



St Pauls Church of England
Primary School
Leamington Spa



Spirituality Policy

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Legal Framework: Links to Ofsted and SIAMS expectations

The OFSTED School Inspection Handbook, November 2019 No. 190017, page 59 & 60, states:

Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities but draws together many of the areas covered by the personal development judgement.

Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The SIAMS Framework, September 2023, includes the questions:

- How is spiritual development an intrinsic part of the curriculum? (IQ2)
- How is collective worship enabling pupils and adults to flourish spiritually? (IQ3)

School Statement on Spirituality

To talk about spirituality is, essentially, to talk about something which is beyond words. At St. Paul's School, we hold the Christian understanding that everyone is a valued creation, individually and uniquely made by God. This is reflected in our school motto: we are all equally important, listened to and loved by God.

We know that there are opportunities at various points in life to provide a glimpse of something beyond the tangible. Christians would view this as an opportunity to relate to the Divine Creator God. They might be moments that are good and breath-taking; they might be moments when something challenging happens and threatens the comfort of everyday life; they might happen in the stillness and ordinariness of the everyday, particularly when praying. In these special moments there is a spiritual opportunity.

Being individually and uniquely made by God, like pots made by a potter (Isaiah 64:8), we can view these moments as 'cracks' in our pots. Kintsugi, the Japanese art of mending broken ceramics with golden joinery or glue, creates something that has been broken into something even more beautiful. These moments that are beyond the tangible, our 'cracks' in daily life, offer the possibility of cracks that are filled with gold and make the pot even more beautiful. The gold in the cracks reflect a little of the wonder of spirituality. By spotting these moments and recognising them, they can be used to explore relationships with ourselves, others, the wider natural world and beyond. Above all, we are offering the invitation to relate to God.

Aims

Our Vision: Jesus said, 'Let the little children come to me'. Matthew 19:14.

We are all equally important, listened to and loved by God.

Our vision drives the spirituality at St. Paul's School. We know that every person who enters our school building is important, created by God, listened to by Him and loved by Him. It shapes every action of our children, helping them to grow to be caring, thoughtful, and kind individuals. By holding these truths at the core of our school, we encourage our children to view the world around them as God sees it. We help them to treat others, and themselves, with respect and love. This helps them to grow spiritually, socially and morally. They know that they are worth so much more than just their academic achievements, preparing them well for their next steps in life.

Organisation

The spiritual growth of pupils is not only dependent on learning in RE: opportunities for enhancing the spiritual well-being of learners are developed in every aspect of our school life. We support the whole school community to share this responsibility and to develop the shared language of spirituality. Opportunities are available for all to develop spiritually in our supportive and nurturing school inspired by our vision and lived out through our Christian values.

Every classroom has a dedicated prayer space, created with help from the pupils. This is a daily reminder of the importance of prayer in building a relationship with God, and provides them with the opportunity to connect with him in their learning environments.

We have identified specific areas which contribute to the spiritual growth of pupils: collective worship, the whole curriculum (including RE), and the general ethos of the school within daily life.

Spirituality in Collective Worship

Collective Worship is the beating heart of St. Paul's School. It provides the opportunity for our school community to share experiences, ideas and understanding. It is the context in which the language of spirituality is regularly and explicitly shared. Collective Worship provides the opportunity for pupils to become aware of the importance of reflection and how our positive and negative experiences can be formative.

It also provides a real sense of being present which are often linked to invitations to pray. Through daily Collective Worship, pupils are offered a space and a place for hearing the Christian story. They are offered an understanding of worship by being invited to participate in, or observe, Christian spiritual practices such as: prayer, reading and reflection on the Bible and liturgy, and are introduced to different musical traditions. Opportunities to reflect on the beauty and joy of the world are given, as well as time to reflect and empathise with moments of disappointment or pain. Pupils are given time to consider their responsibilities to others and to grow in love and service. Time is given for celebration, both for the accomplishments of school members, and to mark seasonal Christian festivals and celebrations in the calendars of other faiths.

In this way pupils are offered time to be able to contemplate and develop spiritually. Collective Worship in St. Paul's School is invitational, inspirational and inclusive.

Spirituality in Religious Education

The Church of England's Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE and spirituality.

Learning activities in RE provide for the needs of all pupils, offering a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews, linking these to pupils' ideas of spirituality.

For further details, please refer to St. Paul's School's Religious Education Policy and The Church of England's Statement of Entitlement.

