

**Spirituality Policy**  
**Salway Ash**  
**‘Let our light shine as we achieve together.’**

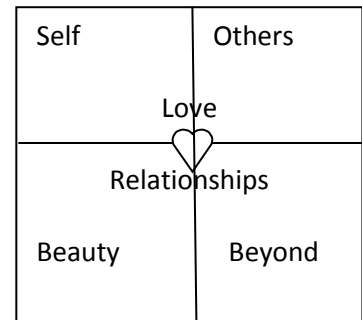
*“In Church Schools, spiritual development is a key area in ensuring distinctiveness. Ofsted’s focus is on provision, SIAMS focus also looks for progression.” From Diocese of Salisbury website*

*“A church school should: help children develop a personal spirituality and faith in something which guides us” Andrew Ricketts, Spirituality training 2015*

**“Ask and it shall be given to you; search and you will find; knock and the door will be opened for you. Matthew 7:7**

Salisbury diocese definition of spirituality:

- Self (being a unique person and understanding self-perception)
- Others (how empathy, concern, compassion and other values and principles affect relationships)
- World and Beauty (perceiving and relating to the physical and creative world through responses to nature and art)
- Beyond – relating to the transcendental and understanding experiences and meaning outside the ‘everyday’



The diocese has developed planning based on these four areas which show progression across the key stages. We have chosen to record moments when children display encounters with spirituality, moments of beauty, awareness of self, others and relationship with ideas beyond our everyday experience. Spirituality can be planned for within the whole curriculum but we also acknowledge the moments when we capture pupils engaging with the world in a creative and spiritual way.

<http://www.salisbury.anglican.org/schools/spiritual> gives all the diocesan resources and planning.

### **Our definition of Spirituality**

**At Salway Ash school we enable to give all children opportunities to think about themselves, others, beauty and creation and the world beyond. We encourage children to become independent thinkers and wonderers. We model an environment of inclusion and respect. We allow children the space, process, imagination, relationships, intimacy and trust to be spiritual beings.**

Stories of good examples:

Using the new RE scheme – eg reflecting on the truth of the Nativity story: self, others, beyond

Using art to encounter bible stories

Circle time – Christmas, lighting a candle, a safe space for a child to express his sadness at the death of his mother: Self and beyond

Eco school council – The opportunity for children to make decisions and change and improve their world. Clear stages of encounter/reflection/transform.

Nature walk – Quiet time: Self, others, beauty and beyond.

Prayer Space in schools – structured activities which positively encourage encounter with God and self (What worries me on Graffiti wall), Others (Hopes for the world), Beauty (environment) Beyond (Labyrinth)

Our Christian values of Love, Hope, Peace, Endurance, Forgiveness, Humility, Compassion and Justice create an ethos within the school where all children are valued equally, we work together as a team and all seek to achieve their potential. Our values and vision statement are explored in the context of biblical stories so we can root our values in biblical precedents.

### **How do we promote spirituality at Salway Ash School**

At Salway Ash School we plan actively across the curriculum, in collective worship and with special activities to nurture children's spirituality. We have been inspired by six criteria from Rebecca Nye's book Children's Spirituality ( Church House Publishing 2009)

S	Space
P	Process
I	Imagination
R	Relationships
I	Intimacy
T	Trust

**Space** Creating sanctuary. What does a sacred space look/feel/sound like within school? Children learn the language of a place – e.g. hall with PE equipment out means something different to hall set for collective worship. We think carefully about how we value space when connecting with the sacred. We use images, sounds, symbols to create a sacred space. Each classroom has a designated prayer space. We use symbols and colours when creating worship spaces. We use familiar beginnings and endings to frame worship. We use the local church as a sacred space. We seek to use the natural environment as much as we can. We also provide emotional space –giving children time and space to explore emotions and give that space to each other. We model the use of silence in all areas of school curriculum and in governors meeting. We promote and model active listening. We use silence and listening with behaviour management too.

- **Planning prompt: *I wonder..... how you might create a sacred space or moment in your classroom. What might you use to facilitate this?***

**Process** We avoid a tick box and achievement focus to spirituality choosing instead to focus on open ended questions, listening, giving space and time. When offering time for spiritual reflection we do not always think of an end product. We value the space and time for reflection as much as the outcome.

**Planning prompt: *I wonder.....how could we invite children to respond to a collective worship theme in a way that avoids being product focused?***

**Imagination** Jesus taught in stories, parables and imagery e.g. The Kingdom of heaven is like a mustard seed. The highpoint of the worship on a Sunday is often communion when we “act out” or “play through” the mystery of receiving Christ's body and blood and him being broken for us. We plan to give children opportunities to explore and think about themselves, others, the world and God in an imaginative and open-ended way. We enable children to explore images, music, space,

opportunities without always having a learning intention or fixed achievement point – but instead let them explore freely and use imagination. We imagine ourselves into the story of God.

- **Planning prompt: *I wonder.....how could a group of children be given the opportunity to explore a bible story in an imaginative way?***

**Relationships** We aim to create authentic models of relating to each other as part of a family and nurturing our own relationship with God. We model mixed age relationships within school – using volunteers and visitors and the church community. We have a listening and respectful ethos within the school which equally values all views and contributions. In discussions we give time to value all feelings within our spiritual life – e.g. anger, despair, reluctance, doubt?

- **Planning prompt: *I wonder.....how might the use of a “speaking” stone or holding cross to pass around help create the feeling of all views being valued? How can we acknowledge and value nonverbal contributions?***

**Intimacy** Spirituality is often about coming closer to things, then delving deeper and taking risks. We give time and space for people to present opinions that are personal and sacred to them. We create safe spaces in classrooms and collective worship where all contributions are valued equally rather than seeking a “correct” answer. We aim to share our own spirituality appropriately to model the school as a family of people sharing this exploration, rather than adults who always have an answer?

- **Planning prompt: *I wonder.....how do we nurture our school community to enable it to be safe and thus a place where we can take risks and explore with greater courage?***

**Trust** Spirituality does not normally deal in empirical evidence, absolute rights or wrongs. We have to trust and become comfortable with different kinds of knowing. Trust is also essential in getting to know God, particularly when life is hard and we experience change. We trust God to be at work in our school community, that God will speak to our children, we trust faith stories and traditions to stand for themselves. We need to let go of always having to offer the “right” answer, and be prepared to share our own beliefs, unknowing and perhaps doubts. We trust that the community can bring answers to difficult questions - for example how might other children respond to or encourage a peer facing a tricky time?

- **Planning prompt: *I wonder.....how much are we prepared to share of ourselves and our spirituality?***

How do we nurture spirituality?

- **SPiRiT** is embedded in planning across the whole curriculum.
- In collective worship
- Through our school’s Christian values
- Through our natural environment
- Through our school vision statement
- Through relationship with our community and the church
- Through one off experiences e.g. Prayer Spaces in schools, Experience Easter
- In our behaviour policy
- Through displays and images in the school e.g. prayer chair
- Through the Eco School Council

- Through our relationships with one another and with God

How do we review spirituality?

- Through foundation governors
- Through pupil and teacher feedback and assessment
- Through school council
- Through an annual review of our policy
- Through SIAMS inspections and continued professional development.