

# Spiritual Policy



**AMENDMENT RECORD**

Date of Change	Reason for Change	What has changed
January 2019		New policy
November 2020		Reviewed in line with curriculum changes
Sept 2023		Reviewed to reflect curriculum changes.
Sept 2025		Reviewed to reflect the 'Language of Spirituality' adopted by school.

## SPIRITUALITY POLICY

Our community at St. Bridget's C.E. School is happy, caring, hard-working, achieving, responsible and resilient so that we can be the very best at what we were created to be.

### **'Letting Our Lights Shine'**

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Our motto, highlights our vision, and references Matthew 5:16:

***'In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.'***

We endeavour to support our children by:

- Using Christian teachings to give guidance or inspiration in our daily lives;
- Developing a good understanding of how to live a healthy lifestyle;
- Ensuring they feel safe and secure;
- Teaching growth mindset principles to develop resilience, confidence and an appreciation of the learning process.
- To teach children to reflect on their learning outcomes and make improvements.
- Teaching meta-cognition to enable pupils to have choices linked to their learning as well as being able to talk about the process of learning.
- Allow time for inner reflection linked to mindfulness techniques.
- Whenever relevant looking for links within our curriculum and within the current world news.
- Giving them space, opportunity and time to appreciate the environment.
- Providing an enriched learning environment where children can achieve, enjoy and succeed;

- Ensuring each child has a good understanding of their rights and responsibilities within school and the wider community;
- Providing children with the necessary skills and qualities to achieve future well-being and fulfillment in all aspects of life.

## **GENERAL STATEMENT AND STATUTORY FRAMEWORK**

At St Bridget's CE Primary School, we endeavour to develop each child to their fullest potential, spiritually, emotionally, intellectually and physically.

It is not easy to define exactly what spirituality is because spirituality can mean different things to different people - it is a broad **concept** and can be applied in lots of different ways. It is generally agreed, however, that spirituality is about an inner sense of **connection** to the people and the world around you, based on the belief that there are things beyond human control or explanation.

"Spirituality is a thread that runs through our life, bringing hope, compassion, thankfulness, courage, peace and a sense of purpose and meaning to the everyday purpose of existence, while reaching beyond the immediate world of the visible and tangible. It drives us to seek and stay true to values not ruled by material success" (Values and Visions – MDEP Ltd/Christian Aid 1995)

Spiritual development enables our pupils to gain awareness about their inner self and encourages questions about the purpose of our being and the world. Spirituality is our insight into the real meaning of life.

It is important that our pupils understand that every human being and living thing has value and meaning and we are a part of something greater than what we can see or fully understand.

We feel that it is important to draw upon our shared Christian values, to accept and learn from our differences and to have an understanding of our interdependence with all people. Our school is a place where all people are respected and treated equally.

## **AIMS**

We seek to develop:

- Belief;
- A sense of awe and wonder;
- A search for meaning and purpose;
- Self-knowledge;
- Relationships;

- Creativity;
- Feelings, sensitivity and emotions.

All these areas can be developed through all aspects of the curriculum as spirituality is an intrinsic part of school life.

## **LANGUAGE OF SPIRITUALITY IN ST BRIDGET'S SCHOOL**

Spiritual development relates to that aspect of inner life through which pupils acquire insights into their personal existence which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience, valuing a non-material dimension to life and intimations of an enduring reality. "Spiritual" is not synonymous with "religious"; all areas of the curriculum may contribute to pupils' spiritual development. *Ofsted (1994)*

**As a school community we spent some time discussing and thinking about Spirituality. We decided that we liked the following language to broadly describe our Spiritual moments.**

**OW**: for disappointments, sad times and challenges.

**WOW**: for uplifting moments, times of wonder and awe, heartwarming achievement and revelation.

**NOW**: for being able to be present in the moment, thinking of what we have now and how lucky we are to be here, now.

**HOW**: for the actions we take that make a difference

## **PLANNING AND IMPLEMENTATION**

### **Collective Worship**

Provides the opportunity to experience times of mental and physical stillness and the chance to regularly experience a time when they can be receptive to their inner world of thoughts, feelings and imaginings and to reflect upon them. Our children also consider the value of prayer and worship and experience a sense of community.

### **Religious Education**

Encourages an understanding and respect for those who hold different beliefs from their own. It gives children the opportunity to develop their own beliefs and values and allows them to respond to stories, artefacts and places of worship.

