

“Learning and achieving in a caring community”
‘Do to others what you want them to do to you’ Matthew 7:12

**Ann Edwards Church of England
Primary School**



Spirituality Policy

December 2021

Links to other policies / To be read in conjunction with:

Reviewed & Ratified:	December 2021
Next review:	December 2024
Governing Body:	Ethos Committee

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The OFSTED School Inspection Handbook, November 2019 No. 190017, page 59 & 60, states: Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities but draws together many of the areas covered by the personal development judgement.

Provision for the spiritual development of pupils includes developing their:

- Ability to be reflective about their own beliefs (religious or otherwise) and 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
- Willingness to reflect on their experiences.

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he SIAMS Evaluation Schedule for Schools and Inspectors, April 2018, includes the question:

- How well does the school support all pupils in their spiritual development, enabling all pupils to flourish? (Strand 2)

School Statement on Spirituality

Spirituality is not just the development of the tangible but also the intangible, the tingling moments that help to shape our ideas, values and belief in ourselves and others.

To talk about spirituality is, essentially, to talk about something which is beyond words. To make conversations about spirituality more accessible to every member of our school community, Ann Edwards Church of England Primary School has chosen to follow ideas developed by the Education Department at the Diocese of Gloucester.

This language of spirituality begins from a Christian understanding that everyone is a valued creation, individually and uniquely made by God, like pots made by a potter (Isaiah 64:8). Yet, in life things happen that impact on the physical 'pot' of life and create cracks that provide a glimpse of something 'beyond' the tangible. Christians would view this as an opportunity to relate to the Divine Creator God.

Cracks may be caused when something so good and breath-taking happens that the pot expands and cracks – the **wows** of life.

Cracks may happen when something challenging happens and threatens the comfort of everyday – the **ows** of life.

Cracks can also happen in the stillness and ordinariness of everyday – the **nows** of life, when a moment of stillness, a pause or prayer creates a crack in the normal, physical every day. In these special moments there is a spiritual opportunity. Kintsugi, the Japanese art of mending broken ceramics with golden joinery or glue, creates something that has been

broken into something even more beautiful. Using this metaphor, the **wows**, **ows** and **nows** of life offer the possibility of cracks that are filled with gold and make the pot even more beautiful. The gold in the cracks reflect a little of the wonder of spirituality.

Ann Edwards Church of England Primary School uses this language and the concepts of wows, ows and nows. These are used to explore relationships with:

- ourselves
- others
- the wider natural world and beyond
- and offering the invitation to relate to God

Aims

School's Christian Vision:

'Learning and Achieving Together in a Caring Community'

"Do to others as you would want them to do to you" Matthew 7:12

Ann Edwards Church of England Primary School provides the highest quality education within the context of caring Christian beliefs and practices; in partnership with our local church, 'All Hallows'. Ann Edwards C of E Primary School is a creative, nurturing inclusive community shaped by our vision for spiritual growth and our Christian values. Children of any faith, or none, are given the opportunity to develop their own spirituality, valuing wisdom, growing in hope, showing respect and exploring big questions.

At Ann Edwards, opportunities for spiritual development are embedded across the curriculum to provide children with a breath of experiences in which they can reflect on and explore how they relate.

To help children flourish both academically and spiritually, we have adopted Liz Mills model of using Windows, Mirrors and Doors alongside Wows, Ows and Nowes to enable children to wonder, reflect and respond to different experiences that could provide spiritual opportunities. This model is also used within our collective worship, to help teach children about the 12 values and the Christian faith with our focus on Respect, Service and Perseverance.

As part of their subjects, leaders ensure that spirituality is planned for and in terms defined within their subject intent to develop opportunities both in and out of school of awe and wonder, self-worth, values and appreciation of themselves, others, the world as well as the beyond.

Organisation

The spiritual growth of pupils is not only dependent on learning in RE, opportunities for enhancing the spiritual well-being of learners are developed in every aspect of our school life. We support the whole school community to share this responsibility and to develop the shared language of spirituality. Opportunities are available for all to develop spiritually in our

supportive and nurturing school inspired by our vision and lived out through our Christian values.

We have identified specific areas which contribute to the spiritual growth of pupils: collective worship, the whole curriculum, including RE and the general ethos of the school within daily life. Our newly updated SARA Garden, offers daily access to a calm, quiet area in which to immerse yourself in nature and reflect on events or the day ahead. Reflection areas and spirituality boards in each class and in communal bays provide time during the school day where children and adults can quietly reflect and/or pray.

Spirituality in Collective Worship

Collective Worship is the beating heart of Ann Edwards Primary School. It provides the opportunity for our school community to share experiences, ideas and understanding. It is the context in which the language of spirituality, which we use as a school, is regularly and explicitly shared.

Collective Worship provides the opportunity for pupils to become aware of the importance of reflection and how our positive and negative experiences can be formative. It also provides a real sense of being present (now moments) which are often linked to invitations to pray. Through daily Collective Worship, pupils are offered a space and a place for hearing the Christian story. They are offered an understanding of worship by being invited to participate in, or observe, Christian spiritual practices such as: prayer, reading and reflection on the Bible and liturgy and are introduced to different musical traditions.

Opportunities to reflect on the wows of life such as beauty and joy of the world are given, as well as time to reflect and empathise with the ow moments of disappointment or pain. Pupils are given time to consider their responsibilities to others and to grow in love and service. Time is given for celebration, both for the accomplishments of school members and to mark seasonal Christian festivals and celebrations in the calendars of other faiths. In this way pupils are offered time to be able to contemplate and develop spiritually. Collective Worship in Ann Edwards Primary is invitational, inspirational and inclusive.

Spirituality in Religious Education

The Church of England's Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE and spirituality.

