



SPIRITUALITY POLICY

At Trefonen RESPECT is our core value. Mutual respect and good behaviour is the expectation of all adults and children at all times.

1. INTRODUCTION

'Spirituality' is about the quality of being concerned with the human spirit or soul as opposed to material or physical things. It includes a sense of connection to something bigger than ourselves. At Trefonen, we have defined spirituality as:

"The holistic development of a pupils' sense of worth of themselves, of others, and their place in the world. This is achieved through an awareness of inner feelings, beliefs and experiences."

'Spiritual development' is concerned with developing the non-material aspects of life, focusing on personal insight, values, meaning, purpose and beliefs that help provide perspective on life

At Trefonen Church of England Primary School we explore and reflect upon the spiritual, moral and cultural dimensions of life in all that we do. As a Church of England School we are guided by Christian faith. Pupils' individual spiritual development is fostered throughout the curriculum, Religious Education and Collective Worship.

2. INTENT (Aims):

- To foster self-awareness.
- To enable pupils to have an understanding of the world around them.
- To develop a set of values, principles and beliefs.
- For these principles to affect pupils' behaviour in a positive way.
- To foster the ability in pupils to articulate their beliefs/faith.
- To develop an awareness of and respect for other peoples' beliefs/faith.
- To encourage pupils to make informed decisions.
- To develop a sense of awe and wonder at the miracle of life, the natural world and the whole created order.
- To develop an awareness of God as creator, provider and sustainer.

3. IMPLEMENTATION (Provision)

All staff take responsibility for the pupils experience and account for the spiritual in planning and policies. Due to the nature of Spirituality, it permeates all areas of the curriculum. Some opportunities are specifically planned, but others will also occur spontaneously.

4.1 The spiritual curriculum is recognised in all areas of school life, particularly in:

- Collective Worship as a whole school, key stage, church service or in class;
- Prayer – collective and individual;
- Values and relationships;
- Whole school curriculum;
- Mission statement;
- Relationships with the local Church.

4.2 Spirituality in the R E Curriculum

- Specific teaching approaches;
- Offering responses from different faiths to share human experiences and feelings;
- Promoting different understandings of spirituality, faith and belief;
- As part of teachers' planning in content and method.

Through aspects such as:

- Respect and acceptance;
- Valuing own and others' faiths and beliefs;
- Exploring issues and 'Big Questions' eg: suffering, life and death;
- Awe/wonder/curiosity/mystery.

4.3 Spirituality through other aspects of school life

- Value given to others : charitable works, adopted children, Rota-kids activities;
- Celebrating success.
- Quality of outside environment: children are able to use the Reflection Garden seating area for a quiet reflective time, awe and wonder during Welly Wednesday activities.
- Shared talk time: circle time, show and tell.
- Reflection Areas both in the classrooms and outside
- Pupil Voice: School Council, Rota-kids, Shine Club
- Our Mission statement, aims and values.
- Collective Worship.
- Religious workshops and special experience days: Creative Prayer & Spirituality Day, Christian workshops, Church visits, Sikh Education day, Islamic experience.
- Visits and visitors – new experiences: awe and wonder.
- Calming environments: library area.
- Pastoral Provision: No Worries Group, Happiness Club, Chaplaincy.

4.4 Spirituality through specific teaching

- To look attentively and observe carefully, for example in art, science etc.
- To listen with discernment to presentations in literacy, R.E. music etc.
- To balance awareness with the reality of life experience in discussion.
- To be silent and to reflect on issues in moments of quiet or while music is playing.
- To experience calm and tranquil moments which afford time for reflection, e.g. during collective worship or following inquiry.
- To have confidence to express opinion even if others do not agree.

- To learn to live with others and to develop an understanding of friendship and the school as a family;
- To identify issues of spiritual significance and to explore the Christian response to them;
- To develop their resilience and learn to live with success and failure for themselves and with others;
- To respond to life's 'Big Questions'.
- To begin to have some understanding of God the Father, Son and Holy Spirit; of prayer and of sacred texts.

4.5 For children who are withdrawn from worship, a time of reflection is encouraged.

4. IMPACT:

Our objectives and provision enable the pupils to have a quality of life that encompasses respect, awareness, compassion, curiosity, understanding and relationships that reflect order, reason, balance and integrity.

As a result of our Spiritual provision, we expect that by the time they leave our school most children can:

- Work and live in harmony with others in a school "family";
- Value what is good and worthwhile and make value judgements through discussion and exchange of views and ideas;
- Work collaboratively with peers, valuing the contribution made by others when working as a team e.g. on investigations, discussions and problem solving;
- Show respect to all, as modelled by staff in their relationships with others;
- Understand the importance of reflection and quiet contemplation.
- Reflect on the place and evidence of the Christian ethos and teaching in their own and others' lives;
- Express the beliefs and values by which they live and show respect for the beliefs and values of others.

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