

Spirituality guidance at St Andrew's

Our vision

As a church school, our vision of 'growing together' to unlock potential through a curriculum where pupils thrive and develop character and master knowledge and skills within a Christian community where everyone is valued and cared about.

'Growing together' is underpinned by the parable of the mustard seed. Through nurturing and care, we believe that from the day our pupils arrive at our school, they grow spiritually to be the very best versions of themselves. We, in partnership with their families and St Andrew's Church, will enable them to grow into strong, mindful young people with an inner confidence, who have an interest to support others and the world around them.

Our vision influences the ethos of our school and the policies and practices within it. We believe that spirituality is a core thread that runs through our school and we attach great importance to it for both children's development and for the growth and well-being of all within our school community.

Our staff definition

As a staff and governor team, we have agreed on a definition of spiritual development in our school community to support us as we talk about spirituality. Spirituality is about our relationship with ourselves, our family and friends, the world/beauty and beyond.

Spiritual development is the development of an awareness that there is "something more to life than meets the eye, something more than the material, something more than the obvious, something to wonder at, something to respond to." - Terence Copley

Spirituality is delighting in all things, being absorbed into the present moment, not too attached to self, and eager to explore boundaries of 'beyond' and 'other', searching for meaning, discovering purpose, open to more. - Rebecca Nye

Legal requirements:

Section 78 of the Education Act 2002 states:

The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly-based curriculum which: (a) promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The SIAMS Schedule (2018) references spirituality in both the RE and Collective Worship strands but the main focus is as part of strand two on Wisdom, Knowledge and Skills. The Church of England Vision for Education has a core desire for 'Life in all its fullness' (John 10:10) which requires educating the whole person.

The OFSTED framework 2019 states that pupil's spiritual development is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faith, 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

How well do we support all pupils in their spiritual development enabling, all pupils to flourish?

- We have a staff understanding of spiritual development.
- We have a culture within our school that recognises and nurtures the importance of spirituality to individuals, both children and staff, offer opportunities to be still, look and wonder.
- We revisit spirituality as an area for consideration in our staff meetings and offer training.
- Our governors monitor the impact of our spirituality focus. This is done through regular ethos committee meeting and governor visits.
- We have staff guidance accessible to continue to support staff in this aspect of our curriculum.
- We ensure new staff are aware of our school policy on spiritual development.
- We use models to support our own thinking in spirituality, such as the 'Windows, Mirrors, Doors, Candle' approach.
- We have a variety of spiritual spaces both inside and outside the school building, including our church.

- We are aware of spiritual development shown across four key areas of Self, Others, Beauty and Beyond (Rebecca Nye).
- We actively use the language we have agreed on with staff to nurture an awareness of spirituality and its importance to well-being and development with the children.
- We aim to help each pupil to develop a spiritual understanding in terms of their own cultural context.
- We share with parents, whenever possible, the outcomes of our focus on spiritual development through newsletters, social media, displays and our website.
- We discuss spirituality with our church and others who can further support this thread.
- We look to nurture spirituality across the curriculum, specifically through the arts.

We aim for children, and adults, to grow in their ability to:

- be guided by their beliefs and values and be willing to take a stand to defend them
- be self-aware and empathise with the experience of others in the school and wider community
- love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges
- exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder
- be intrigued by mystery and be open to what might be beyond
- be comfortable with stillness and silence and open to engage in reflection/meditation/prayer
- see rather than look, listen rather than hear, feel rather than touch
- be ready to say sorry when mistakes are made, to forgive themselves and to forgive others
- be willing to take risks and to reflect, learn and grow following experiences of failure as well as success
- demonstrate curiosity and open mindedness when exploring life's big questions
- appreciate and be thankful for what is good in life like friends and family, and show generosity towards others
- trust God to help me cope with life's ups and downs
- recognise when I am dysregulated and calm myself
- reflect and wonder about the bigger picture
- appreciate and understand the British Value of 'liberty' – the freedom of others to believe and express themselves as they wish

(adapted from David Smith's work on Spiritual Capacities)

Our awareness and understanding of spiritual development will enrich what we offer to the children and to all in our school community.

Other related policies:

Collective Worship

Behaviour policy

SMSC

All subject specific curriculum policies

Referenced reading:

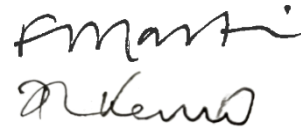
Church of England Education Office (CEEO) Spiritual Development –
Interpretations of Spiritual Development in the Classroom (2019)

<https://www.bathandwells.org.uk/supporting-children/school-effectiveness/re-collective-worship-and-spirituality/spiritual-development/>

Date of last review:

Headteacher signed: 29/09/2022

Chair of Governors signed: 21/11/2022

The image shows two handwritten signatures in black ink. The top signature is written in a cursive style and appears to be 'Amarti'. The bottom signature is also in cursive and appears to be 'R. Khan'.