and engaging citizens of the world who can bring greater value into their own lives and those of others.

We aim for children, and adults, to grow in their Spiritual 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



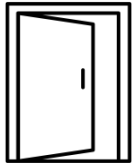
What does spirituality look like at Parish Church of England Primary School?

Our staff providing opportunities for spiritual development in five main ways:

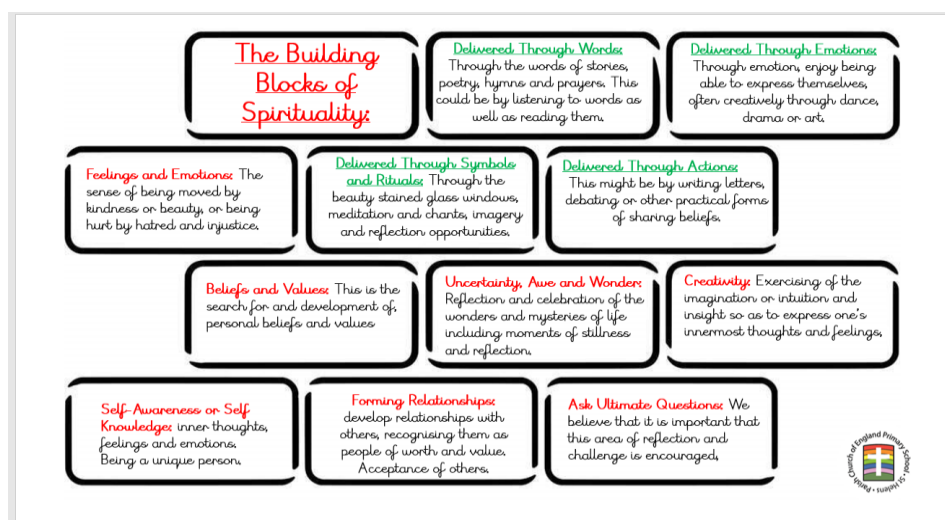
1. During Collective Worship
2. Religious Education lessons
3. Across the wider curriculum

4. Provision of 'Sacred Spaces' in classrooms, public spaces, outside, and by using the church building, and through the 'Prayer Spaces in School' website.
5. Pupil Leadership opportunities.

To help the children understand their developing spirituality staff explain it using clear language and symbols supported by the work of Liz Mills around 'Windows, Mirrors and Doors.' These symbols and explanation can be seen in every classroom in reflection areas and the symbols are used around school to show where evidence of developing spirituality can be seen.


<u>Relational Awareness</u> (Andrew Rickett)	<u>Windows, Mirrors and Doors</u> (Liz Mills)	
<p><u>SELF AND OTHERS</u></p> <p>Being a unique person and understanding self-perception. Having an understanding of how empathy, concern, compassion and other values and principles affect relationships.</p>	<p><u>Mirrors</u></p> 	<p><u>MIRRORS – SELF AND OTHERS</u></p> <p>Like looking in a mirror and reflecting... thinking about ourselves and 'how' we (and those around us) feel about things 'how'.</p>
<p><u>WORLD AND BEAUTY</u></p> <p>Perceiving and relating to the physical and creative world through responses to nature and art with the results of human creativity.</p>	<p><u>Windows</u></p> 	<p><u>WINDOWS – WORLD AND BEAUTY</u></p> <p>Like looking through a window ... looking out into the world in new ways – noticing the 'Wows' and 'Ows'!</p> <p>Awe and wonder – the power of questions.</p>
<p><u>BEYOND</u></p> <p>Relating to the transcendental and understanding experiences and meaning outside the 'everyday'. Their place in the greater scheme of things.</p>	<p><u>Doors</u></p> 	<p><u>DOORS – GO OUT AND DO!</u></p> <p>Like opening the door and stepping out ... responding to what you are coming to believe, behave, value and think.</p> <p>Consider performance and actions that you 'vow' to do with a 'pow'!</p>

With staff holding a secure understanding of our consistent school approach, opportunities for spiritual development are then woven throughout the curriculum supporting the 'Building Blocks of Spirituality' (informed by David Smith's Spiritual Capacities).





