Breadsall CE Primary

Spirituality Policy

'Spirituality is the recognition of your inner- being, the inner-being in others and that there is something greater than ourselves.'

At Breadsall CE Primary School, we believe every human being is created in God's image and therefore should be treated with dignity and respect. We celebrate diversity and difference and cherish the cultures, faiths and traditions that make up our community. Our goal is to develop happy, confident, loving and caring children who look after and value themselves, each other and their world. We ensure every child feels valued and flourishes with their unique personalities and talents in all that they choose to do.

As educators, and in accordance with the Equalities Act 2010, we want to help every child to be the best that they can be and have a duty to support the children to achieve this; part of this responsibility is to help children develop spiritually. The spiritual growth and spiritual well-being of learners and staff is developed in every aspect of our school life. We support the whole school community to share this responsibility and to develop the shared 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 core Christian values of **Hope**, **Love** and **Respect**.

At Breadsall CE Primary School we believe our pupils should live a life where **hope** plays a part in their desire to succeed. Pupils are encouraged to believe with confidence that they are capable of anything they put their minds to and are nurtured to develop an optimistic and aspirational viewpoint. We believe, through **hope**, the world can be a better place and are willing to do something about it.

Because God **loves** us, we have a responsibility to keep everyone safe and care for one another showing gentleness, forgiveness and honesty in all our friendships. We celebrate the achievements of everyone. **Love** enables us to work together as a strong supportive family so we can achieve more.

We believe every human being is created in God's image and therefore should be treated with dignity and **respect**. We celebrate diversity and difference and work hard to ensure our pupils have opportunities to engage meaningfully with people of different cultures, faiths and traditions. All members of our school community are nurtured to behave **respectfully** at all times.

What do we aim to achieve for the children?

• The children become increasingly aware of the concept of **self**- the inner person and the way that this shapes an individual's perception of themselves as a unique human being. The children reflect on the relationship they have with their sense of being a unique person.
• The children become increasingly aware of the concept of **others** – a growing empathy, concern & compassion of how to treat others. The children reflect on how their values & principles affect their

relationships with others.
• The children become increasingly aware of the concept of a physical and creative **world** – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. The children explore their understanding beauty and the affect this has on their perception of and relationship with the world.
• The children become increasingly aware of the concept of the **beyond** – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. The children search for meaning in their very existence and their place in the greater scheme of things.
• The children develop an understanding of the beliefs and values of Christianity and other world religions. The children are respectful of the beliefs and values of others.
• The children develop an understanding of the ethos of a Church school and the content, language and symbolism of the Christian faith as a way of understanding our meaning and purpose in life.
• The children develop the ability to question.
• The children develop their ability to express their thoughts, ideas, feelings and their beliefs.

How do we do it?

•Without curiosity, without the inclination to question, and without the exercise of imagination, insight and intuition, children would lack the motivation to learn. In view of this teaching styles are adopted which:

- Value the children's questions and give them space and time to reflect on their own thoughts, ideas and concerns.
- Enable the children to make connections between aspects of their learning.
- Encourage the children to relate their learning to a wider frame of reference, e.g. asking 'why?', 'how?', and 'where?' as well as 'what?'

• We provide and plan for a wide range of opportunities for children to develop spiritually in all areas of the curriculum, in particular through Religious Education, English, Maths, P.S.H.E., Science, Humanities, Art and Music (further details in the table below).
• We provide and plan for a wide range of opportunities for children to develop spiritually through Worship including: whole school, key stage, class services and church services.
• We also promote spiritual development opportunities through our wider curriculum, for example: during our themed weeks such as 'Science Week'; 'Anti- Bullying Week'; cultural events such as Chinese New Year, through Sports and other extra-curricular activities such as the school drama productions.
• We provide areas for quiet reflection in school and are in the process of developing them in the new outdoor school grounds.
• We provide opportunities for prayer, including silence and stillness.

Subject	Opportunities
Art & Design	• Develop an appreciation of beauty, truth and goodness through, and within, the creative arts • Express, interpret and explore deep feelings and profound beliefs through art • Explore the effects of the arts on emotions, moods and senses • Develop the skills and confidence to create and perform • Appreciate the value of identity, individual thought and freedom of expression through art • Reflect upon our own creativity and uniqueness, using various art forms
Computing	• The wonder of worldwide instant communication • The speed of the growth of knowledge

	• The accessibility of knowledge and contact with other people worldwide • The responsibility of your online persona • By understanding the advantages and limitations of ICT •By using the internet as a gateway to big life issues.
Design and Technology	• Explore and discover how something works • Persevere to solve problems • Learn from others and nature • Ask questions about 'how' and 'why' in relation to design, creativity and products and their impact • Explore different approaches to problem solving, design and critical thinking
English	• Show appreciation of the beauty of language and investigate the impact of word choices on the reader. • Showing empathy with characters in texts we read and using this as a point of discussion. • Exploring how literature allows us to escape the life we live in and invest in the experiences of others. •Developing pleasure and enjoyment through reading a variety of texts. • Having opportunities to write in a variety of different genres and from different viewpoints so we can begin to see the world from various perspectives.
Geography	• Wonder at the diversity of environments and people • Ask questions about the care of the environment • Consider our responsibility to look after our world • Develop empathy with people from other parts of the world • Understand the beliefs behind particular causes and campaigns • Appreciate our impact on the environment, both locally and globally, and how we can play our part to protect it
History	• Exploring the idea that we are a part of history and what do we want to be remembered for? • Experiencing a range of different sources to learn about the past including artefacts, primary and secondary sources. • To allow opportunities for discussion about people's experiences in the past and how that is relevant to now and the lives we live in now. • Exploring past events and significant people and discussing how they influence impacts today. • Historical events are narrated by interpretation and how can we make our own minds up based on the information we have.
Maths	• Pattern, symmetry, scale and order • Shape and regularity • The wonder of numbers, formulae and equations • Truth, certainty and likelihood • By making connections between pupils' skills and real life. • Working as part of a team to solve problems • Challenging yourself to gain a deeper understanding.
Modern Foreign Languages: French	• Experience the joy of what is it like to communicate in a different language • To develop an appreciation of the beauty of language • Escape into other cultures through languages
Music	• Experience the joy of singing together • Use an instrument to express emotion: to celebrate life or to play out sorrow • Wonder at the variety of instruments from all over the world • Challenge yourself when persevering to learn to play.

