



ST JAMES
C.E. PRIMARY SCHOOL

DREAM • BELIEVE • LEARN • ACHIEVE

*"With God, there is no limit to what you can do. There is no obstacle you can't overcome.
Through Him, all things are possible."*

Matthew 19:26

Spirituality Policy

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Aims

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.

What does spirituality look like at St James?

Staff and pupils developed our own definition of spirituality:

“Spirituality is not something we can see it is something we feel inside. It is about awe and wonder, asking questions and connecting with life's special moments”

We feel this is inclusive to all children in school – those with faith and those that do not have a faith.

We use Liz Mills' analogy of 'The Doughnut and the Hole' to support the spiritual development of pupils and staff. This helps us to recognise that spiritual development, even though we can't always see it, is something that makes us whole, because it is something we feel. We need the physical and the spiritual to be who we are.

It is important to look at what makes us human, looking at our imagination, expression, curiosity and how comfortable we are with ourselves as well as others. When exploring spiritual development, we allow children to ask questions, however big or small. No question is a silly question. We can grow and develop in our own spiritual development by trying to 'walk a mile in someone else's shoes' to think how they might be feeling or experiencing things differently.

We encourage all children and adults to think about, explore, express and expand their thoughts and questions about life and things that are important to them. The four elements of our **Christian vision** allows children and adults to connect with life's special moments, we talk about the 'ow' and 'wow' moments of life, as well as supporting children to think about the 'now' moments of life. Children and adults are encouraged to tackle the 'ow' moments by knowing the size of your challenge doesn't matter, to make use of what you have and be bigger than your fears. To celebrate the 'wow' moments we believe it's possible, especially 'Through Him'.

Our **Christian vision** also recognises the awe and wonder of knowing that 'there is no limit to what you can do'. This sense of achievement and possibility that we instil through our **Christian vision** supports the spiritual definition of 'it is something we feel inside'. We want our children and adults to feel a sense of pride in all that they do and achieve, so that they grow and flourish. We regularly ask children to reflect

on our **Christian vision** and the 'Goliath challenges' that they have, or will, overcome.

Reflection, prayer and worship are vital tools to use in spiritual development. They provide a safe space, belonging and time to think through how we feel and how we respond to the world around us. We also use our Christian values in our daily life to support spiritual development.

Christian Values

Our values are central to the Christian ethos and vision of our school and we live these out in our daily lives. Our values are:

Respect, Peace, Love, Forgiveness, Honesty & Hope

Children learn how to demonstrate these values through worship, the whole curriculum and in all aspects of school life. This is a key tool we use for spiritual development, and we often ask children to reflect on these values within themselves and others, and to take action with the values within the school and wider community (Windows, Mirrors and Doors – Liz Mills).

Windows, Doors and Mirrors

We use Liz Mills' technique of Windows, Mirrors and Doors to support spiritual growth. We use this within collective worship, classroom worship areas and any other relevant points in the school day. This technique allows pupils and staff:

- To have opportunities to reflect on their experiences
- To consider life's big questions and reach some possible answers
- To learn from life by exploring own insights and those of others
- To have opportunities for children to be aware of the world in new ways
- To wonder about life's 'wows' – the things that are amazing
- To wonder about life's 'ows' – the things that take us by surprise
- To learn about life in all its fullness
- To have opportunities for children to respond
- To do something creative to develop and apply their ideas
- To learn to live out their beliefs and values

Every week during collective worship, we ask pupils and staff, to 'look into the mirror of themselves' (or to consider the actions/values etc of others) and to take on 'doors challenges' so that they can take spiritual learning from worship out into the school or wider community.

Spirituality and Collective Worship

Collective worship 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 daily 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
- reflection on the Bible and liturgy
- different musical traditions
- drama and role play

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 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 this way pupils are offered time to be able to contemplate and develop spiritually. Collective Worship at St James is invitational, inspirational and inclusive.

Spirituality Through the Curriculum

The spiritual growth of pupils is not only dependent on learning in RE, but opportunities for enhancing the spiritual well-being of learners are developed in every aspect of our school life and the curriculum. We support the whole school community to share this responsibility and to develop the shared language of spirituality. As a school we have devoted time to map out opportunities for spiritual encounters in all curriculum subjects, along with our vision. To help us do this we have utilised a 'Spiritual Learner' document that has been developed within our academy trust. This tool supports staff in planning opportunities for children to encounter spiritual experiences. We have looked at spiritual learners and for EYFS, KS1, Lower KS2 and Upper KS2. Spiritual Learners promotes four areas:

Spiritual Learners - Self awareness

Spiritual learners become increasingly aware of the concept of self- the inner person and the way that this shapes an individual's perception of themselves as a unique human being. Spiritual learners reflect on the relationship that they have with their sense of being a unique person.

Encounter: Learning about life. Providing openings for spiritual exploration through the investigation of identity and personal values.

Reflection: Learning from life. Understanding an inner meaning of self and identity – critical reasoning and big questions

Transformation: Learning to live. Responding as a means of expressing an idea of self, developing a personal set of beliefs.

Spiritual Learners - Others

Spiritual learners become increasingly aware of the concept of others – a growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others.

Encounter: Learning about life. Providing openings for spiritual growth. Recognising the values and worth of others.

Reflection: Learning from life. Understanding an awareness of the effect of others – a search for meaning, critical reasoning and big questions.

Transformation: Learning to live life. Responding as a means of expressing an idea of relationship with others, expressing innermost thoughts through words, art or actions.

Spiritual Learners - World and Beauty

Spiritual learners become increasingly aware of the concept of a physical and creative world – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. Spiritual learners explore their understanding beauty and the affect this has on their perception of and relationship with the world.

Encounter: Learning about life. Providing openings for spiritual growth, challenging experiences of beauty.

Reflection: Learning from life. Reflecting on experience of beauty – a search for meaning, critical reasoning and big questions.

Transformation: Learning to live life. Responding as a means of expressing an idea of the meaning of beauty. Expressing innermost thoughts through words, art or actions. Being moved emotionally by beauty.

Spiritual Learners - Beyond

Spiritual learners became increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.

Encounter: Learning about life. Providing openings for spiritual growth. A growing appreciation of the intangible- truth, love.

Reflection: Learning from life. Reflecting on the beyond – a search for meaning, critical reasoning and big questions.

Transformational: Learning to live life. Responding as a means of expressing the need to understand the purpose of life.

Spirituality in Religious Education

The Church of England's Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE and spirituality. Learning activities in RE provide for the needs of all pupils, offering 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 with those of all religions and worldviews, linking these to pupils' ideas of spirituality and the language of wows, ows and nows where appropriate.