

Guilden Sutton Church of England Primary School



'Love and Justice for All'

'And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.' Micah 6:8.

through the teachings of Jesus all can flourish spiritually, emotionally and academically throughout life, living out love and justice for all.

Spirituality Policy

Staff member responsible	Mrs T. Rainford and Miss R. Doak
Governor/Other responsible	Mrs. H Carty
Date of Policy	May 2024
Reviewed	Every 3 years

Rationale

Spirituality is a powerful force that determines what we are and our self-understanding. It forms the basis for successful relationships and shapes our behaviour and outlook on life, others and the world around us.

Spiritual development relates to that aspect of inner life through which we acquire insight into our personal experiences, which are of enduring worth.

Our ethos enables and encourages all children to grow and flourish spiritually, and to live out 'Love and Justice For All'.

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

To better understand our school families' view on spirituality, we carried out a questionnaire to further guide us in promoting spiritual development throughout all aspects of school life. Below are some examples of what spirituality means to us at Guilden Sutton Church of England Primary School.

"To us, it means a greater presence is around us: watching, guiding and helping in an invisible way." "We believe that a spirit is like your soul and your essence of being, a higher power of your existence."

"A belief that there is something 'other', greater than myself. That there is also an interconnectedness between everything in existence; beyond the physical."

"To me and my family, spirituality is about where and how we find meaning in our lives and how we live positively together."

"It is being aware of a higher power and trusting God with our lives."

"To us, spirituality means having a relationship with God through prayer, church and trying to behave as Jesus did, showing compassion and humility."

"It is about awe and wonder and a connection to something bigger than ourselves."

"We think spirituality is linked to being grateful for what we have and what brings up happiness."

"A belief in God providing guidance in the way I live my life."

Aims

The aims for spirituality at Guilden Sutton Church of England Primary School are:

- To provide a context of faith, security and loving relationships to support each child's spiritual search
- To foster the spiritual development of each child, regardless of age, sex, ability or cultural background
- To foster self-awareness and promote a feeling of self-worth
- To develop a set of values, principles and beliefs
- To develop respect and empathy for other people and their beliefs
To foster a respect for different people's feelings and values
- To develop the children's enthusiasm to explore and learn through enquiry and first-hand experiences
- To foster reflection and stillness
- To encourage imagination and creativity
- To develop a sense of awe and wonder at the miracle of creation, life and the natural world
- 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
- To share Christian stories and respond to Christian festivals, rituals and symbols, particularly those from the Anglican tradition
- To encourage prayer as a means of introducing children to Jesus and reinforcing their relationship with God so that children can communicate with Him directly in their own words and from their hearts.

Organisation and Implementation

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 imagination, 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 see their learning within a wider context, e.g. asking 'why?', 'how?', and 'where?' as well as 'what?'

Spirituality is not taught, but is an integral part of all aspects of school life and is nurtured and promoted as a natural element of the curriculum.

The following opportunities are made available in order to develop the spirituality of all learners:

- To explore values and beliefs, including religious beliefs, and the ways in which they impact on peoples' lives
- To engage in enquiry and exploration as part of experiential, first hand learning
- To look attentively and observe carefully
- To be creative and imaginative
- To listen
- To reflect and respond to issues in moments of quiet or inspired through music, art, text, film or artefacts
- To understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful
- To value what is good and worthwhile and to make value judgements through discussion and the exchanging of views
- To work collaboratively with peers, valuing the contribution made by others
- To respect all as modelled by staff in their relationships with others
- To experience silent, calm and tranquil moments which allow time for reflection
- To work and live in harmony with others in the school and wider community
- To have the confidence to express ideas, views and opinions, even if others do not agree
- To have time set aside for prayer and reflection
- To contribute to and engage with the Reflection Area in each classroom in a meaningful way.

Opportunities for spiritual development are promoted in all aspects of the curriculum and school life as well as during Collective Worship as the children become actively engaged in a curriculum which provides a wide range of experiential learning opportunities that enable them to question, consider, reflect and respond, and consider their own values, beliefs and feelings and those of others.

