

EYNESBURY CHURCH OF ENGLAND PRIMARY SCHOOL

Spirituality at Eynesbury



Policy date	Spring 2025
Review date	Spring 2027

*Based upon a model policy from the Diocese of Norwich and the Diocese of Gloucester

'OUR PUPILS LEAVE EYNESBURY AS RESPECTFUL, GOOD CITIZENS WITH GOOD MEMORIES, A THIRST FOR LEARNING AND LIFE AND ALL IT HAS TO OFFER.'
(Eynesbury Church of England Primary School vision statement)

Rationale

At Eynesbury Church of England Primary School, we understand that having a strong sense of spirituality is fundamental for learning. Spiritual development works to enhance skills such as curiosity, imagination, respect and empathy, which are all key to becoming a good and productive member of our society.

Aims

This guidance ensures that every pupil who leaves our school has been provided with ample opportunities to develop their sense of spirituality. Through the implementation of this policy, we aim to inspire, motivate and develop pupils so that they have a strong sense of self, respect, curiosity, perseverance and empathy.

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.

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)

1. Legal Framework

1.1. This policy has due regard to legislation including, but not limited to, the following:

- School Standards and Framework Act 1998

1.2. This policy has due regard to all relevant guidance including, but not limited to, the following:

- Current Ofsted 'School inspection handbook'
- The SIAMS Schedule references spirituality in both the RE and Collective Worship strands but the main focus is 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.

1.3. This policy operates in conjunction with the following school policies:

- RE Policy,
- Behaviour Policy,
- Collective Worship policy
- Teaching and Learning Handbook
- Curriculum guidance

2. Spiritual Development

2.1. The key aspects of spiritual development involve pupils through:

- **Building Self-Awareness and Self-Knowledge:** where pupils will begin to ask themselves what it means to be human, which is important for developing self-respect, identity and self-worth. Pupils will be given opportunities to reflect upon and discuss their beliefs.
- **Developing Relationships:** forming relationships with others is an important part of personal growth and includes building a sense of community. This is also important in terms of relating to others and developing a sense of empathy and understanding. Pupils will be given the opportunity to develop an understanding of both group and individual identity and build worthwhile and positive relationships.
- **Asking Ultimate Questions:** which includes searching for meaning and purpose in life. Pupils will be encouraged to ask 'why me?', 'what happens after death?' - ultimate questions will not be limited to RE or collective worship.
- **Forming a Sense of Uncertainty, Awe and Wonder:** an awareness of one's place in the world enables a person to search for the meaning of life. When faced with infinity and the wonders of the natural world, feelings of awe and wonder are natural responses. Pupils will have opportunities to reflect on and celebrate the mysteries of life.
- **Having Beliefs and Values:** this involves the search for, and development of, personal beliefs and values that might be shared with other members of the community. Pupils will be given opportunities to develop these qualities, for example in collective worship.
- **Developing Creativity:** using imagination, intuition and insight to express one's thoughts and feelings is an important tool for exploring other areas of spiritual development, such as music and art. Pupils will be given chances to develop their creativity through the curriculum and beyond classroom settings.
- **Forming Feelings and Emotions:** this involves being moved by kindness and beauty or being hurt by hatred and injustice. Pupils will be given the chance to develop their feelings and emotions to ensure they can control their emotions and express their feelings.

3.2. The school recognises that the above terms and experiences can be explained and explored in both a religious and non-religious way, and we are committed to being open to those with other faiths and beliefs and those of none.

3. Through effective implementation of this guidance, we aim for pupils to develop:

3.1 We will:

- Self-awareness, confidence, a sense of worth in oneself and others, an understanding and application of personal values and beliefs and the ability to handle emotions and creativity.
- A sense of wonder and awe, an appreciation for the beauty and variety of nature and our inheritance through various cultures.
- Openness and awareness of differences, empathy and an awareness of place within the wider community.
- An awareness and ability to explore issues around questions of life and death.

3.2. We will:

- Provide context of faith, security and relationships to support pupils' spiritual search.
- Foster the spiritual development of each pupil, regardless of their age, sex, ability or cultural background.
- Assist pupils with developing positive values, principles and beliefs.
- Encourage respect and empathy for other people and their beliefs.
- Develop pupils' enthusiasm to explore and learn through curiosity and experiences.

- Enable pupils to attribute meaning to experiences.
- Enable pupils to see value in the non-material aspects of life.
- Teach pupils about reflection and stillness.
- Enable pupils to foster a sense of meaning, purpose and direction.
- Encourage imagination and creativity.
- Develop a sense of wonder and awe.
- Share stories of faith to enable pupils to respond to religious festivals and symbols.

4. Implementation

Spiritual Development is a key stage in a pupil's education and is fundamental to all areas of learning.

