St Barnabas C of E First and Middle School

'Let all that you do be done in love' 1 Corinthians ch16 v14

Spirituality Policy

Reviewed by	Approved by	Date of Approval	Version Approved	Next Review Date
EAW	LAB	November 2024	V2	November 2026
EAW	LAB	October 2022	V1	September 2024

Background

Legal Framework: Links to OFSTED and SIAMS expectations

The SIAMS Evaluation Schedule for Schools and Inspectors, 2024 includes the question:

IQ3 How is daily collective worship1 enabling pupils and adults to flourish spiritually?

The OFSTED School Inspection Handbook, 2024 states:

Spiritual, moral, social and cultural development on graded inspections

344. 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.

345. 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

Our School's Vision

'Let all that you do be done in love' 1 Corinthians ch16 v14

We are an inclusive Church School with a commitment to providing quality education that meets the needs of all. We aim to create successful learners, confident individuals and responsible citizens through our Christian approach of love and cooperation. **'Let all that you do be done in love'** encourages us to have a lifelong love of learning so we flourish as human beings.

Our Values

Two of our school values are significant with respect to Spirituality

Respect - embracing tolerance, empathy, honesty, understanding ownership

1 Peter 2:17 Show **respect** to everyone, love the family of believers, fear God, honour the King.

Thankfulness - embracing gratitude, appreciation, good manners, humility

1 Thessalonians 5: 18 Be thankful in all circumstances. This is what God wants from you in your life.

Why Spirituality is important at St Barnabas

All human beings are spiritual people. This is the way God has made us. Children are not only no less spiritual than adults, they are often, it appears, more open to their spiritual reality. There is a rich natural spiritual capacity of childhood – spirituality as something 'already there' to be cherished. This means learning to view spirituality as something we expect in every child.

Taking spirituality seriously in children helps us to embrace the reality that children are made in God's image and that they are already spiritually switched on.

What is Spirituality?

At St Barnabas we understand spirituality as a sense of awe and wonder; a sense that there is someone or something more than 'just me'; a sense of something indescribable.

Spiritual development is not about becoming more spiritual. It is about realising or becoming more and more aware of one's natural, innate spirituality. This is sometimes a slow, gradual process, at other times there might be significant stages of realisation. People participate in an ongoing process of spiritual realisation.

In childhood, spirituality is especially about being attracted towards or *responding to a call to relate* to more than 'just me' – i.e. to others, to God, to creation or to a deeper inner sense of self. This encounter with transcendence can happen in specific experiences or moments, as well as through imaginative or reflective activity (thoughts and meaning making).

Spirituality and faith

At St Barnabas, we recognise that there is a difference between a person's own faith and their sense of spirituality. A person can develop their spirituality without having a faith in God.

What is Spirituality in childhood?

Children have a more holistic way of seeing things; they don't analyse as much, so their perception has a more *mystical* quality. Children are especially open and curious, they don't judge or get suspicious as much, so they have a natural capacity to *wonder*. Children are discovering new things daily; they don't need to tell themselves to learn, so they are comfortable with the feeling of being granted new understanding, a kind of surprise gift or 'aha!'.

Children's emotional life is at least as strong as their intellectual life, they don't (or can't) hide from their feelings. As a result, they understand what it's like to *surrender* to forces that transcend their control. Children easily accept that their words are not adequate to describe their thoughts and feelings so are therefore comfortable with the power of what is indescribable.

How do we develop children's Spirituality?

Spirituality is like a bird; if you hold it tightly, it chokes; if you hold it loosely, it flies away. Fundamental to spirituality is the absence of force. Rabbi Hugo Gryn

The school provides opportunities for children's spiritual development within the context of Christian beliefs and values, both within collective worship and during other learning experiences to:

- Explore Christian faith and develop a relationship with God
- Develop an awareness of God's love and care for them personally
- Develop a sense that there is 'more than meets the eye', more than a physical or material existence
- Develop an inner self-confidence and peace
- Develop the capacity for enquiry and open-mindedness
- Experience moments of stillness and quiet and to be in awe of the wonders of nature and the miracle of God's world
- Reflect on, be in awe of, consider and celebrate the wonders of God's world and the mysteries of life

What does Spirituality look like in children?

Delight in all things
Being absorbed in the present moment
Not too attracted to 'self'
Searching for meaning
Discovering purpose
Wholly absorbed in learning
Eager to explore boundaries of 'beyond'

Organisation & Implementation

The spiritual growth of pupils is not only dependent on learning RE, opportunities for enhancing the spiritual well of learners are developed in every aspect of our school life.

We support the whole school community to share this responsibility and develop the shard 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.

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 traditions.

Worship Themes focus on:

WINDOWS – giving children opportunities to become aware of the world in new ways

MIRRORS – giving children opportunities to reflect on their experiences: to meditate on life's big questions and to consider some possible answers. In this they are learning from life by exploring their own insights and perspectives and those of others.

DOORS – giving children opportunities to respond to all of this: to do something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to live by putting into action what they are coming to believe and value.

Religious Education & Cross Curricular Learning

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 religious and worldviews, linking these people to pupil ideas of spirituality and the language of **wows** where appropriate.

Conversations around 'Wow's and spirituality will be included in classroom teaching when appropriate from Reception to Year 6.

Recording, Monitoring and Evaluation

This implementation of this policy will be undertaken through quality assurance with Leaders 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.

LABs ensure that this policy is fully implemented and that practice is consistent with the school' Christian vision, in line with the school's monitoring policy and schedule for LAB.

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 as appropriate.

All members of SLT, and the RE Curriculum lead 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 role 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
- Acquiring and organising appropriate resources, managing a budget when necessary
- 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 particularly around Strand 2
- Utilising expertise from outside agencies to support staff's own spiritual development.

This policy is shared on the schools' website and is part of the induction pack for new staff and new LAB.

This policy is reviewed every 2 years, or more frequently as required.