



St Saviour's Spirituality Policy

February 2024



St. Saviour's vision is of a collaborative learning community, rooted in the principles of the Church of England, striving for every child to flourish as a child of God. Jesus said: 'The thief comes only to steal and kill and destroy; I have come that you may have life in all its fullness' (John 10:10).

He calls us to a full life in mind, body, heart and spirit. We believe the purpose of education is to nurture and enable every child to flourish and shine as a unique child of God. We want every child to have an excellent educational experience and outcomes so that they are confident learners equipped to be responsible, compassionate citizens, leading happy, healthy and productive lives.

Our Christian values of Care, Respect, Inspire, linked to the Trinity, wholeheartedly underpin our moral purpose of educating the whole child so that their light shines brightly.

Care like Jesus

- ❖ For each other and the school
- ❖ For our local community
- ❖ For God's creation

Respect for God

- ❖ Aiming at the best from ourselves and for others
- ❖ Honouring our Christian values
- ❖ Respecting the difference in others

Inspire the Spirit

- ❖ Being open to new challenges and experiences
- ❖ Fostering creativity in everything we do
- ❖ Deepening our sense of the spirit

The Foundations of the Vision based Deeply Christian Serving the Common Good

- ❖ **Educating for knowledge and skills, wisdom and forgiveness:** enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life. **Educating for hope and aspiration and responsibility:** enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.
- ❖ **Educating for koinonia, friendship and compassion:** a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.
- ❖ **Educating for dignity and respect:** the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.

At St Saviour's Spirituality is....

“Living fully with nothing excluded from our hearts” *Gerald May*

Delight in all things
Being absorbed in 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?

Children's spirituality is like a child.....

- It does not usually neatly conform to accepted norms or use conventional expression
- At first glance, it may not sound like “Christian” narrative, it requires effort (listening) on our part to recognise what is being expressed, and to develop a shared language
- It surpasses compartmentalisation
- It can be intense one minute and nonchalant the next. It is not linear
- It matters to the child
- It is valuable and not to be ignored or misunderstood

Jesus said of children. “whoever welcomes one such child in my name welcomes me, and whoever welcomes me welcomes not me but the one who sent me.” (Mark 9.37)

All areas of the curriculum may contribute to pupils' spiritual development. Spiritual development relates to fundamental questions about the meaning and purpose of life which affect everyone, and is not dependant on a religious affiliation.

We consider spirituality as:

Having a higher and deeper awareness and concern for others in the world around us. An increasing awareness of the concept of others. Spirituality is the nurturing of the inner life of the soul of a child, enabling and embracing their questions, doubts and wonder of existence.

The term spiritual and moral development needs to be seen as applying something fundamental in the human condition which is not necessarily experienced through the physical senses and/or expressed through everyday language. It has to do with relationships with other people and for believers, with God. It has to do with the universal search for individual identity – with our responses to challenging experiences, such as death or suffering. It is a way of coping with challenges and recognising success and happiness, enabling a child to flourish.

A growing sense of empathy, concern and compassion and an ability to reflect on how our values and principles affect our relationships with others. Spirituality is 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. Spiritual learners become increasingly aware of the concept of beyond – a growing relationship with the transcendental and the ability to explore experience beyond the everyday.

Spiritual learners search for meaning in their very existence and their place in the greater scheme of things. It is to do with the search for meaning and purpose in life and for values by which to live. It has to do with the universal search for individual identity – with our responses to challenging experiences, such as death, suffering, beauty and encounters with good and evil.

Our spirituality, our humanity, has been disrupted with the pandemic. Our reflection, from the international, national, to local, to personal has enabled us to question what we value and what is important for the survival of our world, our planet, our love for one another and our selves. We support each other to come to terms with God in disruption, or anger and to be there with our capacity for hope and growth as seen in global, national, local co-operation and courageous advocacy for our planet and each other.

