



ST PHILIP'S CE PRIMARY ACADEMY

SPIRITUALITY POLICY

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Safeguarding Statement

At St Philip's CE Primary Academy, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all academy activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at St Philip's CE Primary Academy. We recognise our responsibility to safeguard all who access academy and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

Vision Statement

Fostering curiosity and a love of learning is at the heart of our teaching. Broadening horizons enables all children to flourish and be fulfilled. Successes are celebrated and failure learned from, allowing us to shine through challenges. Together, we develop qualities of character necessary to be positive future citizens.

Statement of Intent

This policy is intended to set out the ways in which we promote, encourage and nurture the spiritual development of children who attend St Philip's Church of England Primary Academy.

Our Guiding Principles

At St Philip's Primary Academy we pride ourselves on developing a positive ethos built on the foundations of the Christian faith, whilst taking into consideration that most of our pupils, staff and community follow the faith of Islam. We endeavour to ensure we are always **'Working together with hope in our hearts'** This ethos is based on the following principles that, as stakeholders, we all aim to uphold:

Principle 1: Nurture

We demonstrate kindness and caring towards each other so that we can find **happiness** and **fulfilment**. We promote and support children's wellbeing to support their growth and development.

Principle 2: Optimism

We believe that having a **positive attitude** towards situations enables us to be forward thinking and supports us in our goal of providing a good and better education for all of our pupils.

Principle 3: Aspiration

We have high aspirations for the futures of the children in our Academy. Through a high-quality curriculum and planning of lessons that are specifically tailored for our pupils, they will have the opportunity to achieve and **surpass** their **potential**.

Principle 4: Hope

We believe that it is important that our children understand the value of **hope**. We endeavour to promote **empathy** and **compassion** in our children.

Principle 5: Sincerity

We are united as a whole to ensure **integrity**, **honesty** and **trust** are maintained. This quality within our academy means that we follow our principles to ensure that we always do our best for pupils, staff and community.

Principle 6: Achievement

Through the promotion of **resilience**, **collaboration** and **risk-taking** we are allowing our children to develop the tools to be life-long learners.

Principle 7: Respect

All members of our academy, including pupils, staff, governors, visitors and the wider community, should be treated with respect. We hold **politeness** in high regard and we are **accepting** of each individual's **uniqueness**.

Principle 8: Confidence

We encourage **independence** and **debating skills** so that our pupils develop the courage to stand up for what is right and develop the confidence to '**Let your light shine**' *Matthew 5:16*

What is Spirituality?

Spirituality concerns a person's relationship with themselves, with others, with nature and the environment and with God.

These four elements: **self; others; beauty and beyond (transcendence)** form the basis of our work with children in developing a sense of spirituality.

Self

- an awareness of feelings and developing the ability to reflect and express them.
- an awareness of our uniqueness and happiness with who we are
- gratitude for the things we have and the person we are
- exploration of personal faith
- development of imagination and curiosity

Others

- having empathy
- having respect
- having compassion
- making a difference
- to love and be loved (love your neighbour)

Beauty

- having a sense of awe and wonder
- taking time to marvel and enjoy the miracles of everyday life
- appreciating beauty in art, music and nature

Beyond (transcendence)

- connecting with God
- making sense of the world
- encountering or experiencing God
- forming and discussing the big questions

We can provide children with openings for spiritual development in three ways:

WINDOWS: giving children opportunities to become *aware* of and encounter the world in new ways; to **wonder** about life's 'Wows' (things that are amazing) In this, children are learning about life in all its fullness.

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

DOORS: giving children opportunities 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.

Rationale: Why Spirituality is important at St Philip's CE Primary Academy

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?'

Spirituality is not *taught*, but is an inherent interwoven part of all aspects of school life and is nurtured and promoted as a natural element of the curriculum. We recognise that although religious education and spiritual development are not synonymous, religious education can make a significant contribution to spiritual development.

