

St Margaret's C of E School



Spirituality Policy

Adopted as draft under consultation: 1st December 2023

Agreed by Governors: 14th March 2024

Signed (Governor Hub): Dr C Freeman (Chair of Governors) / Mr D Hugill (Headteacher)

Review date (earlier if amendments necessary/statutory): March 2026

Background – Legal Framework and OFSTED / SIAMS expectations

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.

SIAMS Evaluation Schedule for Schools and Inspectors, September 2022, has the question:

- How well does the school support all pupils in their spiritual development, enabling all pupils to flourish? (Strand 2)

Spirituality – definitions

To talk about spirituality is, essentially, to talk about something which is beyond words.

Spirituality is about the relationship between ourselves and something larger, involving the recognition of a feeling or sense or belief that there is something greater than yourself as a physical person.

This can lead to working towards a greater purpose or serving something larger, which could be cosmic or divine in nature. It can be expressed in religious practice or in our relationship to nature, the arts, music, community etc.

St. Margaret's Vision:

- (a) Inspire a strong sense of faith and commitment to our Christian and British values
- (b) Inspire a love of learning so our pupils can achieve their full potential

Isaiah 40:31 – But those who hope in the Lord will renew their strength. They will soar on wings like eagles, they will run and not grow weary, they will walk and not be faint.

This powerful verse tells us that God will renew our strength and bring us through the obstacles that we may face. Our aim is for all children and staff to achieve success together, in many different ways. Our vision sets out a Christian way of living and growing together.

Core Christian Values at St. Margaret's

Our values help us to walk in the light with Jesus:

Equality – Everyone is equal regardless of race, religion, beliefs, gender, age, lifestyle, ability/disability or sexual orientation. “For there is no partiality with God.” Romans 2 v 11

Respect – Embrace others so that all God’s people may flourish in our school community. “Do to others whatever you would like them to do to you.” Matthew 7 v 12

Co-operation – Work towards shared goals and enjoy success as a community. “He who does not gather with me, scatters.” Luke 11 v 23

Compassion – Encourage our school community to put others first and show friendship and compassion to all. “The Lord is good to all, gracious and compassionate.” Psalm 145 v 8-9

Forgiveness – Say sorry, accept forgiveness and be ready to forgive others. “Forgive as the Lord forgave you.” Colossians 3 v 13

Peace – Equip our school community to be mindful of their own feelings and responses and grow in resilience. “Turn from evil and do good; seek peace and pursue it” Psalm 34 v 14

Spirituality within the Ethos of the Daily Life of the School

We have chosen to follow ideas developed in training by the Lichfield Diocese Board of Education (LDBE).

At St Margaret’s we view spiritual growth as becoming more and more aware of one’s natural, innate spirituality. These opportunities occur every day as children deal with delight, disappointment and the chance to be present with themselves.

All staff are familiar with the school’s shared language of spirituality and our core Christian values, enabling them to 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 in a positive way, encouraged and taken seriously.

Organisation

The spiritual growth of pupils is encouraged by providing opportunities to explore a sense of something greater than the individual self across all aspects of our school life, including worship, reflection time, the curriculum, and a wide range of additional opportunities e.g. a variety of clubs, forest skills and outdoor learning.

We provide opportunities for our children to develop spiritually in our supportive and nurturing school, inspired by our vision and lived out through our Christian values. We aim to support the school community to share this responsibility and to develop the shared language of spirituality.

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

Spirituality in Collective Worship

Collective Worship is the key component and 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, deepening their understanding of worship by being invited to participate in, or observe, Christian spiritual practices: prayer, reading/reflection on the Bible/liturgy and exploring 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. Our collective worship is invitational, inclusive and inspirational.

Spirituality in Religious Education

The Church of England's Statement of Entitlement outlines the aims and expectations for RE in Church of England Schools and guides this school's approach to RE and spirituality. In Church of England schools the students and their families can expect a religious education curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith.

Learning activities in RE provide for the needs of all pupils, offering a safe space to explore their own religious, spiritual and philosophical ways of seeing, living, 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.

Ref: Our Religious Education Policy and The Church of England's Statement of Entitlement

Exploring spirituality across the Curriculum

Throughout our curriculum subjects we encourage children to consider:

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

Exploring spirituality in curriculum areas

Mathematics

- The universality of mathematics over time and space
- Engaging in deeper thinking and problem solving
- The wonder of number patterns, formulae and equations
- Exploring patterns and order, shape and regularity
- Exploring maths in nature (snowflake patterns, petals)
- What cannot be counted or measured? Love, faith, the impact of acts of kindness.
- Does every problem have a solution?
- Comparisons – what is truth, certainty and likelihood?
- Exploring maths in art (symmetry, tessellations)

English

- Understanding the world and others feelings through books and texts
- Developing compassion and understanding of others
- Understanding emotions through written words
- Having aspirations through inspiration in books and text
- Visiting other worlds through books and texts
- Creating awe and wonder through literature
- Responding to 'ow' or 'wow' moments in texts
- How we value writing that has a profound meaning to a pupil?

Art

- How does art allow you to express a feeling that you cannot put into words?
- Can art allow you to show your uniqueness compared to others?
- How does art invite you to explore the creative mystery you feel inside you?
- What are the 'wows' and 'ows' in the stories behind the artists you study?
- How can those who have so little still be creative and resourceful?
- What part of creation would you like to capture? Why? How?
- How do you celebrate and respect different responses to art?
- What have we discovered about the voice behind the art? What were they trying to say?

