Tickenham Church of England Primary School

Spirituality Policy 2024

Who is responsible?	Headteacher
Review timescale	3 years
Approved by Local Governance Committee	December 2024
Headteacher	Liz Lester
Next review	December 2027

Rationale

To fulfil our vision of inspiring a generation, we motivate children to reflect on their social and personal development and the impact their actions have on themselves and others through participating in a wide range of opportunities and activities. We inspire and challenge children to instinctively utilise skills, knowledge and attitudes they need to make informed decisions, take responsibility, build their character and develop a love of themselves and others, preparing them to be successful, compassionate and responsible citizens of the future.

We have a strong team of committed staff. We are committed to our vision;
'Learning for today, inspiring for tomorrow'

Our Christian character is based upon the message in the book of Corinthians.

"Three things will last forever - faith, hope and love - and the greatest of these is love."

1 Corinthians 13 (New Living Translation)

We believe that everything we do within our school and for our wider community comes from love. Love for others, love for ourselves, love for God and love for the world which God created and everything in it.

Our Christian values underpin everything we do:

Happiness	*Friendship*	*Hope*	*Compassion*	*Honesty*	*Koinonia*
Forgiveness	*Thankfulness*	*Trust*	*Kindness*	*Empathy*	*Respect*

Our working definition of spirituality

As a staff and governor team, we have agreed on a definition of spiritual development in our school community to support us as we talk about spirituality.

A feeling, unexpected that can bring peace and joy.

A feeling that longs to connect with the beauty which surrounds us, which is God's creation.

We each have our own spirituality, which is our gift to use and develop, to grow and to nurture.

Legal requirements:
Section 78 of the Education Act 2002 states: The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly-based curriculum which: (a) promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The SIAMS Schedule (2023) makes judgements on pupils' spiritual, moral, social and cultural (SMSC) education to help evaluate how schools, through their theologically rooted Christian vision, are living up to their foundation as Church schools, enabling people to flourish. They particularly explore how spiritual development is an intrinsic part of the curriculum and what pupils and adults understand to be the meaning of Spirituality.

The OFSTED framework 2019 states that pupil's spiritual development is shown by their:

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

Why is spirituality Important to our School?

At Tickenham, our vision, aims, Christian values and shared language of 'The Tickenham Way', learning gems and growth mindset form the foundations of personal development.

We believe that spirituality is a core thread that runs through our school and we attach great importance to it:

- For our metal health and wellbeing – to be calm and at peace; giving us a rest from noise and pressure.
- To develop that toddler-like curiosity and questioning (why, what, where, how etc) – to help us wonder.
- To stop, reflect and be grateful – to appreciate the wonderful world we live in, to heighten our sense and pay attention to detail.

- To marvel at the simple and the beautiful – to enjoy colour, structure and form,.
- To think about other people, places and the wider picture, to move away from instant gratification.
- To think about our place in the world.

We aim for children, and adults, to grow in their ability to:

- Listen, reflect and puzzle.
- Consider their own feelings, likes and dislikes.
- Develop personal beliefs and values.
- Show insights into deep questions about life, change and death.
- Engage in activities which involve questioning, valuing, creating, envisioning, empathising, and imagining.
- Immerse themselves in constructive work, sacrificing immediate self-interest.
- Develop an understanding of their relationships with those near and far.
- Enjoy diversity and difference.

Developing Spirituality in Collective Worship

To help everyone in school understand their developing spirituality staff explain it using clear language and symbols supported by the work of Liz Mills around 'Windows, Mirrors and Doors.' This approach supports the delivery of collective worship.

	Windows- Mirror- Doors. Liz Mills	
How we look at the world, **Look out**		**WINDOWS** What are the important facts? What is challenging to me about this? What is inspiring to me about this?
What we think about the world **Look in**		**MIRRORS** What is my view on this? How do I feel about it? How does my worldview affect my opinion about this? What can I learn from others about this?
What can I take away/ learn **Look ahead**		**DOORS** What can I learn and take away with me today? How can I respond to this matter? Where can I find more information about this? What can I take in order to 'Go and do likewise'? in the week ahead?

As a staff Team:
- We have a staff understanding of spiritual development.
- We have a culture within our school that recognises the importance of spirituality to individuals, both children and staff.
- We revisit spirituality as an area for consideration in our staff meetings and offer training.
- Our governors monitor the impact of our spirituality focus through a regular governor agenda item at meetings.
- We have staff guidance accessible to continue to support staff in this aspect of our curriculum. -
- We ensure new staff are aware of our school policy on spiritual development.
- We have a variety of spiritual spaces both inside and outside the school building.
- We are aware of spiritual development shown across 'Windows, Mirror, Doors' (Liz Mills)
- We actively use the language we have agreed on with staff to nurture an awareness of spirituality and its importance to well-being and development with the children.
- We aim to help each pupil to develop a spiritual understanding in terms of their own cultural context.

- We share with parents, whenever possible, the outcomes of our focus on spiritual development through newsletters, displays and our website.
- We discuss spirituality with our church and others who can further support this thread.

Our awareness and understanding of spiritual development will enrich what we offer to the children and to all in our school community enabling everyone to flourish.

This Policy should be read in conjunction with:
- Collective Worship Policy
- RE Policy
- PSHE Policy
- Behaviour Policy