Our aim is to: establish the right learning environment to enable the spiritual development of all pupils through the following objectives;

- ❖ Develop an appreciation of their uniqueness and value as a child made in the image of God;
- ❖ Develop an understanding of the distinctive ethos of this church school as well as the context, language and symbolism of the Christian faith;
- ❖ Develop knowledge and understanding of the school's core Christian values and the Biblical teaching that underpins them;
- ❖ Develop an awareness of and respect for other people's beliefs and faiths and the ability to articulate their own;
- ❖ Develop an appreciation of what it means to be a part of a community (e.g. using their gifts and abilities in the service of others);
- ❖ Develop strategies to build good mental health (see mental health policy);
- ❖ Foster self-awareness and encourage pupils to make informed decisions;
- ❖ Develop the skills and language required to enable them to reflect upon the big questions and mysteries of life;
- ❖ Begin to understand and make sense of their own feelings and emotions around certain encounters and events that occur in their life;
- ❖ Develop an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth;
- ❖ Understand the value of difference and diversity through involvement with others;
- ❖ Encourage curiosity, creativity and imagination;
- ❖ Develop the ability to reflect upon experiences of awe, compassion, beauty etc
- ❖ Develop a sense of transcendence and an awareness of there being something more to life than meets the eye
- ❖ Develop a capacity to value the natural world, a sense of awe and wonder and a commitment to care for creation.

These objectives will enable the pupils to have a quality of life that encompasses respect, awareness, compassion, curiosity, understanding and relationships that reflect order, reason, balance and 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 all 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;
- ❖ That 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;
- ❖ The 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;
- ❖ Support for learning to live with success and failure for themselves and with others;
- ❖ That moral development is linked to spiritual development through strategies such as 'windows, mirrors and doors' (see Appendix);
- ❖ That the outstanding RE curriculum delivers knowledge and understanding of spirituality from a number of world faith and world view perspectives;
- ❖ That 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;
- ❖ Promotion of strategies for positive mental health - Spirituality and mental health

The Royal College of Psychiatrists has published some useful guidance on spirituality and mental health where they identify ways in which some aspects of spirituality can offer real benefits for mental health. They identify spirituality as being within and beyond formal religion and recognise that it 'often becomes more important to people in times of emotional stress and physical and mental illness, loss, bereavement and the approach to death.

They recommend that a person with a religious belief may need support which acknowledges and gives space to their faith as part of their support.

We provide opportunities for inclusive spiritual development that supports good mental health as well as opportunities to learn from people of different faiths and beliefs about how their spirituality shapes them and supports their mental health and wellbeing.

Approaches

In our school we consider our provision through the lens in Children's Spirituality By Rebecca Nye, **SPiRiT**

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| Space | in classes, shared spaces and the outdoor prayer spaces |
| Process | in workshop, to call together in stillness and silence |
| Imagination | in arts and in contemplation, to accept a child's eyes |
| Relationship | authentic relationships with peers, adults, families |
| Intimacy | personal response and closeness to our world |
| Trust | |

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;
- ❖ Providing a sense of sacred space in the class, in the school, in the outdoors
- ❖ 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.
- ❖ We consider **Space, Process, Imagination, Relationship, Intimacy, Trust**

We use our curriculum as a force for educating the whole child. We link RE, PHSE, RSE, P4C are seen together as a vehicle for embodying our vision and developing the self, others, beyond, world & beauty that inspires our spirit and allows the children to flourish.

Monitoring and evaluation

Spiritual development cannot be measured and continues throughout our lives. However, opportunities offered to children for spiritual development will be monitored and evaluated in the following ways;

- Observing and listening to children;
- Regular 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 induction and development training;

- Evidence from pupils' work, e.g. reflective diary, RE books, SMSC work, creative writing, art;
- Regular inclusion in the SEF;
- CPD opportunities and sharing examples of good practice with other schools.

