



Leverstock Green CE (VC) Primary School

Striving for excellence, caring for the individual

SPIRITUALITY POLICY

Leverstock Green CofE (VC) Primary School

Policy Review

This policy was agreed by the governing body on 25th January 2023

It is due for review in January 2025

Signature 

Head Teacher

Date 25/1/23

Signature 

Chair of Governors

Date 25/1/23



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Spirituality Development at Leverstock Green CofE Primary school

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)

At Leverstock Green School we identify Spirituality as an appreciation and cherishing of what is good, joyful, truthful and beautiful, and, in relationship with others, of what is generous, creative and loving – the spirit of a person is seen in acts of courage and perseverance, in dealing with both setbacks and praise, in endeavour and enquiry.

It provides opportunities to stop, think and question the world, helping children/us all to make sense of the world in which we live and to understand a little more of their/our place within the created order.

Our Vision

Our School vision encapsulates all that we do and strive to achieve here at Leverstock Green School. Our Church of England School has a community where all children and adults are encouraged to flourish into confident, happy individuals with a love of learning and life. Where curiosity, independence and a feeling of self-belief are nurtured and valued by all. This is supported by the biblical scripture:

"For you are the children of God, through faith in Christ Jesus."
Galatians 3:26

As a school we embrace our Christian values of love, respect and forgiveness and these alongside our vision, are at the centre of all that we do. It is within this positive, caring and supportive environment that all children are given the opportunity to achieve their very best socially, morally, spiritually, culturally as well as academically. This allows children to develop into well rounded, confident and healthy citizens of the future.

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 an awareness of the transcendent in the whole of life
- be comfortable with stillness and silence and open to engage in reflection/meditation/prayer
- be ready to say sorry when mistakes are made, to forgive themselves and to forgive others



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- 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

(From David Smith's work on Spiritual Capacities)

These objectives will enable the pupils to have a quality of life that encompasses respect, awareness, compassion, curiosity, understanding and relationships that reflect integrity within the context of Christian faith.

Teaching and learning

Through teaching and learning, the school pursues the aims and objectives by ensuring:

- The curriculum and areas of our community life will be driven by the school's Christian vision statement and associated values.
- Opportunities for spiritual development are actively planned into the curriculum and encouraged in all areas of school life.
- Unplanned and spontaneous spiritual opportunities for spiritual development are recognised, acknowledged and/or celebrated by staff and children.
- Collective worship celebrates the love of God for every individual and provides opportunities for children to respond and reflect on this.
- A solid understanding of the Christian concept of God as Father, Son and Holy Spirit; of prayer and of the Bible is nurtured and developed.
- The school building and outdoor environment provides appropriate spaces for silence, stillness and prayer.
- Children's spiritual capacities such as imagination, empathy and insight are fostered through the creative arts and interactive multi-sensory teaching strategies making use of the outdoor environment and relevant educational visits.
- Provision of opportunities to listen attentively and observe carefully, listening with discernment, valuing what is good and worthwhile and making judgements through discussion and exchange of views and ideas.
- Moral development is promoted within school life and opportunities are both planned and spontaneous to develop children's moral development.
- The RE curriculum delivers knowledge and understanding of spirituality from a number of world faith and world view perspectives.
- Children are given as many opportunities as possible to explore the wonder of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected.



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Approaches

In our school we seek to find ways in which all areas of the curriculum can contribute to children's spiritual development and to highlight opportunities for these in our planning by:

- Seeking to foster spiritual capacities, e.g. imagination, insight and empathy.
- Allowing children the security and opportunity to explore and express feelings and emotions and to celebrate diversity.
- Providing opportunities for prayer including silence and stillness.
- Sharing feelings and experiences that foster hope, joy, reassurance and encouragement.
- Encouraging children to develop relationships based on the school's Christian vision and associated values.
- Enabling children to make the links between the Church and Biblical teachings, the life of the school and the wider community and how these impact on their own understanding of themselves and their place within the world today.
- Providing an environment that promotes space to reflect, think and wonder.
- Develop a direct link in children's understanding of how their actions impact on the lives of others (both in the local community and on a global level).

Processes for developing spirituality

In developing spirituality through reflection, we may encounter the process of **Windows, Mirrors** and **Doors**.

- **Windows:** Giving children opportunities to become aware of the world in new ways; to wonder about life's 'WOWs' (things that are amazing) and 'OWs' (things that bring us up short). In this, children are learning about life in all its fullness.
- **Mirrors:** Giving children opportunities to reflect on their experiences; to think about life's big questions and to consider some possible answers. In this they are learning from life by exploring their own insights and perspectives and those of others.
- **Doors:** Giving 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.

Reflect, Respond and **Question** is another way of looking at developing spiritually -

- **Reflect:** Children have the opportunity to reflect on what they have seen, heard or read. This may include a quiet reflection, or a discussion with a partner. Children have the opportunity to discuss what it might mean to them, what inspires them, what makes them go 'WOW'.
- **Respond:** Children respond to the activity, how they might change their own behaviour, or do something differently in light of what they have read or heard. This may be particularly useful for Collective Worship.
- **Question:** Children can raise big questions. What do they want to know next? What would help them to understand more?



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Monitoring and evaluation

Spiritual development is difficult to measure, however, opportunities offered to children for spiritual development will be monitored and evaluated in the following ways;

- Observing and listening to children.
- Discussion at staff and governor meetings alongside the school's Christian vision and values.
- Sharing of classroom work and practice.
- Ensuring that staff have a clear understanding of what spirituality means in this school by providing them with development training.
- Evidence from pupils' work, e.g. Reflection books, RE books, creative writing, art, outdoor learning.
- Regular inclusion in the SIAMS SEF.

Other related policies:

Collective Worship, Teaching and Learning, Behaviour Policy, RE Policy

It is important to note that this policy takes into consideration several key documents:

- Church of England Vision for Education - Valuing All God's Children
- Spiritual Development Interpretations of Spiritual Development in the Classroom
- Mental Health and Wellbeing: Towards a Whole School Approach
- SIAMS Evaluation Schedule.

