



St Cleopas CE Primary Academy

Spirituality Policy

Our School Vision is inspired by this bible verse: John 13:34

"As I have loved you, so you must love one another, then everyone will know that you are my disciples".

St Cleopas is an inclusive community that nurtures and develops opportunities for lifelong learning on our journey walking alongside Jesus, opening our eyes and hearts to all.

Our School Vision and Values:

At St Cleopas, we aim to develop all pupils so that they achieve and succeed. This happens in a caring, welcoming and loving environment based firmly on our Christian values:

Friendship - Respect - Joy - Compassion - Forgiveness - Courage

Our vision influences the ethos of our school and the policies and practices within it. We believe that spirituality is a core thread that runs through our school and we attach great importance to it for both children's development and for the growth and well-being of all within our school community.

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

- be guided by their beliefs and values and be willing to take a stand to defend them
- be self-aware and empathise with the experience of others in the school and wider community
- love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges
- exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder
- be intrigued by mystery and be open to an awareness of the transcendent in the whole of life
- be comfortable with stillness and silence and open to engage in reflection/meditation/prayer
- be ready to say sorry when mistakes are made, to forgive themselves and to forgive others
- be willing to take risks and to reflect, learn and grow following experiences of failure as well as success
- demonstrate curiosity and open mindedness when exploring life's big questions
- appreciate and be thankful for what is good in life like friends and family, and show generosity towards others

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.

Spirituality is not something you can see;

Friendship - Respect - Joy - Compassion - Forgiveness - Courage

It is...

- Something we feel and learn about ourselves (loving learning)
- A connection to others (loving each other)
- Awe and wonder in life (loving life itself)

Spirituality is delighting in all things, being absorbed into the present moment, not too attached to self, and eager to explore boundaries of 'beyond' and 'other', searching for meaning, discovering purpose, open to more. (Rebecca Nye)

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 (2018) references spirituality in both the RE and Collective Worship strands but the main focus is as part of strand two on Wisdom, Knowledge and Skills. The Church of England Vision for Education has a core desire for 'Life in all its fullness' (John 10:10) which requires educating the whole person.

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

We support pupils in their spiritual development by:

- providing opportunities for spiritual development in collective worship
- providing opportunities for spiritual development in RE
- providing opportunities for spiritual development in the wider curriculum (see appendix 1)
- capturing opportunities for awe and wonder as they arise

- providing 'Sacred Spaces' in classrooms, public spaces, outside, and by using the church building, and through the 'Prayer Spaces in School' website
- offering pupils opportunities to develop their own spiritual leadership, through leading collective worship and other opportunities

As a staff team we:

- have a staff understanding of spiritual development
- we have a culture within school that recognises the importance of spirituality to individuals, both children and staff
- ensure that new staff are aware of our school policy on spirituality development
- have spirituality spaces inside and outside the school building
- aim to help each pupil to develop a spiritual understanding in terms of their own cultural context
- share with parents, wherever possible, the outcomes of our focus on spiritual development through newsletters, displays and our website

Promoting spiritual development in other areas of school life

Collective Worship

Collective Worship provides daily opportunities for children to:

- Experience times of mental and physical stillness
- Experience regular times when they can be receptive to their own inner worlds of thoughts, feelings and imaginings, and to reflect on them
- Consider the value of religious belief, prayer and worship
- Experience the deepest concerns of their own spirits in reflection, or offer them up in worship and prayer, if they wish to do so.
- Experience a sense of community

The Ethos of the School

The ethos of the school will be displayed in:

- Celebration of individual and collective success
- Ways in which the school helps children deal with difficulties such as conflicts with others, grief and loss
- Values and attitudes promoted

- The school culture
- The extent to which children believe they are listened to
- Staff attitudes to children
- Children's attitudes to all staff
- The extent to which bullying is treated with the utmost seriousness
- The way children interact in the playground
- Attitudes towards visitors
- The management of children's behaviour
- The way that conflicts are resolved
- Systems for rewards and sanctions
- The pastoral system
- Admissions e.g. the attitude towards children with special needs
- Home-school links

Teaching and Learning Strategies

Teaching and Learning Strategies can promote children's spiritual development when there are opportunities for:

- Active learning
- Questions about meaning, purpose and value to be addressed in different curriculum subjects
- Consideration of ultimate questions in different contexts
- Children to give a personal response to what is being learnt
- Building children's self-esteem
- Children to communicate with staff both formally and informally about their concerns and questions, both personal and academic
- Children to talk with each other in lessons
- Times for quiet, stillness and silent reflection in contexts outside collective worship
- The suspension of planned lessons to address matters of pressing concern, or to respond spontaneously to unplanned opportunities

Relationships between staff and children

Relationships are more likely to foster children's spiritual development when all staff are willing to:

- Give due regard to developing the ethos of the school
- Accept the responsibility and their status means that they are significant role models for children
- Encourage and inspire children
- Trust, respect and listen to children
- Take seriously the need to develop a child's spirit as well as its mind, heart and body, and learn about ways in which this can be achieved.

