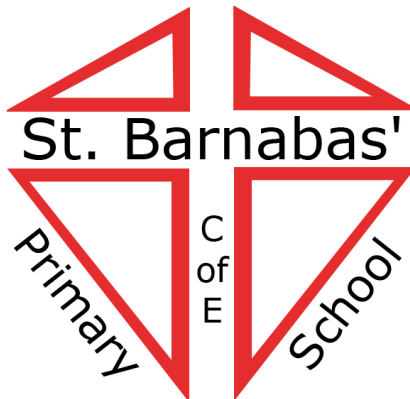


Heaton St. Barnabas' CE (VA) Primary School

Policy For



Spirituality

This policy was approved by Curriculum Committee

On: 10th January 2023

Signed.....

Position: Chair of Curriculum Committee

Heaton St.Barnabas' CE Primary School

Policy on Spiritual Development

Introduction

As a church school, all aspects of school life reflect positive Christian Ethos and this policy is based on core values and principles which reflect children being able to 'Let their light shine' working together in mutual respect and being given the opportunity to flourish and thrive.

At St Barnabas CE Primary School we believe it is important to provide all children with a range of opportunities to help develop spiritually. Spirituality is not synonymous with Religious education or worship but can be explored through many curriculum areas.

As a school we focus on the idea of 4 concepts of spirituality: self, others, world and beauty and beyond. Our starting point is our pupils' own 'Big' questions about life and from this we plan a series of encounters that open up the possibility of reflection and finally, the children are given an opportunity to put into action what they believe and value.

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

Mission Statement

Our school is an exciting, fun and friendly place where everyone is safe, valued and encouraged to be world class learners, developing confidence and a thirst for knowledge, trusting in God and realising our talents to create our future'

School Values

Happiness

Enthusiasm

Responsibility

Honesty

Respect

Kindness

Spiritual Development

Spiritual development is a process of growth. God comes to meet us through people, places and events, and it is the individual's response to these encounters with God that shape and determine our spiritual nature.

An important part of this development is becoming aware of and reflecting on experiences, and interpreting them in a way that allows self- knowledge, personal views and insights to grow, and applying past experiences to life. This whole area of community and the fostering of good relationships are vital for understanding spirituality in a school.

What do we aim to achieve for the children?

- The 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.
- The 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.
- The 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.
- The 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.
- The children develop an understanding of the beliefs and values of Christianity and other world religions. The children are respectful of the beliefs and values of others.
- The children develop an understanding of the 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.
- The children develop the ability to question.
- The children develop their ability to express their thoughts, ideas, feelings and their beliefs.

Aims & Purpose

It is important to state that all members of our school community are on different stages of a faith journey, and that this journey is by no means linear. Spiritual development in our school seeks to support every individual on their spiritual quest. Some aims for spiritual development in our school are for each child to:

- acquire insight into their personal existence,
- make sense of their life experiences,
- Develop the human capacity to go beyond the physical, tangible reality,
- Develop a sense of wonder, awe, reverence, imagination,
- Develop a sense of the presence of God / self-awareness of being in their lives,
- Develop the ability of being still yet alert
- Develop the ability to use all of their senses
- To promote an awareness of enjoyment in using their imaginative potential
- To encourage quiet reflection during a lesson
- Develop self-confidence in expressing inner thoughts in a variety of ways
- To find inner peace

We also recognise that the school can make a valuable contribution to the spiritual lives of families, the parish, the wider church and the local community.

Opportunities for Spiritual Development

How do we do it:

- We provide and plan for a wide range of opportunities for children to develop spiritually in all areas of the curriculum. In particular through Religious Education, English, Maths, P.S.H.E., Art and Music.
- We provide and plan for a wide range of opportunities for children to develop spiritually through Worship including: whole school, services and class worship.
- We also promote spiritual development opportunities through our wider curriculum, for example: during our themed weeks such as 'Green Week'; 'Say no to Bullying Week'; 'Cultural Week', 'Sports Week' and through other extra-curricular activities such as the school productions.
- We provide areas for quiet reflection in school and in the outdoor environment.
- We provide opportunities for prayer, including silence and stillness in whole school worship, class worship and reflective spaces around school.
- Big Questions, particularly through RE.
- Reflect upon mistakes, participate and express feelings through restorative practise circles, showing respect, perseverance, trust and empathy.

Spiritual development can be encouraged through a range of activities. These will include both planned and unplanned learning opportunities. Children are encouraged to ask questions and explore topics, discussing and responding to issues around them.

Whilst spiritual moments can just happen, we plan to provide high quality, thought provoking and purposeful opportunities for spiritual development.

The four elements of spiritual development form the basis of our work with children in developing a strong sense of spirituality. We also believe that it is vital that all of the adults in school also see the need to develop their own spirituality for their own wellbeing and so that they can effectively support and help our children help each other.

The four elements of spiritual development:

Element	What does this involve?
Self	<ul style="list-style-type: none"> <input type="checkbox"/> Awareness of feelings; ability to reflect and express <input type="checkbox"/> Awareness of our uniqueness; happiness with who we are <input type="checkbox"/> Gratitude for the things we have and the person we are <input type="checkbox"/> Exploration of personal faith <input type="checkbox"/> Development of imagination and creativity
Others	<ul style="list-style-type: none"> <input type="checkbox"/> Empathy and understanding; respect, tolerance To <input type="checkbox"/> love and be loved (loving your neighbour) <input type="checkbox"/> Making a difference; duty
World	<ul style="list-style-type: none"> <input type="checkbox"/> Developing a sense of awe and wonder <input type="checkbox"/> Enjoying the miracles of everyday life <input type="checkbox"/> Taking time for what really matters <input type="checkbox"/> Appreciating beauty in art, music, nature
Beyond (transcendence)	<ul style="list-style-type: none"> <input type="checkbox"/> Encountering/experiencing God (having a sense of what lies beyond the material/ physical) <input type="checkbox"/> Ability to formulate and discuss the 'Big Questions' (e.g. about life, death, suffering, nature of God) <input type="checkbox"/> Opportunities for prayer, connecting with God <input type="checkbox"/> Making sense of the world

Opportunities to develop and support spirituality

Opportunities for spiritual development are both planned and unplanned for and exploited spontaneously. Children are encouraged to reflect on their own development using the “Windows, Mirrors and Doors” framework.

Opportunity	What is involved?
<p>Windows (learning about life)</p>	<ul style="list-style-type: none"> ☐ Opportunities to look out on the world to gaze and wonder: The “Wow” and “Ows” moments. The things we find amazing and bring us up short. We can wonder at the world, technology, art, music, scientific advances all around us. ☐ We may work outside, visit places of interest, celebrate inspirational people. We can reflect on injustice and inequality in the world.
<p>Mirrors (learning from experiences)</p>	<ul style="list-style-type: none"> ☐ Giving opportunities for children to reflect, to look inward to consider some of the big questions of life: To explore their own insights and those of others. This could be compared with looking in a mirror. Look at yourself in a situation... ☐ How would you react, what would you say or do? These are questions which may arise through circle time.
<p>Doors (learning to live out our values and beliefs)</p>	<ul style="list-style-type: none"> ☐ Giving opportunities to children to respond, to do something to go through the door of a creative expression of their own thoughts and convictions. Children would be living out our Christian values, considering how our own beliefs and faiths drive changes in the wider world.