

St Martin's C of E Primary School



'though many, we make up one.'

Spirituality Policy

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What is this policy for?

This policy sets out how we develop the spiritual dimension of human existence. We provide opportunities for children to understand life beyond the mere physical and develop self-identity, creativity, curiosity, relationships and belief. It also supports and reinforces the values of the Kaleidoscope MAT and its schools, where all staff and children are treated with respect and valued equally as individuals.

The vision for spirituality

Through the study of spirituality pupils have the opportunity to ask questions of themselves and the world they live in, to enable them to embark on their personal search for the meaning and purpose of life.

This language of spirituality begins from a Christian understanding that everyone is a valued creation, individually and uniquely made by God, like pots made by a potter (Isaiah 64:8). Yet, in life things happen that impact on the physical 'pot' of life and create cracks that provide a glimpse of something 'beyond' the tangible. Christians would view this as an opportunity to relate to the Divine Creator God.

Cracks may be caused when something so good and breath-taking happens that the pot expands and cracks – the wows of life.

Cracks may happen when something challenging happens and threatens the comfort of everyday – the ows of life.

Cracks can also happen in the stillness and ordinariness of everyday – the nows of life, when a moment of stillness, a pause or prayer creates a crack in the normal, physical everyday.

In these special moments, there is a spiritual opportunity. Kintsugi, the Japanese art of mending broken ceramics with golden joinery or glue, creates something that has been broken into something even more beautiful. Using this metaphor, the wows, ows and nows of life offer the possibility of cracks that are filled with gold and make the pot even more beautiful.

The gold in the cracks reflect a little of the wonder of spirituality. Kaleidoscope MAT uses this language and the concepts of wows, ows and nows. These are used to explore relationships with: - ourselves - others - the wider natural world and beyond - and offering the invitation to relate to God.

When is spirituality taught and learned?

At Kaleidoscope MAT we believe spirituality is an integral part of the ethos of the daily life of the school as children deal with delight, disappointment and the chance to be present with themselves. Throughout the daily life of the school pupils know that their references to wows, ows and nows 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.

Kaleidoscope's Behaviour policy is underpinned by three expectations of 'Be ready, be Respectful, be Safe'. This encourages the children to be ready for learning – opening their minds to 'wow' moments and being respectful of others at all times – covering 'wow' 'ow' and 'now' moments for others.

At St Martin's C of E Primary School, we have worship/prayer areas in every classroom whenever they need them.

How is spirituality taught and learned?

Spirituality permeates all relationships and activities throughout the school. It is grounded in the school's ethos and is part of all aspects of school life. Pupils' spiritual development is enhanced through:

- Collective worship, both in school and at church;
- being involved in and supporting the local community;
- supporting communities beyond the local;
- supporting charities;
- extra-curricular opportunities for self-expression and circle time.

What do we learn in Spirituality?

We look particularly at **personal and religious beliefs**, appreciating that people have both individual and shared beliefs and an understanding of how beliefs contribute to personal identity.

Self-knowledge –an awareness of oneself in terms of thoughts, feelings, responsibilities and emotions and developing self-respect.

Relationships – recognising and valuing the worth of others, the ability to develop positive relationships with others and developing and valuing a sense of community. Developing an understanding of tolerance and respect to all characteristics of life around them.

Creativity – Expressing and developing thoughts and feelings through art, music and poetry, developing inspiration creativity and imagination.

The search for meaning and purpose – reflecting on key questions, including creation, existence, infinity and responding to experiences such as sadness, unfairness, beauty and happiness.

Developing a **sense of awe and wonder** by being inspired by nature and human achievement and developing a sense of awe and wonder.

Feelings and emotions - being moved by art, music or kindness; hurt by injustice or aggression and a growing awareness of how to express feelings and emotions appropriately.

Feelings of transcendence – beginning to recognise an inner strength which supports the individual through experiences in life, identifying for some that this may be linked to a belief in the existence of a divine being.

Spirituality in Collective Worship

Collective Worship is the beating heart of St Martin's C of E Primary School. 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 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 joys of life such as beauty and joy of the world are given, as well as time to reflect and empathise with the low 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. Collective Worship is invitational, inspirational and inclusive.

Learning activities in RE offers 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 about all religions and worldviews, linking these to pupils' ideas of spirituality and the language of joys, lows and nows where appropriate. They develop their own beliefs and come to an understanding and respect for those who hold views different to their own.

Through our English curriculum, the children experience and share a sense of wonder through the beauty of language used in poetry, literature and the spoken word. Questions are framed carefully e.g What inspired you in this text? How did a character cope with a challenge in life? How did the actions of a character surprise you? What do you think makes these words so powerful/beautiful/painful?

In Maths, they consider the concept of infinity in number, and pattern and they engage with the challenge of solving problems.

In science, they experience the awe and wonder of observing the natural world, and reflect and wonder at the vastness of it.

In Art, they express ideas and creativity and experience images that can evoke a range of emotions.

Through Geography the children consider moral issues such as pollution and conservation and explore the complexity of the natural world. They consider 'wow' moments when studying physical geography, the 'ow' of discovering different physical regions do not provide the same opportunities. They consider what opportunities are there to respond and take responsibility in a challenging world.

In History they reflect on moral issues and what may be learnt from the past, and reflect on their own cultural identities. They consider which stories tell historical wows and which stories tell historical ows. They also think about what lessons for future decisions and choices do these stories provide.

In French, they consider what it feels like to genuinely communicate with someone in another language.

In Music they express their spirituality through making music and considering what style of music 'invites you to explore the mystery that dances within your soul' (K. Hall)?

In PE, they think about how they celebrate a new skill along with how it feels to be proud of your whole self. They discuss what it feels like to be completely focused on a task or challenge and how they recognise the delight in movement, connectedness, and creativity.

In DT, they delight in discovering how things work.

How do we measure success in spirituality?

Although spirituality is not directly measured it is evidence through the embedded school values and vision (see impact statement.)

In Achievement Worship, we celebrate the achievements and 'wows' of success.

Community Involvement & Collaborations

One of the MAT's core values is community. With the local community, we consider others through Harvest. We invite members of the local community into school to celebrate the Nativity and take part in the carol concerts with St Martin's Church- including the Christmas Tree Service. We go out to the local community to sing to the elderly in nursing homes and take part in craft activities with them.

Monitoring and Evaluation

The RE/Collective worship lead and SLT will monitor. This will occur through pupil interviews.

Information gathered is shared with the leadership team and through the link governor for R.E/Collective Worship.