



Moreton Morrell Church of England Primary School Spirituality Policy

Our strategic aim:

As a church school we believe that every person, every child and every adult is unique and special with God given gifts and talents which is our job to nurture and cherish.

We provide a caring, supportive and stimulating environment according to the Christian ethos of our school, where every child is given the opportunity to:

Become a confident, curious and independent learner who can ask questions and make choices.

Succeed in their learning and celebrate their achievements

Engage in a challenging and exciting curriculum which meets the demands of the 21st Century

Enjoy positive relationships with peers and adults

Value and respect the opinions and beliefs of others

Understand and appreciate our ever-changing diverse world and their impact on the environment

Vision

Our vision to **'Be alert, be firm in the faith, be brave, be strong. Do all your work in love'** **Corinthians 16:13-14** drives all that we do in school and in our wider community.

Our aim is to create a peaceful, nurturing Christian school community where everyone knows they belong. Our inclusive approach ensures that everyone is valued, has high aspirations of themselves and each other and are given opportunities to **flourish** in every area of life.

Values

Our vision drives our values in school. The staff and pupils are encouraged to show the Christian values of **compassion, forgiveness** and **service** to others. Our school is at the heart of the community and we aim to promote this as a peaceful place, both in learning and the nurturing environment we create for all members of our whole school community, where everyone knows they are loved and how to love one another.

How does our vision and values transfer to the curriculum?

We use the word **BRAVE** from our chosen bible passage within each classroom. The children know that to be effective learners they need to be:

Bold

Resilient

Aspirational

Versatile

Enlightened

Aims of this policy

The aim of spirituality at Moreton Morrell Church of England Primary School is to enable each individual, adult and child, within our school community to:

Foster self-awareness and promote a feeling of self-worth.

Develop a set of values, principles and beliefs.

Develop respect and empathy for other people.

Develop respect for other world views and beliefs.

Develop enthusiasm to explore and learn through enquiry and first-hand experiences.

Attribute meaning to experiences.

Value the non-material dimension of life.

Foster reflection and stillness.

Foster a sense of meaning, purpose and direction in life.

Encourage imagination and creativity.

Develop a sense of awe and wonder at the miracle of creation, life and the natural world.

Experience a sense of enjoyment and fascination in learning about themselves, others, and the world around them.

Spirituality

‘Spirituality’ is difficult to put into words because it is a very personal experience. It differs from person to person, and often spirituality changes within people during their lifetime. Spirituality is different from having a religion or faith; a person can be spiritual without having a particular faith.

Spirituality is not something we can see; but we know that it is there because sometimes we can feel it inside ourselves or indeed in someone else. Our spiritual being includes those awe and wonder moments, the asking of big questions, inspiration and being aware of something 'bigger' outside of ourselves. In school we use the SONG model to teach spirituality (**S**elf, **O**thers, **N**ature, **G**od.)

Children's spiritual development is fostered through all aspects of our provision. It is about the relationships and the values that we consider to be important, as well as the development of knowledge, concepts, skills, and attitudes.

At Moreton Morrell C of E Primary School pupils are given the opportunities to:

- Begin to develop their own system of beliefs which may or may not include religious beliefs.
- Express their personal beliefs and compare their views with others, sharing their feelings and opinions through discussions and stories.
- Experience a love of learning through rewarding their enthusiasm and by encouraging exploratory play and learning.
- Experience and reflect on situations, stories, music, art, dance, and drama.
- Reflect upon the world around them and show a sense of awe and wonder towards aspects of the natural world or human achievement.

A sense of awe and wonder

Children are born curious, and it is our duty to nurture this natural inquisitiveness and guide them towards looking at the world and noticing, with awe and wonder, the natural and man-made delights all around us. We want to encourage them to ask 'big questions' about life, religion, nature, science, and any other areas of fascination.

Care for nature and living things.

The school provide many opportunities for children to learn about nature and the role they play in protecting our world. As a Church School, this is especially important. We have invested and developed opportunities for our pupils to partake in OPAL every day and our outdoor areas ensure that our children have the opportunity to plant, feed the birds and harvest a range of foods. The children across the school are given the opportunities to learn how to protect the world in which they live in and take an active part in their community.