Appendix 1-Cross curricular opportunities for spirituality

Subject	How Spirituality Can Be Developed
English	• Reading and discussing literature that explores moral and ethical dilemmas; writing reflective pieces on personal values and beliefs. • In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' • By appreciating the beauty of language. • If pupils are invited to write about things that have profound meaning to them, how is this writing valued? The purpose and audience of writing • How can it be recognised as having value, rather than simply be reduced to an evaluation of SPAG? • Hooks for writing
Mathematics	• Exploring patterns and connections in mathematics, fostering a sense of wonder and awe at the beauty and order in the universe. • By considering pattern, order, symmetry and scale both man made and in the natural world. • By appreciating the beauty of shape and space.
Science	• Studying the natural world and considering questions about the origins of life, the universe, and our place within it. • By demonstrating openness to the fact that some answers cannot be provided by Science. • By creating opportunities for pupils to ask questions about how living things rely on and contribute to their environment • Delight in discovering how things work. • Opportunities to linger longer on the wonder! • What questions cannot be answered by science?
Art and Design	• Expressing personal beliefs and values through creative artwork; exploring the spiritual significance of art throughout history. • By providing plenty of rich opportunities for pupils to explore both the spiritual dimension and natural phenomena e.g. natural form, waves, complex pattern in nature. • By exploring different artists' interpretations of a key figure or event and asking what the artist was trying to convey. • By allowing pupils to show what they know through their own expression of big ideas about life e.g. morality; ethical issues. By promoting the process of 'reviewing and evaluating' • How does art invite you to explore the mystery that dances within your soul? • What are the wows and ows in the stories behind the artists you study? • How do you celebrate and respect different responses to art?
Design and Technology	• Reflecting on the impact of technology on society and the environment; considering ethical and moral implications of design decisions. • By enjoying and celebrating personal creativity. By reviewing and evaluating created things. • What motivates designers and their decisions? For example, is it a desire to make money or a desire to help and make improvements to daily life for everyone?

Subject	How Spirituality Can Be Developed
History	- Studying different cultures, religions, and belief systems throughout history; reflecting on the human experience and the search for meaning. - By considering how things would be different if the course of events had been different; for example - By looking at local history and investigating the reasons why there is a landmark, building or museum. - By speculating about how we mark important events from history and the people who shaped them. - Which stories tell historical wows? - Which stories tell historical ows? - What lessons for future decisions and choices do they provide?
Geography	- Exploring the natural world and our place within it; considering issues of sustainability, stewardship, and interconnectedness. - By using Google maps and asking pupils to imagine what it might be like to live in different parts of the world. - By making links with history when exploring the environment and speculating on why the landscape is as it is. - By comparing their lives with pupils living in other countries or other parts of the UK - The wow of physical geography. - The ow of discovering different physical regions do not provide the same opportunities. - What options/opportunities are there to respond and take responsibility in a challenging world?
Music	- Exploring the emotional and spiritual dimensions of music; experiencing moments of transcendence through performance and composition. - By allowing pupils to show their delight and curiosity in creating their own sounds. By making links between their learning in literacy (or other curriculum area) with music being played as background. By considering how music makes one feel and can 'move us' deeply. - What style of music 'invites you to explore the mystery that dances within your soul' (K. Hall)? - What styles of music have the opposite effect? - How does music encourage creativity, delight, and curiosity?
Physical Education	- Developing a sense of connectedness between mind, body, and spirit; promoting values such as teamwork, respect, and resilience. - By delighting in movement, particularly when pupils are able to show spontaneity. By taking part in activities such as dance, games and gymnastics which help pupils to become more focused, connected and creative . By being aware of one's own strengths and limitations. - How do you celebrate a new skill? How does it feel to be proud of your whole self? - What does it feel like to be completely focused on a task or challenge? - How do you recognise the delight in movement, connectedness, and creativity? - Encourage the awareness of one's own strength and limitations. Recognise/celebrate equality, freedom, respect and trust.
Computing	- Reflecting on the ethical use of technology; considering the impact of digital interactions on personal and communal well-being. - By wondering at the power of the digital age e.g. use of the internet and social media. By understanding the advantages and limitations of ICT. By using the internet as a gateway to big life issues. - An opportunity for children to develop their creativity, critical thinking and ethical awareness.

Subject	How Spirituality Can Be Developed
	• Creation of digital media that explores themes such as belief systems, social justice, and environmental issues. • Using technology for spiritual practices encourages children to develop their spiritual awareness and helps them connect with themselves and others in meaningful ways.
Spanish	• Exploring different cultures, beliefs, and traditions through language; fostering empathy and understanding across cultures. • By exploring the beauty of languages from around the world. • By exploring the way language is constructed • What motivates language learning? • For example, buying an ice cream on holiday or welcoming and comforting a stranger in our country? • What does it feel like to genuinely communicate with someone in a new language?
Personal, Social, Health and Economic Education (PSHE)	• Reflecting on personal values, beliefs, and ethical decision-making; developing empathy, compassion, and self-awareness. • By developing awareness of and responding to others' needs and wants. By exploring meaning and purpose for individuals and society. By developing resilience and inner strength. By valuing self as unique in the image of God. By cherishing relationships. • As you explore topics such as relationships, feelings & attitudes, keeping safe and 'your body' where are the natural links with the vows, ows and nows? • How can the honesty and sensitivity needed to explore these topics gently reflect the language of spirituality already used throughout the school?
Religious Education	• Studying different religious and philosophical traditions; exploring questions of meaning, purpose, and morality. • By experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews. • By asking and responding to questions of meaning and purpose. • By considering questions about God and evaluating truth claims.