

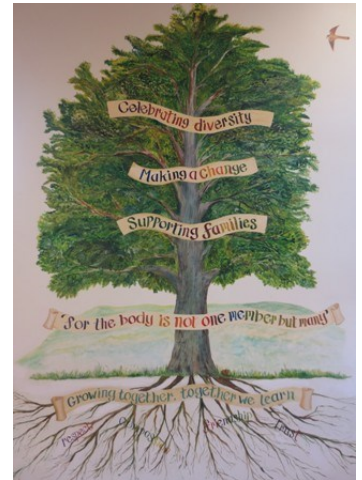
Shillingstone CE Primary School Spirituality Policy

OUR VISION

For the body is not one member but many. 1 Corinthians 12: 14

Growing Together. Together we learn.

Our vision reminds us that the body of Christ, or the people that are the whole of humanity, are a team. The body is not supported by one person, but by all of us. We are one; we are strongest working together in unity. As we all work together we demonstrate our Christian values of respect, compassion, friendship and trust.



Our ambition is to: Celebrate diversity, Make a change, and Support families.

Values

Respect. Compassion. Friendship. Trust.

We have high aspirations for our children, no matter what their starting points are. We aim to provide exciting curriculum opportunities, trips, clubs, activities and visitors for the children to experience so that they are inspired to achieve their best. We believe our vision reminds us that 'We are one; we are strongest working together in unity.'

What is Spirituality?

At Shillingstone CE Primary School, spirituality is defined as;

A relationship between themselves, others, nature and the environment and God (or transcendence).

The four elements are;

- Self • Others • Beauty • Beyond.

These form the basis of our work with the children at our school. Our whole community, including the staff in school, know that we all need to develop our own spirituality for our personal wellbeing, so that we can 'grow together', supporting our children and each other.

Our interpretation of Spirituality in our school

Self

Spiritual learners 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.

Spiritual learners reflect on the relationship that they have with their sense of being a unique person.

Others

Spiritual learners become increasingly aware of the concept of others – a growing empathy, concern and compassion for how to treat others.

Spiritual learners reflect on how their values and principles affect their relationships with others.

Beauty

Spiritual learners 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.

Spiritual learners explore their understanding of beauty and the effect this has on their perception of and relationship with the world.

Beyond

Spiritual learners become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday.

Spiritual learners search for meaning in their very existence and their place in the greater scheme of things.

Source of development. spiritual classroom. (Andrew Telling the story).



information: Spiritual Interpretation of development in the Rickett: the Red Kite:

Spiritual capacities and experiences

All children grow and learn in their own unique way. We foster their spiritual growth through a broad and balanced curriculum as well as through Collective Worship and extra-curricular activities. We want all children to access spiritual experiences, whether of Christian faith, a different faith or none. Many of these are accessed through our curriculum provision, as well as through off site visits and visitors to the school. Explicit opportunities such as attending Church or Collective Worship are planned and take place with the children. Parents and carers are partners in our provision. Children and families of different faiths are welcomed. Other faiths are explored respectfully as part of our spiritual provision.

Spiritual understanding

We use many tools to provide understanding of spirituality including the following models; Spiritual Ring Doughnut by Liz Mills

The Doughnut represents the Whole Child. The outer ring is the tangible (Mind and Body), the hole represents the intangible (Spirit) but if there was no hole it wouldn't be a doughnut. This remains perhaps the best definition of spiritual development; it is the exploration and development of that hole in our centre that makes us whole.



Spiritual responses

We allow our pupils to reflect daily as part of our Collective Worship opportunities. These are personal reflections, prayer and shared ideas.

Spiritual opportunities

- Regular Collective Worship, using Bible stories;
- Worship is planned with the children and evaluated by them;
- Church services every week –led where possible by visiting clergy and church worship leaders;
- Quiet times, reflection in class with candles, bible or moral stories;
- Big questions, often explored in RE or SEAL (PSHE)
- Visitors representing the community and charity work- for example, homelessness charities, charity days, opportunities to impact on our communities;
- Partnerships with community - Shillingstone Seniors (elderly community partnership);
- Music and prayer
- Art and design
- Outdoor learning and connections with animals
- Singing together regularly;

- Regular opportunities to share feelings and talk openly, SAM (worry) box, SEAL, ELSA, nurture;
- Leadership and partnerships to show kindness and compassion- lunch time play leaders, Buddies with older and younger children;
- Read daily to children. Use secular and religious texts to help pupils with four areas;
- Our RE curriculum is inspiring and challenging.

Impact

Our children's exemplary behaviour reflects the impact of our provision. They care about each other, showing kindness, empathy, compassion and a desire to do what is right, working harmoniously in our school community. They trust the adults around them and feel trusted to lead around the school. They show imagination and excitement about their learning and a curiosity to explore. Children are engaged and enthused within lessons and throughout the day.

Evaluating our spiritual provision

The Headteacher and governing body regularly audit our provision as part of our Spiritual, Moral, Social and Cultural evaluations. The school uses a range of tools including the spiritual progression tool from Salisbury Diocese. (see attached). An example of evaluation can be seen below;

Types of provision	Audit of provision
<ul style="list-style-type: none"> • There is a highly developed interpretation of spirituality shared across the school community • Learners have regular opportunities to engage in high quality experiences that develop a personal spirituality. • They are passionate and confident to express their thoughts and views in considerable depth through a rich variety of styles and media. • Pupils have the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives; • encouraging pupils to explore and develop what animates themselves and others; • giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful; 	

<ul style="list-style-type: none"> • developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected; • accommodating difference and respecting the integrity of individuals; • promoting teaching styles which: <ul style="list-style-type: none"> - value pupils' questions and give them space for their own thoughts, ideas and concerns; - enable pupils to make connections between aspects of their learning; - encourage pupils to relate their learning to a wider frame of reference – for example, asking 'why', 'how' and 'where' as well as 'what'; and - monitoring in simple, pragmatic ways, the success of what is provided. 	
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Approved: Spring 2020

Reviewed: Spring 2020

Spring 2022

Next Review: Spring 2024