Computing

- Opportunities for reflection of awe and wonder about the achievements in computing today and the possibilities for the future
- Explore creativity and imagination in the design and construction of digital products
- Promote self-esteem through the presentation of work to others
- Explore how ideas in computing have inspired others
- Create digital products which incorporate own belief

Design & Technology

- What motivates designers and their decisions? For example, is it a desire to make money or a desire to help make improvements to daily life for everyone?
- What problems have people faced that have needed solutions?
- What are the 'ows/wows' of some of man's biggest creations?
- Why do some cultures/religions resist change?

Geography

- The 'wow' of physical geography
- The 'ows' of physical geography – flooding, earthquakes, volcanic eruptions etc. What is life like for those who live near areas more prone to these things?
- Discovering how different physical regions do not provide the same opportunities.
- How can we respond and take responsibility in a challenging world?
- Reflecting on how we treat our world and look after it e.g., climate change, pollution.
- The relationships between different countries e.g. Fairtrade, imports and exports

History

- Which stories tell historical 'wows?'
- Discovering ancient civilisations and exploring how they have shaped our current world
- Which stories tell historical 'ows?' e.g. wars and conflicts
- How do you reflect on decisions made in the past? Would this decision be acceptable in today's society?
- What lessons can be learnt from certain events in the past?
- How do countries/societies show forgiveness regarding past events?

Modern Foreign Languages

- What motivates language learning? This could be communicating on holiday or welcoming and comforting a stranger in our country
- Explore shared beliefs, values and how to celebrate those beliefs in the wider world
- What does it feel like to genuinely communicate with someone in a new language?
- How do other cultures compare to ours? How can we connect to others and share similar experiences, whilst also celebrating our differences?
- Compare ourselves as individuals with others, making us who we are

Music

- Using music activities as a vehicle to express, compose and reflect
- Explore opportunities to collaborate and play and sing together as a group/community
- Encourage creativity, delight, and curiosity
- Enjoy the 'wows' of emotion and creativity in musical compositions
- What are the 'wows' and 'ows' in the stories behind the composers studied?

PE

- 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 between people

PSRHE

- 🌐 Discuss what is right and wrong and connect this to Christian and British Values
- 🌐 Explore values and beliefs, trying to show empathy with other people's point of view
- 🌐 Express and clarify their own thoughts, feelings, ideas and beliefs with others sensitively
- 🌐 Discuss the 'wows' of positive relationships and the 'ows' in times of difficulty
- 🌐 Recognise and understand the 'wows' of love and the 'ows' of loss
- 🌐 Use a sense of belonging to serve the greater good of communities
- 🌐 How can we contribute to overcoming 'ows' in our local, national and international communities? Engage in charity work, tackling poverty,

Religious Education

- 🌐 Developing a sense of questioning the world around us.
- 🌐 Asking questions about faith and religion on a personal and wider level.
- 🌐 How can we use of music, art and drama to express belief and in times of reflection?
- 🌐 Understanding cultures, opinions, values and the points of view of others.
- 🌐 Developing an understanding of commitment and sacrifice.

Science

- 🌐 Taking delight ('wow') in exploring and discovering how things work.
- 🌐 Exploring the 'how?' and 'why?' about our world e.g. how does day change to night?
- 🌐 Opportunities to explore the 'wows' in our amazing world.
- 🌐 Seeking understanding of natural phenomenon – can we explain them scientifically?
- 🌐 What questions do not have a scientific answer?

Outdoor Education and Educational Visits

Exploring the wonder of the outdoor and natural world through trips and visits e.g. rivers studies, forest skills, outdoor education workshops around nature and resources.

- 🌐 When exploring the outdoor world, what amazes you about God's creation?
- 🌐 Do you have any questions about Creation for God?
- 🌐 Express delight in how things were created and the 'wows' of the natural world.

- 🌐 How do natural resources shape man's development?
- 🌐 Can we contribute to a fairer world society in a more equal distribution of resources?

Courageous Advocacy

Exploring how we can be courageous advocates.

- 🌐 Can we share our sense of faith with others?
- 🌐 Choir visits to care home/hospital performance/Methodist centre performance/carol service...
- 🌐 How can we encourage others to be advocates?
- 🌐 Work for something greater than ourselves e.g. charity work, community work to enhance the local environment including a local churchyard...

Roles and Responsibilities

All staff are committed to support spiritual growth within our school. They create opportunities to enhance the spiritual well-being of learners in every aspect of school life.

The Headteacher and Vicar support and lead spiritual development in our school. They will:

- Enhance knowledge, expertise and confidence through CPD and shared good practice
- Plan in-house training for all staff as necessary
- Ensure all staff are familiar with the shared language of spirituality
- Arrange for the acquisition of appropriate resources
- Monitor the opportunities for spiritual growth through staff and pupil voice
- Coordinate the SIAMS self-evaluation, particularly around Strand 2

Recording, Monitoring and Evaluation

The governors review the policy bi-annually (or sooner if guidance requires) in partnership with senior leaders. We consider views expressed by and consult with parents, children and staff to make recommendations and appropriate changes.

Governors ensure that this policy is implemented and that practice is consistent with the school's Christian vision, monitored through meetings and link governor work.