PSHE	• By developing awareness of and responding to others needs and wants • By exploring meaning and purpose for individuals and society. • By developing resilience and inner strength. • By cherishing relationships. • Growth and well being • Reflecting and questioning • How the honesty and sensitivity needed to explore certain topics (relationships, the body, feelings, etc) reflects the language of spirituality already used throughout the school.
Physical Education	• Developing the ability to work as a team • Understanding and experiencing both success and failure • Setting and achieving personal goals through endurance and perseverance.
Religious Education	• Explore questions of meaning and purpose • Reflect on ideas of the divine/questions of God • Think about different forms of worship • Understand ideas of commitment and belonging to groups and institutions • Experience the idea of mystery and questions with no clear answers • Take time to reflect and ask big questions that have no right answer
Science	• Delight in discovering how things work • Explore what questions can and cannot be answered by science • Ask questions about beginning, creation and evolution • Discover the limits of experimentation • Explore Birth, life, death and renewal • Wonder at the Universe and Beyond • Think about regularity and order in science • Reflect on beliefs in science and the faith of some scientists • Evaluate the impact of scientific achievements
EYFS	• Explore the wonders of the world around us • Discover how our own actions can impact others • Understand how we are the same/different to those around the world • Find creative solutions to practical problems • Wonder on how our actions can create reactions • Develop an awareness of others and ability to understand their emotions through interactions within the class



At Breadsall CE Primary, we use the analogy of a doughnut. We are similar to a ring doughnut – being made of the parts that can be seen like the ring of the doughnut as well as the parts that cannot be seen, such as the hole in the middle of the ring. A doughnut would not be a doughnut without the hole and we would not be complete (whole) without the unseen spiritual part of us (hole) – how we think, feel and believe.

When planning for spiritual development we focus on 4 areas: Windows, Mirrors and Doors and Candles

A) WINDOW MOMENTS: Encounter - The Learning about life.
We give children to opportunities to become aware of the world in new ways, to ***wonder*** about life's 'Wows' (things that are amazing) and 'Ows' (things that challenge us).

B) MIRROR MOMENTS: Reflection - The learning from life.
We provide children with time for **REFLECTION**. We give children opportunities to reflect on **their experiences, to look inward** & think about their own worldview by exploring their own insights and perspectives and those of others.

C) DOOR MOMENTS: Transformation - The learning to live by putting into action what they believe through thinking about others.
We give 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.

D) CANDLE MOMENTS: Beyond **– Learning** that sometimes it's good simply to be and to glimpse something beyond the everyday.
We give children the opportunities to be still, to be present with themselves when there is nothing to distract them.

Spirituality in Collective Worship

Collective Worship is the beating heart of Breadsall CE Primary. 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 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 (***now*** moments) 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. 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 musical traditions.
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. Pupils are given time to consider their responsibilities to others and to grow in love and service. Time is given for celebration, both for the accomplishments of school members and to mark seasonal Christian festivals and celebrations in the calendars of other faiths. In this way pupils are offered time to be able to contemplate and develop spiritually. Collective Worship in Breadsall CE Primary is invitational, inspirational and inclusive.

Assessment

Spirituality will be assessed as an integral part of curriculum practice and the children's involvement in the life of the school community. These are areas in which children are expected to grow as part of their spiritual development:
- Reflect on their experiences with increasing sensitivity
- Question and explore the meaning of experience
- Understand and evaluate a range of possible reasons and interpretations
- Develop personal views and insights
- Apply insights gained with increasing degrees of perception to their own lives in line with the school's Christian status and history
- Know that belief is valuable and that the Christian belief is endorsed by the whole school community.

Monitoring and Review

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 is 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.

Provision for spiritual development is monitored and reviewed by:

- Monitoring of teaching and learning and work scrutiny by RE/Collective Worship Leaders, Head Teacher and governors
- Pupil Conferences
- A Spirituality Walk
- Discussions at staff and Governing Body meetings
- Audits of policies and schemes of work
- RE and Collective Worship Development Plans

Policy Review

Governors ensure that this policy is fully implemented and that practice is consistent with the school's Christian vision.

This policy was approved for use on 27th January 2025 at the meeting of the Governing Body. This policy will be reviewed every three years in accordance with our schools' policy delegation schedule.

We will review this policy earlier than the scheduled review date should there be any change in guidance or legislation related to this policy or if we feel that an earlier review is necessary.