This policy was adopted by the governors : *date: October 21*

The policy will be reviewed: *date: October 25*

Sources and further reading:

Children's Spirituality – what it is and why it matters? - Rebecca Nye with quotations from Gerald May, Rowan Williams and Jo Anne Taylor

The Diocese of Salisbury Derek Holloway and David Rickett

The Diocese of Exeter

Making sense of spiritual development – David Smith

More than Caring and Sharing. Making a church school distinctive – John Cox

Ofsted SCAA discussion paper

Adams, K, Hyde B, Wooley R (2008) The Spiritual Dimension of Childhood. London and Philadelphia: Jessica Kingsley Publishers

Adams, K (2010). Unseen Worlds. Looking through the Lens of Childhood. London and Philadelphia: Jessica Kingsley Publisher

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| Our aims | Where in the curriculum | year 6 & 5 | year 2&1 | EYFS |
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| Develop an appreciation of their uniqueness and value as a child made in the image of God; | In the way you act, say, behave toward children and their understanding - vision & values | School Values, Good morning/ Greeting, Vision, RE lessons, Collective Worship, PSHE, P4C, Discussion, Pupil Voice (Topic focus- Y5: Time Traveller Y6: ID) Science- Growing up and Growing old/ Circle of Life | RE, PSHE, P4C, Storytelling curriculum, storytime, collective worship | Re (Special People,), Star of the week, sports, school values, show and tell, Think Equal, PSED (Being me in my world), Understanding the world (All about me boxes), Healthy eating, Life cycles |
| Develop an understanding of the distinctive ethos of this church school as well as the context, language and symbolism of the Christian faith; | In worship, RE- in establishing weeks | Collective Worship, Class worship, Church services, Weekly Choir on Tuesdays, Weekly Church meetings Thursdays, After lunch reflection | Visits to church, linking it to RE for example Y2 work around harvest and Christian Aid, collective worship | School vision, worship, establishing week, prayers, school values, RE |
| Develop knowledge and understanding of the school's core Christian values and the Biblical teaching that underpins them; | Worship & establishing weeks – schools birthday | School Values, Vision, RE lessons, Collective Worship, Displayed in Classroom above desk and referred to | Well planned out RE curriculum- that looks at other faiths. Judaism in Y1, Islam in Y2. PSHE celebrating differences | School visions and values, Re (Celebrations) PSED (Celebrating differences) |

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| Develop an awareness of and respect for other people's beliefs and faiths and the ability to articulate their own; | RE, P4C, Humanities PHSE, worship | P4C, RE lessons, Visits to other places of worship, Class visitors, Questioning, Promoting Curiosity, Class members sharing their own spiritual experiences (inter-faith) | Harvest festival and food collection, regular worship with All Saints in school and at church, caring for the planet through gardening | School vision and values, Re (Celebrations) PSED (Celebration differences), Think Equal |
| Develop an appreciation of what it means to be a part of a community (e.g. using their gifts and abilities in the service of others); | Mentoring, prefects, PoW, charity work | 4C's, Discussion Guidelines, RE lessons, Church Visits, PSHE, P4C, Collective Worship, Afternoon reflection, Exit points shared with parents/ community, Clubs (pre/ post/ lunch time), Groups, Teams, Anti-bullying ambassadors. (Y5: Pharoah, RE focus: Sikhism, Y6: Hola Mexico, RE focus: Islam) Science- Growing up and Growing old/ Circle of Life | PE, PSHE, mindful breathing between lesson transitions, mental health journals? listening to stories in storytime | Celebration of Christian festivals (Harvest Festival), Food Bank, Clothes Bank, Re Lessons, PSED Lessons, |
| Develop strategies to build good mental health (see mental health policy); | Mindfulness, stillness, | Good morning/ greeting children, Welcoming, Mindfulness, PSHE, Calm environment, M-Set, 4C's, P4C, Reflection (x4 breathing), Wide curriculum eg: Music, Chess, Sports, art, gardening, singing, choir (Science- Y5 Out of this World, Y6 Evolution and Inheritance, Animals including Humans) | Clear behaviour routines and class/school rules, PSHE and P4c, extending children's learning through marking, | PSED (Conflict Resolution), Mindfulness, Thinking Time, Circle Time (Talking Rules), Song Time, Think Equal |
| Foster self-awareness and encourage pupils to make informed decisions; | PHSE, P4C, RE, worship | P4C, PSHE, Discussion Guidelines, 4C's, enquiry based approach, supportive environment. (Y5: Peasants, Princes & Pestilence, Stargazers Y6: Blood Heart, Child's War) | Storytelling curriculum, oracy hub skills, Guided Reading, well planned out curriculum | P4C, Enabling provisions to allow children to make choices about their learning (free-flow), lunch time food choices, circle time |
| Develop the skills and language required to enable them to reflect upon the big questions and mysteries of life; | P4C, Humanities, English | 4C's, Discussion Guidelines, RE lessons, PSHE, P4C, Collective Worship, Afternoon reflection (Y5: Pharoah, Time Traveller, RE focus: Sikhism, Y6: Frozen Kingdoms, Darwin's Delights) (ALL SCIENCE TOPICS) | P4c, PSHE/Jigsaw storytelling curriculum, Guided Reading, well mapped out, cross curricular curriculum | Language in the environment (provision), P4C, Re lessons (Why do Christians perform Nativity plays at Christmas, What is Easter, What Makes Places Special, PSED (Dreams and Goals, Changes Me) |
| Begin to understand and make sense of their own feelings and emotions around certain encounters and events that occur in their life; | PHSE, P4C, ways of dealing with behaviour | School Values, Good morning/ Greeting, Vision, RE lessons, Collective Worship, PSHE, P4C, Discussion, Pupil Voice (Topic focus- Y5: Peasants, Princes & Pestilence, Stargazers, Time Traveller book focus- Cosmic, Y6: Child's War, ID book- focus wonder) | PSHE/Jigsaw, Storytelling curriculum, learning to play and learn together more independently | PSED (Changing Me, Talking to unfamiliar adults in settings, Relationships) |