4.1 To achieve the aims of this guidance, staff will:

- Value pupils' questions and give them opportunities to explore their thoughts, ideas and concerns.
- Encourage pupils to relate their learning to the wider world, e.g. by asking 'why?', 'how?', 'what?' and 'where?'.
- Enable pupils to make cross-curricular links in terms of spirituality, e.g.
 - draw their learning together
 - explore diversity and the value in difference, including challenging prejudice
 - encourage creative and independent thinking and provide opportunities for pupils to question and reflect

4.2 To facilitate Spiritual Development, we will ensure that the following opportunities are made available to pupils:

- Regular times to enable reflection
- Exploring values and beliefs, including religious beliefs, and how they impact on peoples' lives
- Supporting and developing religious beliefs (where they exist) in ways that are personal and relevant to individual pupils
- Engaging in enquiry and exploration as part of experiential, first-hand learning
- Reflecting and responding to issues in moments of quiet or inspired through music, art, text, film or artefacts
- Exploring and developing what engages themselves and others
- Understanding human feelings and emotions, how they impact on people and how understanding them can be helpful, eg: to form positive relationships
- Discussing what is good and worthwhile and making value judgements through discussion
- Working collaboratively with peers, valuing the contribution made by others
- Experiencing silent, calm and tranquil moments that afford time for reflection.
- Working and living in harmony with others in the school and wider community.
- Having confidence to express ideas, views and opinions, even if others do not agree.

We will develop an ethos in which pupils can grow and flourish, have meaningful relationships and discussions, and where all individuals know that they are respected.

5. Curriculum

5.1. Spirituality will be developed upon and embedded throughout the school's curriculum.

In PE, spiritual development will be embedded by:

- supporting and encouraging pupils to be part of a team
- providing a platform for pupils to physically push themselves
- providing pupils with an opportunity to develop skills and endurance
- teaching pupils about the skills associated with teamwork

- teaching pupils about limitations and failure

In **design and technology**, spiritual development will be embedded by:

- teaching pupils about how something works
- appreciating hard work and inventions
- developing an appreciation for beauty in design
- developing a sense of perseverance
- developing creativity and problem-solving skills

In **English**, spiritual development will be embedded by:

- developing empathy for characters and authors
- developing a sense of wonder through exploring how writing can convey and invoke emotions
- providing an opportunity to see the beauty in language
- teaching pupils about emotions and sentiments in writing and speech
- appreciating the values of great work
- exploring the element of wonder in writing
- developing creativity
- learning about how writing can be used to escape into other worlds

In **maths**, spiritual development will be embedded by:

- learning about infinity and nothing
- understanding pattern and order, and shape and regularity
- understanding truth, certainty and likelihood
- discussing the universality of maths over time and space

In **science**, spiritual development will be embedded by:

- discussing how wonder is the basis for science, e.g. without being curious invention and discovery would be limited
- discussing questions over beginning, creation and evolution
- exploring the limits of experimentation
- teaching pupils about birth, life, death and renewal
- exploring the topic of the universe and beyond
- teaching pupils about regularity and order in science
- discussing beliefs in faith and the faith of scientists
- discussing the impacts of scientific achievements

In **Computing**, spiritual development will be embedded by:

- exploring the wonder of the worldwide instant communication
- discussing the speed and growth of knowledge
- exploring the accessibility of knowledge
- developing a sense of curiosity

In the **creative arts** (art, music, drama and dance), spiritual development will be embedded by:

- exploring beauty, truth and goodness in artistic works
- developing wonder through discussing how the artistic works can be used as an expression of mood
- exploring how responses and emotions to artistic works are personal
- developing a sense of creativity
- providing pupils with opportunities to reflect on how artistic works make them feel, as well as allowing them opportunities to create artistic works of their own

In **geography**, spiritual development will be embedded by:

- developing a sense of wonder at the diversity of environments and people
- raising questions about the care of the environment
- developing empathy with people from other parts of the world

In **history**, spiritual development will be embedded by:

- providing a sense of being in touch with people from the past, as well as things and ideas
- discussing influential events and people, including pupils' reactions to them
- exploring the nature and importance of invention and explorations
- discussing the notions of war and peace

In **RE**, spiritual development will be embedded by:

- discussing ultimate questions relating to meaning and purpose
- exploring ideas of divine and religion
- exploring the different forms of worship
- discussing the notion of mystery and raising questions that have no clear answer

In **collective worship**, spiritual development will be embedded by:

- providing opportunities for reflection, stillness and response
- sharing and celebrating common beliefs and exploring other people's beliefs
- sharing happiness, sorrow, hurt, excitement, anticipation and fear
- encouraging pupils to participate in group activities such as singing, listening and praying

As well as through the curriculum, pupils will also be given the opportunity to take part in various extra-curricular activities and trips, such as visiting areas of natural beauty and taking part in activities to promote courageous advocacy.

6. Monitoring and Review

6.1. The spiritual development of pupils will be monitored by all staff members.

6.2. Staff members will be tuned in to whether pupils are progressing in the following areas:

- reflecting on experiences with critical thinking and sensitivity
- questioning and exploring the meaning of experiences
- understanding and evaluating a range of reasons and interpretations
- developing personal views and insights, and applying these in school and at home

Our pupils will be considered to have developed an understanding of spirituality when they:

- understand the notion of values, principles and beliefs.
- have an awareness and understanding of their own and others' beliefs.
- understand the notion of community and see themselves in relation to it.
- have respect for themselves and others.
- display a sense of empathy with others, including concerns and compassion.
- can reflect and learn from this reflection.
- have an ability to show courage and persistence in defence of their aims, values, principles and beliefs.
- have developed an appreciation for beauty, truth, love, goodness, order; as well as for mystery, and ambiguity.
- understand feelings and emotions.

6.3 The day-to-day monitoring of this policy is the responsibility of the headteacher.

Signed: _____

Date: _____