Learning activities in RE provide for the needs of all pupils, offering a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews, linking these to pupils' ideas of spirituality and the language of **wows**, **ows** and **nows** where appropriate. For further details, please refer to Ann Edwards Primary Religious Education Policy and The Church of England's Statement of Entitlement.

Spirituality within the Curriculum

Our Christian Vision – “Do to others as you would want them to do to you” Matthew 7:12, alongside our school vision of ‘Learning and achieving in a caring community’ are key drivers for how we design our curriculum; ensuring all are able to achieve through our inclusive approach. Children are able to see and value their own personal Wow moments as they embark on their school journey at Ann Edwards Church of England Primary School as well as have the tools to help support themselves and others when they encounter Ow moments along the way. We ensure our curriculum goes beyond the National Curriculum to provide relevant and exciting opportunities for our children to broaden their experiences both academically and spiritually. The embedded use of ‘Big Questions’ as well as our commitment to our Philosophy for Children certification, allows for dedicated time to really deepen our children’s curiosity and help them to explore and articulate spiritual and ethical issues.

Drawing on the language of **wows**, **ows** and **nows**, conversations around spirituality will be included in classroom teaching when appropriate from EYFS to Year 6.

Maths

Points to consider:

- The wonder of number patterns
- What cannot be measured? (For example: love)
- What cannot be accurately counted? (For example: the difference an act of kindness makes.)

Reading

Points to consider:

- How do we frame questions around a text? For example:
 - o What inspired you in this text?
 - o How did a character cope with a challenge in life?
 - o How did the actions of a character surprise you? How do you think you would have responded to that wow or ow moment?
 - o What do you think makes these words so powerful/beautiful/painful?

Writing

Points to consider:

- If pupils are invited to write about things that have profound meaning to them, how is this writing valued? How can it be recognised as having value, rather than simply be reduced to an evaluation of SPAG?

DT

Points to consider:

- 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?

Music

Points to consider:

- 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?

Languages

Points to consider:

- 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?

Geography

Points to consider:

- 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?

History

Points to consider:

- Which stories tell historical wows?
- Which stories tell historical ows?
- What lessons for future decisions and choices do they provide?

PE

Points to consider:

- 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.

Science

Points to consider:

- Delight in discovering how things work.
- Opportunities to linger longer on the wonder!
- What questions cannot be answered by science?

Art

Points to consider:

- 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?

PSHE & RSHE

Points to consider:

- As you explore topics such as relationships, feelings & attitudes, keeping safe and 'your body' where are the natural links with the wows, 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?
- Specific focus on Big Questions within RE lessons, recorded in class floor books.

All Subjects

Points to consider:

- How do you celebrate the achievement and break-through wows of success?
- How do you support the ows of difficulty and frustrations?
- How do you maximise the everyday moment of concentration and being in the present, creating a sense of calm and completeness?

Spirituality within the ethos of the daily life of the school

In Ann Edwards Church of England Primary, we view spiritual growth as becoming more and more aware of one's natural, innate spirituality. These opportunities happen throughout each and every day as children deal with delight, disappointment and the chance to be present with themselves.

For this reason, every member of the school community, including MDSA and administrative staff are familiar with the school's shared language of spirituality and will respond to pupils appropriately.

Throughout the daily life of the school, including lunch times and playtimes, pupils know that their references to wows, ows and nows will be heard and taken seriously. They will be encouraged to reflect on these experiences and be comfortable about talking about the golden glue of spirituality.

Reflection Time issued for children to think about how their actions have impacted on others creating unnecessary 'ow' moments for others due to their behaviour. (Please refer to our behaviour policy).

Value certificates given weekly to those children who have demonstrated our value of the term selflessly to others.

Philosophy for Children (P4C), circle time sessions and a collective worship each week focuses on a Big Question, allow for greater discussion into spiritual moments to be explored with the class enabling them to have their voices heard and to encourage open discussion.

Throughout the year, we run prayer space activities in partnership with All Hallows Church that create opportunities not only for children to participate in but also to create opportunities for themselves and others to engage, including older children planning prayer spaces for younger children.

Children regularly plan, lead and monitor our spiritual growth through collective worship.

Our behaviour policy supports children's spirituality through providing opportunities to reflect on their behaviour, emotions, the effect on others and how the situation can be used as an opportunity for growth.

Recording, Monitoring and Evaluation

The Governor Ethos Committee review the policy every three years in partnership with Senior/ Middle Leaders and consider any views expressed by parents, children and staff in order to make any changes or recommendations. Recommendations are fed back to the full governing body and are then actioned as appropriate.

Governors ensure that this policy is fully implemented and that practice is consistent with the school's Christian vision, in line with the school's monitoring policy and schedule for governors.

Roles and Responsibilities

Recognising there are opportunities for enhancing the spiritual wellbeing of learners in every aspect of our school life, every member of our staff team is committed to support this spiritual growth wherever appropriate.

Our Ethos team and the deputy headteacher are responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual growth in collective worship, the whole curriculum (including RE) and the general ethos of the school within daily life

This role also includes:

- Ensuring personal knowledge and expertise are kept up-to-date by participating in CPD and shared good practice
- Providing and sourcing in-service training for staff as necessary
- Ensuring all staff are familiar with the shared language of spirituality
- Acquiring and organising appropriate resources, managing a budget when necessary
- Monitoring the opportunities for spiritual growth through regular observations and learning walks in both formal and informal contexts, discussions with colleagues and pupil voice
- Contributing to the SIAMS self-evaluation process particularly around Strand 2
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Staff Development and Training

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Early Career Teachers and staff who are new to Ann Edwards Primary will receive training and support from the staff member identified as leading on spirituality. This policy is shared on the school's website and is part of the induction pack for new staff and new governors.