



Spirituality Policy

Brierley CE (VC) Primary School

1. Our Vision

Though we are many, we are one body. Together, we learn and grow.

God is at the heart of all we do, shining His light to guide us on our journey. Together, we face change and transformation with courage.

In love, we nurture all to be resilient, hopeful and aspirational; to become the very best version of ourselves, knowing that we are loved.

Each member of our school community is honoured and celebrated for their unique character and qualities: difference is met with dignity and compassion. Though we are many, we are one body.

Our community at Brierley stretches beyond the school, where we share God's message of love through our actions, our thoughts and our words as we continue on life's path.

2. Rationale

'Spirituality is common for all faiths and none. This includes children's experiences of special moments of illumination, feeling close to God or their own sense of what is sacred, their inclination to spiritual questioning, and their efforts to make meaning and to piece together a spiritual world view.' Doctor Rebecca Nye.

3. Aims

This policy aims to develop in each child:

- A sense of self-worth stemming from the recognition that they are created in the image of God.
- A sense of being in a relationship with others and a growing understanding of what it means to belong to a community.
- An involvement with others in the wider world and an appreciation of difference and diversity.
- A response to the distinctive ethos of a Church school and the content, language and symbolism of the Christian faith as a way of understanding our meaning and purpose in life.
- A willingness to explore Christian beliefs and values through a knowledge of Bible stories and Christian teaching in order that these might become a firm foundation for life.
- The ability to reflect upon experiences of wonder, awe, compassion, beauty etc
- The ability to realize that experiences of disappointment, failure and loss can be occasions for spiritual growth and development
- A capacity to value the natural world and a commitment to care for creation
- A willingness to explore the ultimate questions and mysteries of life.

4. What is Spirituality

Spirituality concerns a person's relationship with themselves, with others, with God (or the transcendent), and with nature and the environment. These four elements: self; others; transcendence and beauty form the basis of our work with children in developing a strong sense of spirituality.

It is also vital that all of the adults in school also see the need to develop their own spirituality for their own wellbeing, and so that they can effectively support and help our children and each other.

The four elements - what these consist of:

Self

- Awareness of feelings; ability to reflect and express
- Awareness of our uniqueness; happiness with who we are
- Gratitude for the things we have and the person we are
- Exploration of personal faith
- Development of imagination and creativity

Others

- Empathy and understanding; respect, tolerance
- To love and be loved (loving your neighbour)
- Making a difference; duty

Transcendence (Beyond)

- Encountering/experiencing God (having a sense of what lies beyond the material/physical)
- Ability to formulate and discuss the 'Big Questions' (eg about life, death, suffering, nature of God)
- Opportunities for prayer, connecting with God
- Making sense of the world

Beauty

- Developing a sense of awe and wonder
- Enjoying the miracles of everyday life
- Taking time for what really matters
- Appreciating beauty in art, music, nature

5. Setting the Culture: Six Principles for Nurturing Spiritual Develop

SPIRIT

S= Space: We create dedicated space both outdoors and indoors for our children to reflect, be still and wonder.

P = Process: We allow children to enjoy their thoughts and feelings through the provision available provide opportunities for children to explore the richness of the works through images, prayers, questions and a variety of resources

I = Imagination: We encourage children to use their imaginations and to not worry about giving incorrect answers. We encourage children to ask and be inquisitive

R = Relationship: We encourage staff and children to treat each other respectfully, to disagree well and to care for each other

I = Intimacy: We develop a culture of learning from each other and provide time and space to explore emotions

T = Trust: Through questioning we encourage children to express their own questions without the need for definitive answers

6. How do we know this is effective?

Spirituality develops children's love and they accept themselves and enjoy good relationships with each other. They take an interest and delight in the world around them; they are open to what lies beyond the material (this may manifest itself in faith/belief in God). They are able to express and understand feelings,

they have a strong moral sense and a love of what is good. They are able to enjoy quiet and stillness, they possess an active imagination and show joy in creativity and discovering new skills.

7. Monitoring and Evaluation

Opportunities offered to children for Spiritual Development will be monitored and evaluated in the following ways:

- Monitoring of lesson plans and teaching and learning by co-ordinator/senior management/headteacher/governors.
- Audit of policies and schemes of work.
- Regular discussion at staff and governor meetings.
- Sharing of classroom work and practice.
- Evidence from pupils' work
- Regular inclusion in SEF.

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