Spirituality Within the Curriculum

Conversations around spirituality will be included in classroom teaching where appropriate. These opportunities may include, but are not limited to:

- Maths
 - Shapes and patterns in nature.
 - The wonder of number patterns
 - What cannot be measured? E.g., love.
 - What cannot be accurately counted? E.g., the difference an act of kindness makes.
 - How data can help us make sense of the world.
- Reading
 - What inspired you in this text?
 - How did a character cope with a challenge in life?
 - How did the actions of a character surprise you?
 - How would you have responded to that moment?
 - What do you think makes these words so powerful/beautiful/painful?
- Writing
 - If pupils are invited to write about things that have profound meaning to them, how is this writing valued? How can it be recognised as having value, rather than simply be reduced to an evaluation of SPAG?
- DT
 - What motivates designers and their decisions? For example, is it a desire to make money or a desire to help and make improvements to daily life for everyone?
- Music
 - What style of music 'invites you to explore the mystery that dances within your soul' (K. Hall)?
 - What styles of music have the opposite effect?
 - How does music encourage creativity, delight, and curiosity?
- MFL
 - What motivates language learning? For example, buying an ice cream on holiday or welcoming and comforting a stranger in our country?
 - What does it feel like to genuinely communicate with someone in a new language?
- Geography
 - The wonderful, awesome nature of physical geography
 - The pain of discovering different physical regions do not provide the same opportunities.
 - What options/opportunities are there to respond and take responsibility in a challenging world?
- History
 - Which stories tell amazing moments from history?
 - Which stories tell historically painful moments?
 - What lessons for future decisions and choices do they provide?
- PE

- How do you celebrate a new skill? How does it feel to be proud of your whole self?
- What does it feel like to be completely focused on a task or challenge?
- How do you recognise the delight in movement, connectedness, and creativity?
- Encourage the awareness of one's own strength and limitations.
- Recognise/celebrate equality, freedom, respect and trust.
- Science
 - Delight in discovering how things work.
 - Opportunities to linger longer on the wonder!
 - What questions cannot be answered by science?
- Art
 - How does art invite you to explore the mystery that dances within your soul?
 - What joy and/or pain is in the stories behind the artists you study?
 - How do you celebrate and respect different responses to art?
- PSHE and RSE
 - As you explore topics such as relationships, feelings & attitudes, keeping safe and 'your body', where are the joys, pains and ordinary moments?
 - How can the honesty and sensitivity needed to explore these topics gently reflect the language of spirituality already used throughout the school?
- All Subjects
 - How do you celebrate the achievements and break-throughs of success?
 - How do you support difficulty and frustrations?
 - How do you maximise the everyday moment of concentration and being in the present, creating a sense of calm and completeness?

Spirituality within the Ethos of the Daily Life of the School

At St. Paul's School, we view spiritual growth as becoming more and more aware of one's natural, innate spirituality. These opportunities happen throughout each and every day as children deal with delight, disappointment and the chance to be present with themselves.

For this reason, every member of the school community, including midday supervisors and administrative staff are familiar with the school's shared language of the vision, and will respond to pupils appropriately. Throughout the daily life of the school, including lunch times and playtimes, pupils know that they will be heard and taken seriously. They will be encouraged to reflect on their experiences – joyful or painful – and be comfortable about talking about how they feel in response to these.

In particular, the supportive atmosphere created by our THRIVE approach promotes emotional, social and spiritual growth by building positive relationships between a child and their peers. It helps them to explore and understand their feelings. The schools 'Recognising and Supporting Behaviour Policy' echoes this also in its use of restorative practice.

Recording, Monitoring and Evaluation

This policy is reviewed by the school governors every 3 years in partnership with Senior/ Middle Leaders and consider any views expressed by parents, children and staff in order to make any changes or recommendations. Recommendations are fed back to the full governing body and are then actioned as appropriate.

Governors ensure that this policy is fully implemented and that practice is consistent with the school's Christian vision, in line with the school's monitoring policy and schedule for governors.

Roles and Responsibilities

Recognising there are opportunities for enhancing the spiritual well-being of learners in every aspect of our school life, every member of our staff team is committed to support this spiritual growth wherever appropriate.

The Headteacher and religious education lead are responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual growth in collective worship, the whole curriculum (including RE) and the general ethos of the school within daily life. This is done in partnership with all staff and governors.

This role also includes:

- Ensuring personal knowledge and expertise are kept up-to-date by participating in CPD and shared good practice
- Providing and sourcing in-service training for staff as necessary
- Ensuring all staff are familiar with the shared language of spirituality
- Acquiring and organising appropriate resources, managing a budget when necessary
- Monitoring the opportunities for spiritual growth through regular observations and learning walks in both formal and informal contexts, discussions with colleagues and pupil voice
- Contributing to the SIAMS self-evaluation process

Staff Development and Training

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. ECTs and staff who are new to St. Paul's School will receive training and support from the staff member identified as leading on spirituality.

This policy is shared on the school's website and is part of the induction pack for new staff and new governors.

This policy is reviewed every 3 years, or more frequently, as required.

Approval/review by governing body: July 2023

Date of next review: July 2026