



**GREAT FINBOROUGH
CHURCH PRIMARY**

Spirituality Policy

'Still other seed fell on good soil, where it produced a crop- a hundred, sixty or thirty times what was sown.'

Matthew 13 Verse 8

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Great Finborough Church Primary

Spirituality Policy

Our School Vision:

Rooted in Faith; Enriching Young Minds

‘Still other seed fell on good soil, where it produced a crop- a hundred, sixty or thirty times what was sown.’

(Matthew 13 Verse 8)

Our parents and carers entrust us with the most precious of gifts in their lives- their children. It is our responsibility to take this most precious of seed and provide them with the best opportunity to grow as individuals and to learn how to contribute to the wider communities they belong to.

We believe that a broad and balanced curriculum, and the daily life and work of our school, provides the deep and fertile soil. This is needed by our pupils, the seeds, to enable them to put down roots for stability, warmth for support and nutrients (knowledge and skills) to flourish.

As the early shoots of growth begin to appear, the individuals in our care not only need a fertile soil but also need the right additional conditions to truly reach their full potential and to prepare them to fulfil their life in the wider world to which they belong. This enrichment is provided through a curriculum where first-hand and real life experiences and opportunities are at its heart. This enrichment enables our children to learn, develop, retain and apply their newly learned knowledge and skills from, and to, the world around them.

By the end of their journey with us, if we have been successful, our seeds will have grown in to strong, flourishing and caring individuals ready for their next stage of learning and will increasingly use their strength, knowledge, skills and love to support and benefit others to flourish- If achieved, this will in time produces a crop greater than that which was originally sown.

Our Agreed Definition of Spirituality:

‘How do you spell spirituality?’ asked the child. ‘You don’t spell it... you feel it,’ replied the teacher.

‘Spirituality is not something we can see; it something we feel inside ourselves. It is about awe and wonder, asking questions, inspiration and being aware of something ‘bigger’ outside ourselves.’

Defining ‘spirituality’ is very difficult as it is a very personal experience. It differs from one person to another, and can often change within people during their lifetime. Spirituality is not the same as religious faith but it is the bedrock on which faith is founded. Spirituality is about relationships: relationships with ourselves, others, the world and with God. It is the sense of engagement with the world, with ourselves and with others that is intangible but is an essential part of us all.

At Great Finborough Church Primary School, we aim to provide our children with opportunities to experience a sense of awe and wonder, to ask questions, to be inspired, and to be the inspiration to others, to be aware that we are part of something much ‘bigger’ and to know where we belong. We love to provide our children with the opportunity to reflect and have time just to ‘be’.

Spirituality- Across the Curriculum:

At Great Finborough Church Primary, we encourage the development of children’s spirituality in the following ways:

- a) Through the careful selection of individual and class reading books 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.
- b) Setting aside time in PSHCE to actively value individuals e.g. use of Circle Time as a valuable tool for the expression of thoughts and feelings.
- 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. Also, the study of natural forces is a tool for awe and wonder and a stimulus for creativity.
- d) English, Music, Art and Drama are all highly creative areas of the curriculum and are also be used to explore important issues of many kinds.
- e) Religious Education and Collective Worship provides time for reflection, empathy, exploration of values 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.
- 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.
- k) Our curriculum is enriched with regular opportunities, including residential experiences to explore the world around us often creating moments of awe and wonder.

The Indicators of Effective Spiritual Development:

Pupils who are developing spiritually are likely to be developing some or all of the following characteristics:

- 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 awareness and understanding of their own and others’ beliefs
- an ability to understand the notion of community and to see themselves in relation to a variety of communities
- a respect for themselves and for others
- a sense of empathy for others, concern and compassion
- an increasing ability to reflect and learn from this reflection
- an ability to show courage and persistence in defence of their beliefs

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- an appreciation of the intangible – for example, beauty, truth, love, goodness, order – as well as for mystery, paradox and ambiguity
- a respect for insight as well as for knowledge and reason
- an expressive and/or creative impulse
- an understanding of feelings and emotions, and their likely impact, and an ability to talk about feelings

In encouraging our pupils' spiritual development, we will;

- 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

Monitoring, Evaluation and Review:

It is the role of RE Subject Leader and the Curriculum Leader to monitor and evaluate the delivery of opportunities to encourage spirituality in the school, through lesson participation, book looks and pupil voice interviews.

The RE Subject Leader and Curriculum Leader meet regularly with the Governors' Ethos Working Party.

Our close links to the diocesan team also enables support in the monitoring, evaluation and review of RE from the Diocesan School Effectiveness Officer and School's RE Adviser.

Reviewing this Policy:

This policy will be reviewed every two years or earlier if necessary.