

Ettington C of E Primary School

ETTINGTON C of E PRIMARY SCHOOL

Reviewed January 2025



Learning for Fullness of Life
Trust-Respect - Love

SPIRITUAL DEVELOPMENT POLICY

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Ettington Church of England Primary School Policy for Spiritual Development

School Statement on Spirituality

Spirituality can often mean different things to different people. To some people it is about understanding yourself, to others it is about understanding and experiencing awe and wonder.

For us here at Ettington, developing spirituality is about developing a person as a whole. It is concerned with the growth and development of each person as a unique, individual child of God; developing their sense of worth and helping them to understand their place in God's world. Spirituality is also concerned with how our faith, beliefs and values inspire us to act. Finally, spirituality is about how we experience God and how he meets with us.

Developing spirituality allows us to appreciate God's creation of the world and how EVERYONE was made in God's image (Imago Dei) and loved, valued, celebrated and represented. It is part of living a 'life that is full', hence our vision – 'Learning for the Fullness of Life' John 10:10.

Aims and Guiding Principles

At its core, spiritual development should enable all pupils and adults to grow and flourish. It should provide opportunities to stop, think and question the world, helping us all to make sense of the world in which we live and to understand a little more of our place within the created order. Spiritual development is not about one specific religion, or indeed, a religious experience, as it is not the same as faith; however, some of these ideas may contribute to a pupil's spiritual development.

Approach

Spirituality is taught through the Windows, Mirrors, Doors approach. Windows are for looking out onto the world and becoming aware of its wonders, both the 'wows' and 'ows'; things that are 'awe-full' and make us wonder and be grateful and things that are 'awful' and make us wonder and ask questions. The whole curriculum and life itself are full of opportunities to recognise this sensitively.

Mirrors are for looking into and reflecting, alone and together, to see things more clearly, for thinking and asking important questions learning from our own and each other's responses. We allow time for individual and group reflection and sharing of perspectives. Some subjects and times allow for this specifically, such as Religious Education and Collective Worship but in all subjects, there will be opportunities, unexpected or planned, when things just 'crop up'.

Open doors are for looking through in order to then act or express a response; for moving on, making choices, and doing something creative, active and purposeful in response. This could be through a change in attitude or behaviour or thinking. It can also be expressed powerfully through music, art, drama or dance and through some form of social action or specific acts of giving.

This approach is specifically taught through Collective Worship and woven through the Curriculum as part of our everyday practice.

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. 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 are beginning to make use of our outdoor space to develop our spirituality and appreciation of the world.

A daily act of Collective Worship: Collective Worship is important to us as a school community. We come together to listen to God's word, sing songs and pray together. 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 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. Pupils are given time to consider their responsibilities to others and to grow in love and service, through reflecting on the Bible stories and our school values. At Ettington, we use Roots and Fruits to support exploration, discussion, discovery and reflection. The material is rooted in the Bible with a strong focus on what John Cox in his book *More Caring and Sharing* calls the 'lived outness' of Biblical teaching. This 'lived outness' will be recognised in the fruit or the values that build character and inform attitudes and behaviours consistent with the teaching of Jesus Christ.

Time for reflection: During our Collective Worship, time is given for children to sit quietly and reflect on the message that they hear and think about ways in which they might live out what they have heard.

Time for prayer: Prayer is an important aspect of the school day. We have school prayers which we say at the start and end of the day and before lunch. Praying together helps us to worship together as a family. The school prayer was written by the children and staff in our school. Additionally, children write their own prayers based on Values, current issues or areas they are passionate about. These prayers are shared with our wider community.

We also have a reflection area in each classroom, where children are invited to go for a moment of quiet thinking.

Sharing our values: Our Christian values form part of who we are as a school. Sharing these and encouraging each person to behave in a way that upholds our values is part of developing ourselves as individuals. We have a two-year rolling programme focusing on a different value each half term. Our chosen Christian Value is broken down and discussed in detail. We reflect on how the value links to a chosen bible story and the children are encouraged to consider how the message relates to their own lives. A big question is posed each week, and we reflect in Classroom Worship what the responses mean to us individually. It is particularly pleasing to see the progression in thinking and learning when comparing responses across the school. Our core Christian Values are revisited annually.

Each half term, children are invited to write prayers linked to the chosen value. These prayers are shared in Collective Worship.

