



**Sandford St. Martin's**  
P R I M A R Y S C H O O L

# **Spirituality Policy 2024-25**

**Our mission statement: Learn Love Laugh**

### **Safeguarding**

***If there are any Safeguarding issues that arise from the implementation of this policy, then they should be dealt with in accordance with the School's Safeguarding policy. Any safeguarding concerns should be referred directly to the School by telephone or in person for the attention of the Designated Safeguarding Lead along with any concerns relating to the Prevent Strategy.***

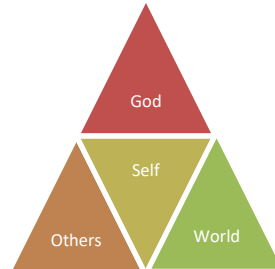
### **Equality**

***This policy should be read in conjunction with the School's Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This school endeavours to advance equality of opportunity and foster good relations for all.***

## Background:

Sandford St. Martin's Primary School is committed to nurturing the Spirituality of everyone in the school community. We can define Spirituality as:

***An appreciation and love of what is good, joyful and truthful in our relationship and engagement with ourselves, others, the world and with God.***



SDBE Spirituality Policy states that Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feeling and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences.

## Building Blocks of Spiritual Development:

The "building blocks" of Spiritual Development are:

- a) Self-Awareness or Self Knowledge. All people need to be aware of, and acknowledge, their own thoughts, feelings and emotions. This is an important part of developing self-respect, a sense of identity and self-worth. Pupils will be given a range of opportunities to reflect upon and discuss their beliefs, feelings and responses to personal experiences.
- b) Forming Relationships. An important part of personal growth is being able to develop relationships with others, recognising them as people of worth and value. This includes developing a sense of community and building social relationships. Pupils will be given the opportunity to develop an understanding of both their individual and group identity and to form and maintain worthwhile and satisfying relationships.
- c) Awe and Wonder of the world around us. An awareness of one's place in the world enables a person to develop a capacity to value the natural world and a commitment to care for creation. Pupils will be given as many opportunities as possible to explore the wonder of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected.
- d) Asking Ultimate Questions. This is the search for meaning and purpose in life. It involves asking questions such as "Why me?" in times of suffering, or "What happens when you die?" The youngest children often ask the most profound questions of this type, and deserve to be taken seriously when they do so. We believe that it is important that this area of reflection and challenge is encouraged, not stifled. Ultimate questions are not limited only to RE and collective worship, but can arise at any time.

## **Additional thoughts**

**Beliefs and Values.** As a church school we seek to be a supportive environment in which pupils can explore and clarify their own beliefs and values.

**Creativity.** Creative work can be an important tool for exploring some of the other areas of spiritual development, including Music, Art and opportunities beyond the traditional classroom setting.

**Feelings and Emotions.** The sense of being moved by kindness or beauty, or being hurt by hatred and injustice should bring a growing awareness of when it is important to control feelings and emotions. Pupils will be able to foster their emotional life and express their feelings in the community of the school, knowing themselves to be accepted and loved as unique individuals.

All the above experiences may be explained and explored in both religious and non-religious terms and demonstrates our commitment as a church school open to those with other faiths and beliefs.

## **Spirituality across the Curriculum including Collective Worship.**

When planning, staff need to consider such things as:

- a) The careful selection of individual and class reading books so as to encourage discussion of issues. Story often helps express the inexpressible; stories may challenge, help children to understand particular experiences or encourage empathy. Story is a verbal symbol which has long been used to challenge or nurture - as in the parables of Jesus. A central list of particularly useful books could be kept.
- b) Setting aside time in PSHE to actively value individuals e.g. use of Circle Time as a valuable tool for the expression of thoughts and feelings. Build a regular slot into the school day for reflection
- c) Science and environmental issues can raise ultimate questions about creation and the role of humankind. "Why is the world like this?" Ethical questions are an integral part of the modern scientific world. The study of natural forces is a tool for awe and wonder and a stimulus to creativity. An awareness of order and pattern in the world is formed.
- d) English, music, art and drama are all highly creative areas of the curriculum and will also be used to explore important issues of many kinds.
- e) Religious Education and collective worship allow time for reflection, empathy, exploration of value and belief systems and the exploration of community. In collective worship children will be given the opportunity to be active worship leaders e.g. writing prayers, selecting hymns and music.
- f) History and geography give the opportunity to empathise with others of different times and cultures. They may raise moral questions e.g. child labour in the Victorian period. History can provide "heroes" and "villains" to study or cautionary tales.

- g) PE helps people to explore their own capabilities, develop positive attitudes towards others and experience co-operation and teamwork. Pupils have the opportunity to deal with both success and failure.
- h) Community work will promote a concern for the common good, other people and the environment.
- i) Timetabled opportunities for stillness and reflection are provided. There is a quiet time in the day when everyone has time to read or think.
- j) The children are involved in decision making and taking responsibility so that they can see they are of value in the community. The School Council is an important way of ensuring that all children potentially have a voice in whole school issues.

### **The Indicators of Effective Spiritual Development:**

The following are seen as the indicators of effective spiritual development in our school:

When observed, pupils who are developing spiritually are likely to be developing some or all of the following characteristics (for which points may be awarded):

- An awareness and understanding of their own and others' beliefs
- A respect for themselves and for others
- An understanding of feelings and emotions, and their likely impact, and an ability to talk about feelings
- A sense of empathy with others, concern and compassion
- An increasing ability to reflect and learn from this reflection
- An ability to understand the notion of community and to see themselves in relation to a variety of communities
- A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- An expressive and/or creative impulse
- A respect for insight as well as for knowledge and reason
- An ability to show courage and persistence in defence of their aims, values, principles and beliefs
- An appreciation of the intangible – for example, beauty, truth, love, goodness, order – as well as for mystery, paradox and ambiguity
- An ability to think in terms of the 'whole' – for example, concepts such as harmony, interdependence, scale, perspective

In encouraging our pupils' spiritual development we will seek to:

- give pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives
- where pupils already have religious beliefs, we will support and develop these beliefs in ways which are personal and relevant to them
- be a listening school where people matter
- be a supportive environment in which each and every individual feels themselves to be an important part of the school
- encourage pupils to explore and develop what animates themselves and others
- encourage pupils to empathise with others
- encourage pupils to reflect and to learn from reflection
- give pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful
- develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected
- accommodate and celebrate difference, and respect the integrity of individuals
- provide pupils with the opportunity of working for a greater cause - peace, justice, a care for the earth

Our School promotes teaching styles which:

- value the whole child as a person of infinite worth and untold potential
- encourage and value pupils' questions, and give them space for their own thoughts, ideas and concerns
- create opportunities to listen, to reflect and to puzzle
- enable pupils to make connections between aspects of their learning
- encourage pupils to relate their learning to a wider frame of reference
- open up deep questions about the meaning and mystery of life, change and death
- encourage creativity and creative responses
- explore and value diversity and difference, yet challenge prejudice
- monitor, in simple, pragmatic ways, the success of what is provided.

This policy should be read in conjunctions with the RE Policy, PSHE Policy, Collective Worship Policy, Behaviour Policy and the Equal Opportunities Policy



<b>Spirituality Policy</b>	
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