

## Roberttown CE (vc) J&I School

### Spirituality Policy

*If the spiritual 'is properly and fully addressed, the moral, social and cultural will fall into place more easily'*

Alan Brown formerly of The National Society



### **C.A.R.E** **Consideration Affection Respect** **for Everyone and Everything.**

At Roberttown School we strive to promote spiritual development within a context of Christian beliefs, values and worship, and to provide pupils with opportunities to explore spirituality through encountering, reflection and transformation.

#### **What is spirituality?**

OFSTED defines spirituality as

“Spiritual development relates to that aspect of inner life through which pupils acquire insights into their personal experience which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience, valuing a non-material dimension to life and intimations of an enduring reality. ‘Spiritual’ is not synonymous with ‘religious’; all areas of the curriculum may contribute to pupils’ spiritual development.”(1994)

Spirituality is part of the SMSC (spiritual, moral, social and cultural) criteria and includes but is not exclusive to RE (Religious Education) and SAM (something about me); it should be included in all areas of the curriculum.

#### **Statutory requirements**

##### **Overall effectiveness**

An important aspect of the overall effectiveness judgement is a consideration of how well the school contributes to the promotion of the pupils’ spiritual, moral, social and cultural development.

##### **Subsidiary OFSTED guidance**

Inspectors should gather evidence of the impact of the curriculum on developing aspects of the pupils’ spiritual, moral, social and cultural (SMSC) development.

This may be through:

- Lesson observations where subjects promote aspects of SMSC provision; RE, art and music are obvious examples but discussion with pupils and staff will provide an important insight as to how SMSC is planned as part of the curriculum in other subjects.

- Observation of other activities that indicate the extent to which there is a coherent approach to promoting SMSC set out by the school and implemented through activities such as tutorials, citizenship programmes and discussions with pupils about their work.
- Evaluation of opportunities created by the school for pupils to take part in a range of artistic, cultural, sporting, dramatic, musical, mathematical, scientific, technological and, where appropriate, international events and activities that promote aspects of pupils' SMSC development.
- Interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

## **Aims**

“Our Christian foundation recognises that we are all unique and created in God’s image. This underpins our vision for education at Roberttown and is integral to our church school ethos. We, at Roberttown School, provide education for all, acknowledging that the society within which we live is enriched by diversity. We strive to ensure that the culture and ethos of the school reflects the diversity of ALL members of the school community, where everyone is equally valued and treats one another with respect and fairness. Pupils are provided with the opportunity to experience, understand and celebrate diversity”  
Roberttown CE (vc) J&I School Equality, Diversity and Cohesion policy (2014)

The school aims to help each child on his/her individual journey by offering opportunities for reflection and self-evaluation as well as personal challenges. The school aims to instil confidence and self-esteem into each child and to give them a sense of inner peace and contentment which may lead them to an understanding of human life and global issues.

The development of the spirituality of all children, permeates every aspect of school life at Roberttown.

Pupils’ 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
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

To fulfil this criteria, the OFSTED requirements and explore spirituality through the three areas of encountering, reflection and transformation at Roberttown School we aim to provide:

- A set of Christian personal beliefs and values by which to live.
- A culture of respect and valuing the beliefs of those of a different faith or of no faith.
- A sense of transcendence – that there is more to life than ‘meets the eye’, more than a physical or material existence.
- A capacity for awe, wonder and mystery, an awareness of uncertainty and paradox.

- A sense of personal identity and self-worth and of all others as created in God's image.
- Self-knowledge, and an awareness and growth of feelings, emotions and imagination.
- An awareness of God's love and care for them personally.
- An understanding of the Christian belief of Jesus as Saviour.

The school sets out, therefore to provide opportunities in collective worship, throughout the curriculum and life of the school; for example through Befrienders, Eco council, School council, CARE group, Investors in Pupils Ambassadors for pupils to:

- Experience moments of stillness to reflect on life and the world and develop an awareness of and belief in God.
- Use their gifts of imagination and creativity.
- Develop respect for others as independent, thinking, feeling people.
- Face difficult or distressing matters in a context of loving Christian teaching and support.
- Sustain their self-esteem in their learning experience.
- Develop their capacity for critical and independent thought.
- Foster their emotional life and express their feelings.
- Discuss their beliefs, feelings, values and responses to personal experiences.
- Form and maintain worthwhile and satisfying relationships both within and outside the school context.

### **How will we develop Spirituality in our curriculum?**

Spiritual development is not something we can have attainment targets for; it is about providing opportunities. Spiritual development is not like physical development (measured by milestones), nor is it dependant on our intellect.

“Spirituality is understood as: beliefs, religious or otherwise, which inform the children's perspective on life and their interest in and respect for people's feeling and values; a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible; the use of imagination and creativity in their learning willingness to reflect on their experiences. (2012) OFSTED

A good way to represent our role in developing a child's spirituality is to imagine a doughnut. 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. It is the exploration and development of that hole in our centre that makes us whole. (first introduced by Liz Mills working with the Stapleford Centre)

So to truly foster spirituality in our school it must run through all curriculum areas. We will think as a school about how our planning can be used to develop spirituality- the tools of Window, Mirrors and Doors may be used to help us. (see David Smith's work for the Stapleford Centre 'Making sense of Spiritual Development' 1999)

**Windows:** Giving opportunities to look out on the world to gaze and wonder: The Wow moments. The things we find amazing and bring us up short. For example this could happen through outdoor learning or through discovering a new mathematical operation.

**Encounter:** The learning about life

**Mirrors:** Giving opportunities for children to reflect, to look inward to consider some of the big questions of life: To explore their own insights and those of others. For example this could be done through RE –learning about the beliefs of others, through a P4C (philosophy for children) investigation or through historical or geographical investigations.

**Reflection:** The learning from.

**Doors:** Giving opportunities to children to respond, to do something to go through the door of a creative expression of their own thoughts and convictions. For example this could occur through the creation of a piece of art work or by producing a piece of writing from someone else's perspective.

**Transformation:** The learning that affects our behaviour towards ourselves and other.

In all curriculum areas we will look for opportunities to provide encounters, reflections and transformational opportunities.

This policy will be reviewed as part of our rolling programme of policy review.