

# SPEEN CHURCH OF ENGLAND SCHOOL



## SPIRITUALITY POLICY

**Issued: September 2023**

**Next Review: September 2025**

THEN CHRIST WILL MAKE HIS HOME IN YOUR HEARTS  
AS YOU TRUST IN HIM. YOUR ROOTS WILL GROW  
DOWN INTO GOD'S LOVE AND KEEP YOU STRONG.

- EPHESIANS 3:17 (NLT)

# **Spirituality Policy - bridging RE, collective worship and the school's vision and values, across the curriculum and school life**

## **What is 'spirituality'?**

At Speen School, spiritual development is recognised as an important part of pupils' personal development. **It enables** reflection, an awareness of God, one another, the world around us and ourselves. It facilitates **pupils to look at themselves, their relationships with others, and, at the wider world, equipping them to face the challenges and opportunities of life.** All areas of the curriculum and school life can be drawn upon to contribute to spiritual development.

Spirituality fosters the inner life of the soul of a child, enabling and embracing their questions, doubts and the wonder of existence, nurturing their awareness of God and being attentive to Him being with us in our daily lives. As it says above in the school's vision, we **BELIEVE** that if we grow as a **family** together in our **care, courage, respect, honesty, and responsibility**, we will **ACHIEVE** our full potential, to be the best we can be.

## **Aims**

As a church school, rooted in the Christian faith and the teaching of the Bible, Speen School aims to give all within the school community (pupils, staff, governors and parents) the opportunity to explore and develop their spirituality.

## **Developing Spirituality**

The school aims to help those within the school community develop their spirituality by giving them the opportunity and support to:

- develop an appreciation of their uniqueness and value as a child made in the image of God;
- develop their knowledge and understanding of God;
- develop positive and rewarding relationships with others:
  - based on Jesus' teaching and example of self-sacrifice, grace, love, generosity and forgiveness
  - appreciating them and actively seeking a sense of community and unity
  - developing a concern and compassion for the poor, lonely, suffering and disadvantaged wherever they meet them
- reflect, pray, sing and praise God:
  - through moments of stillness and quiet, developing a sense of awe, wonder, thankfulness, mystery and joy in the miracle of God's creation, life and the world around us.
  - through times of prayer both individually and collectively
  - through times of worship and praise, spontaneous or organised, spoken or in singing
- to learn to deal with hard times by:
  - being able to face difficult moments in life within the school community's context of loving Christian care and support
  - being resilient as a result of developing a realistic view of human nature and the imperfect world in which we live, learning how to cope with and move on from failure, disappointment and difficult times.
  - develop an inner peace which comes with being aware of God's love and care for them
- to consider the big issues of life:
  - providing good opportunities to reflect upon these, developing an ability to enquire and discuss with deepening levels of wisdom in their personal search for meaning and purpose.

## **Opportunities for the development of Spirituality**

The school aims to provide a rich environment in which spirituality can thrive and grow within the wider school community. It will achieve this through:

- a. the teaching of RE
- b. the teaching of other subjects as they provide the opportunity for spiritual development (for example, Music and worship, Art, Science, outdoor learning and admiration of God's Creation, English and Poetry, and History.)
- c. collective worship at school and church services which provide regular opportunities for Biblical teaching, worship, prayer and moments of silence and reflection
- d. the invitation of local ministers to regularly visit school and lead acts of worship
- e. in the way that the Behaviour and Anti-bullying policies are operated (fostering a positive and caring motive for good behaviour (love, care, respect, forgiveness, and selflessness) and not just adherence to a set of rules
- f. in the value of **respect** within all relationships in the school community, enabling both the value of equality and diversity, fostering strategies to build good mental health
- g. the school indoor and outdoor environment (for example, through our Forest School and Sensory garden, local walks, PE, Science, etc)
- h. in the celebration of key Christian festivals such as Harvest, Christmas and Easter
- i. visits to churches, mosques, temples and other religious places
- j. involvement in community activities and modelling our Christian values, taking our Christian songs for example to local groups and the wider village community
- k. in the provision of resources (e.g. Bibles, Christian books in the library etc)
- l. in the support of charities by learning about their work, charity activities and fundraising
- m. by encouraging an atmosphere in which all feel able to ask searching questions about and discuss God's world, beliefs and the teachings of Jesus

## **Monitoring and evaluation**

The provision for spiritual development will be considered and monitored by the Foundation Governors and the Headteacher. They will look at the way collective worship, the teaching of RE and other subjects, the use of the school premises, school trips/visits, behaviour and the other matters at D above have an impact on Christian spirituality for all those within the school community.

## **Key questions for the school to consider as part of the monitoring process:**

- *How does our church school status and school vision and values inform the curriculum?*
- *How does our Christian distinctiveness permeate wider aspects of school life? (for example, policies, procedures and relationships, relationships)*
- *How does the school's environment foster spiritual development for all within our school community?*
- *How are staff recruited, inducted and supported so they have a shared understanding of the distinctive nature of our school and of the scope for pupils' spiritual development within a Christian context?*
- *Do the quality of pupils' reflections deepen as the children progress through the school (as expressed verbally in assembly, class discussions and in writing, reflections and prayers)?*
- *What is the impact of spiritual development for members of the school community in their lives and relationships at school and at home?*