Learning Together for Life

Jesus said, 'Love one another as I have loved you' John 15:12, New Testament

Stepney Greencoat

Church of England Primary School

Spirituality Policy

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Vision Statement
As a Church of England School we seek to provide a Christian collective worship for the children of the parishes of St. Dunstan and All Saints Stepney and St. Anne's Limehouse and for those who elect to come to our school. Children are presented with the teachings of the Christian faith as the revelation of God's truth and are encouraged to grow in that faith, respecting the beliefs and cultures of others.

Education is seen as being concerned with excellence in learning and for the spiritual and social growth of children, developing the individual potential of each child to the fullest.

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Rationale
Stepney Greencoat School and the churches we work with define spirituality as the place of our encounter with God, and also the character of that place.

Spirituality is a powerful force that determines what we are, and our self-understanding. It forms the basis for successful relationships, and shapes our behaviour and outlook on life, others and the world. Spiritual development relates to that aspect of the inner life through which we acquire insight into our personal experiences with God and our neighbour. This insight is of enduring worth.

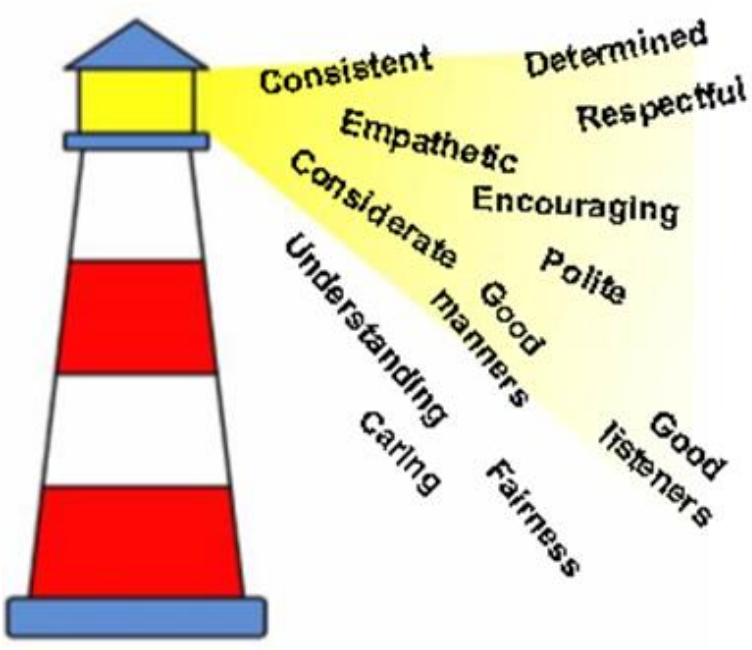
At Stepney Greencoat the spiritual dimension is expressed through our strong Christian faith, and the recognition of the spiritual nature of mankind. Our ethos enables and encourages all children to grow and flourish spiritually.

It is our aim that the children's individual spiritual development is fostered as an integral element of the range of learning opportunities and experiences they encounter as part of the curriculum, and that it permeates all strands of school life.

Aims:

- Develop an appreciation of their uniqueness and value as a child made in the image of God;

- Develop an understanding of the distinctive ethos of Stepney Greencoat as a church school as well as the content, language and symbolism of the Christian faith;
- Develop an awareness of and respect for other people's beliefs and faiths and the ability to articulate their own;
- Develop an appreciation of what it means to be a part of a community (e.g. using their gifts and abilities in the service of others);
- Develop strategies to build good mental health
- Develop the skills and language required to enable them to reflect upon the big questions and mysteries of life;
- Encourage curiosity, creativity and imagination;
- Develop a capacity to value the natural world, a sense of awe and wonder and a commitment to care for creation.
- To foster the spiritual development of each child, regardless of age, sex, ability or cultural background.
- To foster self-awareness and promote a feeling of self-worth.
- To enable the children to attribute meaning to their experiences.
- To enable the children to value the non-material dimension of life.
- To foster and encourage the value reflection and stillness.



Love	**Inspiration**	**Grace**	**Hope**	**Truth**
				
Love your neighbour as yourself	*All scripture is given by the inspiration of God*	*The sacraments of the church are a means of God's grace*	*Be strong and take heart, all you who hope in the Lord*	*Jesus answered, "I am the way and the truth and the life"*
Goodness Joy Friendship Collaboration Service Self-discipline Thankfulness	Faith Belief Reverence Creativity Courage Encouragement Ambition	Kindness Forgiveness Peace Humility Compassion Consideration Politeness	Resilience Patience Confidence Perseverance Enthusiasm Faithfulness Diligence	Respect Honesty Justice Stewardship Wisdom Trustworthiness Peacemaker
Covers all the British values	**Individual Liberty**	**Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.**	**Democracy**	**Rule of Law** 

Organisation and Implementation
Spiritual development is an important element of a child's education and fundamental to all other areas of learning.
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 are adopted which:
• Value the children's questions and give them space for 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?'

