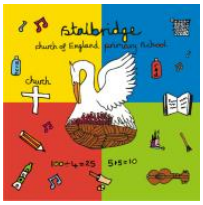
Believe- Discover- Aspire



Stalbridge CE VC Primary School Spirituality Policy

Vision

At Stalbridge Primary school, our vision is that all children are equipped with wisdom to learn and grow in their own achievements and make a valuable contribution to their school and community, finding their place in the world.

Values

Believe- Discover - Aspire



We have high aspirations for our children, no matter what their starting points are. We aim to provide exciting curriculum opportunities, trips, clubs, activities and visitors for the children to experience so that they are inspired to achieve their best. We use a 'growth mindset' to encourage all children to aim for their personal best. We aspire to have a relationship with God and provide an environment for children all faiths and those with none.

What is Spirituality?

At Stalbridge Primary School, spirituality is defined as;

A relationship between themselves, others, God (or transcendence) and nature and the environment. The four elements are;

- Self
- Others
- Transcendence
- Beauty

These form the basis of our work with the children at our school. Our whole community, including the staff in school, also that we all need to develop our own spirituality for our personal wellbeing, and so that we can grow together, supporting our children and each other. These four areas combine our learning behaviours which we use as part of our 'Discover' value.

Self

- Our own feelings; ability to reflect and express
- Awareness of our uniqueness; 'I am special'- happiness with who we are- be **resilient**
- Gratefulness for the things we have and the person we are
- **Curiosity** and discovery of our own faith
- Development of imagination and creativity

Others

- Empathy and understanding; respect, tolerance, openness
- To love and be loved (loving your neighbour) **Working together**
- Making a difference; duty

Transcendence (Beyond)

- Encountering/experiencing God (having a sense of what lies beyond the material/physical) **Curiosity**
- Ability to think and ask the 'Big Questions' (eg about life, death, suffering, nature of God). **Communicate** these to others, **take risks** to ask challenging questions that sometimes can't be answered
- Opportunities for prayer, stillness, connecting with God- **connections** with God
- Making sense of the world

Beauty

- Developing a sense of awe and wonder
- Enjoying the miracles of everyday life
- Taking time for what really matters, **planning** for these moments
- Appreciating beauty in art, music, nature, be open to **change**

Spiritual capacities and experiences

All children grow and learn in their own unique way. We foster their spiritual growth through a broad and balanced curriculum as well as through worship times and extra-curricular activities. We want all children to access spiritual experiences, whether of Christian faith, a different faith or none. Many of these are accessed through our curriculum provision, as well as through off site visits and visitors to the school. Explicit opportunities such as attending church or worship are planned and take place with the pupils. Parents and carers are partners in our provision. Pupils of different faiths are welcomed. Other faiths explored respectfully as part of our spiritual provision.

Spiritual understanding

We use many tools to provide understanding of spirituality including the following models;

Spiritual Ring Doughnut by Liz Mills



The Doughnut represents the Whole Child. The outer ring is the tangible (Mind and Body), the hole represents the intangible (Spirit) but if there was no hole it wouldn't be a doughnut. This remains perhaps the best definition of spiritual development; it is the exploration and development of that hole in our centre that makes us whole.

Spiritual responses

We allow our pupils to reflect daily as part of our collective worship opportunities. These are personal reflections, prayer and shared ideas. Sometimes recorded in drawings and writings, other times responses are through song, quiet time or art.

How do we provide spiritual opportunities?

- Regular worship times – 15 minutes daily. Using Bible stories
- Worship is planned with the children and evaluated by them
- Church services every fortnight

- Visiting speakers and worship times- open the book, visiting clergy, Life Education, local church groups
- Quiet times, reflection in class with candles, bible or moral stories
- Big questions, often explored in RE or Jigsaw times (PSHE)
- Visitors representing the community and charity work- for example, disability groups, charity days, opportunities to impact on our communities
- Partnerships with community- Elderly community partnership and Foundation stage
- Music and prayer
- Art and design
- Outdoor learning and connections with animals
- Singing together and often
- Regular opportunities to share feelings and talk openly, Worry box, Jigsaw, ELSA, nurture, Oasis
- Leadership and partnerships to show kindness and compassion- play leaders, Buddies with older and younger children
- Read daily to children. Use secular and religious texts to help pupils with four areas.
- Our RE curriculum is inspiring and challenging

How can we measure the impact?

Our pupils' behaviour reflects the impact of our provision. They care about each other, showing kindness, empathy, compassion and a desire to do what is right, working harmoniously in our school community. They trust the adults around them and feel trusted to lead around the school. They show imagination and excitement about their learning and a curiosity to explore.

Evaluating our spiritual provision

The headteacher and governing body regularly audit our provision as part of our Spiritual, Moral, Social and Cultural evaluations. The school uses a range of tools including the spiritual progression tool from Salisbury Diocese. (see attached).

An example of evaluation can be seen below;

Types of provision	Audit of provision
• There is a highly developed interpretation of spirituality shared across the school community. • Learners have regular opportunities to engage in high quality experiences that develop a personal spirituality. • They are passionate and confident to express their thoughts and views in considerable depth through a rich variety of styles and media. • Pupils have the opportunity to explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives; • encouraging pupils to explore and develop what animates themselves and others;	

• giving pupils the opportunity to understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful; • developing a climate or ethos within which all pupils can grow and flourish, respect others and be respected; • accommodating difference and respecting the integrity of individuals; • promoting teaching styles which: - value pupils' questions and give them space for their own thoughts, ideas and concerns; - enable pupils to make connections between aspects of their learning; - encourage pupils to relate their learning to a wider frame of reference – for example, asking 'why', 'how' and 'where' as well as 'what'; and - monitoring in simple, pragmatic ways, the success of what is provided.	

This policy was reviewed and written by our school community.

Policy agreed by governors at_____

Signed by

Review date September 2019 (New SIAMS toolkit)