A well taught RE Curriculum: We have a well-resourced and well planned RE Curriculum that not only teaches children about Christianity but supports their understanding of other faiths too - we use the Coventry and Warwickshire Agreed Syllabus and *Understanding Christianity*. The Church of England's Statement of Entitlement outlines the aims and expectations for Religious Education in Church of

England Schools and guides our 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 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.

Celebrating as much as possible: We love to celebrate the successes of our children and staff. We have a special celebration worship on a Friday, where we celebrate the achievements and attitudes of our children to which parents are invited. Furthermore, nothing makes us happier than when children come to show their work with others in our school.

Spirituality across the curriculum

It is important that spirituality is developed and promoted in all aspects of the curriculum both incidentally and intentionally. Pupils should be given opportunities to see awe and wonder in all subjects; to be curious learners and to ask deep and engaging questions.

In Literacy:

Our carefully chosen texts allow children to reflect on the wider world, their place in the world and develop a sense of wonder. Through exploring these texts, children are also given opportunity to:

- Develop empathy with authors and the characters in stories and plays.
- Appreciate beauty in language.
- Develop emotions and sentiments in writing and speech.
- Understand the values of great works, particularly through our focus on Shakespeare.
- Look at heroes and heroines in literature, particularly those who have made a difference to the world.
- Imagine oneself as someone else.
- Escape into other worlds through literature.
- Embrace diversity.

In Maths:

Maths allows us to make sense of the world. We focus on fluency, reasoning and problem solving, encouraging children to develop a questioning approach alongside conceptual understanding. Children are given opportunity to explore:

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

In Science:

Children are given the opportunity to confidently explore and discover what is around them, so that they have a deeper understanding and appreciation of the world we live in. They use a range of working scientifically skills including questioning, researching and observing. Children are also given the opportunity to explore

- Wonder as the basis of science.
- Questions of beginning, creation and evolution.
- Discovering the limits of experimentation.
- Birth, life, death and renewal.

Ettington C of E Primary School

- The universe and beyond.
- Regularity and order in science.
- The impact of scientific achievements.

In Physical Education (PE):

Children work together to build character and embed values such as sportsmanship. They are given opportunity to:

- Be a team member.
- Push themselves to the limits.
- Celebrate skill, endurance and achievements.
- Explore emotion in sport, personal limitation and failure.
- Develop appreciation of perfection.
- Develop and appreciate creativity in art.

In Design and Technology (D&T):

Children think creativity and problem solve, on their own and together. They are given opportunities to:

- Discover how something works.
- Appreciate genius.
- Explore beauty in design.
- Learn from others and nature.

In Computing:

Children are given opportunities to explore the wonder of worldwide instant communication and appreciate the speed of the growth of knowledge. They consider the accessibility of knowledge and contact with other people worldwide. When focusing on safety, children explore and judge what is true compared with what is fake or propaganda.

In Creative Curriculum:

Our Creative Curriculum was carefully constructed by staff to embrace Cultural Diversity and Global Citizenship, which allows children opportunities to appreciate the wider world, reflect on others across the world and express their creativity. As part of this, they have opportunities to:

- Reflect on and questions of sustainability and stewardship of the created world.
- Develop empathy with people from other parts of the world.
- Explore past people, things and ideas and develop empathy with people history.
- Explore the commitment of significant people in history.
- Explore work of creative artists from a variety of times and places.
- Develop artistic creativity and skill in creation and performance, and particularly in personal reflection upon their own creativity using various art forms.

In MFL:

Through learning French, children are given opportunities to develop appreciation of a different culture and to develop communication skills.

In Music:

Children are given opportunities to:

- Appreciate the wider world and the creativity of others through music.
- Develop artistic creativity and skill in creation and performance, and particularly in personal reflection upon their own creativity using various art forms.

In PSHE:

Children are given opportunities to explore themselves, feelings and attitudes, their relationships and the wider world. They are given opportunities to reflect on and explore the value of themselves and others.

Recording, Monitoring and Evaluation

Senior Leaders review the policy regularly 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 well-being of learners in every aspect of our school life, every member of our staff team is committed to support this spiritual growth wherever appropriate. The Headteacher and RE Coordinator, with the support of a Governor link, 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 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.
- 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.

Staff Development and Training

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