

# ARNESBY C E PRIMARY SCHOOL

'Where every child shines'



## SPIRITUALITY POLICY

### School Values:

**Curiosity:** opportunities for children to achieve their best and have positive learning attitudes.

**Respect and thankfulness:** for others, our environment and celebrate our differences.

**Independence:** a sense of responsibility for ourselves and the world around us.

**Resilience:** showing courage, determination and perseverance.

**Forgiveness and honesty:** living by our values and morals.

**Teamwork and koinonia:** working together in our community with love for all.

*"Grow in the grace and knowledge of our Lord and Saviour Jesus Christ."  
(2 Peter 3 v18)*

Date of Review:	April 2024
Next Review:	April 2026
Approval By:	Chair of Governors
Review Frequency	Every two years

**Arnesby CE Primary School is committed to safeguarding and promoting the welfare of children, and this policy supports this commitment.**

### **Embedding Pupil Safeguarding Awareness in the Curriculum**

All teachers incorporate elements of safeguarding into their lessons where appropriate. This involves:

- informal conversations
- teacher/pupil discussions
- briefings for outings and trips (road safety / clever never goes)
- implementing an E-Safety Policy regarding the use of ICT
- an awareness of potential hazards in lessons and identifying risks and danger.

Safeguarding is also about pupils' emotional wellbeing. Teachers encourage pupils to speak out if there is something worrying them, or if they are aware of, or witness, something that is unacceptable, untoward, or disturbing. Staff promote tolerance and respect for each other and an acceptance of individual differences. They help pupils to develop confidence and resilience and discuss what to do if things go wrong. Staff are approachable and show their willingness to always help pupils.

### **British Values**

At Arnesby C of E Primary School, we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This includes:

- paired and group work, and sharing and working together
- making choices with an understanding that the freedom to choose and to have different views is respected and tolerated
- debating social issues with an understanding of how people can influence decision-making through the democratic process
- an appreciation that school rules protect individual children and are essential for their wellbeing and safety
- an acceptance that other people may have different faiths or beliefs to oneself (or have none), and these are accepted and tolerated without discrimination through school council elections, persuasive writing, and by promoting our Christian school values and 'Fruits of the Spirit' as guidelines for behaviour choices.

## Spirituality Policy

### Where every child shines

*“In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven” Matthew 5:16*

Learning how to live spirituality is, essentially, to begin to express something that is beyond words. The language of Christian spirituality stems from an understanding that everyone is a valued creation, individually and uniquely made by God. We believe that children are spiritual beings and can encounter God. At Arnesby we aim to enable every child to shine, we believe that if you:

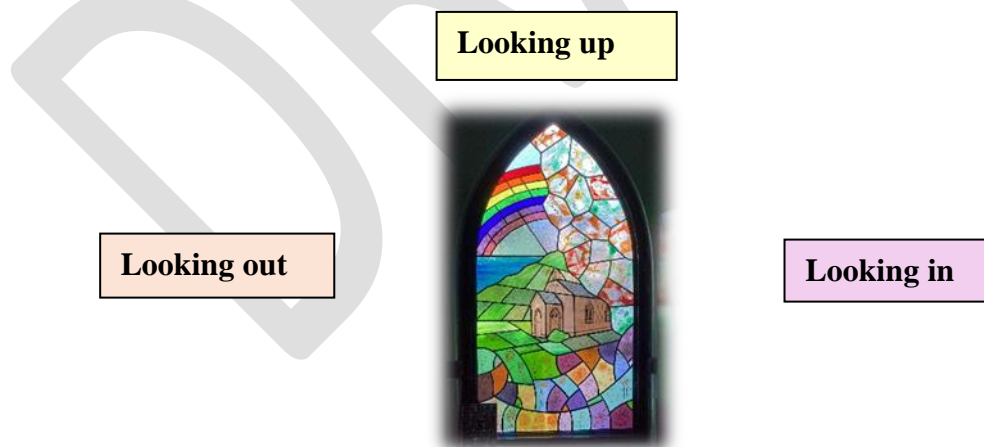
*“Teach children how to live and they will remember it all their lives”*

Proverbs 22: 6

Children as valued creations like pots made by a potter (Isaiah 64:8). However, life means that things can happen that impact on the physical ‘pot’ of life and create cracks that provide a glimpse of something ‘beyond’ the tangible. Christian’s 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 moments of wonder – the **wows** of life.
- Cracks may happen when something challenging happens and threatens the comfort of everyday, the pain and misery – 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, as a time of connection or intense focus.

At Arnesby School we use this language and the concepts of **wows**, **ows** and **nows**. To enhance understanding further we have also used the concepts of spirituality to try and describe an understanding using the following idea which is suitable for all children including those of different faiths and no faith.



- **LOOKING UP** -Connecting to the eternal / ethereal and offering the invitation to relate to God through Jesus’ teachings
- **LOOKING OUT** – relationships and care for others, wider natural world and beyond
- **LOOKING IN** – Relationship with ourselves and care for our wellbeing

## **Moments of spirituality invite a response and we consider this as noticing, naming, exploring and inviting - a response**

Our vision and values develop each child by supporting them in:

- ❖ Developing outstanding character and attitudes to learning in preparation for future challenges in a changing world. (Looking IN and OUT)
- ❖ Promoting physical and mental health in a happy caring environment that is supportive and encouraging. (Looking IN)
- ❖ Making a difference to the world we live in through encouraging our pupils to be innovative and enterprising to help find solutions to local and global issues, through an active interest in the world around them. (Looking OUT)
- ❖ Developing social skills and an appreciation of each person's unique strengths, respecting and embracing different cultures, races and religions. (Looking OUT)
- ❖ Nurturing a deep sense of care and stewardship for the world we live in and the people around us. (Looking OUT)
- ❖ Creating a broad range of inspiring experiences that allows children to develop skills and confidence to find their place in the world. (Looking IN)
- ❖ Working in partnership with our school community and beyond to build brighter futures for our children. (Looking OUT)
- ❖ High expectations alongside a culture of self-awareness, reflection and self-improvement, understanding the importance of self-care and well-being. (Looking IN)
- ❖ Respond 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. (Looking UP)
- ❖ Develop 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. (Looking Up)
- ❖ Embrace curiosity and thoughtfulness to explore the ultimate questions and mysteries of life. (Looking UP)

The OFSTED School Inspection Handbook, January 2024 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.