Opportunities for spiritual development are offered, as well as arising naturally during the course of the school day

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

In Physical Education:	**In Design and Technology:**	**In English:**
• Being a team member. • Pushing yourself to the limits. • Extremes of skill, endurance and achievement. • Emotion in sport. • Personal limitation and failure. • Sportsmanship	• Discovering how something works. • Beauty in design. • Perseverance to solve problems. • Learning from others and nature.	• Empathy with authors and the characters in stories and plays. • Emotions and sentiments in writing and speech. • Heroes and heroines in literature. • Imagining oneself as someone else. • Escaping into other worlds through literature.
In Numeracy:	**In Science:**	**In ICT:**
• Infinity and nothing. • Pattern and order. • Shape and regularity. • Truth, certainty and likelihood.	• An historical understanding of the nature of scientific proofs and truths • Insight, imagination and creativity through science • Regularity and order in science • The inter-relationship of Science and health of mind, body and community • Social sciences, social principals and democracy	• The wonder of worldwide instant communication. • The speed of the growth of knowledge. • The imperative to use IT responsibly and as "good stewards" • The accessibility of knowledge and contact with other people worldwide.

In the Creative Arts (Art, Music, Drama and Dance):	**In Geography:**	**In History:**
• The work of creative artists from a variety of times and places. • 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. • Effects on the emotions and senses.	• Wonder at the diversity of environments and people. • Questions about the care of the environment. • The beliefs behind particular causes and campaigns. • Empathy with people from other parts of the world.	• Being in touch with past people, things and ideas. • Handling artefacts. • Influential events and people. • War and peace. • Interpretation in history. • The nature and importance of invention and exploration. • Learning that ther is "nothing new under the sun"
In Religious Education:	**In Collective Worship:**	**PSHE**
• 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. • The idea of mystery and questions with no clear answers.	• Opportunities for reflection and response are planned into worship. • Stillness. • Sharing and celebrating common beliefs. • Celebrating success. • 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.	• have respect for others; • be independent and responsible • be positive and active members of a democratic society; • develop self-confidence and self-esteem, and make informed choices regarding personal and social issues; • develop good relationships with other members of the school and the wider community.

In addition, as part of our focus on learning outside the classroom, the children have 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 engage in charity-based activities.
- To visit holy sites and places of pilgrimage

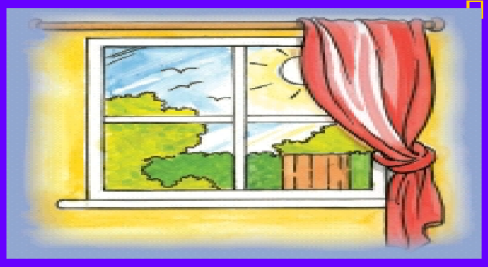
Monitoring and evaluation

Spiritual development cannot be easily measured and continues throughout our lives. However, opportunities offered to children for spiritual development will be monitored and evaluated in the following ways;

- Observing and listening to children;
- Regular discussion at staff and governor meetings alongside the school's Christian vision and values;
- Sharing of classroom work and practice;
- Ensuring that staff have a clear understanding of what spirituality means in this school by providing them with induction and development training;
- Evidence from pupils' work, e.g. RE books, SMSC work, creative writing, art;
- Regular inclusion in the SEF;
- CPD opportunities and sharing examples of good practice with other schools.

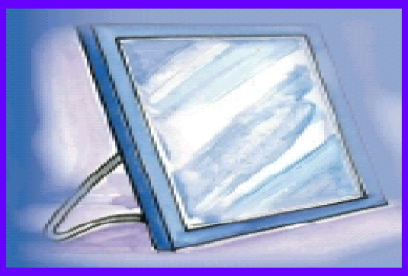
Appendix 1 Windows, mirrors and doors approach to spirituality. (Taken from Salisbury Diocese Spirituality Policy – Derek Holloway/Andrew Rickett 2012)

WINDOWS:



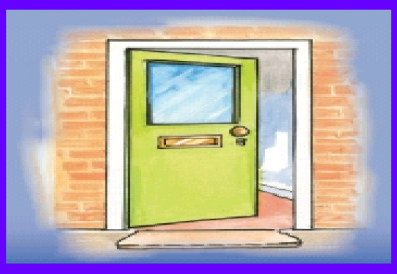
- giving children opportunities to become *aware* of the world in new ways; to ***wonder*** about life's 'WOWs' (things that are amazing) and 'OWs' (things that bring us up short). In this children are learning *about* life in all its fullness.

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.