



Spirituality at All Saints' C of E Primary School

What Is Spirituality?

It is very difficult to put into words what 'spirituality' actually is because it is a very personal experience. It differs from person to person, and often spirituality changes within people during their lifetime. Spirituality is not the same as having a religion or faith; a person can be spiritual without having a particular faith.

Some definitions include:

"Ones inner being. Our inner self where we can find resources within that come from a greater source I.E. God. Our soul."

*"It is first of all the certainty to **turn one's life** into a more beautiful, harmonious and happy one."*

"Spirituality may refer to almost any kind of activity through which a person seeks meaning, especially a "search for the sacred." It may also refer to personal growth, blissful experience, or an encounter with one's own 'inner dimension'."

We have defined spirituality as:

"Spirituality is not something we can see; it is something we feel inside ourselves. It is about awe and wonder, asking questions, inspiration and being aware of something 'bigger' outside of ourselves."

The language we use to define spirituality is not child-friendly, so when talking to children about it we will refer to:

- A sense of awe and wonder
- Care for nature and living things
- Wanting to love and to be loved by people

Awe and Wonder

Children are born inquisitive, and it is our duty to nurture this natural curiosity 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 area of fascination.

Caring for Nature and Living Things

As a Church School, considering the uniqueness of creation is especially important. We provide many opportunities for children to learn about nature and the role they play (and responsibility they have) in protecting our world.

We have an active Forest school- where children can learn and play in nature.

Also, as a UNICEF rights respecting school, we focus on the rights to: an education, clean water, food and a safe environment- where children are able to express their views and concerns about environmental issues which affect them. In this way, environmental issues are not seen as separate but are an integral part of fulfilling a child's right to a clean and safe environment - to live life in all its fullness.

Through science and topic work, children learn about the world and how they can care for living things.

Love

We are a very caring school and pride ourselves on our ethos of family. Through our Christian values, we teach children to care for friends, family and the community. Indeed, our RE curriculum includes learning about those we love and who love us. We hold 'Unity Day' events in school to celebrate the common values we hold as a community and use our Christian values to promote love in action, by supporting local groups, charities and good causes. We also offer other family events throughout the school year so children can learn with their family in school. Everything we do is underpinned by our motto: ***loving to learn; learning to love.***

How is Spirituality Nurtured?

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. We give children opportunities to:

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

Teaching Opportunities and Strategies

Liz Mills from The Stapleford Centre, a Christian charity fostering Christian engagement in education, identified 3 ways that schools can provide opportunities for spiritual development:

WINDOWS: giving children opportunities to become *aware* of the world in new ways; to **wonder** about life's 'Wowls' (things that are amazing) and 'Owls' (things that bring us up short). In this children are learning *about* life in all its fullness.

MIRRORS: giving children opportunities to *reflect* on their experiences; to **meditate** on life's big questions and to consider some possible answers. In this they are learning *from* life by exploring their own insights and perspectives and those of others.

DOORS: giving children opportunities to *respond* to all of this; to **do** something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to *live* by putting into action what they are coming to believe and value.

We provide **WINDOWS** throughout our curriculum and our weekly class worship times, where we provide an opportunity for awe and wonder with a variety of stimuli, including photos, videos, music, current events and real-life stories.

We encourage children to ask and discuss bigger questions and consider their own ideas and beliefs. Through high-quality RE lessons, children are consistently challenged to reflect on their learning *about* religion in order for them to understand the impact it has on people of faith, and make connections between their ideas and those of the different faith communities.

Children at our school often identify **DOORS** for themselves. They may hear of a local issue or an international event and request to take action. Through child-led fund raising such as soccer matches, bake sales and other events we have seen our children work for a common good, to try to make a difference and create opportunities where all can flourish, have dignity and have the UNICEF rights that they hold dear and appreciate.

We also take part in national charity events, as well as identifying other charities to support during the year- such as the NSPCC, UNICEF, The British Red Cross, the Red Crescent and Save the Children. Each year, our oldest children also choose specific charities to donate profits to from their enterprise studies.

As part of collective worship times we ask children to think of the **DOOR** they need to open next, to reflect on what has been said and think of a way forward for themselves. These opportunities are usually based on Christian teachings and scripture, but are always linked to the values we share with those of other faiths and world views, ensuring inclusivity and shared opportunities.

What is the Role of the School Community?

All members of the school community have a responsibility for helping to nurture children's spiritual development.

School staff can do this through:

- Establishing and maintaining a partnership between pupils, parents and staff; recognising and respecting the faith background of the children and their families;
- Taking part in, and supporting, collective acts of worship;
- Being good role models in their conduct towards other members of the community;
- Promoting an attitude of respect for other people and for others' views;
- Nurturing consideration for and generosity towards others.
- Drawing on the experiences of pupils and their families during religious education lessons and beyond;
- Recognising and being constantly aware of the needs and backgrounds of each individual pupil;
- Being willing to develop their own knowledge and understanding of the Christian faith and the faiths of others;
- Having a positive attitude to the value of spiritual education.

Pupils can do this through:

- Taking an active part in acts of collective worship;
- Participating in activities which promote the skills allowing them to engage in examination of and reflection upon religious belief and practice;
- Conducting themselves towards others considerately, in line with the code of conduct;
- Respecting the views and beliefs of others.

Parents can help through:

- Adopting a positive attitude to the value of spiritual education;
- Supporting the school's Christian ethos and acts of community worship such as assemblies and church services;
- Respecting the views and beliefs of others.