



Diocese of Salisbury  
Academy Trust  
*'Beyond expectations for all of God's children'*

# SPIRITUALITY POLICY



Archbishop Wake  
CE Primary School

**“Those who trust 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 will not faint.”**

**Isaiah 40:31**

**Aim high, believe; Fly high, achieve.**

Policy date: September 2021

Review date: September 2022

## Archbishop Wake Spirituality Policy

Archbishop Wake CE VA Primary School is a loving, caring and forgiving community where we respect, appreciate and support each other and our environment. Learning is challenging, exciting and fun. Children are prepared for the challenging world in which they live by learning and applying key skills so that they achieve the best possible outcomes and become independent learners for life. They have opportunities to discover, develop and share their talents, know how to keep themselves safe and healthy and understand their rights and responsibilities as a member of the wider community. On leaving our school, children are well equipped to embrace their future and all it holds with faith in God, each other and themselves.

### **Spirituality Policy**

The aim of Archbishop Wake CE Primary School is to give every pupil the opportunity to develop socially, intellectually, physically, emotionally and spiritually in order that they may achieve their potential. This policy sets out to examine the objectives and opportunities in the curriculum for spiritual Development. As a Church of England Primary school we must ensure that we are promoting spiritual development throughout the curriculum and management of the school.

At Archbishop Wake CE Primary we define spirituality as:

*‘Everyone’s natural connection with the awe, wonder and energy of life’s experiences that we feel, but may not always be able to see, touch or explain.*

*Life isn’t about the number of breaths we take, but the moments that take our breath away (Anonymous)’*

### **Aims**

- To develop pupils’ sense of wonder and curiosity about life.
- To help the pupils understand that there are some situations in life which do not have one clear answer and to discover answers to questions for themselves.
- To develop an attitude of reflection and stillness in the challenges of life.
- To explore the spiritual claims, beliefs and values of the Christian faith.
- To link the concerns of the gospel with the life of the school and wider community.
- To foster and provide opportunities for the expression of imagination, inspiration, insight and empathy.
- To develop a sense of self-worth and an understanding of the worth of others.
- To develop relationships based on the Christian values of courage, trust, creativity, justice, forgiveness, peace, friendship, humility, truth, thanks, compassion and hope.
- To develop an appreciation of all regardless of race, ability and gender, religion and culture.
- To support pupils to pray and understand the relevance of the bible today.

### **Opportunities for Spiritual Development across the Curriculum**

At Archbishop Wake CE Primary School spiritual development is promoted by all governors, staff, parents, carers and children through the ethos of our school. The staff and children live out their spirituality in whole school assemblies, collective worship/assembly, prayer time, moments of reflection, RE, circle time and links with the local church and community. We include opportunities for spiritual development on our Collective Worship planning, RE and throughout the curriculum.

## Approaches

In our school we seek to find ways in which all areas of the curriculum can contribute to children's spiritual development and to highlight opportunities for these in our planning.

We seek to foster spiritual capacities, e.g. imagination, insight and empathy.

We allow children the opportunity to explore and express feelings and emotions.

We provide opportunities for silence, stillness and prayer.

We share feelings and experiences that foster hope and joy, reassurance and encouragement.

We encourage children to develop relationships based on the Christian values of love, forgiveness and service to others.

We endeavour to link the concerns of the gospel with the life of the school and the wider community.

We seek to challenge children to reflect upon the significance of their learning.

There are 4 concepts of spirituality:

- **Self** - 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.
- **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.
- **Beauty** - Spiritual learners become increasingly aware of the concept of beauty - a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and human creativity. Spiritual learners explore their understanding beauty and the affect this has on their perception of and relationship with the world.
- **Beyond** - Spiritual learners become 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.

We use a 'windows, mirrors and doors' approach to teaching spirituality

**Windows:** Opportunities to look out on the world to gaze and wonder: The Wow and 'Ows' moments. The things we find amazing and bring us up short. These can also be the Big Questions that the children ask.

**Encounter:** The learning about life

**Mirrors:** Giving opportunities for children to reflect, to look inward to consider some of the big questions of life: To explore their own insights and those of others. This opens up opportunities for reflection on these big questions.

**Reflection:** The learning from.

**Doors:** Giving opportunities to children to respond, to do something to go through the door of a creative expression of their own thoughts and convictions.

**Transformation:** The learning to live by putting into action what they believe.

*Pupils' spiritual development is shown by their:*

- *beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values*
- *sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible*
- *use of imagination and creativity in their learning*
- *Willingness to reflect on their experiences.*

### **Monitoring and review**

It is the responsibility of the school leader for religious education alongside the Foundation Governors to monitor the policy and practice of spiritual development within the school community. The governors concerned liaise with the head teacher before reporting to Governors on the spirituality of the school.

Opportunities offered to children for Spiritual Development will be monitored and evaluated in the following ways:

- Monitoring of lesson plans and teaching and learning by subject leaders/head teacher/governors
- Audit of policies and schemes of work
- Sharing of classroom work and practice
- Evidence from pupils' work/voice
- Inclusion in SDP

The Statutory Inspection of Anglican Schools will also judge the schools spiritual development within its inspection framework (SIAMs).