



Ivegill CE Primary School

Spiritual Development Policy

Our Christian Vision

Our most basic purpose is to encourage and help children to realise and achieve their full potential.
'Let your light shine' Matthew 5:16

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.

What is Spirituality?

Our working definition of 'spirituality' 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 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 (amended September 2023) This references spirituality in both the RE Curriculum and Collective Worship strands. 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 2021 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

Ivegill CE Primary School is a Church School that is committed to encouraging the exploration of the Christian faith and values, while being open to other faiths, beliefs and values.

Pupils' spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feeling and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences.

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
- 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

We support pupils in their spiritual development by:

- providing opportunities for spiritual development in collective worship
- providing opportunities for spiritual development in RE
- providing opportunities for spiritual development in the wider curriculum
- capturing opportunities for awe and wonder as they arise
- providing 'Sacred Spaces' in classrooms, public spaces, outside, and by using the church building, and through the 'Prayer Spaces in School' website

- offering pupils opportunities to develop their own spiritual leadership, through leading collective worship and other opportunities

As a staff team:




- We have a staff understanding of spiritual development.
- We have a culture within our school that recognises the importance of spirituality to individuals, both children and staff.
- We revisit spirituality as an area for consideration in our staff meetings and offer training.
- Our governors monitor the impact of our spirituality focus during Christian Ethos visits and through the Heads Report.
- 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 the '*Windows, Mirrors, Doors*' approach to support our own thinking in spirituality.
- We have a variety of spiritual spaces both inside and outside the school building.
- We are aware of spiritual development shown across four key areas of Self, Others, Beauty and Beyond (Andrew Rickett / Rebecca Nye).
- We encourage staff who are specialist subject leads to identify opportunities for spiritual development in their subject, and to share them with colleagues.
- We use the 'Ricketts Grids' to support our understanding of progression in spiritual development in these four areas of Self, Others, Beauty and Beyond.
- 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.

What does Spirituality look like at Ivegill CE Primary School?

We provide opportunities for Spiritual Development in five main ways:

- During collective worship
- RE Lessons
- Across the wider curriculum
- Provision of 'Sacred Spaces' including in classrooms, in display areas, the use of the church building, and through outdoor space.
- Pupil leadership opportunities including worship leaders, student leadership team and young leaders.

To help the children at Ivegill understand their developing spirituality, staff explain it using clear language and symbols supported by the work of Liz Mills around 'Windows, Mirrors and Doors'. These symbols and explanation can be seen in every classroom in reflection areas and we use the symbols around school to show where evidence of developing spirituality can be seen.

Relational Awareness (Andrew Rickett)	Windows, Mirrors and Doors (Liz Mills)	
<p align="center"><u>Beauty</u></p> <p>Perceiving and relating to the physical and creative world through responses to nature and art with the results of human creativity.</p>	<p align="center">Windows</p> 	<p align="center"><u>Windows- World and Beauty</u></p> <p>Like looking through a window- looking out into the world in new ways- noting the 'Wows' and 'Ows', Awe and Wonder- the power of questions.</p>
<p align="center"><u>Self and Others</u></p> <p>Being a unique person and understanding self-perception. Understanding how empathy, concern, compassion and other values and principles affect relationships.</p>	<p align="center">Mirrors</p> 	<p align="center"><u>Mirrors- Self and Others</u></p> <p>Like looking in a mirror and reflecting...thinking about ourselves and 'how' we (and those around us) feel about things 'now'</p>
<p align="center"><u>Beyond</u></p> <p>A relationship with the transcendental and the ability to explore experiences beyond the everyday. Their place in the greater scheme of things.</p>	<p align="center">Doors</p> 	<p align="center"><u>Doors- Going Beyond- Go Out and Do!</u></p> <p>Like opening the door and stepping out...responding to what you are coming to believe, behave, value and think. Consider performance and actions that you 'vow' to do with a 'pow'.</p>

Indicators of Spiritual Development at Ivegill

Pupils who are developing spiritually are likely to be developing some or all of the following characteristics:

- a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
- an awareness and understanding of their own and others' beliefs
- an ability to understand the notion of community and to see themselves in relation to a variety of communities
- a respect for themselves and for others
- a sense of empathy with others, concern and compassion
- an increasing ability to reflect and learn from this reflection
- an ability to show courage and persistence in defence of their aims, values, principles and beliefs
- an appreciation of the intangible – for example, beauty, truth, love, goodness, order – as well as for mystery, paradox and ambiguity
- a respect for insight as well as for knowledge and reason
- an expressive and/or creative impulse

- an ability to think in terms of the ‘whole’ – for example, concepts such as harmony, interdependence, scale, perspective
- an understanding of feelings and emotions, and their likely impact, and an ability to talk about feelings

The language of Self, Others, Beauty and Beyond that we use at Ivegill can be broken down further into the **categories of spirituality** sections in the table below which is adapted from Hay and NYE (2006) by Pawson (2018, p152). This language then feeds into our ‘Windows, Mirrors and Doors’ approach.

Categories of spirituality	Meaning	Suggested activities
Awareness-sensing	Paying attention to, being aware of, one's awareness	Stilling, meditation and contemplation
• Here-and-now	The ability to be 'in the moment'	Meditation exercises focusing on the breath
• Tuning	An intense feeling of connection or belonging	Listening to evocative music, viewing a beautiful image
• Flow	Getting caught up in an activity, where the experience transcends the physical	Opportunities for pupils to become engrossed in an activity
• Focusing	Getting in touch with the felt-sense of reality	'Grounding' activities, e.g. getting in touch with bodily feelings
Mystery-sensing	Seeing patterns in the world; becoming aware of transcendence	Asking big questions
• Wonder and awe	Sensing our smallness in the vastness of the universe; a profound feeling of amazement	Creating 'wow' moments through sensual stimulation
• Imagination	Transcending the ordinary through thoughts that go beyond the obvious	Telling stories; exploring symbolic meanings, myths and archetypes
Value-sensing	Awareness of the significance and importance of truth, principles, justice, fairness	Discussing ethical dilemmas
• Delight and despair	Sensing the emotional impact of experiences	Exploring issues related to the environment, poverty, human kindness, spiritual enlightenment
• Ultimate goodness	Trusting in goodness and love	Exploring examples of compassion, altruism and agape
• Meaning	Awareness of a deeper, transcendent meaning	Exploring issues of identity and purpose