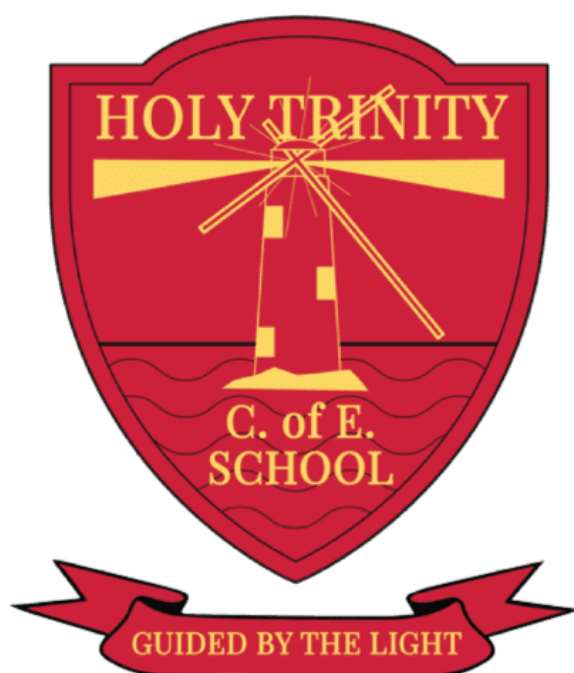


**Holy Trinity CE Primary
School,
Spirituality Policy:
*‘Loved, Held, Guided,
Never Alone’***



Policy drafted May 2024

Ratified: 24.05.2024

1. Statement on Spirituality

As a Christian Church of England School, we are focused on the development of the mind, body, and spirit. We believe that spirituality should influence all areas of education and life, therefore we aim that all areas of the curriculum contribute to pupils' spiritual development.

Spiritual development relates to fundamental questions about the meaning and purpose of life. The language of spirituality begins from a Christian understanding that *everyone* (those with faith and none) is a valued creation, individually and **uniquely made by God**. Spiritual development is about becoming more aware of one's natural, innate spirituality. Whereas feelings can be described as visitors – they come and go, **spirituality stays**. This is sometimes a slow and gradual process, at other times there might be significant stages of realisation, which are part of the developing spirituality process. One does not reach a finished state of spiritual development, but **participates in a spirituality journey** of realisation, one which we strive as a school to provide: 'Life in all its fullness' (John 10:10)

2. Formation of Policy

In creating this policy, **we explored definitions of spiritual development. The staff and governors particularly liked the following definition:**

Spiritual development is the development of an awareness that there is "something more to life than meets the eye, something more than the material, something more than the obvious, something to wonder at, something to respond to." (Terence Copley)

Spirituality is delighting in all things, being absorbed into the present moment, not too attached to self, and eager to explore boundaries of 'beyond' and 'other', searching for meaning, discovering purpose, open to more. (Rebecca Nye)

Spirituality is an awareness of mystery and its value to human flourishing. "Spirituality was generally viewed as enriching individuals in their understanding of and ability to relate to, others and of society as a whole". Education for Adult Life (SCAA 1996)

With our Christian Vision underpinning all we do so that all flourish in our school community we agreed on the following definition of spiritual development:

For all our pupils, but particularly our youngest members of our school, we define spirituality in terms as: something we cannot see; but something we feel deep inside ourselves. It is about our senses making us think about the 'ows' and 'wows' of life – the moments of awe and wonder; asking BIG questions; being inspired to do something terrific for ourselves or others and being aware of something 'bigger' outside of us all. It is an awareness that we are unconditionally loved, held, guided, never alone. In having this, we are insulated against the disease of despair.

3.How do we provide children within our school with openings for understanding spirituality?

Our children explore the relationships with:

- **Self-** The inner person and the way that shapes us as individuals; perception of themselves as a unique human being.
- **Others-** Spiritual Learners become increasingly aware of the concept of others, a growing empathy, concern, and compassion for how we treat others.
- **World and Beauty-** Spiritual Learners become increasingly aware of the concept of a physical and creative world- growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and results of human creativity.
- **Beyond-** Spiritual learners become increasingly aware of the concept of beyond- a growing relationship with the transcendental and the ability to explore beyond the everyday.



