



William Law C E Primary School

Spirituality Policy

Policy shared with staff on [by email/staff briefing]

Policy confirmed by the Academy Governance Board of William Law CE Primary School on:

Date: 23rd May 2024

Signature:

Policy to be reviewed on:

This policy is written in line with the Christian values and ethos of our school



Our Schools Christian vision

Our Christian vision through the verse from the Bible, *Jesus replied: "Love the Lord your God with all your heart and with all your soul and with all your mind.' This is the first and greatest commandment. And the second is like this: 'Love your neighbour as yourself.'" (Matthew 22 v 37-39)*

At William Law C of E Primary School we place a high priority on the spiritual development of all children and adults. We recognise that spirituality is not a single path or belief system, and that it involves belief in a higher power and the sense of connection to something greater than or beyond ourselves. We understand that Spirituality is an entitlement under Article 27 and 14 of the UN Convention on the Rights of the Child.

Aim of this policy

The aim of this policy is to outline how William Law C of E Primary School provides opportunities for children and adults to develop their spirituality.

What is spirituality?

To talk about spirituality is to talk about something which is beyond words. At William Law C of E Primary School we try to make conversations about spirituality accessible to every member of our school community by developing a shared language. We understand that spirituality is about exploring relationships and increasing awareness of our four strands:

- *Ourselves*- being a unique person, and understanding self-perception.
- *Others*- how empathy, concern, compassion and other values and principles can affect relationships.
- *Wider natural world*- seeing and relating to the physical and creative world through responses to nature and the arts.
- *Beyond*- relating to, and increasing understanding of, experiences that are outside the 'every day'.

Spirituality is not possible to teach. We recognise that you don't have to be religious to be spiritual. We acknowledge that promoting spirituality should not be confused with developing faith. Faith can be seen as a set of beliefs by which you live your life and could be a response to a belief in God or a non- religious world view. Faith is something you choose whereas spirituality is an aspect of human development. It is not separate but integral to who we are and what makes us whole.

What does this look like at William Law C of E Primary School?

We aim to support children in making sense of themselves and the world around them. William Law C of E Primary School uses the language and the concepts of wows, ows and nows. These are used to explore relationships with our four strands: ourselves, others, the wider natural world and beyond. In addition, offering the invitation to relate to God.

- *Wows*- We might look at something and feel a sense of awe and wonder. We can have wow moments which make us realise that there are wonderful things all around us, and make us think of things that are greater than we are. It's a time to reflect and empathise.
- *Ows*- Things might go wrong in life, or we might experience pain or witness suffering. These 'ow' moments can lead to a greater awareness of the world around us and offer us the chance to make things stronger or better. It's a time to reflect and empathise.
- *Nows*- It is really important to pay attention to how you are feeling in the moment. To take time to appreciate joy or just being.

We aim to help all observe their own responses to different experiences. We believe that experiences, both in and out of school, are important to the development of our school community. For our children we do this through an enriched curriculum that is broad and balanced. Our curriculum prepares them for their future and equips them to become lifelong learners. This is achieved through encouraging reflection, a growth mindset and teaching them to use their William Law Powers. The curriculum that we provide is diverse and inclusive. We believe in providing children with a wide range of curricular and extra-curricular activities to build on their education, but also to equip them with life skills including: clubs, trips, residential visits, visitors, Forest School, Come Dine With Me, productions, Bikeability and swimming. This all feeds into developing spirituality.

We support children to consider big, sometimes overwhelming, concepts such as life, death, identity, war, environmental factors etc. but without necessarily offering answers. These opportunities come through the teaching and learning of our whole school curriculum particularly our values, curriculum and collective worship.

Opportunities happen throughout each and every day as children deal with delight, disappointment and the chance to be present with themselves. In order to facilitate spiritual development we create an environment where:

- All adults recognise the need to set good examples of mutual respect and considerate behaviour.
- Policies and ensuing practices are clearly seen to reflect the worth of individuals.
- The quality and nature of the learning environment and displays reflect the value placed on children and staff.
- The atmosphere of the school welcomes differences in beliefs and values, and invites everyone to belong.
- The achievements, successes and efforts of everyone are recognised and celebrated.
- Everyone involved in the life of the school is valued and seen to be valued.

Opportunities for spiritual experiences exist for everyone. Evidence of spiritual development may come through art, play, attitudes, movement and using the senses.

Opportunities for spirituality development come when: we are given space to stop, look, listen, think and reflect; we feel safe to share opinions and can think differently from others; we can use our imagination.

We need: time to be listened to; be shown respect; have space to explore, think and discuss; have opportunities that encourage wonder and surprise; know that there is not always a product or end result; know there is another way.

Activities and opportunities will include: exposure to and appreciation of nature music and art; prayer or reflection time; time for silence and stillness; acts of service that benefit others (courageous advocacy); stories that promote thought and imagination (without always the need to find a moral).

Spirituality is promoted across all subjects and children have opportunities :

- To visit places of beauty, interest and challenge.
- To admire and wonder at the natural environment and human creative efforts.
- To work out personal relationships in unusual and challenging situations.
- To experience community cohesion links at a local, national and global level.
- To engage in charity based activities.
- To participate in a wide range of events and activities.

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 offer a safe space to explore their own and others religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. RE provides opportunities to engage in meaningful and informed dialogue with those of all religions, beliefs and non-religious worldviews, linking these to children's ideas of spirituality and the language of wows, ows and nows where appropriate.

Spirituality in RE is nurtured and promoted by:

- Ultimate questions of meaning and purpose.
- People, places, things, books, actions and ideas
- Ideas of the divine/questions of God.
- Forms of worship.
- Use of music, art and drama to express beliefs.
- Varieties of beliefs, celebrations and rituals.

- The idea of mystery and questions with no clear answers.

For further details, please refer to the school's Religious Education Policy and The Church of England's Statement of Entitlement and the locally agreed syllabus.

Spirituality in Collective Worship

Collective Worship in our school strives to be invitational, inspirational and inclusive, showing respect for personal and collective beliefs. It provides the opportunity for our school community to share experiences, ideas and understanding. 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 all 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 (now moments) which are often linked to invitations to pray or reflection.

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. Children are given time to consider their responsibilities to others and to grow in love and empathy, and to share and experience such feelings as happiness, sorrow, hurt and fear. Time is given for celebration, both for the accomplishments inside and outside of school and to mark seasonal Christian festivals and celebrations in the calendar. In this way children are offered time to be able to contemplate and develop spiritually.

Who is responsible for spirituality?

Recognising there are opportunities for enhancing the spiritual well being of learners in every aspect of our school life, every member of our staff at William Law will support this spiritual growth wherever appropriate.