Spirituality in Collective Worship

Collective Worship is the beating heart of Guilden Sutton Church of England Primary School. It provides the opportunity for our school community to share experiences, ideas and understanding. It is the context in which the language of spirituality, which we use as a school, is regularly shared.

Collective Worship provides the opportunity for pupils to become aware of the importance of reflection and how our positive and negative experiences can be formative. It also provides a real sense of being present.

Some of the key ways in which spiritual development is nurtured and promoted in Collective Worship are:

- Opportunities for reflection and response are planned into worship
- Stillness
- Personal and collective beliefs are respected
- Sharing and celebrating common beliefs
- Celebrating success
- Sharing happiness, sorrow, hurt, excitement, anticipation and fear
- Common activities such as singing, listening, laughing, praying, reflecting on a theme
- Experiencing emotions.

Outlined below are some of the aspects of spirituality which may arise through the curriculum. This is not an exhaustive list but shows how spiritual development may be nurtured and promoted.

In Religious Education:

- People, places, things, books, actions and ideas held by religious believers to be holy
- Ultimate questions of meaning and purpose
- Ideas of the divine/questions of God
- Forms of worship
- Use of music, art and drama to express beliefs
- Varieties of beliefs, celebrations and rituals
- Ideas of commitment and belonging to groups and institutions
- The idea of mystery and questions with no clear answers.

In English:

- Empathy with authors and the characters in stories and plays
- The appreciation of beauty in language
- Emotions and sentiments in writing and speech
- The values of great works
- Heroes and heroines in literature
- Imagining oneself as someone else
- Escaping into other worlds through literature
- The element of wonder in literature.

In Science:

- Wonder as the basis of science
- Questions of beginning, creation and evolution
- Discovering the limits of experimentation
- Birth, life, death and renewal
- The universe and beyond
- Regularity and order in science
- Beliefs in science and the faith of scientists
- The impact of scientific achievements.

In Maths:

- Infinity and nothing
- Pattern and order
- Shape and regularity
- Truth, certainty and likelihood
- The universality of mathematics over time and space
- The wonder of numbers, formulae and equations.

In Physical Education:

- Being a team member
- Pushing yourself to the limits
- Extremes of skill, endurance and achievement
- Emotion in sport
- Personal limitation and failure
- Sportsmanship.

In Design and Technology:

- Discovering how something works
- Appreciating genius
- Beauty in design
- Perseverance to solve problems
- Personal achievement
- Learning from others and nature.

In Computing:

- The wonder of worldwide instant communication
- The speed of the growth of knowledge
- The accessibility of knowledge and contact with other people worldwide.

In Art:

- The work of creative artists from a variety of times and places
- Beauty, truth and goodness
- Artistic creativity
- The effects of the arts on emotions and senses
- Art as means of expressing mood

In Music:

- Skill in creation and performance, and particularly in personal reflection upon their own creativity using various art forms
- Effects on the emotions and senses
- Personal response and preference
- Mood
- Skill

In Geography:

- Wonder at the diversity of environments and people
- Questions about the care of the environment
- The beliefs behind particular causes and campaigns
- World (economic) development
- Land formation
- Empathy with people from other parts of the world.

In History:

- Being in touch with past people, things and ideas
- Being part of history
- Handling artefacts
- Influential events and people
- The commitment of significant people in history

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- War and peace

- Interpretation in history
- The nature and importance of invention and exploration
- Empathy with people from other times in history.

In P.S.H.E.:

- Build resilience, emotional intelligence and active empathy
- Adopt a growth mindset
- Recognising that relationships with others are key
- Understanding that everyone has value
- Learning to love and accept ourselves as well as loving and responding well to others

In addition, as part of the curriculum the children have opportunities:

- To visit places of beauty, interest and challenge
- To admire and wonder at the natural environment and human creative efforts
- To work out personal relationships in unusual and challenging situations
- To experience community cohesion links at a local, national and global level
- To engage in charity based activities.

In order to facilitate spiritual development, the organisation of the school and the environment for learning are such that:

- Everyone involved in the life of the school is 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.