

**Frisby C of E Primary School**

**Spirituality Policy**

**2024 - 2027**

## VISION AND VALUES OF THE SCHOOL

**"Growing with hope; serving with compassion; transforming with humility"**

### ***Romans 12***

In this verse, we are encouraged to be living sacrifices in view of the mercy we have received from Christ Jesus. This is achieved through the renewing of our minds (**transforming with humility**); serving and blessing others through our gifts (**serving with compassion**) and, above all, by loving and being devoted to one another (**growing with hope**).

At Frisby Church of England Primary School, our core Christian Values underpin everything that we do. The 'liveable' values of "being aspirational; building resilience; showing compassion; being respectful; taking responsibility and building friendships" are clearly understood and demonstrated by all, on a daily basis, so therefore both complement and enhance our school vision. Because our values are woven through everything that happens in our school, and are founded on the wider Church of England values within the Vision for Education, we know that a Christian narrative sits at the forefront of our day-to-day practice.

Our school allows us all to flourish and experience life within a solid Christian Foundation, providing a supportive and guided way through all aspects of life.

We do this by:

- Ensuring our school's Christian values are at the heart of all we do and are taught implicitly through every aspect of school life.
- Developing independent lifelong learners who grow in confidence and self-esteem and are equipped to overcome life's challenges within our school and the next stages of their education.
- Providing a broad and balanced curriculum where high quality teaching and learning is delivered in a vibrant, supportive learning environment.
- Creating a culture of achievement that celebrates, challenges and nurtures the talents of all our children.
- Enabling children to appreciate the diversity of cultures and religions which make up our society, treating everyone with tolerance and respect in preparation for life in modern Britain.
- Promoting spirituality, health and well-being in an environment where everyone feels safe, valued and cared for.

## SPIRITUALITY POLICY

Whilst spirituality can be interpreted in a variety of different ways, at Frisby C of E we have agreed a definition which is shared across the school community:

**“We realise our spirituality by helping pupils and staff to develop their understanding of their place in the world and who they are.”**

Put in another way, it is about developing an appreciation of a person's uniqueness, and value. Whilst our Christian vision and values sit at the heart of our school, we acknowledge that they will resonate well both with those of faith and those of none, enabling all pupils and staff within our community to flourish and succeed.

At Frisby C of E, we believe in the vital importance of spirituality in the life of the School, since it forms the basis for successful relationships, and shapes our behaviour and outlook on life, others and the world. It is about the development of the non-material aspects of being a human being which animate and sustain us. It includes the development of a sense of identity, self-worth, personal insight, meaning and purpose and an awareness of the stories of others and their values and beliefs.

### **Our Christian Belief**

At Frisby C of E Primary School, we recognise the spiritual nature of all people and believe that spiritual development is accessible to everyone. As a church school, we place special emphasis on encouraging the exploration and experience of the Christian faith and values, to guide our pupils and enable them to live their lives with meaning and purpose, whilst being open to other faiths, beliefs and values.

It is our aim that the children's individual spiritual development is fostered as an integral element of the range of learning opportunities and experiences they encounter as part of the curriculum, and that it permeates all strands of school life.

### **Our Aims**

In order to foster spiritual development, the school aims to provide children with opportunities to:

- Develop an understanding of the distinctive ethos of this church school, as well as the context, language and symbolism of the Christian faith;
- Develop knowledge and understanding of the school's core Christian values and the Biblical teaching that underpins them;
- Develop an awareness of, and respect for, other people's beliefs and faiths and the ability to articulate their own;
- Develop an appreciation of what it means to be part of a community (for example, using their gifts and abilities in the service of others);
- Flourishing mentally and spiritually to support mental health;
- Foster self-awareness, and encourage each other to make informed decisions;
- Develop the skills and language required to enable them to reflect upon the big questions and mysteries of life;
- Develop an awareness that disappointment, failure and loss may be occasions for spiritual growth;
- Understand the value of difference and diversity through involvement with others;
- Encourage curiosity, creativity and imagination;
- Develop the ability to reflect upon experiences of awe, compassion and beauty;
- Learn to value the natural world, a sense of awe and wonder and a commitment to care for creation;
- Begin to understand and make sense of their own feelings and emotions in response to certain encounters and events that occur in their life;
- Develop enthusiasm to explore and learn through enquiry and first-hand experiences.

These objectives will enable the pupils to have a quality of life that encompasses respect, awareness,

compassion, curiosity, understanding and relationships that reflect order, reason, balance and integrity.

