



Pytchley Endowed CEVA Primary School

Spirituality Policy

Our Definition

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.

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

The school's definition of spirituality is supported through our use of the information in Appendix 1.

Aims

Our aim is for children to experience life in all its fullness as they:

- Ask and ponder big questions
- Develop a sense of awe and wonder at creation, life and the natural world
- Experience a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the immaterial.
- Become reflective, developing their own personal insight, values, meaning and purpose
- Become more self-confident and self-aware
- Engage socially and emotionally with others, developing respect and empathy for other people and their beliefs.
- Strive to make a positive difference to others and the world, both locally and globally.

Organisation and Implementation

The development of spirituality is as fundamental to a child's education as other areas of learning. Without awe and inspiration, there would be a lack of motivation to learn.

At Pytchley Endowed CEVA Primary School we:

- 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.

'With God all things are possible.' Matthew 19:26

- Encourage the children to develop and deepen their learning by 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.

In order to facilitate the development of spirituality, we work to:

- Explore values and beliefs, including religious beliefs, and the way in which they impact on peoples’ lives.
- Support where children already have religious beliefs and develop these beliefs in ways which are personal and relevant to them as an integral part of the school’s practice.
- Engage in enquiry and exploration as part of experiential, firsthand learning.
- Be creative and imaginative.
- Reflect and respond to issues in moments of quiet or inspired through music, art, text, film or artefacts.
- Understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- Work collaboratively with peers, valuing the contribution made by others.
- Respect all, as modelled by staff in their relationships with others.
- Experience silent, calm and tranquil moments which afford time for reflection.
- Work and live in harmony with others in the school and wider community.
- Have confidence to express ideas, views and opinions, even if others do not agree.

Spirituality is supported at the school through:

1. A planned programme of collective worship with opportunities for:
 - reflection and response
 - stillness
 - sharing and celebrating common beliefs
 - celebrating success
 - sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc.
 - 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
2. The RE curriculum which explores:
 - 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
 - the 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.
3. Opportunities identified within the wider curriculum (Appendix 2)
4. Displays throughout the school
5. Spaces for quiet reflection in classrooms, corridors and in the outdoor areas

‘With God all things are possible.’ Matthew 19:26

6. Visits and visitors

Appendix 1

Appendix 1

1. Self-awareness and self-esteem

Enabling pupils to become aware of their own:

- Thoughts and feelings; hopes and fears; needs and wants
- Gifts and talents; abilities and strengths; limitations and weaknesses
- Identity – who they are and what influences them; who and what they want to become; what they want to stay the same and what they want to change; how they will seek to do this

2. Sensitivity and Responsiveness

Opportunities for

- Recalling the past, considering the future/exercising imagination
- Becoming aware of moral obligations – keeping their word, controlling their temper and not letting it control them; being aware of relationships and how to interact with one another
- Being moved by emotion – reflection of the natural and man made world, creative arts, architecture, literature, poverty, injustice, innocent suffering, mystery and human achievement; exploring and sharing feelings
- Expressing gratitude and appreciation of self and others and, where appropriate to God; showing kindness, care and compassion; dealing with inequality; charitable giving
- Considering the importance of stillness, reflection and prayer with time for reflection and quiet especially giving thanks, praying for others and seeking forgiveness and owning up to errors and mistakes; time to be with God
- Creativity and using imagination – to play, to sing, to read and reflect on what has been read; exploring and responding to big questions

3. Inner Strength and Resilience

Encouragement to develop the ability to

- Direct their own future - planning to achieve goals and making appropriate choices
- Exercise self-control
- Respond creatively to difficult and challenging circumstances eg turning a tragedy into an opportunity to bring about change
- Respond with courage to challenging and changing situations
- Be hopeful and patient; show perseverance and resilience in the face of difficulty; be able to overcome disappointment and obstacles

4. Ideals and Aspirations

Giving pupils opportunities to:

- Create and invent works of beauty, value and usefulness
- Develop their own beliefs and values, while accepting those of others where they differ from their own

- Learn about the process of spiritual development, the stages of spiritual life and the goal of spiritual development in a range of religious and secular settings
- Pursue ideals and visions for the future both for themselves and others, develop the sense that they can make a difference along with their own leadership skills

5. Love and Relationships

Encouraging pupils to:

- Sympathise and empathise with others and to respond accordingly
- Develop intimate and enduring relationships with other people and, for some people with God
- Value themselves, others and the environment (local, national and global)
- Seek to create, maintain and repair relationships with others – to give and receive love and affection; to forgive and be forgiven; to apologise when appropriate; show goodwill and compassion

6. Striving and Seeking

Encouraging pupils to seek:

- Meaning and purpose when experiencing change, eg loss, death, birth, national/international tragedy and allow that to influence their lives
- Learn from different religions and spiritual traditions
- The truth
- Do what is right in different circumstances
- Overcome obstacles and difficulties for themselves and others

7. Reflecting on Experiences

Encouraging pupils to:

- Reflect on the way their attitudes and values have been formed through their experiences
- Recount personal spiritual experiences and consider those of others
- Think about who and what affects them and why
- Consider what is right and wrong and act upon what is right
- Ask the deep and ultimate questions such as our place in the world; the purpose of life and death; our origins and destiny

Appendix 2

Spirituality within the Curriculum

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 Mathematics:

- Infinity and nothing.
- Pattern and order.
- Shape and regularity.
- Truth, certainty and likelihood.
- The wonder of numbers, formulae and equations.

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 Physical Education:

- Being a team member.
- Pushing yourself to the limits.
- Extremes of skill, endurance and achievement.
- Personal limitation and failure.
- Appreciation of effort.
- 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.

Through the Arts (Art, Music, Drama and Dance):

- The work of creative artists from a variety of times and places.
- Expressing, interpreting and exploring deep feelings and profound beliefs.
- Artistic creativity.
- The effects of the arts on emotions and senses.
- The arts as means of expressing mood.
- 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.

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

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.