

'opening doors to the journey of life'

Love – Trust – Respect – Inspire

'SPIRITUALITY' POLICY

for St Mark's CE Primary School

Document Name	Approval Date	Next Review Date
Spirituality Policy V1.0 Review period: One Year Responsible Person: Robert Stoner	March 2019	March 2020

The Governors have paid due regard to the impact of all aspects of equality in the approving of this policy

Review of policies

Policy headings:

1. Introduction, Vision, Aim
2. Aims
3. Spirituality is an innate human capacity
4. How Spirituality is developed?
5. Opportunities for Spiritual Development
6. Monitoring and evaluation
7. Relevant Policies and Documentation

Vision

"I am the light of the world. Whoever follows me will not walk in darkness, but will have the light of life." John 8:12

Aim

As a school we highlight the following four Christian values:

Love, Trust, Respect, Inspire

Introduction

At St Mark's Church of England Primary School, spiritual development is recognised as an important part of all pupils' personal development. Spiritual development enables people to look within themselves, at their relationships, and at the wider world with characteristics such as courage, hope and love, so that they can better face the challenges and opportunities of life. Spirituality involves everyone; being a person will involve a spiritual dimension, whether this is expressed in religious terms or not, so that spiritual development is for all.

Aims

As a school, rooted in the teachings and values of the Church of England, we aim to highlight and nurture the spiritual dimension of life by:

- Providing an opportunity for children to praise and reach out to God
- Providing children with opportunities to explore the Christian Faith and develop a relationship with God
- Heightening children's awareness of life's ultimate questions and realities of life and to provide good opportunities to reflect upon these in their search for meaning and fulfilment
- Fostering awe, wonder, thankfulness, mystery and joy in the miracle of life, the natural world and the miracle of creation.

1. **Spirituality is an innate human capacity.**
   1.1. Spiritual development is not about becoming more spiritual (in a measurable or expansive sense). It is about realising or becoming more and more aware of one's natural, innate spirituality. This is sometimes a slow and gradual process, at other times there might be significant stages of realisation, which are part of the ongoing 'developing' process. Unlike the development of a photograph, people don't reach a finished state of spiritual development, but participate in the ongoing process of spiritual realisation.
   1.2. Christian spiritual development shares features with other forms of spirituality in that it is concerned with coming to know ourselves, learning to reflect on experiences, exploring important questions of how to live and treat others, and so reaching a set of beliefs and values by which to guide our lives. Its distinctiveness, most importantly, consists in its capacity through a context of Christian worship, life and teaching, to offer opportunities for all in our school community to develop a personal relationship with God through Jesus.

2. **How Spirituality is developed?**
   2.1. The school provides opportunities for children's spiritual development within the context of Christian beliefs and values, both within collective worship and during other learning experiences to:

- explore the Christian Faith and develop a relationship with God
- develop an awareness of God's love and care for them personally
- develop a sense that there is more to life than 'meets the eye', more than a physical or material existence
- develop an inner self-confidence and peace
- develop the capacity for enquiry and open-mindedness
- face difficult or distressing matters such as life and death, suffering, grief and loss in a context of loving Christian teaching and support
- experience moments of stillness and quiet to be in awe of the wonders of nature and the miracle of God's world
- reflect on, be in awe of, consider and celebrate the wonders of God's world and the mysteries of life
- form and maintain worthwhile and rewarding relationships, foster an appreciation of the individuality of others and foster a sense of community
- recognise and reflect on Christian approaches to spiritual development.

3. Opportunities for Spiritual Development

3.1. Opportunities for reflection are planned into collective worship through moments of stillness and quiet, by listening to music or watching a video of the awe and wonder of God's creation.

3.2. Children are encouraged to ask searching questions about God's world and the teachings of Jesus at the end of worship.

3.3. Planned 'experiences' in church at key Christian festivals such as Class Worship, Christmas, Christingle and Easter offer children the opportunity to reflect on God as creator and provider.

3.4. Staff provide a role model to children by sharing in the joy of discovery and in the wonder of God's creation. Our enthusiasm for education that truly nurtures human wholeness will be significant in creating the appropriate ethos for the human spirit to thrive.

4. Monitoring and evaluation

4.1. This policy is a working document. Therefore, it is open to change and restructure as and when appropriate.

4.2. The provision for spiritual development of children will be considered and monitored when the Foundation Governors and the Head teacher evaluate collective worship.

4.3. Key questions for the school to consider are:

- How is the distinctive nature of our school reflected in the curriculum?
- How does it permeate other aspects of school life?
- What are the consequences of this for the learner (and staff and the wider community)?
- How are staff inducted and supported so that they have a shared understanding of the distinctive nature of our school?
- How does the schools environment support this?

5. Relevant Policies and Documentation

This policy should be read in conjunction with these documents:

- Collective Worship Policy
- Nurture Group Policy
- Curriculum Policy