

What is spirituality?

Spirituality concerns a person's relationship with themselves, with others, with God (or the transcendent), and with nature and the environment. These four elements: self; others; transcendence and beauty form the basis of our work with children in developing a strong sense of spirituality. It is also vital that all of the adults in school have the opportunity to develop their own spirituality for their own development and wellbeing, and so that they can effectively support and help our children and each other.

Myself

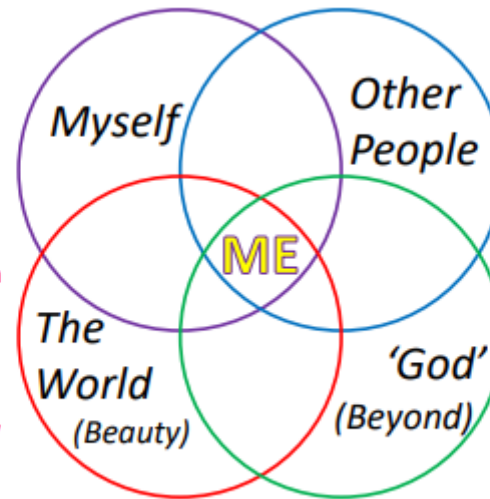
- Behaviour policy/Rainbow Chart/ALWAYS badges
- Restorative Justice/conversations
- PSHE Jigsaw scheme
- RE Curriculum
- Reflection areas/times
- Big questions, trails, Wow walls etc.
- Clubs– extended schools
- Roles and responsibilities
- Play
- Reading –discussing and reflective

My understanding of myself, my identity and my relationship with this.

My connection with and relationship to the natural world and the man-made world, including expressed creativity such as art, music etc

The World

- Visits/visitors
- Outdoor/garden areas
- Veg beds
- Local area walks
- Creative curriculum –art, DT, Music, Poetry days
- Science curriculum
- Clubs– extended schools
- Awe and wonder discussions
- Eco warriors



My understanding of, connection to and relationship with other people, including those close to me, those distant from me and humanity in general.

My connection to and relationship with something / someone beyond the physical world that is fundamental and / or foundational to the universe

Other People

- PSHE Jigsaw/RE
- Worship included worship values
- Black History Month
- Various Heroes– diversity
- Charity work
- Play
- Community visits/visitors
- Family learning
- Visits/visitors

God Beyond

- RE
- Visits/visitors
- Festivals
- Worship
- Wow questions etc.
- Worship Values

Aims—How we aim to develop a strong sense of spirituality

1. Have regular time in the day for quiet and reflection. This might be during worship, in planned lesson experiences, listening to a story, going for a walk, exploring our outdoor areas.
2. Provide many opportunities for creativity and using the imagination and valuing play opportunities .
3. Ensuring invitational opportunities for prayer. This can take many forms, but should including being thankful, saying sorry– children are asked to pray in Collective Worship and Class worship.
4. Provide frequent opportunities for children to explore, express and share feelings.
5. Constantly reaffirm the importance of relationships through our PSHE curriculum and behaviour policy and restorative conversations. We encourage each other to admit mistakes and to say sorry
6. Provide opportunities to express awe and wonder, appreciate beauty in all its forms, and appreciate the connections and unity in the world
7. Encourage children to understand and demonstrate our Christian Vision and values through their actions and in our community.
8. Explore 'Big Questions' – particularly through our RE programme but built into our whole curriculum, trails, Wow walls etc.
9. Read often to children, and give them opportunities to discuss and reflect. This includes both secular and religious texts, in particular the Bible.

Impact: how do we know this is being effective?

Spiritually developed children love and accept themselves and enjoy good relationships with each other. They take an interest and delight in the world around them; they are open to what lies beyond the material (this may manifest itself in faith/belief in God). They are able to express and understand feelings, they have a strong moral sense and a love of what is good. They are able to enjoy quiet and stillness, they possess an active imagination, and show joy in creativity and discovering new skills.