



Name of Policy:	Spirituality Policy
Date first adopted:	May 2018
How often to be reviewed:	No set frequency
Reviewed:	September 2023
Reviewed:	
Reviewed:	
Reviewed:	
Reviewed By:	LGB



Coastal Learning
PARTNERSHIP

Introduction

Spirituality at Wool CE Primary School has a distinctively Christian vision which shapes school policies and church school development plans. We are rooted in the Biblical teaching of [Matthew 13:31-32](#) which recognises that a tiny mustard seed can [grow and flourish](#) in order to promote and live out the [kingdom of God](#).

Each child's spiritual development is promoted as part of our whole school ethos. We are committed to helping everyone in our [school community](#) to [flourish](#) in all respects, including achieving academic excellence and fulfilling their individual God-given potential. Spirituality is about creating precious moments to transform thoughts, actions and our senses. It is the capacity to be still and reflect with awe and wonder on the beauty and possibilities of the human and natural world ... and beyond.

Legal Requirements

In line with Ofsted (2019), the spirituality of our school is one which promotes the spiritual, moral, social and cultural development of pupils at the school, and evaluates the extent to which the school's education provision meets different pupils' needs, including pupils with SEND.

The provision for the spiritual development of pupils includes developing their

- ability to be reflective about their own beliefs (religious or otherwise) & perspective on life
- knowledge of, and respect for, different people's faiths, 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 and willingness to reflect on their experiences.

The Church of England (2016) - Vision for education: 'Deeply Christian, Serving the Common Good'.

As a church school, we aim to demonstrate excellence in:

- Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.
- Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

Aims of Spirituality

Wool CE Primary School has a shared understanding of what spiritual development is and we use an analogy of a doughnut to do this.

We are similar to a ring doughnut, as we are made up of the parts you can see (the ring of the doughnut) and the parts you cannot see (the hole in the middle). A ring doughnut would not be a ring doughnut without the hole in the middle and we would not be who we are (whole) without the spiritual part of us you cannot see (hole). Our spiritual self is the part which feels, thinks, believes and reflects.

We recognise that the spirituality of each person in our [school community](#) is based on relationships; with **self**, with **others**, with the **world and beauty**, and **beyond**.

We endeavour to make space and time in our school days for spiritual development through a combination of planned and unplanned opportunities.

We do this through:

- Day to day encouragement of a focus on our school Christian values: **love, faith, respect, perseverance, aspiration.**
- Day to day Acts of worship (whole school and class based).
- Allowing pupils to develop a range of personal values, which may include a religious belief.
- Opportunities for reflection to include spiritual thinking.
- Living our vision and associated values, developing aspiration in all pupils, giving them resilience to cope well when things are difficult and the perseverance to overcome barriers to their own learning and to make positive choices.
- Using strategies to develop self-esteem, self-knowledge and self-belief (e.g. Stormbreak).
- Our curriculum drivers reflect our commitment to spiritual development: Community (collaboration with others and seeing yourself as a global citizen), Communication (discussing, speaking and listening), Challenge (recognising that we may not always have the answer), Curiosity (asking big questions).
- Ensuring that all pupils have planned and unplanned curriculum opportunities for spiritual development
- Collaboration with community links including Holy Rood Church and its parishoners
- Supporting pupils as they develop understanding, respect and celebrate difference and diversity of their own and other people's lives and beliefs, for example through stories, drama, music, art and Religious Education.
- Explicitly supporting good mental health through emotional support for children and adults and a sense of belonging that embraces and celebrates difference.
- Daily prayer at lunchtimes and at other appropriate times.
- Pupils contributing to the life of the school and community through leadership and role modelling through termly leadership roles, such as Head and Deputy Head boy and girl, School Council, Collective Worship Committee.

Assessment

Spirituality is not assessed as we believe this to be a highly personal part of a child's holistic development. We do, however, talk to the children about their thoughts and feelings if these are expressed creatively e.g. through artwork, poetry, reflective writing etc. This conversations and pieces of work can sometimes enable us to capture a child's outlook and we believe this is a thoughtful and respectful approach.

Monitoring and evaluating Spirituality

Evaluation of the effectiveness of the spirituality policy will be through:

- Learning walks, pupil voice about Spiritual learning and worship.
- SIAMS Lead and link governors conducting monitoring activities throughout the school year.
- Monitoring of RE through work audits and lesson observations.