



ASHTON CEVC PRIMARY SCHOOL
A Church of England Primary School

Spirituality Policy

Considered by the Governing Body:

Review due:

Signed: _____
Abel

Chair of Governors

Our School Vision

"Each valued, Each Talented, Each Unique. Valuing all God's Children" is at the heart of everything we do.
Knowing that Jesus said: "With God All Things Are Possible" Matthew 19:26

At Ashton CEVC Primary we aim to nurture the talents and aspirations of our school community, developing the qualities of self-confidence, responsibility, compassion and determination to enable everyone to be the best that they can be and to flourish in an ever-changing world. Our guiding Christian Values and resolute belief that all children can achieve, means that we support and challenge every child to aim for the highest standard in who they are and all they do.

We aspire for our children to achieve their full potential in every way so that they develop a lifelong love of learning in order to experience life in all its fullness.

We do this by:

- Providing a welcoming, secure and inclusive environment which stimulates our learners to be confident, hardworking and to respond positively to challenge
- Promoting personal responsibility, good citizenship and Christian and British Values that develop high behavioural and moral standards
- Delivering a rich curriculum which ensures balance and breadth, and prepares our children for their future
- Delivering learning that is challenging and fun which meets the individual needs of our children
- Encouraging respect for all and active engagement with our community and the wider world

Ashton Christian Values:

Our values contribute to both the vision and ethos of our school. Whilst these values are Christian in their origin, they are values that those of any faith or no faith can ascribe to. These values flow through all aspects of our school life, they help inform decisions and policies, shape our curriculum and equip our learners with values for life.

Our values are:

- Peace
- Thankfulness
- Reverence
- Humility
- Wisdom
- Friendship
- Perseverance
- Trust
- Forgiveness
- Honesty
- Hope
- Compassion

Policy Aim

The aim of this policy is to outline how Ashton CEVC Primary School provides opportunities for children to develop their spirituality. It is our role in school to inspire, create and recognise that spirituality exists in everyone. As Jesus said: "With God All Things Are Possible" (Matthew 19:26) and we want to ensure that we support our children to be happy and rounded in all respects, including spirituality, which cannot be taught or measured.

What is Spirituality?

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.

At Ashton Church of England Primary School the spiritual dimension is expressed through our strong Christian faith, and the recognition of the spiritual nature of mankind.

Spirituality is not possible to teach. It is an innate sense of awe and wonder. It is about understanding that there is something more than just 'me'. Promoting spirituality should not be confused with developing faith. Faith is a set of beliefs by which you live your life by and could be a response to a belief in God. Faith is something you choose whereas spirituality is an aspect of human development - it is not separate but integral to who we are and what makes us whole. Spirituality is for everybody regardless of faith.

How does Ashton CEVC Primary promote spirituality?

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

Our school aims to support children in making sense of themselves and the world around them. We aim to help them observe their own responses to different experiences. Our school believes that experiences, both in and out of school, are important to the development of all pupils. We will create frameworks that help them to consider big, sometimes overwhelming, concepts such as life, death, identity, war, environmental factors etc. but without necessarily offering answers. These opportunities come through the teaching and learning of our whole school curriculum particularly our Values, Collective Worship, RE, PSHE, Science, Art, Music and English. Children will have exposure to spiritual experiences and conversations to know that it exists for everyone including adults.

Opportunities for spirituality development come when:

- children are given space to stop, look, listen, think and reflect
- children feel safe to share opinions and think differently from others
- children use their imagination

Children need:

- time to be listened to;
- adults that are respectful;
- space to explore, think and discuss;
- opportunities that encourage wonder and surprise;
- to know that there is not always a product or end result;
- to know there is another way.

Activities and opportunities will include:

- exposure and appreciation of nature;
- following rituals and traditions;
- use of prayer or reflection time;
- time for silence and stillness;
- acts of service that benefit others;
- stories that promote thought and imagination (without the need to find a moral)
- celebrating and recognising achievements in all the Ashton values

Appendix A gives examples of some of the key ways in which spiritual development may be nurtured and promoted as part of the curriculum:

Evidence of spirituality may come through art, play, attitudes, movement and using the senses.

Spirituality through Collective Worship

Collective Worship can often develop spirituality in both nature and content.

Collective worship offers time for thought and reflection, and the use of light is used as a symbol.

Children are offered opportunities reflect and respond within Collective Worship.

Children are offered the opportunity to take part in and sometimes lead Collective Worship

In Collective Worship:

- Opportunities for stillness, reflection and response are planned into worship.
- Personal and collective beliefs are respected.
- Children share and celebrate common beliefs.
- Children celebrate success.
- Children explore emotions such as happiness, sorrow, hurt, excitement, anticipation, fear, etc.
- Children engage in common activities such as singing, listening, laughing, praying, reflecting on a theme.
- They remember and celebrate the lives of people of spiritual significance.
- CW emphasises common purpose and values.

Barriers to Development of Spirituality

Development of spirituality can be hindered when:

- adults trivialise something small to them but which is big to a child;
- the 'busyness' of life and not having the time to look and think;
- lack of space for stillness and listening.

By being aware of these potential barriers, staff at Aston CEVC Primary are able to allow children to develop their spirituality throughout their daily lives whilst in the school environment.

Assessment

Appendix A

Some of the key ways in which spiritual development may be 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.
- Emotion in sport.
- Personal limitation and failure.
- Appreciation of perfection.
- 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 Literacy:

- 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 universality of mathematics over time and space.
- The wonder of numbers, formulae and equations.

In Science:

- Wonder as the basis of science.
- Questions of beginning, creation and evolution.

Spirituality will be assessed as an integral part of curriculum practice and the children's involvement in the life of the school community.

These are areas in which children are expected to grow as part of their spiritual development:

- Reflect on their experiences with increasing sensitivity.
- Question and explore the meaning of experience.
- Understand and evaluate a range of possible reasons and interpretations.
- Develop personal views and insights.
- Apply insights gained with increasing degrees of perception to their own lives in line with the school's Anglican status and history.
- Know that belief is valuable and that the Christian belief is endorsed by the whole school community.

Monitoring and Review

Provision for spiritual development is monitored and reviewed by:

- Monitoring of teaching and learning and work scrutiny by RE/Collective Worship Leader, Head Teacher and governors.
- Pupil voice meetings.
- A Spirituality Walk.
- Discussions at staff and Governing Body meetings.
- Audits of policies and schemes of work.
- RE and Collective Worship Development Plans.

- 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 ICT:

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

In the 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.

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 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.

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