



Newbold Church of England Primary School

At Newbold we aim to support each other to live, learn and excel together as a Christian community.

"Therefore encourage one another and build each other up," 1 Thessalonians 5:11

Spirituality Policy

Our Vision

At Newbold School we support each other to live, learn and excel together as a Christian community.

***"Therefore encourage one another and build each other up",
1 Thessalonians 5:11***

Through the Christian ethos of the school, we value difference, diversity, and grow together as a community of lifelong learners. We aim for excellence- building self- confidence and independence so that children are happy and well-motivated; keen to question; inspire and embrace change.

These words written by Paul to the Thessalonian Church are explained in the following verses. *1 Thessalonians 5: 12-18.*

We have taken these verses from Thessalonians to choose the values as a school that we feel are important to focus on, in order to **"encourage and build each other up."**



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Our Values

Courage and Perseverance

'Therefore encourage one another and build each other up,' v11

Generosity and Service

'Now we ask you brothers and sisters, to acknowledge those who work hard among you in the Lord and who admonish you.' v12

Respect

'Live in peace with each other.' v13

Justice and Compassion

'...encourage the disheartened, help the weak, be patient with everyone.' v14

Friendship, Trust and Forgiveness

'Make sure that nobody pays back wrong for wrong, but always strive to do what is good for each other and for everyone else.' v15

Thankfulness

'Rejoice always, pray continually, give thanks in all circumstances...' v16-17

Definition

Whilst spirituality can be interpreted in a variety of different ways, at Newbold we have agreed a definition which is shared throughout the school community.

"Spirituality means knowing how to live with meaning and purpose, with an awareness that there is something far greater than we are".

It is about the development of spirit, or soul, personality or character.

At Newbold, we believe in the importance of spirituality in the life of the school, since it forms the basis for successfully living in the community and shapes our outlook on life. It is about the development of wonderment which animates and sustains us. It embraces the development of identity, self-worth, meaning and purpose and an awareness of the stories of others and their values and beliefs.



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B. Our Christian Belief

At Newbold Church of England Primary School, we recognise the spiritual nature of all people and believe that spiritual development is accessible to everyone. As a church school we place special emphasis on encouraging the exploration and experience of the Christian faith and values, to guide our pupils and enable them to live their lives with meaning and purpose, whilst being open to other faiths, beliefs and values. This is more fully expressed in our Christian Vision, which is based on Thessalonians chapter 1: 5 v.11, and it is this ethos which enables and encourages all children to grow and flourish spiritually.

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 it permeates all strands of school life.

C. Aims for all the children

1. Overall Objectives for Spiritual Development

- To encourage pupils to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different peoples' faiths, feelings and values
- To develop individual capacity for critical and independent thought
- To develop individual self-confidence in expressing inner thoughts in a variety of ways
- To consider the mystery of God and the wonder of His world

2. Objectives for Individual Spiritual Development of Children

- To provide a context of faith, security and loving relationships to support their spiritual search.
- To foster their spiritual development, regardless of their age, sex, ability or cultural background.
- To develop self-awareness and a sense of self-worth stemming from the recognition that they are created in the image of God.
- To develop the ability to sense the sacred, the holy, the Divine.
- To enable them to value the non-material dimension of life.
- To enable the children to experience a sense of enjoyment and fascination in learning about themselves, others, and the world around them, including the intangible, through enquiry and first-hand experiences.
- To foster a sense of meaning, purpose and direction in life.