### **Beach School**

This is an opportunity for the children to explore the local environment, its natural beauty and wonder. Also, to ask bigger questions relating to our place on earth and our relationship and responsibilities towards the environment.

### **PSHE and Citizenship**

Children begin to give expression to personal thoughts, views, beliefs and feelings and they understand different ways in which humans express their ideas, hopes and fears. It teaches children how to become reflective learners through work on meta-cognition and Growth Mindset. Mindfulness also allows children to become fully aware of themselves and their mental health and well-being.

### **English**

Children experience a sense of awe and wonder at the beauty of language and are provided with a range of varied quality texts that provoke emotion and inspire.

### **Maths**

Children reflect upon pattern, shape, sign and symbol and gives them the opportunity to consider the concept of infinity in patterns and numbers.

### **Science**

Children experience the joy of discovery, develop enquiring minds and reflect and wonder at the variety of life. They will consider the facts of life, growth, decay and death and how different organisms are dependent upon each other.

### **Computing**

Provides the opportunity to reflect upon the way technology can isolate or bring people together. Children experience awe at the potential of technology and the wonder of achievement when a high quality presentation has been produced, or achievements they have made.

### **Art**

Children are provided with opportunities to appreciate the way that the spirit of an artist is given expression through their art. For example, many paintings create or reflect moods. Children experience visual images that evoke a range of emotions and can explore and reflect their own feelings by experiencing a variety of materials for expression.

### **Design and Technology**

Children appreciate the human drive to create, innovate and advance in technological achievements. They raise questions about the effects of these changes and design and produce aesthetically pleasing items.

**History**

Children ask why things happened and develop a sensitivity to the views, opinions and actions of others. They handle artefacts from the past and learn about inspirational figures. They develop an empathy with the past.

**Geography**

Children reflect upon the differences and similarities between people in near or distant parts of the world and reflect upon the power and implications of the workings of nature e.g. hurricanes, earthquakes etc. They consider the moral and practical issues of pollution and conservation and experience awe at the best achievements of a built environment.

**Music**

Provides ways in which pupils can appreciate through listening, performing and composing, the capacity of different types of music to move the spirit in different ways. They experience the physical and emotional sensations that music is capable of evoking and appreciate the way in which a person's spirit can be expressed through writing and performing music.

**P.E.**

Children learn to co-operate with others and develop a sense of team spirit. They reflect upon questions relating to cheating and fair play and learn to respect and abide by the rules of play. They learn about their own strengths and limitations and experience the pleasure and exhilaration of mastering a skill.

**Residential and visits**

Provide a unique opportunity for children to have first-hand experience with awe and wonder of the world beyond where they live. Children develop koinonia through spending time together in social groups and team work activities, developing trust and respect for each other.

By taking part as a beacon ( child leader) and holding positions of responsibility around school, our children can experience working with other members of the community and making their community a better place to live.

Spiritual moments are recorded in the KS1/EYFS and KS2 floor books. Also, the staff have a floor book to record their own moments in school.

**APPROACH**

- All staff are expected to provide pastoral care.
- Close links with the Church at local and diocesan levels help children to develop an understanding of the Christian faith.
- The essence of spirituality is seen as that of eternal unanswered questions, where children are encouraged to enquire about subjects that are important to them and to have time to think and reflect.

- Spiritual development will be promoted by offering on the one hand opportunities for reflection and renewal to encourage a sense of inner peace, while at the same time offering challenges through which a child may come to greater self-awareness, self-esteem and grow in confidence to express their inner thoughts.
- Children will be encouraged to meet challenges and see them as opportunities for personal development.
- They are expected to take responsibility both in their own class with others and wider school community, and to volunteer to help.
- They are encouraged to participate readily in activities such as, collective worship, concerts and sports and to promote a sense of belonging that contribute to the life and unity of the school. It is felt that force has no place in spirituality.

### **Reflection displays and area**

All classrooms have reflection displays that the children and staff contribute to, as well as outside the head teacher's office. The focus for the display outside the head teacher's office will change each half term to complement the Christian value focus for that half term or seasonal and liturgical events.

The reflection area in the library offers children and staff comfortable, quiet seating where they may go to think about their own feelings, relationships and their ability to make a difference in their communities.

These displays and area also provides an opportunity to reflect and search for meaning in life and a sense of wonder at God's world.

### ***MONITORING AND EVALUATION***

This Policy will be monitored by the governors and staff.

This policy was developed with full consultation of the staff and will be reviewed every three years.

Next review due in September 2028 or as needed.