

John 15:12: This is **my commandment**, that you **love one another**, even as I have **loved** you.



## Farnsfield St Michael's C of E Primary School



FARNSFIELD ST MICHAEL'S C OF E PRIMARY SCHOOL

## Spirituality Policy

Reviewed Spring 2025  
Next Review Spring 2028

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## **Introduction**

Spirituality influences all we do at FSMP: it is what breathes life into our whole school community and enables us to live life in all its fullness. Here, spirituality is who we are at our deepest level. It is about our relationships with ourselves, our communities, our world and our God.

At FSMP, living out our school mission statement '*love to learn, learn to love*' means we are always giving children opportunities to grow spiritually, become aware of the world in new ways and to wonder about all of life's different facets.

As a C of E school, our spirituality is expressed through our understanding of the Christian Gospel, rooted in the person of Jesus Christ. We fully respect that our children belong to Christian families, families of other faiths, and families of no faith, and that they will hold beliefs and values of their own. Our aim is to enable all children to reflect deeply on what it means to be human and to ascribe meaning and value to human existence.

Spiritual development relates to fundamental questions about the purpose and meaning of life, which affect everyone. Whilst these questions are not dependent on religious affiliation, as a church school, we set them within a Christian framework, encouraging all to have a positive approach to life and build hope for the future.

We describe spirituality as finding God in all things. We want our children to become aware of God, of one another and the world around them. We aim to nurture the inner life of our children, encouraging and embracing their questions, doubts and the wonder of existence. We want our children to reflect on what it means to be in a relationship with God and to develop their awareness of God's presence with them.

Spirituality can also be described as an appreciation 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 success, in endeavour and enquiry. Spirituality is something fundamental in the human condition. It is to do with the universal search for individual identity and truth and can often be found in our challenging life experiences.

Spiritual learners become increasingly aware of the concept of beyond – a growing relationship with the transcendental and the ability to explore experience beyond the every day. They search for meaning in their very existence and their place in the greater scheme of things.

## **Aims**

We aim to foster the spiritual development of all our children by:

- developing an appreciation of their uniqueness and value as a child made in the image of God;
- developing an understanding of the distinctive ethos of our school, as well as the context, language and symbolism of the Christian faith;
- developing knowledge and understanding of the school's core Christian values and the Biblical teaching that underpins them;
- experiencing feelings of wonder;
- developing an awareness of, and respect for, other people's beliefs and faiths, and the ability to articulate their own;

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- developing an appreciation of what it means to be part of a community (e.g. using their gifts and abilities for the service of others);
- developing strategies to build good mental health;
- fostering self-awareness and supporting children to make informed decisions;
- developing the skills and language required to enable children to reflect upon the big questions and mysteries of life;
- helping children to understand and make sense of their feelings and emotions, relating to events that occur in their lives;
- developing an awareness that experiences of disappointment, failure and loss may be occasions for spiritual growth;
- understanding the value of difference and diversity, through engagement with others;
- encouraging curiosity, creativity and imagination;
- developing the ability to reflect upon experiences of awe and wonder, compassion, beauty etc.
- developing a capacity to value the natural world and a commitment to care for creation.

**We seek to achieve these aims by:**

- ensuring that our Christian vision and values permeate all aspects of school life;
- planning opportunities for spiritual development into the curriculum and wider school life;
- recognising, and celebrating, unplanned and spontaneous opportunities for spiritual development;
- ensuring Collective Worship celebrates the love of God for every individual and provides opportunities for children to respond to, and reflect on, this;
- nurturing and developing an understanding of God as Father, Son and Holy Spirit, of prayer, and of the Bible;
- providing spaces for silence, stillness and prayer;
- fostering children's spiritual capacities such as imagination, empathy and insight, through the creative arts, making use of the outdoor environment and educational visits;
- providing opportunities to listen attentively and observe carefully, listening with discernment, valuing what is good and worthwhile, and making judgments through discussion and exchange of views and ideas;
- developing the capacity for children to live with both their own and others' successes and failures;
- developing children's knowledge and understanding of spirituality from a number of world faith and world view perspectives, through the RE curriculum;
- providing 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;
- fostering children's spiritual capacities (e.g. imagination, insight and empathy);
- providing opportunities for children to explore and express feelings and emotions, and celebrate diversity in a safe environment;
- sharing feelings and experiences that foster hope, joy, reassurance and encouragement;
- encouraging children to develop healthy relationships;
- promoting strategies for positive mental health.

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### **Spirituality in Collective Worship**

Collective Worship is the beating heart of FSMP. It provides the opportunity for our school community to share experiences, ideas and understanding.

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 the 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 our school, is invitational, inspirational and inclusive.

### **Spirituality in Religious Education**

Our RE curriculum provides for the needs of all pupils, offering a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living, thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and world views, linking these to pupils' ideas of spirituality and the language of **wows**, **ows** and **nows**, where appropriate.