3.1 The above aspects can be explored through the concepts of **windows, mirrors, and doors.**

Windows: For children to become aware of God's word in new ways, with children learning about life, which is rooted in our school's biblical foundation.

Mirrors: For children to reflect on their experiences; to meditate on life's big questions and to consider some possible answers. This enables them to learn from life by exploring their own insights and perspectives and those of others.

Doors: For children to have opportunity to respond in a creative way as a means of expressing their thoughts and convictions. This enables them to put into action what they are coming to believe and value. The curriculum is imbued by spirituality - Christian values and opportunities for spiritual reflection.

Holy Trinity CE Primary School *seeks to provide occasions to explore and experience opportunities* in world, symbol, emotion, and action. This encourages all stakeholders to develop an understanding of the spiritual character of themselves and others. We are alert to moments of spontaneity of spirituality.



LOOK
THROUGH THE
WINDOW



REFLECT IN THE
MIRROR



ACT AND
RESPOND-
OPEN THE
DOOR

4.Spirituality links to Ofsted and SIAMS expectations

As a school, leaders (this includes teachers/subject leaders/SLT and Governors) seek to measure the impact of what we do using the following lines of enquiry that are taken from The Ofsted Handbook and The SIAMS 2023 Framework;

The Ofsted Handbook states: Provision for the spiritual development for 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

The SIAMS 2023 Framework includes the questions:

- How does the school's theologically rooted Christian vision enable pupils and adults to flourish?
- How does the curriculum reflect the school's theologically rooted Christian vision?
- How is collective worship enabling pupils and adults to flourish spiritually?

The Headteacher has responsibility, alongside the RE lead teacher and other school leaders, for capturing our school approach to spirituality through the SIAMS SEF.

5. Aims of the policy

Our school is driven by our **theologically rooted Christian Vision based on an understanding of what the school community needs, its context and in what the Christian faith teaches about that need.**

Our School's theologically rooted Christian Vision is born from the Psalm:

'Your word is a lamp to guide me and a light for my path,' Psalm 119:105

At Holy Trinity CE Primary School, Gravesend, we seek to grow enlightened, curious, responsible, and confident learners within a **respectful, loving, and honest** community. We do so by working in close, committed collaboration with our families, Diocese of Rochester, Aletheia Trust and beyond.

Guided by the light of Christ in all we do; we enable all to flourish and live life in all its fullness. We celebrate our diversity; find strength in our differences, empower, and encourage all to have a voice so we can **'shine as beacons of light and hope'** wherever we go.

Our school aims to ensure that their Christian vision impacts positively on every stakeholder, ensuing that everyone can flourish.

6. Our approach to spirituality

Opportunities for spiritual growth extend beyond the RE curriculum offer within our school and include Spirituality in Collective Worship, Spirituality in the wider curriculum and Spirituality within the ethos of the daily life of the school. This is recognised and deepened through an investment in CPL that focusses on spiritual development.

6.1 Spirituality in Collective Worship

Collective Worship is central to our school, closely partnered with the parish churches of Christchurch, St. Peter and St Paul, and St. George's, and also celebrated within Diocese of Rochester, in the Cathedral, in that it provides opportunity for the community to come together to share experiences and ideas, to reflect, to wonder in the present moment, **to join in *invitational prayer*** and to share the Christian story.

As a school community, everyone is enabled to consider their responsibilities to others and to grow in love and service. Time is given to celebrate Christian festivals and celebrations, recognise and value celebrations within other world faiths and to be able to contemplate and develop spirituality in an ***invitational, inspirational and inclusive way***. We give the children time to think and reflect in our Collective Worship.

6.2 Spirituality in RE

Our school is guided in their teaching of RE by the Church of England's Statement of Entitlement. Learning in RE is accessible for every learner and provides every child with a safe space to explore their own religious and spiritual ways of thinking and belonging.

6.3 Spirituality within the curriculum

Where appropriate, conversations with children around spirituality will take place and be included in classroom teaching. Our school ensures that their approach to spirituality is being woven through the curriculum and fits with our curriculum design and culture.