How do staff support pupils in their spiritual development?


- Staff have a secure understanding of spiritual development.
- As a school, 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 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' approach.
- We are aware of spiritual development shown across four key areas of Self, Others, Beauty and Beyond (Andrew Rickett). We use the 'Ricketts Grids' to support our understanding of progression in spiritual development in these four areas of Self, Others, Beauty and Beyond.
- 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 further.
- Spirituality Spotlights are carefully planned throughout the wider curriculum across all subject areas through our consistent approach. Please find examples below:


<u>Religious Education:</u> 	
<u>Mirrors</u> (Reflection on thoughts and feelings).	<ul style="list-style-type: none">• Exploring the idea that each person has a spirit which can be nurtured.• Exploring stories from the Bible and a variety of World Faiths reflecting on thoughts and feelings, experiencing wonder and joy.• Consider impact of worship on self and others.• By exploring spiritual practices (such as worship and prayer) considering the impact of these on believers as well as any relevance to their own life.
<u>Windows</u> (Looking out)	<ul style="list-style-type: none">• Looking out at religious celebrations across the world, noticing similarities and differences across all World Faiths including Global Christianity.• Asking big questions based on what has been read - the power of Questful RE.• Consider impact of worship on believers including events across the world.
<u>Doors</u>	<ul style="list-style-type: none">• Children take part in 'Acts of Courageous Advocacy' (to be agents of change).• Completion of the 'Young Leaders Award' in Year 5.

(Stepping out into the world)	<ul style="list-style-type: none"> • Developing of our own faith journeys – self act of prayer and empowerment to act on your faith. • Living out fundamental British Values. • Ethos team contributing to worship. • All children being a 'Rainbow Leader' empowering children to demonstrate what they have learned through their leadership activities.
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<u>English:</u> 	
<u>Mirrors</u> (Reflection on thoughts and feelings).	<ul style="list-style-type: none"> • Exploring key themes from the text during immersion activities. • Analysing the 'tune of the text' and empathy with characters and protagonists. • Exploring poetry and how feelings are evoked.
<u>Windows</u> (Looking out)	<ul style="list-style-type: none"> • Listening to the power of story by exploring a wide variety of text types and genres from a range of cultures around the world. • Reflecting on the writer's knowledge delivered through words. • Asking questions to the author – the power of questions. • Reflecting on different contexts and cultures – both the WOWS and OWS.
<u>Doors</u> (Stepping out into the world)	<ul style="list-style-type: none"> • Opportunities for 'Speak Its' including 'Drama It' opportunities. • Independent extended writing and reading.

<u>Mathematics:</u> 	
<u>Mirrors</u> (Reflection on thoughts and feelings).	<ul style="list-style-type: none"> • A core focus on understanding the 'Universal Language' of Mathematics. • In Mathematics lessons, pupils are always encouraged to delve deeper into their understanding of Mathematics and how it relates to the world around them. Extensive opportunities for problem solving are provided through the mastery approach of curriculum delivery. • Through the Maths No Problem Scheme of work, the open-ended 'Explore Task' provides opportunities to develop resilience and reflect on a variety of methods.
<u>Windows</u> (Looking out)	<ul style="list-style-type: none"> • Opportunities for the application of Mathematics across the curriculum including a real focus on STEM subjects. • Appreciating the beauty of Maths through 'awe and wonder all around them.' • Opportunities for Maths in nature experiencing God's world.
<u>Doors</u> (Stepping out into the world)	<ul style="list-style-type: none"> • Pupils are making connections between numeracy skills and real life. Maths can be used to explain the world around them. • Understanding different perceptions with progression in concrete, pictorial, and abstract representations ready for application in the world around them. • Following of Money Mentors in Years 5 and 6 to prepare children for use of money in the outside world.