### **Spirituality within the Curriculum**

#### Maths

Points to consider are:

- the wonder of number patterns;
- things that cannot be measured (e.g. love);
- things that cannot be accurately counted (e.g. the difference an act of kindness can make).

#### Reading

Points to consider are:

- things that were inspiring within a text;
- how characters cope with challenges in their lives;
- how the actions of a character might be a surprise;
- whether we would have responded in the same way as characters in a text;
- what makes specific words powerful, beautiful or painful.

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### Writing

Points to consider are:

- how writing of profound meaning is valued;
- how writing can be recognised as having value, rather than simply reduced to an evaluation of SPAG;
- exploring how writing makes us feel.

### DT

Points to consider are:

- the motivations behind the decisions designers make (e.g. is the desire to make money or to help and make improvements to daily life for everyone?).

### Music

Points to consider are:

- how music inspires us;
- how some music styles may have an opposite effect;
- how music encourages creativity, delight and curiosity.

### MFL

Points to consider are:

- the motivation behind learning a new language (e.g. for buying an ice cream on holiday or for welcoming a foreign stranger in our country);
- the impact of genuine communication with someone in a new language.

### Geography

Points to consider are:

- the **wows** of physical geography;
- the **ows** of discovering different physical regions do not all provide the same opportunities;
- how to respond and take responsibility in a challenging world.

### History

Points to consider:

- the stories that tell historical **wows**;
- the stories that tell historical **ows**;
- the lessons for future choices and decisions that historical events and stories provide.

### PE

Points to consider:

- celebration of learning a new skill;
- being proud of your whole self;
- being completely focused on a task or challenge;
- recognising the delight in movement, connectedness and creativity;
- encouraging the awareness of one's own strengths and limitations;
- recognising and celebrating equality, freedom, respect and trust.

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### Science

Points to consider:

- delight in discovering how things work;
- opportunities to linger longer on the wonder;
- questions that cannot be answered by science.

### Art

Points to consider are:

- how artwork inspires us;
- the **wows** and **ows** in the stories behind artists studied;
- celebrating and respecting different responses to artwork.

### PSHE & RSE

Points to consider are:

- finding natural links with the **wows**, **ows** and **nows** within topics such as relationships, feelings and attitudes, keeping safe and our bodies;
- explore how the language of spirituality can gently reflect the honesty and sensitivity needed when exploring these topics.

### All subjects

Points to consider are:

- how the achievement and break-through **wows** of success are celebrated;
- how the **ows** of difficulty and frustration are supported;
- how the everyday moments of concentration, being in the present, calm and completeness are maximised.

### **Monitoring and Evaluation**

Spiritual development cannot be measured and continues to grow throughout our lives. However, we will monitor and evaluate the quality of our provision for spiritual development, in the following ways:

- observing and listening to children;
- discussions at staff and governors' meetings, alongside our Christian vision and values;
- sharing of classroom work and practice;
- ensuring that staff have a clear understanding of what spirituality means in our school, through induction and CPD;
- reviewing children's work (e.g. Floor Books, RE books, Topic books etc.)
- reviewing planning;
- inclusion in the school's self-evaluation process.

### **Links with other Policies**

- Curriculum Policy
- SEN Policy
- Equality Information and Objectives

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- Teaching and Learning Policy
- Relationships Policy
- Collective Worship Policy
- Mental Health and Wellbeing Policy

### **Policy Review**

This policy will be reviewed:	Every 3 years
It is due to be reviewed again on:	Spring 2025
It was approved by LGB on:	Spring 2028
Signed by Chair of Governors:	<i>Andy Mitchell</i>

### **Appendices**

Appendix 1 – Spirituality is... poster  
Appendix 2 – Window, Mirror, Door poster  
Appendix 3 – Wows, Ows, Nows poster

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## **Spirituality is how we connect with...**



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## Window



### Learning

Look out into the world and become aware of its wonders, in new ways: both the 'wows' and the 'ows'. Things that are 'awe-full' and **make us wonder and be grateful** and things that are 'awful' and **make us wonder and ask questions**.

In this, children are learning about **life in all its fullness**.

## Mirror



### Reflecting

Providing opportunities to **reflect on experiences; to see things more clearly; to think about and ask 'big' questions**, considering possible answers for these.

In this, children are **learning from life and exploring the insights and perspectives of both themselves and others**.

## Door



### Responding

Out through the door and **respond to what you have learnt** by: moving on; making choices; doing something creative, active and purposeful; a change in attitude, behaviour or thinking; or express powerfully through some form of social action or specific act of giving.

In this, children are learning to live by **putting into action what they are coming to believe and value**.

# Spirituality



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# Wows

## The Wows

These are the moments of awe and wonder: the times when you want to breathe in, capture the feeling and hold onto it for as long as you can.

# Ows

## The Ows

These are the things that can go wrong, in both our own lives and the wider world; they can knock the breath out of you.

# Nows

## The Nows

These are the everyday ordinary times: being able to be present in the moment; thinking of what we have now and how lucky we are to be here, now; and being thankful – God is not just for emergencies.

**Spirituality**