Children may be supported with sentence starters framed around the concept of spirituality in the curriculum and what children have learnt from positive, challenging, or new experiences. In relation to curriculum design, themes relating to spirituality, such as Christian ethos, the environment, inclusivity, and citizenship are incorporated into the curriculum offer. This ensures that our children, alongside British Values, find out about the world around them and reflect on their own experiences and beliefs. This supports the Spiritual, Moral, Social and Cultural development of every child.

Through CPL, we look at each curriculum area and consider as a staff team the whole school approach to what children should consider when studying various curriculum subjects; each subject leader has included this in their *Curriculum Subject Stories*.

In every subject, each child should be taught how to celebrate achievement and success and resilience for when things do not go to plan.

6.4 Spirituality and school ethos

Within our school, there is a shared language of spirituality, acquired through specific training and CPL opportunities, with every member of staff committed to supporting spiritual growth whenever appropriate.

We ensure opportunities that every child progresses through the school, developing their own approach to spirituality. Children are encouraged to reflect on every experience provided by staff and as they progress through the school, iterate their own thoughts on spirituality. Where appropriate, school policies support the growth and development of spirituality for every child, particularly through the positive approach to behaviour that is key to the Holy Trinity CE Primary School ethos e.g. the use of Restorative Justice.

6.5 Spirituality monitoring and evaluation

The Headteacher, AAT STIO, Link Governors, SLT and Leading Lights, considers and reviews the impact of Policy for Spirituality, with any changes or recommendations fed back to the school Governing Body and Pupil School Council. The group ensures that practice is in line with the *biblical underpinning of the school*. Within this the RE leader also monitors Spirituality across the school through learning walks, pupil conferencing and providing support where appropriate.

Spirituality can be evidenced in a variety of ways but will **be seen and felt in how the community respond to themselves, one another and the world**. At Holy Trinity CE Primary School, we talk the walk and walk the talk.

6.6 Spirituality roles and responsibilities

Our RE leader supports and leads spiritual development, including CPL and any additional training needs, which includes growth within Collective Worship, the curriculum, and the ethos of the school, defined by its biblical foundation.

6.7 Spirituality Policy will be updated every 3 years.

7. How is Spirituality Nurtured in our school?

In Holy Trinity CE Primary School, through planned opportunities in the curriculum, collective worship and improvements to the school environment e.g., developing reflection areas and displays.

- Children are encouraged to express personal beliefs and compare views with others, sharing feelings and opinions through discussions and stories.
- Begin to develop their own system of beliefs which may or may not include religious beliefs.
- Experience a love of learning through rewarding their enthusiasm and by encouraging exploratory play and learning.
- Reflecting on the outstanding beauty in our world – awe and wonder... experiencing the feeling of joy.
- Reflect on the situations of others through role play, stories and through mindfulness.
- Use of candles and listening to music to aid thinking/reflection.
- Prayer through Worship.
- Responding to ‘big questions’ about life and living, raised by the teachers.
- Asking ‘big questions’ about life and living, raised by the children/young people.
- Use of a reflection/spiritual focus/space in the classrooms and in the outside environment

7.1 What is the Role of the School Community?

All members of the school community have a **responsibility** for helping to nurture children’s spiritual development.

School staff can do this through:

- Establishing and maintaining a partnership between pupils, parents and staff; recognising and respecting the faith background of the children and their families.
- Providing opportunities for spiritual development in collective worship
- Providing opportunities for spiritual development in RE - providing opportunities for spiritual development in the wider curriculum - capturing opportunities for awe and wonder as they arise
- Providing opportunities for spiritual development in the wider curriculum - capturing opportunities for awe and wonder as they arise
- Taking part in, and supporting, collective acts of worship.
- Offering pupils opportunities to develop their own spiritual leadership, through leading collective worship
- Being good role models in their conduct towards other members of the community.
- Promoting an attitude of respect for other people and for others’ views.
- Nurturing consideration for and generosity towards others.
- Drawing on the experiences of pupils and their families during religious education lessons and beyond.
- Recognising and being constantly aware of the needs and backgrounds of each individual pupil.