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| Develop an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth; | Stories, worship, RE, P4C, growth mindset | Growth Mindset, P4C, PSHE, Discussion Guidelines, 4C's, enquiry based approach, supportive environment, Current Affairs, (Y5: Peasants, Princes & Pestilence, Stargazers, Pharaoh - mummification/ after life, Time Failure, Y6: Hola Mexico - day of the dead, Blood Heart, Child's War) | Sports and PE, Reflections on learning and peer assessment, growth mindset | Sports Day, Celebration assemblies, Story Time |
| Understand the value of difference and diversity through involvement with others; | Stories, English, P4C, focus weeks RE PHSE | School Values, Vision, RE lessons, Collective reflection, worship, sharing own ideas/ opinion/ cultures/ faiths/ life experiences, Vision displayed in Classroom above desk and referred to (Y5: Pharaoh, Scream Machine, Beast Creator Y6: Blood Heart, Hola Mexico, Darwin's Delight, Child's War, ID) | Sports and PE, RE, PSHE, Storytelling, P4c, playing together | Understand the world the colour of us book |
| Encourage curiosity, creativity and imagination; | Across all areas | Art lessons, RE lessons, Story telling, English lessons, P4C, PSHE, Promoting curiosity, Awe and imagination (ALL TOPICS- Y5: Peasants, Princes & Pestilence, Stargazers, Pharaoh, Scream Machine, Time Traveller, Beast Creator Y6: Blood Heart, Hola Mexico, Frozen Kingdom, Darwin's Delight, Child's War, ID) Science Y5- Out of this world, Let's get moving. Y6- Let it shine, Classifying Critters, Electrifying) | Across the whole curriculum map | Story stepping and innovating, art, music, outdoor environment (water play, sand play, digging) |
| Develop the ability to reflect upon experiences of awe, compassion, beauty etc | Arts, gardening, music, maths, science | Science lessons, Music drumming, Choir, Art lessons, Promoting outside learning, Explorative play, Gardening, Weaving, Vision, RE lessons, Collective Worship, PSHE, P4C, Discussion, Pupil Voice (Topic focus- Y5: Stargazers, Pharaoh, Time Traveller, Beast Creator Y6: Blood Heart, Hola Mexico, Frozen Kingdom, Darwin's Delight, Child's War, ID) | Celebrating learning in class and weekly in star of the week assemblies, playing and learning cooperatively, Curriculum map that revisits and builds upon past experiences/learning and introducing new learning in a creative and exciting way | Circle Time, Reflection, Pupil celebration assemblies |

