

Forest & Sandridge CE School Spirituality Policy

'A shared understanding of spiritual development is very much part of Forest and Sandridge's approach to learning and life. Pupils' spirituality class books express why this school benefits from having Christian values.'

'The school's vision infiltrates all areas of school life and spirituality goes side by side with Christianity.'

'Collective worship is profoundly at the core of this school. Prayer and reflection areas are very well embedded and ever-evolving, nurturing the spiritual journeys of all.'

SIAMS Report 2019

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Our vision

Nurture, Grow, Flourish

“For I know the plans I have for you,” says the Lord... “plans to give you HOPE and a FUTURE.” Jeremiah 29:11

We are committed to creating a safe and nurturing Christian environment. All members of the school community will feel respected, valued and supported.

Within God’s love, we will uplift and encourage one another to grow and flourish... to be the very best we can be.

All we do at our school will be underpinned by the above vision. This policy should be read and understood from this perspective.

“In Church Schools, spiritual development is a key area in ensuring distinctiveness. Ofsted’s focus is on provision, SIAMS focus also looks for progression.” From Diocese of Salisbury website

Spirituality and Reflection

Children’s spiritual development is key element of growth for all children at Forest and Sandridge School. We want children to develop a clear sense of themselves, others, the world and beyond this by the time they leave our school. We will provide ongoing opportunities for stillness, reflection, questioning, exploration and deep thinking to develop children’s own personal spirituality.

Please see our policies for RE, spirituality and collective worship to read more about how we do this on a daily basis.

Our definition of spirituality:

At Forest and Sandridge Primary School we aim to give all children opportunities to think about themselves, others, beauty and creation and the world beyond. We encourage children to become independent thinkers and wonderers. We model an environment of inclusion and respect. We allow children the space, process, imagination, relationships, intimacy and trust to be spiritual beings.

What Spirituality means to us at Forest and Sandridge

We recognise that the concept of spirituality is difficult to define however to have a shared vision for spirituality as a school we have worked with all stakeholders including Salisbury Diocese to work towards a shared understanding of what spirituality means to us at Forest and Sandridge and how we support everyone to develop this within our school. Whilst some people, historically, may have linked spirituality with religion, it is in fact something that makes us human, whether or not we are religious. It is also vital that all of the adults in school see the need to develop their own spirituality for their own well-being, so that they can effectively support and help our children and each other.

Spirituality concerns a person's relationship with themselves, with others, with God (or the transcendent), and with nature and the environment. These four elements: self; others; transcendence and beauty form the basis of our work with children in developing a strong sense of spirituality.

In essence this definition includes four areas:

Self

- Awareness of feelings; ability to reflect and express
- Awareness of our uniqueness; happiness with who we are
- Gratitude for the things we have and the person we are
- Exploration of personal faith
- Development of imagination and creativity

Others

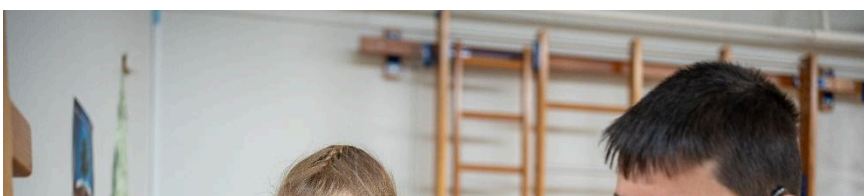
- Empathy and understanding; respect, tolerance
- To love and be loved.
- Making a difference; duty

Wonder and beauty (World)

- Developing a sense of awe and wonder
- Enjoying the miracles of everyday life
- Taking time for what really matters
- Appreciating beauty in art, music, nature

Transcendence (Beyond)

- Encountering/experiencing God (having a sense of what lies beyond the material/physical)
- Ability to formulate and discuss the 'Big Questions' (e.g about life, death, suffering, nature of God)
- Opportunities for prayer, connecting with God
- Making sense of the world



Our Christian Vision & Values



How we promote spirituality at Forest & Sandridge CE Primary School

We plan actively across the curriculum, in collective worship and with special activities to nurture children's spirituality. We do this through:

- Environment - We think carefully about how we value space when connecting with the sacred. We use images, sounds and symbols to create sacred spaces. Each classroom has a designated prayer/reflection space and we use a variety of symbols and colours when creating these worship spaces. We use familiar beginnings and endings to frame our worships. We regularly aim to use the local church as a sacred space. We seek to use the natural environment as much as we can

including our peace garden. We also provide emotional space –giving children time and opportunity to explore emotions, big questions and follow their own lines of enquiry.