- Being willing to develop their own knowledge and understanding of the Christian faith and the faiths of others.
- Having a positive attitude to the value of spiritual education.
- We revisit spirituality as an area for consideration in our staff meetings and offer training
- - We ensure influence our planning as we look to nurture spirituality across the curriculum, not just in RE and Collective Worship.
- We have a variety of quiet/reflection spaces both inside and outside the school building.
- We encourage staff who are specialist subject leads to identify opportunities for spiritual development in their subject, and to share them with colleagues.
- We use the 'Ricketts Grids' to support our understanding of progression in spiritual development within the planned school curriculum in these four areas of Self, Others, Beauty and Beyond.
- Actively use the language, Windows, Mirrors, Doors we have agreed on with staff to nurture an awareness of spirituality and its importance to well-being and development with the children.
- Help each pupil to develop a spiritual understanding in terms of their own cultural context.
- Share with parents, whenever possible, the outcomes of our focus on spiritual development through newsletters, social media, displays and our website.
- Discuss spirituality with our local Vicar and others who can further support this thread
- Develop a common language to enable meaningful reflection to take place on the significance of spirituality in the whole life of the school.
- New staff are aware of our school policy on spiritual development.
- Use models to support our own thinking in spirituality, such as the 'Windows, Mirrors, Doors' approach.
- Be aware of spiritual development shown across four key areas of Self, Others, Beauty and Beyond (Andrew Rickett / Rebecca Nye).
- Recognise that children will have different 'Spiritual Temperaments' or 'Sacred Pathways', through the work of Gary Thomas (2010) and Myra Perrine (2007). This will

7.2 Pupils can do this through:

- Participating in activities which promote the skills allowing them to engage in examination of and reflection upon religious belief and practice.
- Conducting themselves towards others considerately, in line with the code of conduct.
- Respecting the views and beliefs of others.
- Be guided by their beliefs and values and be willing to take a stand to defend them
- be self-aware and empathise with the experience of others in the school and wider community.
- Love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges.
- Exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder.
- Be intrigued by mystery and be open to an awareness of the transcendent in the whole of life.
- Be comfortable with stillness and silence and open to engage in reflection/meditation/prayer.

- Be ready to say sorry when mistakes are made, to forgive themselves and to forgive others
- Be willing to take risks and to reflect, learn and grow following experiences of failure as well as success.
- Demonstrate curiosity and open mindedness when exploring life's big questions
- Appreciate and be thankful for what is good in life and show generosity towards others.

7.3 Governors can help through:

- Adopting a positive attitude to the value of spiritual education.
- Supporting the school's Christian ethos and acts of community worship such as Class Worship and church services.
- Respecting the views and beliefs of others.
- Monitor the impact of our spirituality focus e.g. committee meetings, learning walks,
- Be self-aware and empathise with the experience of others in the school and wider community.
- Actively use the language agreed with staff to nurture an awareness of spirituality and its importance to well-being and development with the children.

7.4 Parents and Carers

- Adopting a positive attitude to the value of spiritual education;
- Supporting the school's Christian ethos and acts of community worship such as Class Worship and church services;
- Respecting the views and beliefs of others.
- Be self-aware and empathise with the experience of others in the school and wider community
- Actively use the language used in school to nurture an awareness of spirituality and its importance to well-being and development with the children.
- Conducting themselves towards others considerately, in line with the code of conduct

7.5 Aletheia Academies Trust

- The Trust respects the the views and beliefs of others and is committed to all flourishing in our school communities through an enriched curriculum in which developing spirituality is a key element.
- Monitor the impact of our spiritual growth in our schools.
- Provide training and support for school leaders on spirituality development and all that it encompasses.
- Through Trust best practice teams school leaders are supported in their roles to deliver a flourishing school for pupils and adults.
- Extended Trust activities which promote spirituality such as the Music Concert, sports competitions and storytelling festival and promoting opportunities
- Recognise our Trust has a part to play in the spiritual growth of all in the Trust community
- Encourage school leaders to identify opportunities for spiritual development in their school community and to share them with colleagues Trust wide.

- To monitor the strategies and impact of SMSC for all children in our Trust schools through Trust Reviews and SIT partner support, ensuring vulnerable groups such as SEND and disadvantaged are provided with a range of opportunities to flourish spiritually.