



# Spirituality Policy

## 2024/25

"You have filled my heart with greater Joy" Psalms 4:7

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**Release Date: 16<sup>th</sup> Nov 2024**

**Review Date: 1<sup>st</sup> Oct 2025**

**Expiry Date: 15<sup>th</sup> Nov 2025**

## VISION AND VALUES OF THE SCHOOL

"You have filled my heart with greater Joy" Psalms 4:7

Inspiring everyone to:

Achieve their full potential

Challenge creative minds

Encourage and nurture talents

Through our Christian values of "Compassion, Endurance, Forgiveness, Friendship, Trust and Wisdom."

A Journey of Joy

"At Ashby C of E Primary our whole school community is encouraged to follow their dreams so that everyone succeeds and every day is a step to success. Our school allows us all to blossom and discover life within a solid Christian Foundation, providing a supportive and guided way through all aspects of life"

We do this by:

- Ensuring our school's Christian values are at the heart of all we do and are taught implicitly through every aspect of school life.
- Developing independent lifelong learners who grow in confidence and self-esteem and are equipped to overcome life's challenges within our school and the next stages of their education.
- Providing a broad and balanced curriculum where high quality teaching and learning is delivered in a vibrant, supportive learning environment.
- Creating a culture of achievement that celebrates, challenges and nurtures the talents of all our children.
- Enabling children to appreciate the diversity of cultures and religions which make up our society, treating everyone with tolerance and respect in preparation for life in modern Britain.
- Promoting spirituality, health and well-being in an environment where everyone feels safe, valued and cared for.

# Spirituality Policy

Whilst spirituality can be interpreted in a variety of different ways, at Ashby C of E we have a agreed a definition which is shared across the school community.

**“Spirituality means knowing how to live with meaning and purpose, with an awareness that there is something far greater than we are.”**

Put in another way, it is about the development of a person’s ‘spirit’. Some people may call it the development of a person’s ‘soul’; others as the development of ‘personality’ or ‘character’.

At Ashby C of E, we believe in the vital importance of spirituality in the life of the School, since it forms the basis for successful relationships, and shapes our behaviour and outlook on life, others and the world. It is about the development of the non-material aspects of being a human being which animate and sustain us. It includes the development of a sense of identity, self worth, personal insight, meaning and purpose and an awareness of the stories of others and their values and beliefs.

## **Our Christian Belief**

At Ashby C of E Church of England Primary School, we recognise the spiritual nature of all people and believe that spiritual development is accessible to everyone. As a church school we place special emphasis on encouraging the exploration and experience of the Christian faith and values, to guide our pupils and enable them to live their lives with meaning and purpose, whilst being open to other faiths, beliefs and values.

It is our aim that the children’s individual spiritual development is fostered as an integral element of the range of learning opportunities and experiences they encounter as part of the curriculum, and that it permeates all strands of school life.

## **Aims for all the children**

### **1. Overall Objectives for Spiritual Development**

- To encourage pupils to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different peoples’ faiths, feelings and values
- To develop individual capacity for critical and independent thought
- To develop individual self-confidence in expressing inner thoughts in a variety of ways
- To consider the mystery of God and the wonder of His world
- To ask questions

### **2. Objectives for Individual Spiritual Development of Children**

- To provide a context of faith, security and loving relationships to support their spiritual search.
- To foster their spiritual development, regardless of their age, sex, ability or cultural background.
- To develop self-awareness and a sense of self-worth stemming from the recognition that they are created in the image of God.
- To develop the ability to sense the sacred, the holy, the Divine.

- To enable them to value the non-material dimension of life.
- To enable the children to experience a sense of enjoyment and fascination in learning about themselves, others, and the world around them, including the intangible, through enquiry and first hand experiences.
- To foster a sense of meaning, purpose and direction in life.
- To develop a set of values, principles and belief and for these principles to affect pupils' behaviour in a positive way.
- To encourage them to make informed decisions
- To enable the children to attribute meaning to experiences.
- To foster a willingness to explore the ultimate questions and mysteries of life and issues around questions of life and death
- To develop a response to the distinctive ethos of a Church school and the content, language and symbolism of the Christian faith as a way of understanding our meaning and purpose in life.
- To create a willingness to explore Christian beliefs and values through
  - ❖ a knowledge of Bible stories and Christian teaching
  - ❖ Christian festivals, rituals and symbols, particularly those from the Anglican tradition.

in order that these might become a firm foundation for life.

