

Spirituality Policy



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Policy amended	Jan 2024
To be reviewed	Jan 2027
Vicar	Rev. Rachel Bray

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 faiths, 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)*

School 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 St Philip's school community, we have chosen to use the Windows, Mirrors and Doors format (devised by Liz Mills and promoted by the Liverpool Diocesan).



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 may provide a glimpse of something 'beyond' the tangible. Christians would view this as an opportunity to relate to the Divine Creator God. These moments may be positive or negative, or even occur in the stillness and ordinariness of everyday -when a moment of stillness, a pause or prayer creates a chance to connect.

In St. Philip's we use these moments to explore relationships with:

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

Our school Christian vision is 'Christ in everything we do' – this underpins all we do in school along with our other vision statements:

- Happiness, love and security abound
- Everyone is special
- Every achievement is celebrated
- Relationships and teamwork matter
- A beacon of light in the community

Our school vision recognises the importance of living the best life for ourselves and for others with Jesus Christ at the Centre, giving all children the opportunity to flourish and fulfil their potential. It focuses our thinking on our Christian values of Friendship, Courage, Wisdom, Forgiveness, Trust and Koinonia. Staff, pupils, parents and governors know our school's vision and understand how it is rooted in theology. Pupils are able to relate Christian Values to school and life outside. All members of our school community understand our school vision and ethos and can explain how it impacts on all areas of our school life, including behaviour. Our Behaviour policy is implicitly linked to Christian and British values.

Spirituality across all areas of school life

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, Drawing on the language of windows, mirrors and doors, conversations around spirituality will be included in classroom teaching when appropriate from Reception to Year 6.

Collective Worship

Spirituality in Collective Worship is the beating heart of St. Philip's. 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. Pupils are offered a space and a place for hearing a message (predominantly Christian) and then given a chance to respond. 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 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 at St Philip's is invitational, inspirational and inclusive to those of our Faith, other faiths, those exploring faith and those with no faith. We give all children the opportunity to consider faith from their own personal or family experience.

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 windows, mirrors and doors where appropriate.

For further details, please refer to St. Philip's CE School Religious Education Policy and The Church of England's Statement of Entitlement.

Opportunities across the curriculum

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 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?

French

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.
 - 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 link to moments of pain or sadness? How did the historical person react?
- 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 windows, mirrors and doors moments in the stories behind the artists you study?
- How do you celebrate and respect different responses to art?

PSHCE & 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 windows, mirrors and doors moments?
- How can the honesty and sensitivity needed to explore these topics gently reflect the language of spirituality already used throughout the school?

All Subjects

Points to consider:

- How do you celebrate the achievement and break-through wows of success?
- How do you support the moments of difficulty and frustrations?
 - How do you maximise the everyday moment of concentration and being in the present, creating a sense of calm and completeness?

Spirituality within the Ethos of the Daily Life of St Philip's

We view spiritual growth as becoming more and more aware of one's natural, innate spirituality. These opportunities happen throughout each and every day as children deal with delight, disappointment and the chance to be present with themselves. For this reason, every member of the school community, is familiar with the school's shared language of spirituality and will respond to pupils appropriately. Throughout the daily life of the school, including lunch times and playtimes, staff will use the language of windows, mirrors and doors to give children time to reflect.

Recording, Monitoring and Evaluation

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 SLT are responsible for 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 members of our school community, including support staff and volunteers, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. ECTs and staff who are new to St Philips will receive training and support from the SLT. This policy is shared on the school's website and is part of the induction pack for new staff and new governors. This policy is reviewed every 3 years, or more frequently, as required.