The SIAMS Evaluation Schedule for Schools and Inspectors, April 2023, includes the questions:

- How is spiritual development an intrinsic part of the curriculum? (IQ2)  
In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality?
- How does this enhance and enrich collective worship and individuals' spiritual development? (IQ3)

- How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school? (IQ3)
- How does the trust contribute to and enhance the school's worship and spiritual life? (IQ3)

The Bible is clear that humans do not flourish on their own, isolated from others. God does not create people to be alone but in community. The Bible also tells how that originally united human community was broken and also of God's plan to mend what was ruined. When He does, He does not pick individuals, but He creates a new human community. The Christian picture of living life abundantly (John 10:10) is deeply rooted in community and koinonia.

We nurture a strong school community and root ourselves deeply in our local village community where we aim to support one another, champion one another's achievements and care for one another's well-being. We promote a vision of ***Where every child shines*** (*"In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven"* Matthew 5:16) to see that to shine includes impacting on a wider community.

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 carry on in our development of 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.

Christian spirituality is 'what we do' which in co-operation with the Holy Spirit shapes 'who we become'.

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.

### **Spirituality in Collective Worship**

Collective Worship is at the core of our school day and seen as a special time to worship together. It provides the opportunity for our school community to share experiences, ideas and understanding. It is the context in which the shared language of spirituality, is regularly and explicitly considered towards the end of the school day.

Collective Worship provides the opportunity for pupils to become aware of the importance of stillness and reflection to understand 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 as a response to noticing, naming, exploring and responding to those special moments.

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.

In this way adults and pupils are offered time to be able to contemplate and develop spiritually as a time of stillness and reflection. Collective Worship is invitational, inspirational and inclusive and has opportunities for ***looking up, looking out, and looking in.***

## 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 **looking up, looking out, looking in** where appropriate.

## Spirituality within the Curriculum

Drawing on the language of **looking up, looking out, looking in, or ow's, wow's and now's** conversations around spirituality will be included in classroom teaching as appropriate. The classroom in itself is a spiritual place/space where key spiritual moments are found in everyday learning that can be noticed, named, explored and responded to appropriately. Planned opportunities are also important as part of a spiritual journey.

Examples of how this will be developed are included in the information below.

### In Physical Education

- Being a team member.
- Pushing yourself to the limits.
- Extremes of skill, endurance and achievement.
- Emotion in sport.
- Personal limitation and failure.
- Appreciation of endurance.
- Sportsmanship.

### In Design and Technology:

- Discovering how something works.
- Appreciating genius.
- Beauty in design.
- Perseverance to solve problems.
- Personal achievement.
- Learning from others and nature.

### In English:

- Empathy with authors and the characters in stories and plays.
- The appreciation of beauty in language.
- Emotions and sentiments in writing and speech.
- The values of great works.
- Heroes and heroines in literature.
- Imagining oneself as someone else.
- Escaping into other worlds through literature.
- The element of wonder in literature.

### **In Maths:**

- Infinity and nothing.
- Pattern and order.
- Shape and regularity.
- Truth, certainty and likelihood.
- The universality of mathematics over time and space.
- The wonder of numbers, formulae and equations.

### **In Science:**

- Wonder as the basis of science.
- Questions of beginning, creation, and evolution.
- Discovering the limits of experimentation.
- Birth, life, death and renewal.
- The universe and beyond.
- Regularity and order in science.
- Beliefs in science and the faith of scientists.
- The impact of scientific achievements.

### **In Computing:**

- The wonder of worldwide instant communication.
- The speed of the growth of knowledge.
- The accessibility of knowledge and contact with other people worldwide.

### **In the Creative Arts (Art, Music, Drama and Dance):**

- The work of creative artists from a variety of times and places.
- Beauty, truth and goodness.
- Expressing, interpreting and exploring deep feelings and profound beliefs.
- Artistic creativity.
- The effects of the arts on emotions and senses.
- The arts as means of expressing mood.
- Skill in creation and performance, and particularly in personal reflection upon their own creativity using various art forms.
- Effects on the emotions and senses.
- Personal response and preference.
- Mood / Skill / Pattern.
- Formulae.

### **In Geography:**

- Wonder at the diversity of environments and people.
- Questions about the care of the environment.
- The beliefs behind particular causes and campaigns.
- World (economic) development.
- Land formation.
- Empathy with people from other parts of the world.

## **In History:**

- Being in touch with past people, things and ideas.
- Being part of history.
- Handling artefacts.
- Influential events and people.
- The commitment of significant people in history.
- War and peace.
- Interpretation in history.
- The nature and importance of invention and exploration.
- Empathy with people from other times in history.

## **Spirituality within the Ethos of the Daily Life of the School**

At Arnesby C of E 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.

The school community is familiar with the school's shared language of spirituality of ***looking up, looking out, looking in*** and will respond to pupils appropriately.

Recognising that there are opportunities for enhancing the spiritual well-being of children and adults in every aspect of our school life, we are committed to support this spiritual growth wherever appropriate.

Other policies that link with this policy include:

- Religious Education policy
- Collective Worship Policy
- Safeguarding policy