

# West Haddon Endowed C of E Primary School

## Spirituality Policy

*If the spiritual 'is properly and fully addressed, the moral, social and cultural will fall into place more easily'*

Alan Brown formerly of The National Society

### **Rationale**

Spirituality is a powerful force that determines what we are, and our self-understanding. It forms the basis for successful relationships, and shapes our behaviour and outlook on life, others and the world.

Spiritual development relates to that aspect of inner life through which we acquire insight into our personal experiences which are of enduring worth.

### **Aims**

- To provide a context of faith, security and positive relationships to support each child's spiritual search.
- To support the spiritual development of each child, regardless of age, sex, ability or cultural background.
- To promote self-awareness and feeling of self-worth.
- To share a set of values, principles and beliefs.
- To develop positive human qualities.
- To develop respect and empathy for other people and their beliefs.
- To build respect for different people's feelings and values.
- To develop the children's enthusiasm to explore and learn through enquiry and first hand experiences.
- To enable the children to value the non-material element of life.
- To encourage time for reflection and stillness.
- To encourage imagination and creativity.
- To develop a sense of awe and wonder at the miracle of creation, life and the natural world.
- To enable the children to experience a sense of enjoyment and fascination in learning about themselves, others, and the world around them, including the immaterial.
- To share Christian stories and respond to Christian festivals, rituals and symbols, particularly those from the Anglican tradition.

### **Organisation and Implementation**

The development of spirituality is as fundamental to a child's education as other areas of learning. Without awe and inspiration, there would be a lack of motivation to learn.

At West Haddon School we:

- Value the children's questions and give them space for their own thoughts, ideas and concerns.
- Enable the children to make connections between aspects of their learning.
- Encourage the children to develop and deepen their learning by asking 'why?', 'how?', and 'where?' as well as 'what?'

Spirituality is not taught, but is an inherent interwoven part of all aspects of school life and is nurtured and promoted as a natural element of the curriculum.

In order to facilitate the development of spirituality, West Haddon School work to:

- explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.
- Know where children already have religious beliefs, to support and develop these beliefs in ways which are personal and relevant to them as an integral part of the school's practice.
- Engage in enquiry and exploration as part of experiential, first hand learning.
- Be creative and imaginative.
- Reflect and respond to issues in moments of quiet or inspired through music, art, text, film or artefacts.
- Understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- Work collaboratively with peers, valuing the contribution made by others.
- To respect all, as modelled by staff in their relationships with others.
- To experience silent, calm and tranquil moments which afford time for reflection.
- To work and live in harmony with others in the school and wider community.
- To have confidence to express ideas, views and opinions, even if others do not agree.

Outlined below are some of the key ways in which spiritual development is nurtured and promoted as part of the curriculum:

### **In Physical Education:**

- Being a team member.
- Pushing yourself to the limits.
- Extremes of skill, endurance and achievement.
- Personal limitation and failure.
- Appreciation of effort
- Sportsmanship.

### **In Design and Technology:**

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

### **In 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.
- Imagining oneself as someone else.
- Escaping into other worlds through literature.
- The element of wonder in literature.

### **In Numeracy:**

- Infinity and nothing.
- Pattern and order.
- Shape and regularity.
- Truth, certainty and likelihood.
- The wonder of numbers, formulae and equations.

### **In 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.

### **In Computing:**

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

### **Through the Arts (Art, Music, Drama and Dance):**

- The work of creative artists from a variety of times and places.
- 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.

### **In 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.
- Empathy with people from other times in history.

### **In Religious Education:**

- People, places, things, books, actions and ideas held by religious believers to be holy.
- Ultimate questions of meaning and purpose.
- Ideas of the divine/questions of God.
- Forms of worship.
- Use of music, art and drama to express beliefs.
- Varieties of beliefs, celebrations and rituals.
- Ideas of commitment and belonging to groups and institutions.
- The idea of mystery and questions with no clear answers.

### **In Collective Worship:**

- Opportunities for reflection and response are planned into worship.
- Stillness.
- Personal and collective beliefs are respected.
- 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.

In addition, as part of the curriculum, the children have opportunities:

- To visit places of beauty, interest and challenge.
- To admire and wonder at the natural environment and human creative efforts.
- To work out personal relationships in unusual and challenging situations.
- To experience community cohesion links at a local, national and global level.
- To engage in charity based activities.
- To participate in a wide range of events and activities, involving a range of outside agencies, coaches, etc.

In order to facilitate spiritual development the organisation of the school and the environment for learning are such that:

- Everyone involved in the life of the school is valued and seen to be valued.
- Policies and ensuing practices are clearly seen to reflect the worth of individuals.
- Behaviour and people management policies and practices are collectively arrived at and discussed regularly.
- All adults recognise the need to set good examples of mutual respect and considerate behaviour.
- The quality and nature of the learning environment and displays reflect the value placed on pupils and staff.
- Aesthetic awareness is encouraged.
- The atmosphere of the school welcomes differences in beliefs and values, and invites everyone to belong.
- The achievements, successes and efforts of everyone are recognised and celebrated.