Aims of our Spirituality Policy:

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. The following opportunities will be made available, as an integral part of the school's practice, in order to facilitate the development of spirituality:

Opportunities to support and develop spirituality:

- A planned programme for Collective Worship across the school. This maps out themes across the year, based on our school Christian values.
- A daily act of Collective Worship taking different forms.
- Regular silent, calm and tranquil moments in the day which afford time for reflection. This might be listening to a story, lighting a candle in collective worship going for a walk in the wildlife area, or visiting the calm room.
- Planned experiences at key Christian festivals that offer the opportunity to reflect (For example, whole school Christingle service)
- Children have individual '*reflections journals*' to record personal responses to collective worship or events that have moved them spiritually.
- Collective Worship includes singing and listening to music
- The RE curriculum includes visits to sacred places
- The RE curriculum explores the lives and stories from religious figures and there are opportunities to discuss and learn from these.
- Stories from holy books are read to promote discussion and reflection.
- Regular time for prayer. This can take many forms, but include being thankful, saying sorry and the school collective prayer
- Children contribute to a class gratitude book which is used in prayer
- The 'Big Questions' are explored – particularly through our RE programme and Collective Worship (Understanding Christianity, 'Picture News' etc)
- RE big books capture children's responses to the big questions
- Visits and visitors support all our work for example (E.g. WE workshops, Christian Aid)
- Children are encouraged to understand to explore, express and share feelings and emotions. This might be through discussion (Dialogic talk), response to music (Eg.10 pieces project) or mental health lessons.
- Children are encouraged to admit mistakes and to say sorry. Recognising and owning up to faults is an important healing and redemptive process.
- Children are encouraged to show kindness and compassion, and to express these in practical ways. (eg: how we treat each other every day; enterprise linked to charity, taking care of animals)
- Children are encouraged to understand the importance and value of relationships (circle times, PSHE, team building, PE, resolving issues)
- Children are encouraged to appreciate and take care of the world, through collective worship focusing on an aspect of the environment, forest schools, discussion in class, charities and visits.

- Values and beliefs are explored including religious beliefs, and the way in which they impact on people's lives
- Children are provided with opportunities for creativity and using the imagination
- Children are encouraged to engage in enquiry and exploration of part of the experiential, first hand learning
- Visits and visitors are planned that promote a sense of awe and wonder (E.g. art galleries, residentials, STAR centre, farm and owl visits)
- Opportunities for inspiring awe and curiosity are planned across our curriculum using pieces of music, film clips, art, inspiring texts and interesting artefacts.
- Incidental opportunities for awe and wonder are seized.
- Curriculum story scrap books are used as a focal point for curriculum journeys and the opportunities that our children have encountered.
- Children are encouraged to look attentively and observe carefully
- Children are encouraged to 'wonder about things' and ask questions
- Opportunities for parents to encourage spirituality are promoted (E.g. '50 things to do before you're 5')

Impact: how do we know this is being effective?

Spiritually developed children love and accept themselves and enjoy good relationships with each other. They take an interest and delight in the world around them; they are open to what lies beyond the material (this may manifest itself in faith/belief in God). They are able to express and understand feelings, they have a strong moral sense and a love of what is good. They are able to enjoy quiet and stillness, they possess an active imagination, and show joy in creativity. They are curious and are not afraid to ask questions. They have a capacity for enquiry and are open minded. They have inner confidence and peace.

Equal Opportunities

St Philip's CE Academy abides by all equality legislation and fully respects the rights of all pupils and staff members, regardless of any protected characteristic that he/she may have. We will therefore endeavour to ensure that questions raised are discussed with sensitivity and respect, avoiding any derogatory or prejudicial terms which could cause offense.

Assessment

Spirituality is not assessed as we believe this to be a highly personal part of a child's holistic development. We do, however, talk to the children about their thoughts and feelings if these are expressed creatively e.g. through artwork, poetry, reflective writing etc. We believe this is a thoughtful and respectful approach.

Monitoring and Review

Opportunities offered to children for Spiritual Development will be monitored and evaluated through learning walks, discussion with children and evidence from work, e.g. reflections journals. This policy should be reviewed and ratified by the Governing Body of St Philip's CE Primary Academy every two years.