

St. Martin's CE  
Primary School

## **Spirituality Policy**

## Spirituality at St Martin's Primary Academy

St Martin's CE Primary Academy Spirituality Policy reflects and reinforces the school's aims and ethos. Our Christian core values of community, courage and aspiration are at the heart of our school and underpin our teaching, learning and daily relationships, providing a firm foundation for all aspects of our children's development.

We believe that each and every person has an innate spirituality which can be nurtured, understood and developed. This development can happen over time or in sudden bursts. We strive to provide strategic opportunities for spiritual development as well as recognising the "magic moments" where spirituality blossoms spontaneously in our young people.

### Our Biblical Underpinning

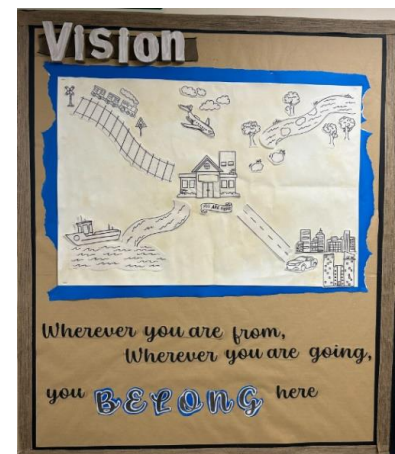
While our Biblical underpinning is Christian in nature, the development of spirituality is personal – and therefore unique to those of all faiths and those with none. Our Biblical underpinning reflects this.

Wherever you go, be strong and courageous (Joshua 1:9)

Our school vision vessel is a map, reflecting the amazing diversity of our school cohort, with over 22 different countries represented in our school community. We believe that spiritual development is – like a map – part of a journey, but one with no fixed destination. The excitement is in the experiences our children encounter along the way.

We choose to promote curiosity; the inclination to question. The exercise of imagination, insight and intuition motivates children to learn. In view of this teaching styles are adopted which allows children:

- 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.

## Understanding Spirituality

As part of planning for spiritual development, staff and children use a four part model to explore and understand the different aspects of spirituality. These are also utilised in our collective worships.



### **Mirror moments - a reflection of ourselves**

Understand of who we are as individual people.

Recognise that our thoughts, feelings, beliefs and experiences make us unique.

Develop an awareness of feelings; ability to reflect and express

Awareness of our uniqueness; happiness with who we are

Gratitude for the things we have and the person we are

Exploration of personal faith

Development of imagination and creativity



### **Door moments - a reflection of others**

Look at the examples and lessons we can learn from other people.

Consider how other people might influence our own thoughts, actions and relationships.

Show empathy and understanding; respect, tolerance

To love and be loved (loving your neighbour)

Make a difference; show responsibility



### **Window moments - a reflection of beauty**

Opportunities for awe and wonder.

Be inspired by the wonder of life, to marvel at the beauty in the world around us

Experience creativity.

Develop a sense of awe and wonder

Enjoy the miracles of everyday life

Take time for what really matters

Appreciate beauty in art, music, nature



### **Candle moments - a reflection of beyond**

Develop our sense of mystery and to reflect on a higher purpose.

Encountering/experiencing God

Have a sense of what lies beyond the material/physical

Formulate and discuss the 'Big Questions' (eg about life, death, nature of God)

Opportunity for prayer, connecting with God

Making sense of the world

## Spirituality, as represented in the Ofsted and SIAMS frameworks

### The Ofsted Handbook states:

Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social, and cultural education. This is a broad concept that can be seen across the school's activities but draws together many of the areas covered by the personal development judgement.

Provision for the spiritual development for pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faiths, feelings, and values
- sense of enjoyment and fascination in learning about themselves, others, and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

### The SIAMS 2023 Framework includes the questions:

- How does the school's theologically rooted Christian vision enable pupils and adults to flourish?
- How does the curriculum reflect the school's theologically rooted Christian vision?
- How is collective worship enabling pupils and adults to flourish spiritually?

For further information, and specific examples, of how St Martin's approach to Spirituality answers these questions, please see our SIAMS SEF

## Monitoring and Evaluation

Spirituality will monitor as part of our on-going and planned monitoring and evaluation schedule. Spiritual opportunities and development will be reported on through curriculum and ethos monitoring in conjunction with members of our Academy Standards and Ethos Committee and other external professionals within the Trust.

## Spirituality within our Curriculum

Opportunities for spiritual development are presented or naturally arise and are promoted in all aspects of the curriculum and school life. The children become actively engaged in an enquiry-based curriculum, which provides a wide range of experiential learning opportunities that enables them to question, reflect and respond, and consider their own values, beliefs and feelings and those of others. 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 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.

Outlined below are some of the keyways in which spiritual development is nurtured and promoted as part of the curriculum at St Martin's Primary Academy:

In English (reading and writing):

- Empathy with authors and the characters in stories and plays
- The appreciation of beauty in language
- Emotions and sentiments in writing and speech
- The values of great works
- Heroes and heroines in literature
- Imagining oneself as someone else
- Escaping into other worlds through literature
- The element of wonder in literature

In Maths:

- Infinity and nothing
- Pattern and order including natural patterns e.g. snowflakes
- Shape and regularity
- Truth, certainty and likelihood
- The wonder of numbers, formulae and equations

In Religious Education:

- 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
- Ideas of commitment
- The idea of mystery and questions with no clear answers
- Right, wrong and ethics including justice

In Science:

- Wonder as the basis of science
- Questions of beginning, creation and evolution
- Discovering the limits of experimentation
- Birth, life, death and renewal
- The universe and beyond
- Beliefs in science and the faith of scientists
- The impact of scientific achievements

### In Physical Education:

- Being a team member
- Aspiring to achieve personal best
- Development of skills, endurance and achievement
- Celebrating achievements and participation in sport
- Learning from mistakes
- Displaying good sportsmanship

### In Design and Technology:

- Discovering how something works
- Appreciating inventiveness
- Beauty in design
- Perseverance to solve problems
- Personal achievement
- Learning from others and nature

### In Computing:

- The wonder of worldwide instant communication
- The speed of the growth of knowledge
- The accessibility of knowledge and contact with other people worldwide

### In the Creative Arts (Art, Music, Drama and Dance):

- The work of creative artists from a variety of times and places
- Beauty, truth and goodness
- 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
- Skill in creation and performance, and particularly in personal reflection upon their own creativity using various art forms.
- Effects on the emotions and senses

### In Geography:

- Wonder at the diversity of environments and people
- Questions about the care of the environment
- The beliefs behind particular causes and campaigns
- World (economic) development
- Land formation
- Empathy with people from other parts of the world

### In History:

- Being in touch with past people, things and ideas
- Being part of history
- Handling artefacts
- Influential events and people
- The commitment of significant people in history
- War and peace
- The nature and importance of invention and exploration
- Empathy with people from other times in history

### In Collective Worship:

- Opportunities for reflection and response 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