

St Saviour's C of E Academy

Spirituality Policy

Autumn 2024

With our faith and love, we believe, grow and achieve in ourselves, each other and our community. So we must love one another. As I have loved you, by this everyone will know that you are my disciples John 13:34-35

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 faith's, 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 Evaluation Schedule for Schools and Inspectors, April 2018, includes the question:

- How well does the school support all pupils in their spiritual development, enabling all pupils to flourish? (Strand 2)

St Saviour's CofE Academy Statement on Spirituality

To talk about spirituality is, essentially, to talk about something which is beyond words. To make conversations about spirituality more accessible to every member of our school community, St Saviour's C of E Academy has chosen to follow ideas developed by the Education Department at the Diocese of Lichfield.

This language of spirituality begins from a Christian understanding that everyone is a valued creation, individually and uniquely made by God, like pots made by a potter (Isaiah 64:8). Yet, in life things happen that impact on the physical 'pot' of life and create cracks that provide a glimpse of something 'beyond' the tangible. Christians would view this as an opportunity to relate to the Divine Creator God.

Cracks may be caused when something so good and breath-taking happens that the pot expands and cracks – the **wows** of life. Cracks may happen when something challenging happens and threatens the comfort of everyday – the **ows** of life. Cracks can also happen in the stillness and ordinariness of everyday – the **nows** of life, when a moment of stillness, a pause or prayer creates a crack in the normal, physical everyday.

St Saviour's C of E Academy uses this language and the concepts of wows, ows and nows through our **windows, mirrors and doors concept**. These are used to explore relationships with:

- ourselves
- others
- the wider natural world and beyond
- and offering the invitation to relate to God

Staff plan opportunities for children to be reflective in their learning by looking through the lens of a window, mirror, or door. Key icons are used and displayed to assist children in identifying them.

Windows are for looking out into the world and becoming aware of its wonders, both the 'wows' and the 'ows.' While learning about different religious beliefs and practices, children are given the opportunity, through individual book work, role play, discussion and debate, and artwork, to reflect on the things that are awe-inspiring and make us wonder and those that may be challenging.

Mirrors are for looking into and reflecting, alone and together, and for learning from our own and each other's responses. Key listening skills are applied here, and through discussion, pupils are able to reflect on their learning and consider whether it is important to them.

Doors are for looking through in order to then act on or express this in some way in response; for moving on, making choices, and doing something creative, active, and purposeful in response. Teachers provide pupils with tools so that they can understand how they can 'do likewise.' This may be through drama, scenario cards

and discussion, or personal reflection time. Pupils are encouraged to ask questions about what they want to know next. They are given time to consider their knowledge and personal views and how they can bring them into their own lives.

Aims

St Saviour's C of E Academy motto, vision and values

Motto: Believe, Grow, Achieve with Christ

Vision: With our faith and love, we believe, grow and achieve in ourselves, each other and our community. So we must love one another. As I have loved you, by this everyone will know that you are my disciples John 13:34-35

We live out our vision through our school values of *honesty, perseverance, respect, aspiration, friendship and forgiveness.*

Our values help us to "Believe, Grow and Achieve" with Christ

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. 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 Saviour's C of E Academy. It provides the opportunity for our school community to share experiences, ideas and understanding. It is the context in which the language of spirituality, which we use as a school, 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 (now moments) 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 wows of life such as beauty and joy of the world are given, as well as time to reflect and empathise with the ow 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 Saviour's C of E Academy 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 and the language of wows, ows and nows where appropriate.

For further details, please refer to St Saviour's C of E Academy Religious Education Policy and The Church of England's Statement of Entitlement.

Spirituality within the curriculum

At St Saviour's C of E Academy, Christian vision is the driver for our curriculum design.

Maths

Points to consider:

- The wonder of number patterns
- What cannot be measured? For example, love
- What cannot be accurately counted? For example, the difference an act of kindness makes.

Reading

Points to consider:

- How do you frame questions around a text? For example
- 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 do you think you would have responded to that wow or ow moment?
- What do you think makes these words so powerful/beautiful/painful?

Writing

Points to consider:

- 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

Points to consider:

- 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

Points to consider:

- What style of music 'invites you to explore the mystery that dances within your soul'
- What styles of music have the opposite effect?

- How does music encourage creativity, delight, and curiosity?

MFL

Points to consider:

- 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

Points to consider:

- The wow of physical geography.
- The ow 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

Points to consider:

- Which stories tell historical wows?
- Which stories tell historical ows?
- What lessons for future decisions and choices do they provide?

PE

Points to consider:

- 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

Points to consider:

- Delight in discovering how things work.
- Opportunities to linger longer on the wonder!
- What questions cannot be answered by science?

Art

Points to consider:

- How does art invite you to explore the mystery that dances within your soul?
- What are the wows and ows in the stories behind the artists you study?
- How do you celebrate and respect different responses to art?

PSHE & RSE

Points to consider:

- As you explore topics such as relationships, feelings & attitudes, keeping safe and 'your body' where are the natural links with the wows, ows and nows?
- How can the honesty and sensitivity needed to explore these topics gently reflect the language of spirituality already used throughout the school?

Outdoor Education and Educational Visits:

Points to consider:

- What amazes you about Gods' creation?
- Do you have any questions about Creation for God?
- Delight in how things were created.

Courageous Advocacy:

Points to consider:

- How can we be courageous advocates?
- How can we encourage others advocates?

Throughout our curriculum subjects we encourage children to consider:

Points to consider:

- How do they celebrate the achievement and break-through of success?
- How we deal with the difficulty and frustrations?
- How we maximise the everyday moment of concentration and being in the

present, creating a sense of calm and completeness?

Recording, Monitoring and Evaluation

The Governors and the Senior Leadership Team review the policy annually 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 Principal, Vice Principal and Reverend 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 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 particularly around Strand 2

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 Saviour's CofE Academy will receive training and support from the staff member identified as leading on spirituality.

Review Autumn 2025