

Spires Federation

Policy

OPENING
DOORS



OPENING
MINDS

Spirituality Policy

Date : September 2024

Review Date: September 2026

This policy should be read in conjunction with the Collective Worship and RE policies at the Spires Federation.

In our Church school, our vision is inspired by John 10 v10:

‘To provide an aspirational education which inspires all to SHINE in our community so that they are happy, confident and equipped for life in all its fullness.’

This policy intends to outline how our whole school community lives this out in relation to developing spirituality. Our Christian Values are firmly rooted in this policy.



Christian Value	
Success	<p>Philippians 4:13- <i>'I can do all things through Christ who gives me strength.'</i></p> <p>All members of the Spires Federation aspire to success- for each other and for themselves. We value individuality and respect equality and diversity.</p>
Happiness	<p>The psalmist says: <i>'You make known to me the path of life, you will fill me with joy in your presence.'</i> (Psalm 16 v 11)</p> <p>At the Spires Federation, we believe that children learn best when they are happy and secure. Staff teach best when they are happy and fulfilled in their work. As well as trusting God, we have to create a culture where our schools are happy and harmonious for all.</p>
Inspiration	<p>Proverbs 18:15 – <i>'Wise men and women are always learning, always listening for fresh insights.'</i></p> <p>We want to provide everyone with the opportunity of exploring the world through our broad and balanced curriculum and to raise the aspirations of both pupils and staff.</p>

Nurture	<p>Proverbs 22:6 – ‘Start children off on the way they should go, and even when they are old they will not turn from it.’</p> <p>The culture of the Spires Federation is that of a supportive, protective family that has high aspirations for all of its members.</p>
Everyone	<p>Corinthians 12:24-26- <i>But God has combined the members of the body....so that there should be no division in the body, but that its parts should have equal concern for each other. If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it.</i></p> <p>The Bible describes how Christians come together as a family. The members of our school family – pupils, parents, staff and Governors are interdependent: all are needed and valued and each person is important to the whole. We are working together to ensure all feel included, valued and bring benefit to the wider communities that we serve.</p>

This policy outlines how spirituality is developed across the Spires Federation. Our children engage in many planned and unplanned development opportunities throughout their time in school. The Church of England’s Vision for Education outlines a desire for life to be lived “in all its fullness” (John 10:10).

It is also said that: “For a human being, especially a child or young person, to have full quality of life, spirituality in all its aspects must be nurtured and affirmed” (John Bradford) The approach towards spirituality development at the Spires Federation looks to educate the whole child in fullness across broad, rich curriculum opportunities. Spiritual development is not specific to one curriculum area or activity.

At Spires Federation, we define spirituality as:

“Spirituality is not something we can see; it is something we feel inside ourselves. It is about awe and wonder, asking questions, inspiration and being aware of something ‘bigger’ outside of ourselves.”

Spiritual development can be encouraged through a range of activities. These will include both planned and unplanned learning opportunities. Children are encouraged to ask questions and explore topics, discussing and responding to issues around them. Whilst spiritual moments can just happen, we plan to provide high quality, thought provoking and purposeful opportunities for spiritual development throughout our school day and beyond.

The four elements of spiritual development form the basis of our work with children in developing a strong sense of spirituality. We also believe that it is vital that all of the adults in school also see the need to develop their own spirituality for their own wellbeing and so that they can effectively support and help our children help each other.

The four elements of spiritual development:

Element	What does this involve
Self (REFLECTION – MIRROR MOMENTS) 	<ul style="list-style-type: none"> • Awareness of feelings; ability to reflect and express • Awareness of our uniqueness; happiness with who we are • Gratitude for the things we have and the person we are • Exploration of personal faith • Development of imagination and creativity
Others (DOOR MOMENTS) 	<ul style="list-style-type: none"> • Empathy and understanding; respect, tolerance • To love and be loved (loving your neighbour) • Making a difference; duty
World (WINDOW MOMENTS – OWS AND WOWS) 	<ul style="list-style-type: none"> • Developing a sense of awe and wonder • Enjoying the miracles of everyday life • Taking time for what really matters • Appreciating beauty in art, music, nature
Beyond (CANDLE MOMENTS) 	<ul style="list-style-type: none"> • Encountering/experiencing God (having a sense of what lies beyond the material/ physical) • Ability to formulate and discuss the ‘Big Questions’ (e.g. about life, death, suffering, nature of God) • Opportunities for prayer, connecting with God • Making sense of the world

Spiritual development occurs in many ways, both planned and unplanned. However, we aim to ensure that children:

- Have regular times in the day for quiet and reflection. This might be listening to a story, lighting a candle in worship, engaging in reflection activities in spaces around school.
- Will be provided with many opportunities for creativity and imagination.
- Will be provided with purposeful and regular opportunities for prayer. This can take many forms, but should include being thankful and allow the children an opportunity to open themselves up to God.
- Will have regular opportunities to explore, express and share feelings.
- Will see positive relationships role modelled around school. The importance of relationships will be reaffirmed to them. This will include clear exploration of how we talk to and relate to each other.
- Have opportunities to express awe and wonder, appreciate beauty in all its forms and appreciate connections and unity in the world.
- Will be encouraged to reflect on mistakes and say sorry, where appropriate.
- Will be encouraged to show perseverance, respect and trust and express these in practical ways.
- Have opportunities to explore 'Big Questions', particularly through RE learning