

RYHALL CE ACADEMY



part of a Multi Academy Trust

Peterborough Diocese Education Trust



POLICY STATEMENT

Spirituality Policy

Formulation date:	April 2016
Responsibility:	Church Governors
Reviewed:	March 2021
Next Review Date:	March 2022
Associated Documentation:	SMSC Policy

Summary:

Pupils' spiritual development involves the growth of their sense of self, their unique potential, their understanding of their strengths and weaknesses, and their desire to achieve; a significant aspect of educating the 'whole child'. As their curiosity about themselves and their place in the world increases, they try to answer for themselves some of life's important questions. They develop the knowledge, skills, understanding, qualities and attitudes they need to foster their own inner lives and non-material wellbeing. At Ryhall CE Academy the spiritual dimension is expressed through our Christian faith and is the heart of every act of collective worship; accessible to all.

Our ethos enables and encourages all children to grow in our care and succeed spiritually as their own life develops.

It is our aim that the children's individual spiritual development is fostered as an integral element of the range of learning opportunities and experiences they encounter as part of the curriculum, and that with the school values, it permeates all strands of school life. It is intrinsically linked with moral, social and cultural development.

1. ETHOS STATEMENT

Our Vision:

Ryhall CE Academy will provide the best learning environment that embraces excellence and academic rigour. Set within a framework of spiritual, intellectual, physical, emotional, moral, social and cultural development, we aim to:

- ignite a passion for life-long learning;
- develop great thinkers who embrace challenge;
- promote curiosity, enthusiasm, independence, self-belief and confidence.

inspiring and preparing every child to live 'life in all its fullness'.

'I have come in order that you might have life—life in all its fullness'

(John 10:10 Good News Translation)

Our strong Christian ethos encourages:

**compassion,
friendship,
hope,
trust
respect
and resilience**

and we believe these values should underpin everything we do, both during and beyond the school day, including the decisions that we make. These, together with the value of resilience, provide a strong sense of perseverance and lifelong learning, honesty, mutual respect, happiness, enjoyment and high standards. Whilst they are a visible presence around the school, our values are far more; all members of the school are actively encouraged to live them out every day. Our 'strapline'

'look back with pride and move forward with confidence;

encourages children to face their fears, demonstrate endurance, believe in their ability and value all that is strong and good about themselves.



2. Aims of Spiritual

Development

The aims for spirituality at Ryhall CE Academy are:

- To provide a context of faith, security and loving relationships to support each child's spiritual search.
- To foster the spiritual development of each child, regardless of age, gender, ability or cultural background.
- To foster self-awareness and promote a feeling of self-worth, self-confidence and peace.
- To support the development of a set of values, principles and beliefs.
- To develop empathy and compassion for other people.
- To foster a respect for different people's feelings, values and their beliefs.
- To develop the children's enthusiasm to explore and learn through enquiry and first hand experiences.
- To enable the children to value the non-material dimension of life.
- To foster reflection; the ability to be still and listen developing a self-confidence to express inner thoughts in a variety of ways.
- To foster a sense of meaning, purpose and direction in life.
- To encourage imagination and creativity; developing the ability to use all of one's senses
- To develop a sense of awe and wonder at the miracle of creation, life and the natural world.
- To share Christian stories and respond to Christian festivals, rituals and symbols, particularly those from the Anglican tradition.

3. Opportunities for Spiritual Development

3.1. Spiritual development is an important element of a child's education and fundamental to all other areas of learning. Staff will provide a role model to children by sharing in the joy of discovery and in the wonder of creation. Without curiosity, without the inclination to question, and without the exercise of imagination, insight and intuition, children would lack the motivation to learn. In view of this teaching styles are adopted which:

- Value the children's questions and give them space for their own thoughts, ideas and concerns.
- Enable the children to make connections between aspects of their learning.
- Encourage the children to relate their learning to a wider frame of reference, e.g. asking 'why?', 'how?', and 'where?' as well as 'what?'.
- Offer opportunity to worship together and alone.

3.2. Spirituality is not taught, but is an inherent interwoven part of all aspects of school life and is nurtured and promoted as a natural element of the curriculum. The following opportunities will be made available in order to facilitate the development of spirituality:

- To explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.

- Where children already have religious beliefs, to support and develop these beliefs in ways which are personal and relevant to them.
- To participate, as appropriate, in the worship life of the school.
- To engage in enquiry and exploration as part of experiential, first hand learning.
- To look attentively and observe carefully.
- To be creative and imaginative.
- To reflect and respond to issues in moments of quiet or inspired through music, art, text, film or artefacts designed to 'lift the spirit'.
- To explore and develop what animates themselves and others.
- To understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- To value what is good and worthwhile and to make value judgements through discussion and exchange of views.
- To work collaboratively with peers, valuing the contribution made by others.
- To respect all, as modelled by staff in their relationships with others.
- To experience silent, calm and tranquil moments which afford time for reflection.
- To work and live in harmony with others in the school and wider community.
- To have confidence to express ideas, views and opinions, even if others do not agree
- To worship in church and with the church.

3.3. Opportunities for spiritual development are presented or naturally arise, and are promoted in all aspects of the curriculum and school life as the children become actively engaged in an enquiry based curriculum, which provides a wide range of experiential learning opportunities that enables them to question, consider, reflect and respond, and consider their own values, beliefs and feelings and those of others, with whom they are working alongside or with.

3.4. Outlined below are some of the key ways in which spiritual development is nurtured and promoted as part of the curriculum:

3.4.1. **In Physical Education:**

- Being a team member.
- Personal extensive challenge.
- Extremes of skill, endurance and achievement.
- Emotion in sport.
- Personal limitation and failure.
- Appreciation of perfection.
- Sportsmanship.

