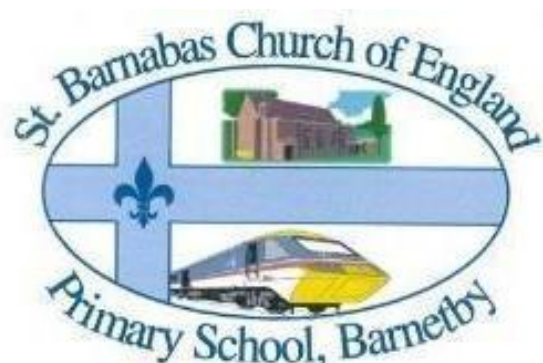


St Barnabas & St Helena's C of E Primary School Federation

"Learning Together to Unlock Our Potential"



Spirituality Policy and Procedure

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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 school community, St Barnabas and St Helena's Federation has developed a shared language and understanding of what spirituality means to us.

As a federation we use the images of a window, mirror and an open door to develop an understanding of the ways we can Learn, Reflect and Respond to the moment, big and small. We also think about the 'wows' and 'ows' in life. The 'wows' are the moments that inspire awe and wonder, seeing the good in moments, big and small. The 'ows' are the moments that can hurt, that encourage learning and growing.



Learning

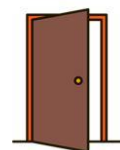
Look out onto the world and become aware of its wonders, both the 'wows' and the 'ows'.

Things that are 'awe-full' and make us wonder and be grateful and things that are 'awful' and make us wonder and ask questions.



Reflecting

For looking into and **reflecting** alone and together, to **see things more clearly**, for **thinking and asking important questions** learning from our own and each other's responses. We must allow individual and group perspectives across all subjects.



Responding

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



Shared language of Spirituality

There is not one definition of spirituality and it is very difficult to put into words as it is such an individual response. At St Barnabas and St Helena's Federation, we have several strands of spirituality that we are primarily focusing on and believe that spirituality is:

- Feeling awe and wonder
- Making time for reflection
- Showing empathy by caring for yourself and others
- Feeling a sense of belonging
- Appreciating the peace in moments of stillness

When talking to the children we refer to the above and encourage children to have moments of calm throughout their day, led by their own reflections and feelings.

Feeling awe and Wonder

Children will be given opportunities to engage with the natural and human delights all around us. Opportunities of awe and wonder will be built into the curriculum, and children will be supported to ask big questions about life, religion, nature, science and any other areas of personal fascination.

Making time for reflection

Children will have the opportunity to reflect within their curriculum time and will be encouraged to do this when they feel a moment that needs deeper thought. Music during Worship, playtime and class time will be varied. Opportunities such as story time, wellbeing spaces and prayer trees allow children time to reflect on their thoughts.

Showing empathy by caring for yourself and others.

We are a nurturing school and pride ourselves on the thought, respect and compassion towards others. Children are continually actively encouraged to care for themselves and for others. The eco council, wellbeing ambassadors, comprehensive PSHE curriculum and strong community links support the building of empathy, caring and understanding towards others.

Feeling a sense of belonging

With the increase of a digital world and the outward pressure that children feel to conform to media beliefs and influences, we believe it is important that children have the opportunity to foster a sense of belonging and feeling content within themselves. Our comprehensive PSHE and computing curriculum ensure that children are given many opportunities to recognise the sense of belonging. Links to religious stories and other picture books further promote opportunities for self-reflection and recognition of self-belonging.

Appreciating the peace in moments of stillness

Children are given planned opportunities to notice their environment and what else is around; to take their time in the small moments to appreciate the quiet, calm and peaceful times during busy days. This may be through the sense of seeing, hearing or feeling. Children are encouraged to actively notice and talk about what they have felt. Moments are shared with the children, whether it is in a lesson, during breaks, whilst at church, or outside, to feel a sense of peace and stillness.

Ongoing opportunities

The development of children's spirituality is a high priority within our school. We live our Vision through our Values and endeavour to provide children with many opportunities to foster their spirituality, these are detailed within our whole curriculum document.

Staff can help to support by:

- Being open minded about spirituality.
- Planning in moments to allow children to develop their spiritual awareness e.g. moments of stillness, calm, awe and wonder.
- Share their moments of personal spiritual experiences (where they feel that this is appropriate)
- Plan time for reading books that link to high quality discussions and open ended, deeper thinking questions.
- Supporting children to engage fully in the Big Question work, developing and extending conversations where appropriate.
- Provide the opportunities that are stated in the whole school curriculum document.

Children are encouraged to...

- Engage with the spiritually opportunities when they are offered, where they feel comfortable to do this, using the 'windows, mirrors and doors' model.
- Extend their thinking and questioning skills to ask Big Questions that may not always have an answer but that require "out of the box thinking"
- Demonstrate mutual respect of others feelings and actions.

- Demonstrate tolerance of others beliefs, thoughts and feelings.
- Engage with the moments of stillness in the context of the school day.

Parents can support by...

- Listening to the feelings and thoughts of their children, engaging in conversation and having a genuine interest in what is being said.
- Build in moments for stillness and calmness, recognising that time away from a digital, busy world is important.
- Share their spiritual thoughts as appropriate.
- Build in moments for outdoor appreciation.
- Build in moments to encourage questions and deeper thinking.

Spirituality in Collective Worship

Collective Worship is the beating heart of St Barnabas and St Helena's Federation. 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 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.

More information can be found in the Federation Collective Worship Policy

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 Barnabas and St Helena's Federation Religious Education Policy and The Church of England's Statement of Entitlement.

Spirituality within the Curriculum

Opportunities for Spiritual development is built into the whole curriculum. For more information, please see the curriculum section of the school website and the curriculum policy.

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' (K. Hall)?
- 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** and **ows**?
- 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 **ows** 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 the School

At St Barnabas and St Helena's Federation 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, pupils know that their references to **wows**, **and ows** will be heard and taken seriously. They will be encouraged to reflect on these experiences and be comfortable about talking about their thoughts and feelings.

Additional Support Material

Useful questions for the school to consider:

- How does the school's Christian vision provide opportunities to meet the spiritual needs of learners?
- How does an awareness of spirituality permeate school life?
- What is the impact of this for the learner (and staff and the wider community)?
- How are staff inducted and supported so that they have a shared understanding of spirituality and spiritual development?

Spirituality Conversation Starters

Learning from **wow** Experiences

- What I've learnt from this wonderful **wow** experience...
- I think this is amazing because...
- The biggest day in my life was...
- A person who I think is really good is...
- What matters most to me is...
- I am most thankful for...

Learning from **ow** experiences

- What I've learnt from this difficult **ow** experience...
- What I've learnt about forgiveness is...
- What I've learnt about truth is...
- Lying is wrong because...
- No one is perfect because...
- There would be less trouble if...