- To share Christian stories and respond to Christian festivals, rituals and symbols, particularly those from the Anglican tradition.
- To encourage imagination and creativity.
- To foster reflection and stillness
  - ❖ To develop the skill of being physically still, yet alert
  - ❖ To develop the skill of being mentally still, concentrating on the present moment
  - ❖ To develop the ability to use all one's senses
  - ❖ To encourage quiet reflection during a lesson or assembly
- Whilst recognising that this is predominantly a Christian School, to allow for the fact that for some children there will be aspects of faith which will be reflected in different approaches and different practices, according to their individual beliefs and cultural backgrounds.
- To find an inner confidence and peace
- To develop the ability to realise that experiences of disappointment, failure and loss can be occasions for spiritual growth and development.

### **3. Objectives for Relationship to Others**

- To develop a sense of the special nature of human relationships and a growing understanding of what it means to belong to a community.
- To foster an involvement with others in the wider world and an appreciation of difference and diversity and of our inheritance through different cultures
- To develop respect and empathy for other people, their feelings, values and beliefs.

### **4. Objectives for Relationship to the World & Universe**

- To develop a sense of awe and wonder at the miracle of life, an appreciation of beauty and of the natural world and the whole created order.
- To develop a commitment to care for creation

#### **Measures in place to promote spiritual development**

##### **1. Learning environment**

The organisation of the school and the environment for learning are such that:

- Everyone involved in the life of the school is valued and seen to be valued.
- Policies and ensuing practices are clearly seen to reflect the worth of individuals.
- Behaviour and people management policies and practices are collectively arrived at and discussed regularly.
- All adults recognise the need to set good examples of mutual respect and considerate behaviour.
- The quality and nature of the learning environment and displays reflect the value placed on pupils and staff.
- The atmosphere of the school welcomes differences in beliefs and values and invites everyone to belong.
- The achievements, successes and efforts of everyone are recognised and celebrated.

##### **2. Provision for Spiritual Development**

Spiritual development is an important element of a child's education and fundamental to all other areas of learning. Without curiosity, without the inclination to question, and without the exercise of imagination, insight and intuition, children would lack the motivation to learn. In view of this, teaching styles are adopted which:

- Value the children's questions and give them space for their own thoughts, ideas and concerns
- Enable the children to make connections between aspects of their learning.
- Encourage the children to relate their learning to a wider frame of reference, e.g. asking 'why?', 'how?', and 'where?' as well as 'what?'.
- Enable children to explore and articulate spiritual and ethical issues.

##### **3. Current Practice**

Spirituality is an inherent interwoven part of all aspects of school life. Staff provide a role model for the children in the joy of discovery and in the mystery of creation. Spiritual development is nurtured and promoted as a natural element of the whole school curriculum. It is recognised particularly in:

- Collective Worship as a whole school or in classes;
- Religious Education
- Prayer – collective and individual;
- Values and relationships;
- Vision and Mission statement;
- Relationships with the local Church
- Character Education

**(a) Opportunities Provided Specifically within Collective Worship:**

- Opportunities for reflection and response are planned into worship.
- Stillness.
- Respect for personal and collective beliefs.
- Sharing and celebrating common beliefs.
- Celebrating success.
- Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc.
- Common activities such as singing, listening, laughing, praying, reflecting on a theme.
- Remembering and celebrating the lives of people of spiritual significance.
- Emphasising common purpose and values.
- Experiencing emotions.
- Opportunities to be active worship leaders

**(b) Spirituality in the R E Curriculum**

- Specific teaching approaches;
- Offering responses from other faiths to human experiences and feelings;
- Promoting different understandings of spirituality/faith and belief;
- As part of teachers' planning in content and method.
- Through aspects such as:
  - ❖ respect and acceptance;
  - ❖ valuing own and others' faiths/beliefs;
  - ❖ exploring issues eg: suffering, life and death;
  - ❖ fostering of awe/wonder/curiosity/mystery.

**(c) Spirituality through other aspects of school life**

- Value given to others (eg: community work, charities);
- Celebrating success.
- Opportunities to deal with both success and failure (e.g in PE).
- Quality of outside environment: Children are able to use the seating area in the Peace Garden. A place for quiet reflection. Reflection and prayer areas in classrooms.
- Involving children in decision making and taking responsibility e.g. School Council/pupil views/ House and Sports Captains, so that they recognise that they are of value.
- Mission statement/aims/values.
- Visits – new experiences: awe and wonder, learning about other faiths.
- Visitors to speak at Collective Worship/faith days/ Ashby Youth for Christ etc.
- A variety of other visitors.

## Assessment

### 4. 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.
- An ability to understand the idea of community and to see themselves in relation to a variety of communities
- A respect for themselves and others and a sense of empathy, concern and compassion
  
- An understanding of feelings and emotions, and their likely impact, and an ability to talk about feelings.
- 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.
- An ability to show courage and persistence in defence of their aims, values, principles and beliefs.

Spirituality will be assessed as an integral part of curriculum practice and the children's involvement in the life of the school community.