<u>Science:</u> 	
<u>Mirrors</u> (Reflection on thoughts and feelings).	<ul style="list-style-type: none"> Asking deeper questions about the meaning and purpose of life around Science. Children going on a 'QUEST' for meaning and asking relevant questions about the world around them to make sense of Scientific concepts. Thinking about life in its deepest form and making sense of this alongside Spiritual beliefs.
<u>Windows</u> (Looking out)	<ul style="list-style-type: none"> Delivery of the Science curriculum creating a sense of 'awe and wonder' and real curiosity about the world around us including evolution. STEM links throughout the wider curriculum providing opportunities for the 'WOWS' and 'OWS.' Outdoor Science Lessons mapped across the curriculum including use of Forest School to explore God's world.
<u>Doors</u> (Stepping out into the world)	<ul style="list-style-type: none"> Science being for everyone and anyone - use of a 'A Scientist Just Like Me' as part of the 'Bigger Scientific Picture' to build Science Capital. Programme of annual STEM events with a focus on conversation to be 'Agents of Change.' Opportunities for purposeful 'Speak Its' across the Science curriculum for children to voice their opinions and ideas.

<u>Computing:</u> 	
<u>Mirrors</u> (Reflection on thoughts and feelings).	<ul style="list-style-type: none"> As part of our Parish Spirit Curriculum, students reflect and create on their values and beliefs as they use online platforms. Throughout the Computing curriculum, pupils are continually looking to understand their own interpretation of a given subject. Throughout the curriculum, pupils understanding both the advantages and limitations of ICT considering how ICT can let students have the opportunity to reflect on how computers can sometimes perform better in certain activities than people.
<u>Windows</u> (Looking out)	<ul style="list-style-type: none"> Computing provides opportunities for reflection of awe and wonder about the achievements in ICT today and the possibilities for the future. Children are able to wonder at the power of the digital age including the use of the internet and social media. National Online Safety [NOS] is delivered across the Parish Spirit curriculum, to prepare children for using technology outside of school.
<u>Doors</u> (Stepping out into the world)	<ul style="list-style-type: none"> Pupils are able to be 'Ready, Respectful and Responsible' users of technology when online both in school and at home. Pupils are able to confidently use the internet as a gateway to big life issues. Our curriculum begins to prepares children for the next stage of their education including future employment and an age of computerisation.
<u>Art:</u>	



<p><u>Mirrors</u> (Reflection on thoughts and feelings).</p>	<ul style="list-style-type: none"> • In Art, the work of children becomes a spiritual encounter as it develops from the initial learning of skills and they discover their own artistic interpretation. • Children also experience great admiration and respect for their own and their peers' work when they see the level of achievement and progress, reflecting on outcomes. • The curriculum promotes the process of reviewing and evaluating.
<p><u>Windows</u> (Looking out)</p>	<ul style="list-style-type: none"> • Our Art Curriculum nurtures this natural curiosity and guides children towards looking at the world and noticing, with awe and wonder, the natural and man-made delights all around us. • Our curriculum allows students to show what they know through their own expression of big ideas about life such as conservation. • Students are taught to embrace, accept, and be empathetic to all cultures, traditions, and beliefs of others through the teaching of Art, and stereotypes are challenged.
<p><u>Doors</u> (Stepping out into the world)</p>	<ul style="list-style-type: none"> • The Art curriculum encourages students to work independently and develop projects linked to their own, and others, cultures and beliefs. • Students look at a range of artistic styles and are taught to appreciate that people interpret art in different manners, through discussions about how artwork impacts the world around them. • Our 'Amazing Artists' pupil leadership group have extensive opportunities to take part in projects they are passionate about, working with outside agencies and our Artist in Residence.

Parish Spirit:



<p><u>Mirrors</u> (Reflection on thoughts and feelings).</p>	<ul style="list-style-type: none"> • Children are able to reflect on HeartSmart lessons with teachers' carefully planning opportunities to reflect throughout the sequence of lessons. • Individual liberty is promoted by being your own person with children encouraged to explore their own thoughts and a point of view.
<p><u>Windows</u> (Looking out)</p>	<ul style="list-style-type: none"> • There is an appreciation that British Values (including mutual respect and tolerance of other beliefs) are the result of human creativity. • National Online Safety [NOS] is delivered across the Parish Spirit curriculum, to prepare children for using technology outside of school.
<p><u>Doors</u> (Stepping out into the world)</p>	<ul style="list-style-type: none"> • Extensive 'Speaking and Listening Opportunities' including 'Debate Its' are planned throughout the Parish Spirit curriculum. • Philosophy for Children mapped throughout the curriculum with all teaching staff Sapere Level 1 trained. • All 'No Outsiders' activities highlight an action or creating something to change. • Opportunities for children to be 'Agents of Change' are mapped out across the curriculum including Faith, Hope and Love Days.

