Spirituality in School Policy

This Drayton CE Junior Policy applies to all stakeholders.

DATE OF GOVERNOR APPROVAL	Spring 2025
REVIEW FREQUENCY	3 Yearly
REVIEW DUE	Spring 2028
STATUTORY REQUIREMENT	No

Spirituality in School

Our vision

> ***–"In whatever you do, don't let selfishness or pride be your guide. Don't be interested only in your own life, but care about the lives of others too" - Philippians 2:3-4***
>
> ***C****herishing each individual*
> ***A****iming for everyone to flourish*
> ***R****elationships rooted in care and respect*
> ***E****mbracing collaboration and compassion*
>
> *At Drayton CE VC Junior School, we are committed to fostering a community rooted in humility and respect. Guided by the principle of honouring others, as well as ourselves, we strive to cultivate an environment where everyone flourishes. We encourage our learners to care for one another, embracing collaboration and compassion in all they do. Together, we aim to create a supportive and inclusive atmosphere that nurtures not only academic excellence but also the spiritual, moral and cultural development of every individual.*

Our vision influences the ethos of our school and the policies and practices within it. We believe that spirituality is a core thread that runs through our school and we attach great importance to it for both children's development and for the growth and well-being of all within our school community.

We aim for children, and adults, to grow in their ability to:

- Be guided by their beliefs and values and be willing to take a stand to defend them.
- Be self-aware and empathise with the experiences of others in the school and wider community.
- Love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges.
- Exercise imagination and creativity, appreciate beauty in the world, and be alive to experiences of awe and wonder.
- Be intrigued by mystery and be open to an awareness of the transcendent in the whole of life.
- Be comfortable with stillness and silence and open to engage in reflection, meditation, or prayer.
- Be ready to say sorry when mistakes are made, to forgive themselves, and to forgive others.
- Be willing to take risks and to reflect, learn, and grow following experiences of failure as well as success.
- Demonstrate curiosity and open-mindedness when exploring life's big questions.
- Appreciate and be thankful for what is good in life, like friends and family, and show generosity towards others.

- Foster a sense of community and collaboration, valuing teamwork and collective effort.
- Cultivate a growth mind-set, embracing challenges as opportunities for personal development.
- Show respect and kindness to all individuals, regardless of their background or beliefs.
- Maintain a positive attitude and resilience in the face of adversity.
- Engage in lifelong learning, continually seeking knowledge and self-improvement.

(Developed and adapted from David Smith's work on Spiritual Capacities)

Recognising-Spiritual-Development-in-a-Primary-School-Context.pdf

Our working definition of 'spirituality'

As a staff and governor team, we have agreed on a definition of spiritual development in our school community to support us as we talk about spirituality.

"Spirituality is the aspect of human experience that involves a sense of connection to something greater than oneself, which can include a search for meaning, purpose, and values in life. It often encompasses beliefs, practices, and experiences that foster a sense of inner peace, personal growth, and a deeper understanding of the universe and one's place within it. Spirituality can be expressed through various forms such as meditation, prayer, reflection, and engagement with nature, art, and community, and it is characterized by qualities like compassion, empathy, gratitude, and a sense of awe and wonder."

Legal requirements:

Section 78 of the Education Act 2002 states:
The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly-based curriculum which: (a) promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The SIAMS Schedule (amended September 2021) references spirituality in both the RE and Collective Worship strands but the main focus is part of strand two on Wisdom, Knowledge and Skills. The Church of England Vision for Education has a core desire for 'Life in all its fullness' (John 10:10) which requires educating the whole person.

The OFSTED framework 2021 states that pupil's spiritual development is shown by their:

• ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
• knowledge of, and respect for, different people's faith, feelings, and values
• sense of enjoyment and fascination in learning about themselves, others, and the world around them
• use of imagination and creativity in their learning
• willingness to reflect on their experiences

As a school, we support pupils in their spiritual development by:

- **Creating a nurturing environment:** We provide a safe and inclusive space where pupils feel valued and respected.
- **Encouraging reflection:** We offer opportunities for pupils to reflect on their experiences, thoughts, and feelings.
- **Promoting empathy and compassion:** We teach pupils to understand and care for others, fostering a sense of community and kindness.

- **Facilitating exploration:** We encourage pupils to explore different beliefs, values, and practices, helping them to develop a broader understanding of spirituality.
- **Integrating spiritual practices:** We incorporate activities such as mindfulness, prayer, and contemplation into the school day to help pupils connect with their inner selves.
- **Celebrating diversity:** We recognise and celebrate the diverse spiritual traditions and practices of our pupils, promoting respect and appreciation for different perspectives.
- **Encouraging creativity and wonder:** We foster a sense of awe and wonder through creative activities, nature exploration, and engagement with the arts.
- **Building resilience:** We help pupils develop inner strength and resilience, enabling them to face challenges with confidence and grace.
- **Promoting gratitude:** We encourage pupils to appreciate and be thankful for the good things in life, fostering a positive outlook and generosity towards others.

As a staff team:

- We have a culture within our school that recognises the importance of spirituality to individuals, both children and staff.
- Our governors monitor the impact of our spirituality focus through meetings and monitoring. SIAMS is a standing item on the Full Governing Board agenda.
- We have staff guidance accessible to continue to support staff in this aspect of our curriculum. *https://www.dioceseofnorwich.org/wp-content/uploads/2022/02/Spirituality-guidance-for-school-Jan-22.pdf*
- We ensure new staff are aware of our school policy on spiritual development.
- We have a variety of spiritual spaces both inside and outside the school building.
- We actively use the language we have agreed on with staff to nurture an awareness of spirituality and its importance to well-being and development with the children.
    - **Inclusive:** Ensuring that all children feel valued and respected regardless of their background or beliefs.
    - **Reflective:** Encouraging children to think deeply about their experiences and feelings.
    - **Empathetic:** Demonstrating understanding and compassion towards others.
    - **Positive:** Highlighting the benefits of spiritual practices for personal growth and well-being.
    - **Encouraging:** Motivating children to explore and express their spirituality.
    - **Supportive:** Providing reassurance and guidance as children navigate their spiritual journeys.
    - **Respectful:** Honoring the diverse ways in which spirituality can be experienced and expressed.

- We aim to help each pupil to develop a spiritual understanding in terms of their own cultural context.
- We share with parents, whenever possible, the outcomes of our focus on spiritual development through newsletters, social media, displays and our website.
- We discuss spirituality with our church and others who can further support this thread.

Our awareness and understanding of spiritual development will enrich what we offer to the children and to all in our school community.

Referenced reading:

https://www.dioceseofnorwich.org/wp-content/uploads/2022/02/Spirituality-guidance-for-school-Jan-22.pdf
Recognising-Spiritual-Development-in-a-Primary-School-Context.pdf
https://www.churchofengland.org/sites/default/files/2019-11/2019-spiritual-development-interpretations-of-spiritual-developments-in-the-classroom.pdf