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- To develop a set of values, principles and belief and for these principles to affect pupils' behaviour in a positive way.
 - To encourage them to make informed decisions
 - To enable the children to attribute meaning to experiences.
 - To foster a willingness to explore the ultimate questions and mysteries of life and issues around questions of life and death
 - To develop a response to the distinctive 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.
 - To create a willingness to explore Christian beliefs and values through
 - a knowledge of Bible stories and Christian teaching
 - Christian festivals, rituals and symbols, particularly those from the Anglican tradition.
 - in order that these might become a firm foundation for life.
 - To share Christian stories and respond to Christian festivals, rituals and symbols, particularly those from the Anglican tradition.
 - To encourage imagination and creativity.
 - To foster reflection and stillness
 - To develop the skill of being physically still, yet alert
 - To develop the skill of being mentally still, concentrating on the present moment
 - To develop the ability to use all one's senses
 - To encourage quiet reflection during a lesson or assembly
- Whilst recognising that this is predominantly a Christian School, to allow for the fact that for some children there will be aspects of faith which will be reflected in different approaches and different practices, according to their individual beliefs and cultural backgrounds.
- To find an inner confidence and peace
 - To develop the ability to realize that experiences of disappointment, failure and loss can be occasions for spiritual growth and development

3. Objectives for Relationship to Others

- To develop a sense of the special nature of human relationships and a growing understanding of what it means to belong to a community.
- To foster an involvement with others in the wider world and an appreciation of difference and diversity and of our inheritance through different cultures



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- To develop respect and empathy for other people, their feelings, values and beliefs.

4. Objectives for Relationship to the World & Universe

- To develop a sense of awe and wonder at the miracle of life, an appreciation of beauty and of the natural world and the whole created order.
- To develop a commitment to care for creation

D. Measures in place to promote spiritual development

1. Learning environment

- 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.

2. Provision for Spiritual Development

- Spiritual development is an important element of a child's education and fundamental to all other areas of learning. 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?'.
- Always invite a response and never coerce



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3. Current Practice

(a) Overall Picture

Spirituality is an inherent interwoven part of all aspects of school life. Staff provide a role model for the children in the joy of discovery and in the mystery of creation. Spiritual development is nurtured and promoted as a natural element of the whole school curriculum. It is recognised particularly in:

- Collective Worship as a whole school or in classes;
- Religious Education
- Prayer – collective and individual;
- Values and relationships;
- Vision and Mission statement;
- Relationships with the local Church

(b) Opportunities Provided Specifically within Collective Worship:

- Opportunities for reflection and response are planned into worship.
- Stillness.
- Respect for personal and collective beliefs.
- 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.
- Opportunities to be active worship leaders

(c) Spirituality in the R E Curriculum

- Specific teaching approaches;
- Offering responses from other faiths to human experiences and feelings;
- Promoting different understandings of spirituality/faith and belief;



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- As part of teachers' planning in content and method.
- Through aspects such as:
 - respect and acceptance;
 - valuing own and others' faiths/beliefs;
 - exploring issues eg: suffering, life and death;
 - fostering of awe/wonder/curiosity/mystery.

(d) Spirituality through other aspects of school life

- Value given to others (eg: community work, charities);
- Celebrating success.
- Opportunities to deal with both success and failure (e.g in PE).
- Quality of outside environment: Children are able to use the seating area in the garden for a quiet, thoughtful time, enhanced by the tree of reflection in the amphitheatre. This corner of the grounds is being further developed as a spiritual garden, with the provision of a summerhouse and appropriate artefacts.
- Reflection area in the entrance hallway.
- Involving children in decision making and taking responsibility e.g. School Council/pupil views, so that they recognise that they are of value in the School community
- Mission statement/aims/values.
- Visits – new experiences: awe and wonder, learning about other faiths.
- Visitors to speak at Collective Worship/faith days etc.
- A variety of other visitors including artists leading projects.

(e) Provision which is cross curricular and embedded within the general life of the School

(i) Approach

- Beyond the Formal Curriculum, the school will:
- By a variety of means, including careful selection of individual and class reading books and story, encourage pupils in personal conversations and during discussions in lessons, to express such feelings as transcendence, wonder, transience and change, paradox and unease, injustice or inequality whilst listening carefully to others' questions and responses;
- Treat pupils, staff and governors with respect, regardless of personal feelings;
- Invite close involvement with the church, and regular participation in church services;
- Provide opportunities for pupils to participate in a wide range of events and activities, involving a range of outside agencies, coaches etc.