Music:



<p><u>Mirrors</u> (Reflection on thoughts and feelings).</p>	<ul style="list-style-type: none"> • Our Music Curriculum encourages listening and appraising throughout the curriculum (with a weekly song focus) considering individual interpretation. Children are encouraged to provide individual responses with discussion of emotions, thoughts and feelings. • Children are able to respond to changes in tone, rhythm, scales and notes and reflecting on what messages might be conveyed through a piece of music.
<p><u>Windows</u> (Looking out)</p>	<ul style="list-style-type: none"> • Our curriculum is designed to evoke discussion of a wide range of musicians, life experiences and how they might be reflected in the songs/pieces of music. • Children are able to exploration a wide range of music from all different cultures and celebrate differences. • Children can look closely at the lyrics and storytelling through music.
<p><u>Doors</u> (Stepping out into the world)</p>	<ul style="list-style-type: none"> • Within our Music Curriculum, children have the opportunity to perform extensively and continue their musical journey outside of the classroom. • Through exploration of a variety of Musical figures, all children can consider how they address global issues through music and reach out to different groups in society. • Our Music Curriculum also provides opportunities for 'Speak Its' across the curriculum. • Our 'Marvellous Musicians' pupil leadership group make a difference to our whole school community ensuring music is a high priority across school.

P.E



<p><u>Mirrors</u> (Reflection on thoughts and feelings).</p>	<ul style="list-style-type: none"> • Across our Physical Education Curriculum, there is a clear discussion of physical and mental well-being including our connection with nature. • Pupils are also encouraged to reflect on their state of mind and physical wellbeing. • A core focus throughout the curriculum is on sportsmanship, discussing cooperation and empathise with others including communication and responsibility as part of teamwork. • Children learn about fair play and following rules.
<p><u>Windows</u> (Looking out)</p>	<ul style="list-style-type: none"> • Children are able to experience physical expression of Spirituality including Dance, considering mindful movement through breathing. • Pupils are encouraged to consider the impact of sport in the wider world. • Throughout the year, pupils are able to learn about the professional sporting calendar and take part in competitive competitions and events.
<p><u>Doors</u> (Stepping out into the world)</p>	<ul style="list-style-type: none"> • Across the academic year, an extensive programme of community engagement takes place including competitive competitions encouraging wider participation. • Pupils are able to be 'Ready, Respectful and Responsible' participants both in and out of school, playing competitive but fair with respect and tolerance of others including officials. • Across lessons, children are encouraged to reflect on performance and improve.

Design Technology




<u>Mirrors</u> (Reflection on thoughts and feelings).	<ul style="list-style-type: none"> Throughout the process, children then have the chance to reflect and change their creation, considering "how can you improve?" Reflection takes place on children's progress through the Design, Make and Evaluate process, considering the Christian Value of creation. Children are able to evaluate both their own work and others, considering what they think of work and process.
<u>Windows</u> (Looking out)	<ul style="list-style-type: none"> The Design Technology curriculum instils a sense of awe, wonder and mystery when studying both the natural world and human achievement. DT also allows pupils the opportunity to exercise imagination, inspiration, intuition and insight through creativity and risk taking in analysing, designing and manufacturing a range of products. Children learn extensively about progression in inventions and how things work looking out in the wider world.
<u>Doors</u> (Stepping out into the world)	<ul style="list-style-type: none"> The design of the DT curriculum encourages children to explore new skills and problem solving that they can apply to other STEM related subjects and beyond. The curriculum is also designed with everyday life in mind including a focus on both cooking and nutrition alongside sewing. Encouraging this creativity throughout the curriculum allows pupils to express innermost thoughts and feelings and to reflect and learn from reflection.