- Creativity - Jesus taught in stories, parables and imagery. We give children opportunities to explore and think about themselves, others, the world and God in an imaginative and open-ended way. We enable children to explore images, music, texts and media without always having a learning intention or fixed achievement point – instead allowing them to explore freely and use imagination.
- Relationships – We understand the importance of strong relationships. We model communicating respectfully to each other as part of a family, whilst nurturing our own relationship with God. We encourage children to grow relationships with individuals across the school – using buddies, volunteers, visitors and the church community. We have a listening and respectful ethos within the school which equally values all views and contributions.
- Trust - Trust is essential in getting to know God and feeling secure in his unique plans for us as individuals. Trusting in our own journeys is particularly key when life is hard and we experience change. We trust God to be present within our school community and allow members of our school to connect with him on an invitational basis. We hold on to the promise that is found within Jeremiah 29:11 ‘For I know the plans I have for you’ says the Lord, ‘plans to give you a hope and a future’. We understand that we do now always need to have the “right” answer, and we are prepared to share our own beliefs, unknowing and perhaps doubts. This is lived out through the use of big questions that are integral to our school.

We recognise that all areas of Spirituality within Forest will only flourish if we allow children to feel safe. We foster and nurture curiosity, imagination, risk taking and individuality and strive to ensure children feel safe to navigate their own spiritual journey. All elements within our school are invitational and inclusive so that every member of our school feels accepted and welcomed. We give time and space for people to present opinions that are personal and sacred to them. We create safe spaces in classrooms and collective worship where all contributions are valued equally rather than seeking a “correct” answer.

Through fostering a safe and respectful school, where we ensure that our vision is embodied by all, we give children the confidence to pursue their spiritual growth.



How Do We Nurture Spirituality?

- Our golden thread of 'Christian values' is embedded in planning which allows opportunities to develop our spirituality across our curriculum.
- In collective worship
- Through our school's Christian values
- Through our natural environment
- Through our school vision statement
- Through relationship with our community and the church
- Through one off experiences e.g Reflection areas in schools, Experience Easter
- Advent and Lent Reflections
- In our behaviour policy
- Through displays and images in the school e.g Christian Values display
- Through Worship Council and Bible Explorers
- Through our relationships with one another and with God
- Through our links with St Michael's Church

The Impact

<p>Actions</p>	<p>Our children recognise the importance of being a 'good' person, guided by stories from the Bible and other faiths. These provide children with a strong moral compass of what is right and wrong.</p>	<p>Example: A child in Year 2 accidentally broke a pencil in class and was honest about what happened. The class were so proud of him telling the truth rather than lying about it.</p>
<p>Behaviour</p>	<p>Our children recognise what 'appropriate' behaviour looks like and are able to model this the majority of the time, in line with our school values. We have an understanding that things can go wrong and when this happens, we need to put them right.</p>	<p>Example: Ofsted 2019 'Pupils behave well in lessons and around school. They told me that they all get along with each other. Staff act as role models and build trusting relationships. Pupils say that staff quickly sort out any poor behaviour. As such, instances of bullying are rare. There are no disruptions in lessons. Staff and</p>

		pupils are free to focus on developing pupils' learning. Pupils feel safe at school because of the way they are cared for.'
Community	<p>Relationships are key in ensuring that everyone feels safe and secure. We understand the importance of community and are keen to provide other's with spiritual opportunities.</p> <p>Parents and members of our local community are actively encouraged to join us for acts of worship regularly.</p>	<p>Example: Ofsted 2019 'Staff act as role models and build trusting relationships. Pupils say that staff quickly sort out any poor behaviour. As such, instances of bullying are rare.'</p> <p>Our services are well attended by our community and on average over 50 adults attend our weekly Golden book Worship.</p>
Wellbeing	<p>We understand that in order to be able to flourish spiritually, good wellbeing is important. We have a range of nurture support for all members of our school community to support SEMH.</p>	<p>Example: Our nurture team and Home School Support have transformed the outcomes for many of our children. Please feel free to ask someone within the nurture team about this.</p> <p>We have successfully facilitated a managed move for a pupil who was at risk of permanent exclusion.</p>
Atmosphere	<p>Our school has a calm and caring atmosphere. Staff work hard to ensure children know how to manage their emotions and behaviour whilst striving to develop effective learning behaviours.</p>	<p>Example: Ofsted 2019 'The school welcomes all and lives by its values of nurture, grow and flourish. Parents and carers appreciate the warm, welcoming and caring atmosphere throughout the school.'</p>
Environment	<p>Our school has a warm feel to it and visitors are always made to feel welcome. We provide an environment where all feel</p>	<p>Example: SIAMS 2019 'Even the newest members of staff cite the 'warmth that fills the school' which feels like home. They praise the</p>

	nurtured and supported and are able to 'grow and flourish'.	welcoming and inclusive family it is a privilege to be part of, echoed by pupils and their parents.'
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How Do We Monitor Spirituality?

- Through our vision & ethos committee of governors
- Through pupil and teacher feedback and assessment
- Through Worship Council
- Through an annual review of our policy
- Through SIAMS inspections and continued professional development