



**Branscombe CE Primary School and Broadhembury CE Primary School**

**Spirituality Policy**

Responsible for review	
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Due for review: Spring	Approved by Governing body on	Head teacher signature	Chair of Governors signature
2017			
2020			
2023			

**Biblical reference:**

***"Let the word of Christ dwell richly within you with all wisdom; teaching and admonishing one another with psalms, hymns and spiritual songs, singing with thankfulness in your hearts to God."***

Colossians 3:16.

**Our definition of Spirituality**

The Jubilee Federation with its attractive and welcoming learning environments, offers a high standard of education to all children from the neighbouring communities whatever their parents' religious beliefs.

The spiritual boundaries in our school are determined by its church status. This provides a framework within Christianity and other religions, which adhere to similar values and principles and affirm the spiritual essence and vision of all religious experience.

*"The Intelligent School" by MacGilchrist, Myers and Reed defines spirituality in this way-*

***" Spirituality is a source of creativity open to us all. It brings that quality of aliveness which sparks inquiry, ideas, observations, insights, empathy, artistic expression, earnest endeavour and playfulness. It opens us to life and to each other. Spirituality is a thread which runs through our life, bringing hope,***



## **Branscombe CE Primary School and Broadhembury CE Primary School**

### **Spirituality Policy**

***compassion, thankfulness, courage, peace and a sense of purpose and meaning to the everyday, while reaching beyond the immediate world of the visible and tangible. It drives us to seek and stay true to values not ruled by material success.”***

Spirituality is essentially something very personal and has to do with us as people –mind, body and spirit. Although it is not bound by any agreed definition, we must attempt definitions in order to communicate something of our understanding of what spirituality means in our school.

***Within The Jubilee Federation we consider that attending to the spiritual affirms children for who they are, rather than what they achieve so that they become well rounded and ready to take their place in society fulfilled, happy, spiritually aware and socially and emotionally engaged. We believe that spirituality is the awareness of something both within ourselves and outside ourselves; a search for meaning; an awareness of God of the transcendent; a deep awareness of the natural world; an understanding of the centrality of love, friendship and mutual respect; a search for meaning.***

***Spirituality is a thread which runs through every part of school life and every aspect of the curriculum. We need to encourage children to express their spirituality through language, silence, creativity and action.***

We believe that spirituality is essential for personal happiness. No child is complete without spiritual engagement, be it through art, music, literature, nature etc. One of the ways spirituality can be expressed is through the awareness or understanding of the value of silence and reflection. We therefore actively provide opportunities for our children to reflect and give them time to think more deeply about things to fully appreciate the world around them and to consider the contribution they can make to it.

It is often said that Spirituality will only happen when we are open and willing to go deeper. Within The Jubilee Federation we try to develop spirituality by being creative and engaging, by enabling our pupils to connect with stories, by empowering our children to ask and respond to questions, by promoting play and creativity, by developing relationships, by providing a sense of belonging and by the use of rituals and symbols.

#### **Aim**

We are committed to ensure spirituality encompasses everything that we do within The Jubilee Federation. We aim to:

- Foster the spiritual characteristics in the school
- Foster sensitive relationships and empathy for others as feeling, thinking individuals
- Foster the spiritual development of each pupil, regardless of age, ability, sex or cultural background



## **Branscombe CE Primary School and Broadhembury CE Primary School**

### **Spirituality Policy**

- Foster reflection, meditation and stillness
- Encourage imagination and creativity
- Value the inner self
- Ensure children respect and value their own bodies and those of others
- Foster an appreciation of and value for the natural environment
- Value the spiritual search of each individual
- Appreciate the importance of beliefs
- Foster a reverential attitude towards believers in God
- Foster a sense of meaning, purpose and direction in life
- Explore festivals, rituals and symbols
- Share the Christian story and affirm the value of Christian spirituality whilst valuing and respecting other belief systems
- Develop communication skills and confidence to communicate appropriately
- Provide a context for security
- Challenge prejudices and stereotypes

All staff take responsibility for this area of experience and account for the spiritual in planning and policies. The collective Worship and R.E. Coordinator recognises the special role that their particular curriculum area contributes to the spiritual life of the school. The Headteacher, Governing Body, and staff ensure that the spiritual is affirmed in the values and principles prevalent in our schools.

#### **Success Criteria**

In line with the new National Curriculum (2014) we expect children's spirituality to develop. Through our teaching of the curriculum, we aim to develop the whole child; their educational growth, their emotional growth and their understanding and acceptance of themselves. We recognize that spiritual growth is only possible where there is growth of the whole person. Children need to acquire skills, explore experiences and assimilate knowledge within the area of spiritual development. By creating opportunities for spiritual development, moral, social and cultural issues will be enhanced and link closely with spirituality through activities in the classroom, the school and the community using the curriculum as a vehicle

Learning experiences will provide opportunities for Children to be able to:

- Reflect on their experience with increasing sensitivity
- Question and explore the meaning of experience
- Understand and evaluate a range of responses and interpretations
- Develop personal views and insight
- Apply insights gained with increasing degrees of perception to their own lives
- Know that beliefs are valued
- Know that respect for both Christian and non-Christian belief is endorsed by the school community