MFL:



<u>Mirrors</u> (Reflection on thoughts and feelings).	<ul style="list-style-type: none"> The MFL curriculum encourages the development of spiritual beliefs including empathy with children from around the world. Our curriculum allows children to explore emotions through language. Children are provided with opportunities to consider identity and stereotypes are part of their study of Modern Foreign Languages and reflect on what this means.
<u>Windows</u> (Looking out)	<ul style="list-style-type: none"> Our curriculum empowers children to see the opportunities that learning a language provides. Children have the opportunity to learning about other cultures and languages with the accreditation for the International Schools award as part of our commitment to Global Learning. European day of languages celebrated annually every year with an understanding of a variety of different cultures and celebrations. Our curriculum also contains 'awe and wonder' through sharing amazing facts about language and languages where relevant in lessons.
<u>Doors</u> (Stepping out into the world)	<ul style="list-style-type: none"> Children are empowered to use their languages skills in the outside world. Pupils are also encouraged to be empathic to the cultures and beliefs of others and stereotypes are challenged where necessary.

History:

	
<u>Mirrors</u> (Reflection on thoughts and feelings).	<ul style="list-style-type: none"> • Our History curriculum allows pupils to see the similarities between people now and in the past and sometimes, reflecting on people's thoughts and feelings from key events. • The curriculum also allows pupils to reflect, appreciate and value their own identity – their links with the past and the impact of past events on their own present existence. • Children have extensive opportunities to ask and answer questions creating a sense of enjoyment and fascination in learning about themselves, others and the world around them.
<u>Windows</u> (Looking out)	<ul style="list-style-type: none"> • Pupils are encouraged to explore change and consider the impact of change with consideration of feelings towards the events that have taken place. • Spiritual education within our History curriculum involves the mystery of how and why events in the past happened and their many causes, and helping pupils to a realisation that events did not have to happen that way, they could have taken other directions and the impact on their lives. • Throughout History lessons, children experience a sense of wonder by contact with the past, including visits, artefacts, considering the 'WOWS' and 'OWS' of Historical events.
<u>Doors</u> (Stepping out into the world)	<ul style="list-style-type: none"> • Reflect on what has happened in the past and go out and do, being kind and showing mutual respect. • Use of imagination and creativity in their learning with a real willingness to reflect on their experiences

Geography 	
<u>Mirrors</u> (Reflection on thoughts and feelings).	<ul style="list-style-type: none"> • Throughout our Geography curriculum, using maps, photographs, digital media and other resources and asking pupils to imagine what it might be like to live in different parts of the world. • Children are asked to reflect on the power and implications of the workings of nature (including the consequences of natural events such as earthquakes, flooding, hurricanes, volcanic eruptions) and the impact this has on people's lives. • Children have extensive opportunities to ask and answer questions creating a sense of enjoyment and fascination in learning about themselves, others and the world around them.
<u>Windows</u> (Looking out)	<ul style="list-style-type: none"> • Spiritual education in Geography inspires awe and wonder at the natural world: both at the physical and human features. It also inspires wonder of the natural environment (God's amazing world) such as rivers, mountains, hills, volcanoes and the effect of weather and climate • Children are able to compare their lives with people living in other countries or other parts of the UK and the results of human creativity.

	<ul style="list-style-type: none"> Students are taught to embrace, accept, and be empathetic to all cultures, traditions, and beliefs of others through the teaching of Geography, and stereotypes are challenged. Consideration of Geographical events that makes students go 'wow' and 'ows.'
<u>Doors</u> (Stepping out into the world)	<ul style="list-style-type: none"> Children can make sense of the world around them and feel empowered to look after God's creation. Children take part in 'Acts of Courageous Advocacy' (to be agents of change). Our 'Creation Champions' pupil leadership group have extensive opportunities to take part in projects they are passionate about, working with outside agencies and being 'Agents of Change.'

Other related policies:

Collective Worship.

Teaching and Learning.

Positive Relationships and Behaviour

SMSC.

Reviewed September 2023.