



ST BOTOLPH'S CHURCH OF ENGLAND PRIMARY SCHOOL

Spirituality Policy

Named Governors:

SIAMs Special Committee

Approved by:	Full Governing Body
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Last reviewed:	September 2024
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Next review due by:	September 2025
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Introduction

At St Botolph's Church of England primary school, all aspects of school life reflect a Christian ethos and this policy is based on Christian principles. We strive to expand opportunities and widen horizons for all. We aim for all children to grow to be the best they can be, this includes supporting their spiritual development.

What is it?

Spirituality is about how we experience life and therefore how we live our own lives. It is also about our relationship with our self, others and the world. It even makes us aware of things bigger than ourselves and this often makes us say 'wow' but sometimes 'ow'. It gives us the confidence to reflect, ask questions and challenge in many ways. It reminds us that we are valued and all unique.

We believe that it is very important to provide all children with a range of opportunities to help them develop spiritually. We believe that spiritual development may not be synonymous with Religious Education and Collective Worship and can be explored through many different curriculum areas.

As a school we focus on the idea of 4 concepts of spirituality: self, others, world and beauty and beyond. Spirituality is developed through opportunities of unplanned and planned series of encounters (Windows) that open up the possibility of reflection (Mirrors). Finally, the children are given an opportunity to put into action what they believe and value (Doors).

Why is it important?

Modelling the example that Jesus demonstrated when feeding the five thousand, we want to help every child to be the best that they can be and we have a duty to support the children to achieve this; part of this responsibility is to help children develop spiritually.

What do we aim to achieve for the children?

- The children become increasingly aware of the concept of **self**- the inner person and the way that this shapes an individual's perception of themselves as a unique human being. The children reflect on the relationship they have, with their sense of being a unique person.
- The children become increasingly aware of the concept of **others** – a growing empathy, concern & compassion of how to treat others. The children reflect on how their values & principles affect their relationships with others.

- The children become increasingly aware of the concept of a physical and creative **world** – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. The children explore their understanding beauty and the effect this has on their perception of, and relationship with, the world.
- The children become increasingly aware of the concept of the **beyond** – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. The children search for meaning in their very existence and their place in the greater scheme of things.
- The children develop an understanding of the beliefs and values of Christianity and other world religions. The children are respectful of the beliefs and values of others.
- The children develop an understanding of the ethos of a Church school and the content, language and symbolism of the Christian faith as a way of understanding our meaning and purpose in life.
- The children develop the ability to question.
- The children develop their ability to express their thoughts, ideas, feelings and their beliefs.

How do we do it?

- We provide and plan for a wide range of opportunities for children to develop spiritually in all areas of the curriculum. In particular, through Religious Education, English, Maths, P.S.H.E, Science, Geography, Art and Music.
- We provide and plan for a wide range of opportunities for children to develop spiritually through Whole school and Class Worship, along with the use of Spirituality boxes.
- We also promote spiritual development opportunities through our wider curriculum, for example: during our themed weeks such as Science Week, Anti-bullying week, Healthy Living Week and through other extra-curricular activities such as our Eco Club.
- We provide areas for quiet reflection in school and in the outdoor environment.
- We provide opportunities for prayer, including silence and stillness.
- When planning for spiritual development we focus on 3 areas: Windows, Mirrors and Doors.

A) WINDOWS: Encounter - The Learning about life.

We give children to 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).



WINDOWS

B) MIRRORS: Reflection - The learning from life.

We provide children with time for **REFLECTION**. We give children opportunities to reflect on their experiences, to look inward & consider the big questions of life. In this, they are learning from life by exploring their own insights and perspectives and those of others.



DOORS

C) DOORS: Transformation - The learning to live by putting into action what they believe.

We give 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.



MIRRORS