



Willow Park
C of E Primary School

Spirituality Policy

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Version Control

Version	Date	Summary of changes (inc. reason for review if not scheduled review date)

School Vision

The vision which we have for the school underpins everything we do including how we plan for developing the children's and staff's spirituality. The ultimate worth of each person in our school is at the centre of all we do. We value the, 'light' of every individual and we seek to nurture that light and encourage each of us to be the light to others. Our vision motto, 'Be the Light' is underpinned by the verse found in Matthew 5:14: "You are the light of the world—like a city on a hilltop that cannot be hidden."

What is spirituality?

At our school we see, ***'spirituality as that aspect of humanity that refers to the way individuals seek and express meaning and purpose and the way they experience their connectedness to the moment, to self, to others, to nature, and to the significant or sacred.'***

As a school, we focus on the idea of 4 concepts of spirituality: self, others, world and beauty and beyond. Our starting point is our pupils' own Big questions about life and from this we plan a series of encounters (Windows) that open up the possibility of reflection (Mirrors). Finally, the children are given an opportunity to put into action what they believe and value (Doors).

Why is it important?

Liz Mills, who worked for the Stapleford Centre developed the concept of the Spiritual Ring Doughnut.

The Doughnut represents the Whole Child. The outer ring is the tangible (Mind and Body), the hole represents the intangible (Spirit) but if there was no hole it wouldn't be a doughnut. This remains perhaps the best definition of spiritual development; ***it is the exploration and development of that hole in our centre that makes us whole.***

What do we aim to achieve for the children?

- The children become increasingly aware of the concept of self- the inner person and the way that this shapes an individual's perception of themselves as a unique human being. The children reflect on the relationship they have with their sense of being a unique person.
- The children become increasingly aware of the concept of others – a growing empathy, concern & compassion of how to treat others. The children reflect on how their values & principles affect their relationships with others.

- The children become increasingly aware of the concept of a physical and creative world – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity.
- The children become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday. The children search for meaning in their very existence and their place in the greater scheme of things.
- When looking at these 4 aspects of spirituality we aim for our children to develop their ability to express their own thoughts, questions ideas, feelings and their beliefs,
- The children develop an understanding of the beliefs and values of Christianity and other world religions. The children are respectful of the beliefs and values of others. The children develop an understanding of the ethos of a Church school and the content, language and symbolism of the Christian faith as a way of understanding our meaning and purpose in life.

How do we do it?

- We provide and plan for a wide range of opportunities for children to develop spiritually in all areas of the curriculum. For example, Religious Education, Literacy, Numeracy, P.S.H.E., Science, Humanities, Science, Art and Music.
- We provide and plan for a wide range of opportunities for children to develop spiritually through Worship including: whole school and in class worship.
- We also promote spiritual development opportunities through our wider curriculum, for example: during our themed weeks such as 'Science Week' and 'Art week', and through other extra-curricular activities such as our school drama productions i.e. the EAL production of the Magic Shoes and the Year 6 Shakespeare Play.
- We provide areas for reflection in school and in the outdoor environment, in the several, 'Prayer Spaces.'
- We support, financially, a residential visit for a year group to encourage every member of the class to participate.
- We provide opportunities for the children to visit a place of worship from every major religion.
- Our PSHE programme, 'Jigsaw' provides many opportunities for the children to reflect and respond creatively. The 'calm me' stilling exercises underpin the mindful approach advocated in Jigsaw.
- We provide opportunities for the children to develop and participate in the creative arts e.g. workshops and visits

- When planning for spiritual development we focus on 3 areas: Windows, Mirrors and Doors.

A) **WINDOWS:** Encounter - The Learning about life.

We give children to opportunities to become aware of the world in new ways, to wonder about life's 'Wows' (things that are amazing) and 'Ows' (things that bring us up short).

B) **MIRRORS:** Reflection - The learning from life.

We provide children with time for REFLECTION. We give children opportunities to reflect on their experiences, to look inward & consider the big questions of life. In this they are learning from life by exploring their own insights and perspectives and those of others. Give emotional, physical and auditory space.

C) **DOORS:** Transformation - The learning to live by putting into action what they believe.

We give 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.

Links to other policies and documentation

We ensure that the principles for collective worship are reflected and applied in our policies and practice including those that are concerned with:

- RE
- PSHE
- Collective Worship