Love

Love, as identified in our selected Bible passage is one of our school values (compassion). We encourage our children to love one another just as Jesus loved us. We are a caring school, who pride ourselves of our ethos of family. Through our Christian Values, we teach children to care for friends, family, and the community. Our curriculum includes learning about those we love and who love us.

Organisation and Implementation

At Moreton Morrell Church of England School, we have a daily act of collective worship as a whole school. This is an opportunity for us to come together as a school community to sing, listen to stories, take part in drama, reflect, and pray together. Each Friday we hold a RESPECT assembly and actively encourage our wider community to attend.

Children and staff spend time together to plan and deliver Collective Worship throughout the school year and the Ethos Committee is at the heart of interweaving this into our curriculum offer. The year

6 children take on different roles within school and actively lead Collective Worship, including leading the church services at our local village church, The Church of The Holy Cross.

Throughout the year we hold major services such as: Harvest, Christmas, Easter, Remembrance, and the year 6 Leavers' Service in church. Our Governors, staff, children and clergy members work together for these events as they write prayers, give scripture readings and write their own order of service. When we worship in The Church of The Holy Cross Church welcome our Governors, parents, grandparents, friends, and local community to join us to be part of the experience.

Christian values are embedded in our curriculum and in every aspect of our school life. The adults in school embrace the Christian values and model to our children how to treat each other and to include everyone in all that we do. Through the school's Christian ethos, children are provided with lots of opportunities to acknowledge and enhance their spirituality. There are also many opportunities for prayer, reflection, and silence during times of worship and throughout the school day. Children are invited to use the Peace Garden to appreciate God's beautiful world, write prayers or have time for silence and or reflection.

Without curiosity, without the inclination to question, and without the exercise of imagination, insight and intuition, children would lack the motivation to learn. In view of this, teaching styles at Moreton Morrell C of E School are adopted which:

- Value the children's questions and give them space and time to reflect on their own thoughts, ideas and concerns.
- Enable the children to make connections between aspects of their learning.
- Encourage the children to relate their learning to a wider frame of reference, e.g. asking 'why?', 'how?', and 'where?' as well as 'what?'

Spirituality is not a subject that is explicitly taught, instead it is interwoven into all aspects of school life and is nurtured and promoted as a natural element of the curriculum.

The following opportunities are made available in order to facilitate the development of spirituality:

- To explore the aspects of awe and wonder, care of nature and living things and love.
- To explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.
- Where children already have religious beliefs, to support and develop these beliefs in ways, which are personal and relevant to them as an integral part of the school's practice.
- To engage in enquiry and exploration as part of experiential, first hand learning.
- To look attentively and observe carefully.
- To be creative and imaginative.
- To listen with discernment.
- To reflect and respond to issues in moments of quiet are inspired through music, art, text, film, environment or artefacts.
- To understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- To value what is good and worthwhile and to make value judgements through discussion and exchange of views.
- To disagree and to challenge respectfully.
- To work collaboratively with peers, valuing the contribution made by others.
- To respect all, as modelled by staff in their relationships with others.

- To experience silent, calm and tranquil moments which afford time for reflection.
- To work and live in harmony with others in the school and wider community.
- To have confidence to express ideas, views and opinions, even if others do not agree.

Opportunities for spiritual development are planned for and are promoted in all aspects of the curriculum and school life as the children become actively engaged in an enquiry-based curriculum. This provides pupils with a wide range of experiential learning opportunities that enables them to question, consider, reflect and respond, and consider their own values, beliefs and feelings and those of others, with whom they are working alongside or with.

Outlined below are some of the key ways in which spiritual development is nurtured and promoted as part of our curriculum:

Physical Education:	Being a team member / player Preserving to achieve Extremes of skill, endurance and achievement Emotion in sport Personal goals Appreciation of individual and team achievement Sportsmanship
Design and Technology:	Discovering how something works Appreciating genius Beauty in design Perseverance to solve problems Personal achievement Learning from others and nature
English	Empathy with authors and the characters in stories and plays The appreciation of beauty in language Emotions and sentiments in writing and speech The values of great works Heroes and heroines in literature Imagining oneself as someone else Escaping into other worlds through literature The element of wonder in literature The value of creating for others pleasure and enjoyment
Maths	Infinity and nothing Pattern and order Shape and regularity Truth, certainty and likelihood The universality of mathematics over time and space The wonder of numbers, formulae and equations