## **Branscombe CE Primary School and Broadhembury CE Primary School**

### **Spirituality Policy**

- Be inspired by the natural world and human achievement
- Experience feelings that may give rise to belief
- Increase their awareness of their own thoughts, feelings, emotions, responsibilities and experiences
- Grow in understanding of personal identity and worth
- Recognise the values and worth of all individuals
- Recognise a sense of community

#### **Current Practice**

The spiritual curriculum is recognised in:

##### **1) *The Ethos of the School.***

This is evident in the valuing of children and the celebration of their success and endeavour. The school has a Statement of Ethos and Aims which the children have contributed to. The school has a Code of Conduct which aims to ensure appropriate interactions between pupils. The same considerate interaction is also expected between adults in the school community and between children and adults. Children are encouraged to express themselves, enjoy their learning and to seek support from other children and adults in times of joy, and in times of sorrow and difficulty - eg. family breakdown or bereavement. All schools have a weekly sharing assembly to celebrate achievement. The school has a pastoral structure involving all staff, teaching and non-teaching, together with support from local clergy.

##### **2) *Collective Worship***

This, together with the special school services throughout the year, helps children to experience the whole school coming together and to develop a sense of group identity. It offers the chance to find stillness in a busy existence, and it helps to foster a sense of personal and social responsibility. A desire to pray and worship may develop and children take an active part on these occasions in leading and contributing to worship.

##### **3) *The Curriculum.***

Every area of the curriculum can provide opportunities for spiritual development and staff are aware of this as they do their personal planning. These opportunities usually arise spontaneously so cannot be planned for specifically, although some aspects of learning may be predicted to be more likely to lead to such chances. In different curriculum areas there will be the chance for children to explore questions about the meaning of life, to ponder the mysteries of the created world, to dwell on beauty, to explore the diversity of different cultures and to find out about the lives of others. RE clearly has the most significant role to play in the spiritual development of pupils.

#### **Monitoring and Evaluation**

It is hoped that through these three areas children will develop a greater awareness of self and others, a sense of value, purpose and commitment, intellectual curiosity and a sense of awe and wonder. Spiritual development encompasses everyone and not just



## **Branscombe CE Primary School and Broadhembury CE Primary School**

### **Spirituality Policy**

members of a faith community. Sensitivity must be employed when talking about spiritual matters- children have the right to be silent and not share their views. Outcomes cannot be assessed in this area as we believe that the response of the pupil to the opportunities for spiritual development is something personal. However, a development in the following areas may be noted across the school community- self knowledge, loving and selfless relationships, mature behaviour and sensitivity. Spiritual moments can be spontaneous and staff will develop these moments to the benefit of the children. Spiritual Development is accounted for through fostering spiritual sensitivities, attitudes and key skills and we are currently trialing a simple format that recognises these developing skills without using a performance indicator type analysis.

In line with the school's Anglican Foundation we expect that children will

- be affirmed in their spiritual journey
- be encouraged to move on to commitment in the Christian faith
- know that belief is valuable and Christian belief is endorsed by the school community and Foundation.

### **Spiritual Sensitivities**

- A sense of the mystery of life.
- A sense of awe and wonder.
- A sense of transcendence and an awareness of there being something more to life than meets the eye.
- An imaginative approach to the world.
- A reflective attitude to the natural world.
- A sense of transience and change.
- A sense of pattern, sequence and order.
- A spirit of enquiry and open mindedness.
- Awareness that life involves moral choices between good and bad.
- An awareness of paradox and unease.
- A sense of life's joys and achievements.
- A sense of meaning, purpose and direction.
- An awareness of the darker side of life, of suffering, pain, decay and loss.
- An awareness of community – it's demands, values, rituals and celebrations.
- A sense of others as thinkers, feeling persons.
- An increasing ability to empathise with others.
- The capacity to be still.
- The practice of silence, reflection and inner awareness
- The capacity to be aware of one's own inner life and to reflect.
- An increasing awareness of the presence of God or a transcendent source in one's own life and in the life of others.
- A sense of the sacred, the holy, the Divine.



## **Branscombe CE Primary School and Broadhembury CE Primary School**

### **Spirituality Policy**

- The increasing ability to question one's beliefs, actions and those of others in a search for meaning.
- The ability to communicate responses and feelings with increasing confidence.
- The ability to be challenged and inspired by the achievements of the human spirit.
- A sense of justice.
- An awareness of the importance of relationships within the natural world.
- An ability to apply insights gained with increasing degrees of perception to their own lives.

#### **Key Spiritual Skills**

- Reflection
- Empathy
- Questioning
- Communicating
- Stilling
- Listening
- Interpretation
- Expression
- Awareness

#### **Key Spiritual Attitudes**

- A reverential attitude to the Divine
- A reflective attitude to the natural world
- An empathetic attitude to others
- Positive attitudes to one's self worth and one's identity
- An attitude of openness to the spiritual search
- Affirming beliefs of others



**Branscombe CE Primary School and Broadhembury CE Primary School**

**Spirituality Policy**