

KETTLESHULME ST JAMES
CE (VA) PRIMARY SCHOOL

SPIRITUALITY
POLICY

AUTUMN 2024

Review Date – Summer 2027

Non-Statutory Policy – Teaching and
Learning Committee

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 around us. It can be understood from a child's point of view as ways of being with God and the ways God is with us.

Spiritual development relates to that aspect of inner life through which we acquire insight into our personal experiences, which are of enduring worth.

At Kettleshulme St James CE Primary School, spirituality is expressed through our connection. A connection to:

God and the Holy Spirit

To something bigger than ourselves

To the meaning of life

To a deep sense of aliveness

To a deep sense on interconnectedness and relationship

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

Within our School Family we nurture our core Christian values of Hard work, Empowerment, Acceptance, Thankfulness, 'HEART'. These values are integral to our school. We live them on a daily basis and celebrate their demonstration. Our school HEART and Ethos Ambassadors help to maintain awareness of our values and the importance of HEART. Our values are grounded in the bible passages; 'The Good Shepherd' and 'The Mustard Seed'.

Aims (Self; Others; Partnership and Community; World and Beyond; Reflection and Stillness)

The aims for spirituality at Kettleshulme St James Primary School are:

- To provide a context of faith, security and loving relationships to support each child's spiritual search (Partnership and Community)
- To foster the spiritual development of each child, regardless of age, sex, ability or cultural background (Self)
- To foster self-awareness and promote a feeling of self-worth (Self)
- To develop a set of values, principles and beliefs (reflection and stillness and Self)
- To develop respect and empathy for other people and their beliefs (Others)
- To foster a respect for different people's feelings and values (Others)
- To develop the children's enthusiasm to explore and learn through enquiry and first hand experiences (World and Beyond)
- To enable the children to value the non-material dimension of life (World and Beyond)
- To foster reflection and stillness
- To encourage imagination and creativity (World and Beyond)
- To develop a sense of awe and wonder at the miracle of creation, life and the natural world (World and Beyond)
- 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
- To encourage prayer as a means of introducing children to Jesus reinforcing their relationship with God so that children can communicate with Him directly in their own words and from their hearts.(Reflection and Stillness)

Our Curriculum

Our whole school curriculum is planned and delivered through a personalised learning approach. Spirituality is not taught, but is an integral part of all aspects of school life and is nurtured and promoted as a natural element of the curriculum. The following opportunities are made available in order to develop the spirituality of all learners:

- To explore values and beliefs, including religious beliefs, and the ways in which they impact on peoples' lives
- 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
- To reflect and respond to issues in moments of quiet or inspired through music, art, text, film or artefacts
- 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 the exchanging 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 allow time for reflection
- To work and live in harmony with others in the school and wider community
- To have the confidence to express ideas, views and opinions, even if others do not agree
- To have time set aside for prayer and reflection

Opportunities for spiritual development are promoted in all aspects of the curriculum and school life as well as during Collective Worship as the children become actively engaged in a curriculum which provides a wide range of experiential learning opportunities that enable them to question, consider, reflect and respond, and consider their own values, beliefs and feelings and those of others.

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
- 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
- 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.