Science	Wonder as the basis of science Questions of beginning, creation and evolution Discovering the limits of experimentation Birth, life, death and renewal The universe and beyond Regularity and order in science Beliefs in science and the faith of scientists The impact of scientific achievements
Computing	The wonder of worldwide instant communication The speed of the growth of knowledge The accessibility of knowledge and contact with other people worldwide The responsibility of your online persona and social media
Creative Arts (Art, Music, Drama and Dance)	The work of creative artists from a variety of times and places Beauty, truth and goodness Expressing, interpreting and exploring deep feelings and profound beliefs Artistic creativity The effects of the arts on emotions and senses The arts as means of expressing mood Skill in creation and performance, and particularly in personal reflection upon their own creativity using various art forms Effects on the emotions and senses Personal response and preference Mood Skill Pattern Formulae
Geography	Wonder at the diversity of environments and people Questions about the care of the environment Our responsibility to look after our world The beliefs behind particular causes and campaigns World (economic) development Land formation Empathy with people from other parts of the world
History	Being in touch with past people, artefacts and ideas Being part of history Handling artefacts Influential events and people The commitment of significant people in history

	War and peace Interpretation in history The nature and importance of invention and exploration Empathy with people from other times in history including how others were treated i.e. slave trade, womens' rights
Religious Education	People, places, things, books, actions and ideas held by religious believers to be holy Ultimate questions of meaning and purpose Ideas of the divine/questions of God Forms of worship Use of music, art and drama to express beliefs Varieties of beliefs, celebrations and rituals Ideas of commitment and belonging to groups and institutions The idea of mystery and questions with no clear answers Time to reflect and ask big questions that have no right answer
Collective Worship	Opportunities for reflection and response are planned into worship. Stillness and reflection Personal and collective beliefs are respected Sharing and celebrating common beliefs Celebrating success Celebrating our Christian values being lived out. Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc. Common activities such as singing, listening, laughing, praying, reflecting on a theme Remembering and celebrating the lives of people of spiritual significance Emphasising common purpose and values Experiencing emotions
Additional Curriculum opportunities	To visit places of beauty, interest and challenge To admire and wonder at the natural environment and human creative efforts To work out personal relationships in unusual and challenging situations To experience community cohesion links at a local, national and global level To engage in charity-based activities To participate in a wide range of events and activities, involving a range of outside agencies, coaches, etc. To be supported to form positive relationships through Restorative Practice

	To participate in taking a stance to nurture our world-pocket park opportunities etc.
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In order to facilitate spiritual development, the organisation of the school and the environment for learning are such that:

- Everyone involved in the life of the school is valued and seen to be valued
- The atmosphere of the school welcomes and celebrates differences and invites everyone to belong
- Policies ensure practices are clearly seen to reflect the worth of individuals
- Behaviour and people management policies and practices are collectively arrived at and discussed regularly
- All adults recognise the need to set good examples of mutual respect and considerate behaviour
- The quality and nature of the learning environment and displays reflect the value placed on pupils and staff
- The achievements, successes and efforts of everyone are recognised and celebrated.

Assessment

Spirituality is assessed as an integral part of curriculum practice.

These are areas in which children are expected to grow as part of their spiritual development:

- Reflect on their experiences with increasing sensitivity
- Question and explore the meaning of experience
- Understand and evaluate a range of possible reasons and interpretations
- Develop personal views and insights.

Monitoring and Review

Provision for spiritual development is monitored and reviewed by:

Monitoring of teaching and learning and work scrutiny by RE/Collective Worship Leaders, Head Teacher and governors

Pupil Voice Panel

Learning Walks

Discussions at staff and Governing Body meetings

Audits of policies and schemes of work

RE and Collective Worship Development Plans

Policy Review

This policy will be reviewed every three years in accordance with our schools' policy delegation schedule. However, the Senior Leadership Team will review this policy earlier than the scheduled review date should there be any change in guidance or legislation related to this policy or if we feel that an earlier review is necessary.

