Spirituality in School

Living Life to the Full

Taking inspiration from John 10:10, our vision is to support our pupils in 'living life to the full' by opening them up to a world of opportunities and nurturing a love of learning so that they will be inspired to fulfil their true potentials, both now and in the future.

This means that:

- We will offer a welcoming and inclusive church school community, where every individual feels valued and respectful relationships are promoted through our 3 school rules: be kind and respectful; be safe; be the best you can be;
- We will provide a rich, creative and inspiring curriculum, which promotes high academic standards and encourages individuals to ask and answer questions;
- We value our connection to our environment and promote an ethos of stewardship;
- We will uphold Christian values and take a responsive approach to meeting children's needs so that every individual will develop empathy and understanding for others and value opportunities for personal reflection and spiritual growth;
- We will ensure that children have a strong identity within their local, national and global communities, and that they understand the power of learning and working collaboratively.

Our vision influences the ethos of our school and the policies and practices within it. We believe that spirituality is a core thread that runs through our school and we attach great importance to it for both children's development and for the growth and well-being of all within our school community.

We aim for children, and adults, to grow in their ability to:

- be guided by their beliefs and values and be willing to take a stand to defend them.
- be self-aware and empathise with the experience of others in the school and wider community.
- love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges.
- exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder.
- be intrigued by mystery and be open to an awareness of the transcendent in the whole of life.
- be comfortable with stillness and silence and open to engage in reflection/meditation/prayer.
- be ready to say sorry when mistakes are made, to forgive themselves and to forgive others.
- be willing to take risks and to reflect, learn and develop a growth mindset following experiences of failure as well as success.
- demonstrate curiosity and open mindedness when exploring life's big questions.
- appreciate and be thankful for what is good in life like friends and family and show generosity towards others.

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)
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> Spirituality enriches individuals in their "understanding of and ability to relate to, others and of society as a whole". Education for Adult Life (SCAA 1996)

Our awareness and understanding of spiritual development will enrich what we offer to the children across the whole curriculum:

Art:
As artists, pupils are encouraged to see the effect of their creativity in their own artwork and appreciate that of others. They use creative approaches to express themselves and learn to share their views and opinions.

Computing:
In Computing, pupils develop awe and wonderment, and the infinite possibilities afforded to us by technology. By learning to harness technology, pupils learn to communicate with others and solve problems.

Design and Technology:
As designers, pupils learn to work individually and collaboratively to create products, sharing ideas and developing them, with the opportunity to celebrate the work of our peers. Pupils learn to solve problems by exploring the processes of engineering and experience wonderment in

finding out how things work. Pupils gain knowledge of the world by tasting, preparing and cooking from a range of culinary cultures.

Geography:
As geographers, pupils learn to be inquisitive and develop awe and wonder about the world around us: locally, nationally and globally. They appreciate beauty, challenge and diversity in the world in which they live as well as contrasting environments.

History:
As historians, pupils develop wonderment when considering the concept of time. Learning about people and events in the past, and what has moved and inspired them, links strongly to the present, providing pupils with a strong sense of identity and connection. Pupils also develop empathy when considering the experiences and achievements of individuals from the past.

Maths:
As mathematicians, pupils' minds are opened to different patterns and representations. They experience the idea that numbers are infinite, and that numbers and patterns are all around us. Pupils experience wonderment and mystery through investigation and problem solving.

Music:
As musicians, children experience wonderment when they listen, respond to, compose and play music. Pupils recognise that music can stir and represent various emotions; they are given opportunities to connect to a range of genres and to appreciate the effect of a piece of music. Pupils are provided with opportunities for shared experiences and individual reflection.

Outdoor Learning:
Through Outdoor Learning, pupils experience awe, wonder, and reflection in the natural world. Through exploration, collaboration, and quiet observation, children develop a deeper sense of connection to nature, themselves, and others. This supports their understanding of care, responsibility, and their place within the wider environment.

Phonics and Early Reading:
As readers, pupils develop the skills to enable them to access the wonderment of high-quality fiction. These skills will also enable them to be inquisitive, curious and develop their knowledge of the world through non-fiction texts. When comprehension skills are developed, pupils begin to make links to stories and their own experiences, and in turn, they are encouraged to reflect on their own interactions with others, maintaining secure positive relationships.

PE:
In PE, pupils develop a sense of enjoyment and fascination when learning about themselves. In games and athletics, they form deeper relationships when working as part of a team and sharing in the experience of competition, celebrating their own achievements and those of others. Through gymnastics and dance, pupils learn to use their bodies to express themselves creatively and imaginatively and reflect upon their shared and individual experiences.

Primary Languages:
As linguists, pupils develop connections with other cultures; they understand how people communicate in different ways and appreciate commonalities between themselves and other parts of the world.

Reading:
As readers, pupils enjoy a wide range of text types and genres, encouraging reflection and appreciation of the world of literature. Through reading and drama, pupils can consider character's choices and feelings, developing children's empathy. Book talk is promoted to develop pupil's opinions, ideas and thoughts.

Religious Education:
In RE, pupils consider the big questions and develop awe, wonderment and open-mindedness when learning about faith, creation and the supernatural. By studying world faiths and considering the views of others, pupils consider their own viewpoints about life and the world.

PSHE and Citizenship:
As Citizens, pupils will appreciate British values and be moved to express their views and opinions and to stand up for what is right. They will develop self-awareness and empathy; they will be proud of their own achievements, recognise their strengths and talents, and take care of their mental health. Pupils will develop resilience and confidence when tackling challenges and learn to forgive themselves and others when mistakes are made.

Science:
As scientists, pupils develop understanding of their connection to the natural world, showing care and consideration towards nature and living things. The ask and seek to answer big questions about physical and material processes, and about life and creation: How? Why? They have a sense of mystery when investigating and making links between life and processes.

Speaking and Listening:
As speakers and listeners, pupils are encouraged to express their thoughts and feelings with honesty, empathy, and respect. Through dialogue, storytelling, and reflection, children learn to appreciate diverse perspectives and develop a sense of connection with others. This supports their growing awareness of identity, meaning, and belonging within the school community and the wider world.

Writing:
As writers, pupils are encouraged to take risks and make personal choices regarding characterisation, structure and plot development. Children are exposed to a wide range of vocabulary and use this to express their creativity, including through sharing and creating poetry. Children develop relationships when designing writing and proof-reading; they develop awareness of the impact their writing has on the reader.