



St Barnabas CE Primary School

“Preparing for a positive future, achieved through faith.”

Christian values are central to the life of our school, where we are devoted to inspire our children to succeed, flourish and live life in all its fullness.

“Let your light shine.”

Matthew 5:16

Spirituality Policy

Policy Updated:	October 2023
Date reviewed and agreed by Governors:	
Date of next review:	October 2024
Headteacher:	Miss J Hodgkinson
Chair of Governors:	Dr C Kressel

As a church school we take the teachings of the Bible and the life of Jesus as our foundation and the inspiration for our school vision and chosen values.

“During the Sermon on the Mount, Jesus made it clear that we are the light of the world. We are called to shine. But the light we share is not our own.”

Our school vision and values act as a guide to enable all pupils to become effective learners and good citizens, they act a moral compass to influence them now and in the future.

Each Christian value historically refers to values derived from the teachings of Jesus Christ. These values highlight the distinctive nature of a Church of England school, the values support the Christian vision of education, one that is generous and that seeks to allow the riches of Christian life to overflow to those of other faiths or no faith. Our school vision and values encourage tolerance, understanding and acknowledgement of all faiths, cultures and communities.

Spiritual development at St. Barnabas CE Primary School enables our whole school community to flourish, as we become aware of God, one another, the world around us and ourselves.

Our aim is to: establish the right learning environment to enable the spiritual development of all pupils through the following objectives;

- Develop an appreciation of their uniqueness and value as a child made in the image of God;
- 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 a part of a community (e.g. using their gifts and abilities in the service of others);
- Develop strategies to build good mental health (see mental health policy);
- Foster self-awareness and encourage pupils to make informed decisions;
- Develop the skills and language required to enable them to reflect upon the big questions and mysteries of life;
- Begin to understand and make sense of their own feelings and emotions around certain encounters and events that occur in their life;
- Develop an awareness that experiences of 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, beauty etc.
- Develop a capacity to value the natural world, a sense of awe and wonder and a commitment to care for creation.

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 within the context of Christian faith.

Teaching and learning

Through teaching and learning, the school pursues the aims and objectives by ensuring:

- The curriculum and all areas of our community life will be driven by the school's Christian vision statement and associated values;
- Opportunities for spiritual development are actively planned into the curriculum and encouraged in all areas of school life; (see appendix 1)
- Unplanned and spontaneous spiritual opportunities for spiritual development are recognised, acknowledged and/or celebrated by staff and children;
- Collective worship celebrates the love of God for every individual and provides opportunities for children to respond and reflect on this;
- A solid understanding of the Christian concept of God as Father, Son and Holy Spirit; of prayer and of the Bible is nurtured and developed;
- The school building and outdoor environment provides appropriate spaces for silence, stillness and prayer;
- That children's spiritual capacities such as imagination, empathy and insight are fostered through the creative arts and interactive multi-sensory teaching strategies making use of the outdoor environment and relevant educational visits;
- The provision of opportunities to listen attentively and observe carefully, listening with discernment, valuing what is good and worthwhile and making judgements through discussion and exchange of views and ideas;
- Support for 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 2);
- That the outstanding 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;
- Promotion of strategies for positive mental health through whole class and small targeted sessions.

Approaches

In our school we seek to find ways in which all areas of the curriculum can contribute to children's spiritual development and to highlight opportunities for these in our planning by:

- Seeking to foster spiritual capacities, e.g. imagination, insight and empathy;

- Allowing children, the security and opportunity to explore and express feelings and emotions and to celebrate diversity;
- Providing opportunities for prayer including silence and stillness;
- Sharing feelings and experiences that foster hope, joy, reassurance and encouragement;
- Encouraging children to develop relationships based on the school's Christian vision and associated values;
- Enabling children to make the links between the Church and Biblical teachings, the life of the school and the wider community and how these impact on their own understanding of themselves and their place within the world today;
- Providing an environment that promotes space to reflect, think and wonder.

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 alongside the school's Christian vision and values;
- Sharing of classroom work and practice;
- Ensuring that staff have a clear understanding of what spirituality means in this school by providing them with induction and development training;
- Evidence from pupils' work, e.g. Class Celebration books, RE books, SMSC work, creative writing, art;
- Regular inclusion in the SEF;
- CPD opportunities and sharing examples of good practice with other schools.

Appendix 1- Opportunities to develop spirituality with the curriculum.

Collective worship and RE are two key areas of school life that provide ideal vehicles for effective spiritual development.

Collective Worship provides opportunities for:

- Reflection and response
- Thinking deeply and drawing links between ideas
- Stillness and prayer
- The respect of personal and collective beliefs
- Sharing and celebrating common beliefs
- Celebrating success and talent
- Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc.
- Shared activities such as singing, listening, laughing, reflecting on a theme
- Remembering and celebrating the lives of people of spiritual significance
- Emphasizing common purpose and values
- Experiencing emotions
- Taking part with sincerity and a sense of higher purpose

Through pupil-led worship, children have opportunity to support the spiritual development of others, that in turn leads to a sense of fulfilment and is a spiritual experience for the leaders

Creative responses to experience such as music, drama, poetry, story.

The use of visual stimulus such as religious symbols, candles, art, icons, photos, video

Religious Education is a subject that looks at the spiritual experiences of others and how these change and shape their lives. RE allows children to use what they find out about other people and their beliefs to reflect on their own experiences. Through this process, children can engage with ultimate questions of meaning and purpose and begin to shape their own beliefs. RE allows children to engage with the idea of mystery and questions with no clear answers.

The wider curriculum also provides opportunities for spiritual development.

Physical Education:

- Being a team member.
- Pushing yourself to the limits.
- Extremes of skill, endurance and achievement.
- Emotion in sport such as those evoked through success and failure.
- Personal limitation and acceptance that others may perform better.
- Appreciation of perfection.
- Sportsmanship.

Design and Technology:

- Discovering how something works.
- Appreciating ingenuity.
- Beauty in design.
- Perseverance to solve problems.
- Personal achievement.
- Learning from others and nature.

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.
- The reading and writing of poetry.
- Imagining oneself as someone else.
- Escaping into other worlds through literature.
- The element of wonder in literature.
- Pleasure derived from the creative process.

Mathematics:

- Infinity and nothing.
- Pattern and order.
- Shape and regularity.
- Truth, certainty and likelihood.
- The universality of mathematics over time and space.
- The wonder of numbers, formulae and equations.

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.

Computing

- The wonder of worldwide instant communication.
- The speed of the growth of knowledge.
- The accessibility of knowledge and contact with other people worldwide.

Creative Arts (Art, Music, Drama and Dance):

- The work of creative artists from a variety of times and places.
- Beauty, truth and goodness.
- 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.
- Mood.
- Skill.
- Pattern.
- Formulae.
- The sense of fulfilment and transcendence through performance.

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

Appendix 2 Windows, mirrors and doors approach to spirituality. (Taken from Salisbury Diocese Spirituality Policy – Derek Holloway/Andrew Rickett 2012)

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 bring 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.