

**Christ Church CE School
Spiritual Development Policy
May 2024**



**Christ Church School
Regent's Park
NW1 4BD**



Christ Church C of E Primary School **Spiritual Development Policy**

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Our Vision

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps.

At Christ Church CoE Primary School, we hold the Christian belief that human beings are created in the image of God, and that each shares in God's purposes to bring life and allow creation to flourish. This underpins the values and work of the school and is endorsed in our vision/mission statement.

Mission Statement

"For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do." *Ephesians 2:10.*

We are all created by God.

We are all joined as a family.

We are all growing and learning together in His love.

The Christian Faith is at the heart of our school community. At Christ Church we care for each other and learn together.

Our Christian Values are

Creation, Community, Endurance, Thankfulness, Reconciliation, Wisdom

Christ Church is a small, caring school which is committed to a broad, balanced curriculum and to a continual raising of standards. We aim to contribute to the spiritual, moral, cultural, mental and physical needs of every individual.

We are a Church of England school, with a strong commitment to the teaching of Christianity whilst supporting a multi-faith approach to the curriculum. We recognise, value and celebrate the rich cultural diversity that exists in our school.

The Christian ethos of the school is reflected in our positive, disciplined and calm atmosphere. We believe that effective learning takes place when children work in a purposeful and stimulating environment that supports a wide range of learning styles. Mutual respect between adults and children promotes excellent behaviour and well developed social skills. With this approach we seek to achieve high academic standards.

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavour to ensure that all our children fulfil their potential and, within this context, we emphasise health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

The whole school community is committed to a collective responsibility for the implementation of the values inherent in this statement.

We use our six Christian values, Creation, Wisdom, Thankfulness, Community Endurance and Reconciliation, to reinforce and enrich our teaching wherever applicable.

Creation

‘For every house is built by someone, but God is the builder of everything.’
Hebrews 3:4

Wisdom

‘For the LORD gives wisdom; from his mouth come knowledge and understanding.’
Proverbs 2:6

Thankfulness

‘Give thanks to the LORD, for he is good; his love endures forever.’
1 Chronicles 16:34

Community

‘My command is this: Love each other as I have loved you.’
John 15:12

Endurance

‘Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up.’
Galatians 6:9

Reconciliation

‘Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you.’
Colossians 3:13

Rationale

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 inner life through which we acquire insight into our personal experiences, which are of enduring worth.

At Christ Church CE Primary School, 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

The aims for spirituality, at Christ Church CE Primary School, are to develop in each child:

- a sense of self-worth stemming from the recognition that they are created in the image of God.
- a sense of being in relationship with others and a growing understanding of what it means to belong to a community.
- an involvement with others in the wider world and an appreciation of difference and diversity.
- a response to the distinctive 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.
 - a willingness to explore Christian beliefs and values through a knowledge of Bible stories and Christian teaching in order that these might become a firm foundation for life.
- the ability to reflect upon experiences of awe, compassion, beauty etc.
- the ability to realise that experiences of disappointment, failure and loss can be occasions for spiritual growth and development.
- a capacity to value the natural world and a commitment to care for creation.
- a willingness to explore the ultimate questions and mysteries of life.
- to provide a context of faith, security and loving relationships to support each child's spiritual search.
- 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 develop a set of values, principles and beliefs.
- to develop positive human qualities.
- to develop respect and empathy for other people and their beliefs.
- to foster a respect for different people's feelings and values.
- to develop the children's enthusiasm to explore and learn through enquiry and first-hand experiences.
- to enable the children to attribute meaning to experiences.
- to enable the children to value the non-material dimension of life.
- to foster reflection and stillness.
- to foster a sense of meaning, purpose and direction in life.
- to encourage imagination and creativity.
- to develop a sense of awe and wonder at the miracle of creation, life and the natural world.

- to enable the children to experience a sense of enjoyment and fascination in learning about themselves, others, and the world around them, including the intangible.
- to share Christian stories and respond to Christian festivals, rituals and symbols, particularly those from the Anglican tradition.

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?'
 - give opportunities for spiritual experiences outside of the confines of the school

Spirituality is not taught, but is an inherent interwoven part of all aspects of school life and is nurtured and promoted as a natural element of the curriculum.

The following opportunities will be made available, as an integral part of the school's practice, in order to facilitate the development of spirituality:

- 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 or inspired through music, art, text, film or artefacts.
- To explore and develop what animates themselves and others.
- 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 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 presented or naturally arise, and are promoted in all aspects of the curriculum and school life as the children become actively engaged in an enquiry-based curriculum, which provides 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.

In Collective Worship:

- Opportunities for reflection and response are planned into worship.
- Stillness
- Personal and collective beliefs are respected.
- Sharing and celebrating common beliefs
- Celebrating success
- 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

In addition, as part of the curriculum, 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 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.

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.
- Policies and ensuing 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.
- Aesthetic awareness is encouraged.
- The atmosphere of the school welcomes differences in beliefs and values, and invites everyone to belong.
- The achievements, successes and efforts of everyone are recognised and celebrated.

Assessment

Spirituality will be assessed as an integral part of curriculum practice and the children's involvement in the life of the school community.

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

- Reflecting on their experiences with increasing sensitivity
- Questioning and exploring the meaning of experience
- Understanding and evaluating a range of possible reasons and interpretations
- Developing personal views and insights
- Applying insights gained with increasing degrees of perception to their own lives in line with the school's Anglican status and history
- Knowing that belief is valuable and that the Christian belief is endorsed by the whole school community

Monitoring, Evaluation and Review

Provision and opportunities offered to children for Spiritual Development will be monitored and evaluated in the following ways:

- Monitoring of teaching and learning and work scrutiny by RE/Collective Worship Leader, SLT, Head Teacher and governors
- Monitoring and evaluation of collective worship by our 'Faith Ambassadors'
- Regular inclusion in SEF
- Pupil conferences
- Sharing of classroom work and practice
- Evidence from pupils' work e.g. reflective diary
- A spirituality walk
- Discussions at staff and Governing Body meetings
- Audits of policies and schemes of work
- RE and Collective Worship Development Plans

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