



Spirituality Policy

Implementation Date – January 2024

Review Date – January 2027

Legal Framework: Links to OFSTED and SIAMS expectations

The OFSTED School Inspection Handbook, November 2019 No. 190017, page 59 & 60, states:

Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities but draws together many of the areas covered by the personal development judgement.

Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, 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.

The SIAMS Evaluation Schedule for Schools and Inspectors, 2023, includes the question:

- In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development? (IQ3)

Intent

School Statement on Spirituality

To talk about spirituality is, essentially, to talk about something which is beyond words. To make conversations about spirituality more accessible to every member of our school community. Our aims and values are firmly based on Christian principles and we wish to promote racial harmony and social cohesion in our local community.

“Learning to Love God and Love our Neighbour as Ourselves.”

We are proud to be federated Church of England academies at the heart of the community of Whitchurch.

An inclusive family under God, welcoming everyone into our friendly, **respectful** and caring Federation.

We aim to provide an aspirational curriculum and supportive working environment to enable every individual to reach their full potential.

“Learning to Love God and Love our Neighbour as Ourselves”

Luke 10: 25-37

As Federated Church of England Academies, we believe it is important to develop Christian values by which to live well together and which help to develop a moral and spiritual awareness.

Our core Christian value is Love. Across our Federation everyone is encouraged to love and respect themselves, others, God and his world. The Bible tells us that,

**“God is love. Whoever lives in love lives in God, and God in them.”
(1 John 4:16).**

Love

The value of ‘Love’ underpins everything we do in our Federation. We believe that through a focus on Love, by working together as part of a strong and supportive family, we can all achieve more ;

**“Love your neighbour as yourself.”
(Luke 10:27)**

The Good Samaritan

Compassion

Helps us to foster a nurturing environment, supporting one another, promoting empathy and inclusivity.

(Luke 5: 17-26)

Jesus Heals A Paralytic Man

Courage

Gives us the skills to face challenges, take risks and develop resilience and encourage personal growth.

**(1 Samuel 17 1-58) – David and Goliath
(Daniel 6:1-28) – Daniel in the Lion’s Den**

Kindness

Creates a positive, harmonious atmosphere, fosters empathy, friendship and a sense of belonging.

**“Do to others as you would have them do to you.”
(Luke 6: 27-31)**

Perseverance

Teaches us the importance of determination and hard work. Helps us to overcome obstacles and achieve our goals.

**The Journey of the Magi
(Matthew 2: 1-12)**

Respect

Helps us to treat others with kindness and listen and consider everyone's feelings. It is important we are all valued.

**Show proper respect to everyone.
(1 Peter: 2-17)**

Spirituality within the Ethos of the Daily Life of the School:

At The Whitchurch CofE Federation we view spiritual growth as becoming more and more aware of one's natural, innate spirituality. These opportunities happen throughout each and every day as children deal with delight, disappointment and the chance to be present with themselves.

For this reason, every member of the school community and administrative staff are familiar with the school's shared language of spirituality and will respond to pupils appropriately.

Throughout the daily life of the school, including lunch times and playtimes, pupils know that their references to spirituality will be heard and taken seriously. They will be encouraged to

reflect on these experiences and be comfortable about talking about the golden glue of spirituality.

Organisation

The spiritual growth of pupils is not only dependent on learning in RE, opportunities for enhancing the spiritual well-being of learners are developed in every aspect of our school life.

We support the whole school community to share this responsibility and to develop the shared language of spirituality. Opportunities are available for all to develop spiritually in our supportive and nurturing school inspired by our vision and lived out through our Christian values.

We have identified specific areas which contribute to the spiritual growth of pupils: collective worship, the whole curriculum, including RE and the general ethos of the school within daily life,

Spirituality in Collective Worship

Collective Worship is at the centre of The Whitchurch CofE Federation. It provides the opportunity for our school community to share experiences, ideas and understanding. It is the context in which the language of spirituality, which we use as a school, is regularly and explicitly shared.

Collective Worship provides the opportunity for pupils to become aware of the importance of reflection and how our positive and negative experiences can be formative. It also provides a real sense of being present (now moments) which are often linked to invitations to pray.

Through daily Collective Worship, pupils are offered a space and a place for hearing the Christian story. They are offered an understanding of worship by being invited to participate in, or observe, Christian spiritual practices such as: prayer, reading and reflection on the Bible and liturgy and are introduced to different musical traditions.

Opportunities to reflect on the 'wows' of life such as beauty and joy of the world are given, as well as time to reflect and empathise with the 'ow' moments of disappointment or pain. Pupils are given time to consider their responsibilities to others and to grow in love and service. Time is given for celebration, both for the accomplishments of school members and to mark seasonal Christian festivals and celebrations in the calendars of other faiths. In this way pupils are offered time to be able to contemplate and develop spiritually.