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(ii) Opportunities provided

The following opportunities will be made available, as an integral part of the school's practice, in order to facilitate the development of spirituality, but opportunities will also occur spontaneously:

Beliefs and Values

- To explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.
- To allow pupils to investigate and reflect upon their own values and beliefs
- To begin to develop beliefs and values by which to live and to learn to respect the beliefs and values of others
- Where children already have religious beliefs, to support and develop these beliefs in ways, which are personal and relevant to them as an integral part of the school's practice.
- To begin to have some understanding of God the Father, Son and Holy Spirit, of prayer and sacred texts.
- To provide opportunities for pupils to share what is meaningful and significant to them including the "darker" side of life.
- To make the links between biblical values, the life of the school and the wider community.
- To value what is good and worthwhile and to make value judgements through discussion and exchange of views and ideas.
- To have confidence to express ideas, views and opinions, even if others do not agree.
- To learn to live with success and failure for themselves and others

Relationships

- To respect all, as modelled by staff in their relationships with others.
- To develop relationships based on Christian values of love, forgiveness and service to others
- To work out personal relationships in unusual and challenging situations.
- To work collaboratively with peers, valuing the contribution made by others when working as a team.
- To understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.



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- To work and live in harmony with others in the school and wider community.
- To experience community cohesion links at a local, national and global level.
- To engage in charity-based activities.

Creativity & reflection

- To engage in enquiry and exploration as part of experiential, first hand learning.
 - To look attentively and observe carefully e.g. in art, science etc.
 - To visit places of beauty, interest and challenge
 - To admire and wonder at the natural environment and human creative efforts.
 - To be creative and imaginative.
 - To listen with discernment.
 - To explore and develop what animates themselves and others.
 - To explore what commitment means
 - To experience silent, calm and tranquil moments which afford time for prayer/reflection, the exploration of inner space.
- To reflect and respond to issues in moments of quiet or inspired through music, art, text, film or artefacts.

E. Assessment

1. Pupil's spiritual development is shown by their:

- Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- An ability to understand the idea of community and to see themselves in relation to a variety of communities
 - A respect for themselves and others and a sense of empathy, concern and compassion
 - An understanding of feelings and emotions, and their likely impact, and an ability to talk about feelings.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.



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- Use of imagination and creativity in their learning
- Willingness to reflect on their experiences.
- An ability to show courage and persistence in defence of their aims, values, principles and beliefs.
- Spirituality will be assessed as an integral part of curriculum practice and the children's involvement in the life of the school community.

2. Areas of expected growth

These are areas in which as part of their spiritual development children are expected to grow and show evidence of such growth:

- Becoming aware that belief is valuable and that the Christian belief is endorsed by the whole school community.
- Becoming aware of God in their own lives and in the lives of others
- Reflecting on their experiences with increasing sensitivity.
- Questioning and exploring the meaning of experience.
- Understanding and evaluating a range of possible reasons and interpretations.
- Developing personal views and insights and a grasp of the intangible.
- Applying insights gained with increasing degrees of perception to their own lives
- Acquiring a sense of empathy with others, concern and compassion

F. Monitoring and Review

Provision for spiritual development is monitored and reviewed by:

- Monitoring of lesson plans, teaching and learning and work scrutiny by RE/Collective Worship Leader, Head Teacher and governors.
- Sharing of classroom work and practice.
- Discussions at staff and Governing Body meetings.
- Audits of policies and schemes of work.
- RE and Collective Worship Development Plans.



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- Regular inclusion in SEF.
- Evidence from pupils' work e.g. class reflections book
- Classroom observation
- Observation of overall behaviour and general well-being.
- Observation of pupils' relationships and interaction with others.

G. Links with other Policies

The following policies are closely linked to Spirituality and Spiritual Development:

Anti-bullying Policy

Behaviour Policy

Collective Worship Policy

Individual Curriculum Policies

Equal Opportunities and Diversity Policy

Personal, Social, Health and Citizenship Education Policy

RE Policy

Sex and Relationships Education Policy

Spiritual, Moral, Social and Cultural Policy

Teaching and Learning Policy

Mental Health and Emotional Well-being Policy.