### **Opportunities Provided within Teaching and Learning**

Spirituality is an inherently interwoven part of all aspects of school life. Staff provide a role model for the children in the joy of discovery and in the mystery of creation. Spiritual development is nurtured and promoted as a natural element of the whole school curriculum but it can be recognised particularly in:

- Collective Worship as a whole school or in classes;
- Religious Education
- Prayer – collective and individual;
- Values and relationships;
- Vision and Mission statement;
- Relationships with the local Church
- Character Education

The curriculum, and all wider areas of our community life, are driven by the school's vision and values that are explicitly rooted in a Christian narrative. Through teaching and learning, the school pursues these aims by ensuring:

- Opportunities for spiritual development are actively planned into the curriculum and encouraged in all areas of school life;
- Unplanned and spontaneous spiritual experiences are recognized, acknowledged and celebrated by staff and children;
- Collective Worship celebrates the love of God for every individual and provides opportunities for children to respond and reflect;
- A solid understanding of the Christian concept of God as Father, Son and Holy Spirit; of prayer and of sacred texts is nurtured and developed;
- The school building and outdoor environment provides appropriate spaces for silence, stillness and prayer;
- The churches associated with the school, and other places of worship, are a valuable resource across the curriculum, giving children the opportunity to explore their own spirituality and encounter the divine, within a sacred place;
- The children's spiritual capacities such as imagination, empathy and insight are fostered through the creative arts (for example, music, art, film, artefacts) and interactive multi-sensory teaching strategies, making use of the outdoor environment and relevant educational visits/visitors;
- Opportunities to look attentively and observe carefully, listening with discernment, valuing what is good and worthwhile and making judgements through discussion and exchange of views and ideas;
- Learning to live with success and failure for themselves and with others;
- That moral development is linked to spiritual development through strategies such as 'windows, mirrors and doors' (see Appendix 1);
- That the RE curriculum delivers knowledge and understanding of spirituality from a number of world faith and world view perspectives;
- That children are given as many opportunities as possible to explore the wonder of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected;
- That children learn to respect everyone, as modelled by staff in their relationships with others;
- Promotion of strategies for positive mental health (see Appendix 2).

### **Opportunities Provided Specifically within Collective Worship**

- Opportunities for reflection and response are planned into worship;
- Stillness;
- Respect for personal and collective beliefs;
- Sharing and celebrating common beliefs;

- Celebrating success;
- Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc.;
- Common activities such as 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;
- Opportunities to be active worship leaders.

### **Opportunities Provided Specifically within the R E Curriculum**

- Specific teaching approaches;
- Offering responses from other faiths to human experiences and feelings;
- Promoting different understandings of spirituality/faith and belief;
- As part of teachers' planning in content and method.
- Through aspects such as:
  - ❖ respect and acceptance;
  - ❖ valuing own and others' faiths/beliefs;
  - ❖ exploring issues e.g.: suffering, life and death;
  - ❖ fostering of awe/wonder/curiosity/mystery.

### **Monitoring and Evaluation**

Spiritual development cannot be measured and continues throughout our lives. However, opportunities offered to children for spiritual development will be monitored and evaluated in the following ways:

- Observing and listening to children;
- Regular discussion at staff and governor meetings;
- Sharing of classroom work and practice;
- Ensuring that staff have a clear understanding of what spirituality means in this school and providing development training;
- Evidence from pupil's work, for example, reflection journals, RE books, PHSE work, creative writing;
- Regular inclusion in SDP/SEF;
- Regular review of policy and schemes of work.

We want our school to be a place where spiritual growth and development are central to our learning and community life together, knowing that it is when we stop and listen, children and staff are able to flourish and succeed.

## Appendix 1: Windows, mirrors and doors approach to spirituality

### Windows:

Giving children opportunities to become *aware* of the world in new ways; to **wonder** about life's 'WOWs' (things that are amazing) and 'OWs' (things that brings us up short). In this, children are learning *about life* in all its fullness.

### Mirrors:

Giving children opportunities to *reflect* on their experiences; to **meditate** on life's big questions and to consider some possible answers. In this, they are learning *from life* by exploring their own insights and perspectives and those of others.

### Doors:

Giving children opportunities to *respond* to all of this; to **do** something creative as a means of expressing, applying and further developing their thoughts and convictions. In this, they are learning *to live* by putting into action what they are coming to believe and value.

## Appendix 2: Extract from the Mental Health and Wellbeing Guidance: Advice for Schools and SIAMS Inspectors 2018

The Royal College of Psychiatrists has published some useful guidance on spirituality and mental health where they identify ways in which some aspects of spirituality can offer real benefits for mental health. They identify spirituality as being within and beyond formal religion and recognise that it 'often becomes more important to people in times of emotional stress and physical and mental illness, loss, bereavement and the approach to death'.

They recommend that a person we should acknowledge a person's religious belief and allow space for their faith as part of their support. Schools should therefore look to provide opportunities for inclusive spiritual development that supports good mental health as well as opportunities to learn from people of different faiths and beliefs about how their spirituality shapes them and supports their mental health and wellbeing. Religious Education which offers the opportunity for young people to engage with a diversity of people can support this.