Spirituality in Religious Education

The Church of England's Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE and spirituality.

Learning activities in RE provide for the needs of all pupils, offering a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews, linking these to pupils' ideas of spirituality.

Spirituality within the Curriculum

Christian vision is a driver for our curriculum design in our school:

Maths:

The wonder of number patterns

- What cannot be measured? For example, love
- What cannot be accurately counted? For example, the difference an act of kindness makes.

Reading:

- How do you frame questions around a text? For example
 - o What inspired you in this text?
 - o How did a character cope with a challenge in life?

- o How did the actions of a character surprise you? How do you think you would have responded to that wow or ow moment?
- o What do you think makes these words so powerful/beautiful/painful?

Writing:

Points to consider:

- If pupils are invited to write about things that have profound meaning to them, how is this writing valued? How can it be recognised as having value, rather than simply be reduced to an evaluation of SPAG?

Design Technology:

Points to consider:

- What motivates designers and their decisions? For example, is it a desire to make money or a desire to help and make improvements to daily life for everyone?

Music:

Points to consider:

- What style of music 'invites you to explore the mystery that dances within your soul' (K. Hall)?
- What styles of music have the opposite effect?
 - How does music encourage creativity, delight, and curiosity?

MFL:

Points to consider:

- What motivates language learning? For example, buying an ice cream on holiday or welcoming and comforting a stranger in our country?
 - What does it feel like to genuinely communicate with someone in a new language?

Geography:

Points to consider:

- The wow of physical geography.
- Discovering different physical regions do not provide the same opportunities.
- What options/opportunities are there to respond and take responsibility in a challenging world?

History:

Points to consider:

- Which stories tell historical wows?
- What lessons for future decisions and choices do they provide?

PE:

Points to consider:

- How do you celebrate a new skill? How does it feel to be proud of your whole self?
- What does it feel like to be completely focused on a task or challenge?
- How do you recognise the delight in movement, connectedness, and creativity?
- Encourage the awareness of one's own strength and limitations.
 - Recognise/celebrate equality, freedom, respect and trust.

Science:

Points to consider:

- Delight in discovering how things work.
- Opportunities to linger longer on the wonder!
 - What questions cannot be answered by science?

Art:

Points to consider:

- How does art invite you to explore the mystery that dances within your soul?
- What are the wows and ows in the stories behind the artists you study?
 - How do you celebrate and respect different responses to art?

PSHE and RSE:

Points to consider:

- As you explore topics such as relationships, feelings & attitudes, keeping safe and 'your body' where are the natural links with the wows, 'ows' and nows?
 - How can the honesty and sensitivity needed to explore these topics gently reflect the language of spirituality already used throughout the school?

Outdoor Education and Educational Visits:

- What amazes you about Gods' creation?

- Do you have any questions about Creation for God?
- Delight in how things were created.

Courageous Advocacy:

- How can we be courageous advocates?
- How can we encourage others advocates?

Throughout our curriculum subjects we encourage children to consider:

- How do they celebrate the achievement and break-through of success?
- How we deal with the difficulty and frustrations?
- How we maximise the everyday moment of concentration and being in the present, creating a sense of calm and completeness?

Recording, Monitoring and Evaluation

The governors review the policy annually in partnership with Senior Leaders and consider any views expressed by parents, children and staff in order to make any changes or recommendations. Recommendations are fed back to the full governing body and are then actioned as appropriate.

Governors ensure that this policy is fully implemented, and that practice is consistent with the school's Christian vision, in line with the school's monitoring policy and schedule for governors.

Roles and Responsibilities

Recognising there are opportunities for enhancing the spiritual well-being of learners in every aspect of our school life, every member of our staff team is committed to support this spiritual growth wherever appropriate.

The Principal, Vice Principal, Assistant Principals are responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual growth in collective worship, the whole curriculum (including RE) and the general ethos of the school within daily life.

This role also includes: (amend as appropriate)

- Ensuring personal knowledge and expertise are kept up-to-date by participating in CPD and shared good practice.
- Providing and sourcing in-service training for staff as necessary.
- Ensuring all staff are familiar with the shared language of spirituality.
- Acquiring and organising appropriate resources, managing a budget when necessary.
- Monitoring the opportunities for spiritual growth through regular observations and learning walks in both formal and informal contexts, discussions with colleagues and pupil voice.
- Contributing to the SIAMS self-evaluation

Staff Development and Training:

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. ECTs and staff who are new to our academy will receive training and support from the staff member identified as leading on spirituality.