3.4.2. **In Design and Technology:**

- Discovering how something works.
- Appreciating genius.
- Beauty in design.
- Perseverance to solve problems.
- Personal achievement.
- Learning from others and nature.
- Creating ways to help and support others.

3.4.3. **In English:**

- Empathy with authors and the characters in stories and plays.
- The appreciation of beauty in language.
- Emotions and sentiments in writing and speech.
- The values of great works.

- Heroes and heroines in literature.
- Imagining oneself as someone else.
- Escaping into other worlds through literature.
- The element of wonder in literature.
- Appreciation diversity of culture.

3.4.4. **In Maths:**

- Infinity and nothing.
- Pattern and order.
- Shape and regularity.
- Truth, certainty and likelihood.
- The universality of mathematics over time and space.
- The wonder of numbers, formulae and equations.

3.4.5. **In Science:**

- Wonder as the basis of science.
- Questions of beginning, creation and evolution.
- Discovering the limits of experimentation.
- Birth, life, death and renewal.
- The universe and beyond.
- Regularity and order in science.
- Beliefs in science and the faith of scientists.
- The impact of scientific achievements.

3.4.6. **In Computing:**

- The wonder of worldwide instant communication.
- The speed of the growth of knowledge.
- The accessibility of knowledge and contact with other people worldwide.

3.4.7. **In the Creative Arts (Art, Music, Drama and Dance):**

- The work of creative artists from a variety of times and places.
- Beauty, truth and goodness.
- Expressing, interpreting and exploring deep feelings and profound beliefs.
- Artistic creativity.
- The effects of the arts on emotions and senses.
- The arts as means of expressing mood.
- Skill in creation and performance, and particularly in personal reflection upon their own creativity using various art forms.
- Effects on the emotions and senses.
- Personal response and preference.

3.4.8. **In Geography:**

- Wonder at the diversity of environments and people.
- Questions about the care of the environment.
- The beliefs behind particular causes and campaigns.
- World (economic) development.
- Land formation.
- Empathy with people from other parts of the world.

3.4.9. **In History:**

- Being in touch with past people, things and ideas.
- Being part of history.
- Handling artefacts.
- Influential events and people.
- The commitment of significant people in history.
- War and peace.
- Interpretation in history.
- The nature and importance of invention and exploration.
- Empathy with people from other times and places in history.

3.4.10. **In Religious Education:**

- People, places, things, books, actions and ideas held by religious believers to be holy.
- Ultimate questions of meaning and purpose.
- Ideas of the divine/questions of God and understanding of the Trinity.
- Forms of worship.
- Use of music, art and drama to express beliefs.
- Varieties of beliefs, celebrations and rituals.
- Respecting others' beliefs/faith/religions.
- Ideas of commitment and belonging to groups and institutions.
- The idea of mystery and questions with no clear answers.

3.4.11. **In Collective Worship:**

- Opportunities for reflection and response planned into worship.
- Use children's prayers
- Personal and collective beliefs are respected.
- Sharing and celebrating common beliefs.
- Celebrating success.
- Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc.
- Common activities such as singing, listening, laughing, praying, reflecting on a theme.
- Remembering and celebrating the lives of people of spiritual significance.
- Emphasising common purpose and values.
- Experiencing emotions.

3.4.12. **In addition, as part of the curriculum, the children have opportunities:**

- To visit places of beauty, interest and challenge.
- To admire and wonder at the natural environment and human creative efforts.
- To work out personal relationships in unusual and challenging situations.
- To experience community cohesion links at a local, national and global level.
- To engage in charity based activities.
- To participate in a wide range of events and activities, involving a range of outside agencies, coaches, etc. In order to facilitate spiritual development the organisation of the school and the environment for learning are such that:
 - Everyone involved in the life of the school is valued and seen to be valued.
 - Policies and ensuing practices are clearly seen to reflect the worth of individuals.
 - Behaviour and people management policies and practices are collectively arrived at and discussed regularly.
 - All adults recognise the need to set good examples of mutual respect and considerate behaviour.

- The quality and nature of the learning environment and displays reflect the value placed on pupils and staff.
- Aesthetic awareness is encouraged.
- The atmosphere of the school welcomes differences in beliefs and values, and invites everyone to belong.
- The achievements, successes and efforts of everyone are recognised and celebrated.

4. Responsibilities

- 4.1. The named RE/Collective Worship co-ordinator has responsibility for overseeing the planning, provision and the monitoring and evaluation of spiritual development. The co-ordinator will keep in touch with local, diocesan and national developments and will act in an advisory capacity, supporting and encouraging colleagues. Specifically, the co-ordinator will identify and purchase appropriate resources; identify and plan appropriate staff development and reflection.
- 4.2. Church Governors are responsible for ensuring that this spiritual development policy is put into practice and monitored as appropriate. The Ethos committee will review this policy, formally, every two years from the date of its adoption. Informal review will be on-going and will be the responsibility of the co-ordinator.

5. Monitoring and Review

- 5.1. Provision for spiritual development is monitored and reviewed through:
 - Monitoring of teaching and learning and work scrutiny by RE/Collective Worship Leader, Head Teacher and Governors.
 - Pupil Surveys
 - Church Governors link visits
 - Discussions at staff and Academy Governance Committee (AGC) meetings.
 - Audits of policies and schemes of work.
 - Strand 4 of the Academy Improvement Plan (AIP) – the ongoing development of the school as a church school.