



Burdett-Coutts

SPIRITUALITY POLICY



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We would like to acknowledge the work of other colleagues in the drafting of this policy. We have drawn on a range of sources including policies from other schools, good practice guides, published schemes, LDBS, LA and any statutory guidelines where appropriate.



Introduction

At Burdett-Coutts CofE Primary School we describe spirituality as an appreciation and cherishing of what is good, joyful, truthful and beautiful, and, in relationship with others, of what is generous, creative and loving. The spirit of a person is seen in acts of courage and perseverance, in dealing with both setbacks and praise, in endeavour and enquiry.

Aims of this Policy

At Burdett-Coutts school, we encourage our learners to be ambitious for themselves, and for others, by challenging and supporting them in questioning the world and in finding solutions. Our Christian vision is deeply rooted in our theological understanding of St Paul's letter to the Philippians: *"I can do all things through Him who gives me strength"*

Through our exploration and teaching of the Christian values of friendship, compassion and service, we want our learners to flourish in today's world, knowing that they are loved and cherished by God. For it is through Him, that they are given the strength to encounter each day and live life in all its fullness. We aim to give children the confidence to believe that through effort and diligence, they can "do all things" and achieve.

In line with our vision, this policy articulates our interpretation and daily experience of spirituality within the context of our vision and values.

Objectives

Our aim is to establish the right learning environment to enable the spiritual development of all pupils through the following objectives:

- Develop an appreciation of their uniqueness and value as a child made in the image of God;
- Develop an understanding of the distinctive ethos of this church school as well as the context, language and symbolism of the Christian faith;
- Develop knowledge and understanding of the school's core Christian Values and the Biblical teaching that underpins them;
- Develop an awareness of and respect for other people's beliefs, and faiths and the ability to articulate their own;
- Develop an appreciation of what it means to be a part of a community (e.g. using their gifts and abilities in the service of others);



- Develop strategies to build good mental health (see Mental Health Policy);
- Foster self-awareness and encourage pupils to make informed decisions;
- Develop the skills and language required to enable them to reflect upon the big questions and mysteries of life;
- Begin to understand and make sense of their own feelings and emotions around certain encounters and events that occur in their life;
- Develop an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth;
- Understand the value of difference and diversity through involvement with others;
- Encourage curiosity, creativity and imagination;
- Develop the ability to reflect upon experiences of awe, compassion, beauty etc.
- Develop a capacity to value the natural world and a commitment to care for creation.

These objectives will enable our pupils to have a quality of life that encompasses respect, awareness, compassion, curiosity, understanding and relationships that reflect order, reason, balance and integrity within the context of Christian faith.

Teaching & Learning

Through teaching and learning, the school pursues the aims and objectives by ensuring:

- The curriculum and all areas of our community life will be driven by the school's Christian vision statement and associated values;
- Opportunities for spiritual development are actively planned into the curriculum and encouraged in all areas of school life;
- Unplanned and spontaneous spiritual opportunities for spiritual development are recognised, acknowledged and/or celebrated by staff and children;
- Collective worship celebrates the love of God for every individual and provides opportunities for children to respond and reflect on this;
- A solid understanding of the Christian concept of God as Father, Son and Holy Spirit; of prayer and of the Bible is nurtured and developed;
- The school building and outdoor environment provide appropriate spaces for silence, stillness and prayer;
- Children's spiritual capacities such as imagination, empathy and insight are fostered through the creative arts and interactive multisensory teaching strategies, making use of the outdoor environment and relevant educational visits;
- The provision of opportunities to listen attentively and observe carefully, valuing what is good and worthwhile and making judgements through discussion and the exchange of views and ideas;



- Support for learning to live with success and failure for themselves and with others;
- Moral development is linked to spiritual development through strategies such as 'Windows, Mirrors and Doors', Holy Doughnuts and Spirituali-trees (see Appendix 1);
- The RE curriculum delivers knowledge and understanding of spirituality from a number of world faith and worldview perspectives;
- Children are given as many opportunities as possible to explore the wonder of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected;
- Promotion of strategies for positive mental health (see Appendix 2).

Approaches

In our school we seek to find ways in which all areas of the curriculum can contribute to children's spiritual development and to highlight opportunities for these in our planning by:

- Seeking to foster spiritual capacities, e.g. imagination, insight and empathy;
- Allowing children the security and opportunity to explore and express feelings and emotions and to celebrate diversity;
- Providing opportunities for prayer including silence and stillness;
- Sharing feelings and experiences that foster hope, joy, reassurance and encouragement;
- Encouraging children to develop relationships based on the school's Christian vision and associated values;
- Enabling children to make the links between the Church and Biblical teachings, the life of the school and the wider community, and how these impact on their own understanding of themselves and their place within the world today;
- Providing an environment that promotes space to reflect, think and wonder.

Monitoring and evaluation

Spiritual development cannot be measured and continues throughout our lives. However, opportunities offered to children for spiritual development will be monitored and evaluated in the following ways;

- Observing and listening to children;



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- Regular discussion at staff and governor meetings alongside the school's Christian vision and values;
 - Sharing of classroom work and practice;
 - Ensuring that staff have a clear understanding of what spirituality means in this school by providing them with induction and development training;
 - Evidence from pupils' work, e.g. RE books, SMSC work, creative writing, art;
 - Regular inclusion in the SEF;
 - CPD opportunities and sharing examples of good practice with other schools.



Appendix 1

<https://www.stalbans.anglican.org/wp-content/uploads/CE-Spiritual-Development-Interpretations-in-the-Classroom.pdf>

Appendix 2

Extract from the Mental Health and Wellbeing Guidance; Advice for Schools and SIAMS Inspectors 2018

1. Spirituality and mental health

The Royal College of Psychiatrists has published some useful guidance on spirituality and mental health where they identify ways in which some aspects of spirituality can offer real benefits for mental health. They identify spirituality as being within and beyond formal religion and recognise that it 'often becomes more important to people in times of emotional stress and physical and mental illness, loss, bereavement and the approach to death'.

They recommend that a person with a religious belief may need support which acknowledges and gives space to their faith as part of their support. Schools should therefore look to provide opportunities for inclusive spiritual development that supports good mental health as well as opportunities to learn from people of different faiths and beliefs about how their spirituality shapes them and supports their mental health and wellbeing. Religious Education which offers the opportunity for young people to engage with a diversity of people can support this. Schools would also benefit from building relationships with the religious leaders in their community. (The school partakes in regular charity events, raising money for different causes.

- In-class and whole school discussions happen around inequalities and injustices, including how to challenge these.
- Opportunities to develop pupil understanding of disadvantage, deprivation and exploitation.