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| Develop a capacity to value the natural world, a sense of awe and wonder and a commitment to care for creation | Arts, science | P4C, PSHE, School Values, Reflection, Outdoor learning, Science lessons, Music-drumming, Choir, Art lessons, Explorative play, Gardening, Weaving, Vision, RE lessons, Collective Worship, Discussion, Pupil Voice (ALL TOPICS- Y5: Peasants, Princes & Pestilence, Stargazers, Pharoah, Scream Machine, Time Traveller, Beast Creator Y6: Blood Heart, Hola Mexico, Frozen Kingdom, Darwin's Delight, Child's War, ID) (Science Y5 - Material World, Growing up and Growing old, Circle of Life / Y6- We're Evolving, How does inheritance work?, Living things and their habitats | RE, School values, tidying up in the playground, using the outdoors as a learning environment such as gardening and observing seasonal change, P4c | Gardening, Re lessons, P4C, Understanding the World (Seasonal changes and life cycles) |
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| <p>Educating for Wisdom, Knowledge and Skills:</p> <p><i>‘For the LORD gives wisdom; from his mouth come knowledge and understanding’ Proverbs 2:6</i></p> <p><i>‘Do not be conformed to this world, but be transformed by the renewal of your mind, that by testing you may discern what is the will of God, what is good and acceptable and perfect.’ Romans 12:2</i></p> <p><i>‘Be still, and know that I am God. I will be exalted among the nations, I will be exalted in the earth!’ Psalm 46:10</i></p> <p>How does this link to the school’s vision and mission? A sense of silence and reflection is instilled ‘so all may embrace life in its fullness to the glory of God’.</p> <p><i>‘Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God’s will.’ Romans 12:2</i></p> | <p>Educating for Community and Living Well Together:</p> <p><i>‘You shall love the Lord your God with all your heart, and with all your soul, and with all your might.’ Deuteronomy 6:5</i></p> <p><i>‘In the beginning God created the heavens and the earth’ ... ‘And there was evening, and there was morning—the sixth day.’ Genesis 1:1 and 1:31</i></p> <p><i>"For I know the plans I have for you," says the Lord. "They are plans for good and not for disaster, to give you a future and a hope." -Jeremiah 29:11</i></p> <p><i>The Lord is near to the brokenhearted and saves the crushed in spirit. -Psalm 34:18</i></p> <p><i>Truly, truly, I say to you, unless a grain of wheat falls into the earth and dies, it remains alone; but if it dies, it bears much fruit. John 12:24</i></p> |
| <p>Educating for Hope and Aspiration:</p> <p><i>‘That their hearts may be encouraged, being knit together in love, to reach all the riches of full assurance of understanding and the knowledge of God’s mystery, which is Christ’ Colossians 2:2</i></p> <p><i>‘May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.’ Romans 15:13</i></p> | <p>Educating for Dignity and Respect:</p> <p><i>‘And God saw everything that he had made, and behold, it was very good’ Genesis 1:31</i></p> <p><i>‘Then I was constantly at his side. I was filled with delight day after day, rejoicing always in his presence, rejoicing in his whole world and delighting in mankind.’ Proverbs 8:30-31</i></p> <p><i>‘Therefore, as God’s chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience.’ Colossians 3:12</i></p> <p><i>‘You shall love your neighbour as yourself’ Leviticus 19:18</i></p> <p><i>‘Be kind to one another, tender hearted, forgiving one another, as God in Christ forgave you.’ Ephesians 4:32</i></p> <p><i>‘Put on then, as God’s chosen ones, holy and beloved, compassionate hearts, kindness, humility, meekness, and patience, bearing with one another and, if one has a complaint against another, forgiving each other; as the Lord has forgiven you, so you also must forgive. And above all these put on love, which binds everything together in perfect harmony.’ Colossians 3:12-14</i></p> |