



Spirituality Policy

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Statement of Intent

At Firs Primary School, we understand that having a strong sense of spirituality is fundamental for learning. Spiritual development works to enhance skills such as curiosity, imagination, respect and empathy, which are all key to becoming a good and productive member of society.

This policy establishes how we will ensure that every pupil who leaves our school has been provided with ample opportunities to develop and perfect their sense of spirituality.

Through the implementation of this policy, we aim to inspire, motivate and develop pupils so that they have a strong sense of self, respect, curiosity, perseverance and empathy.

1. Legal Framework

- 1.1. This policy has due regard to legislation including, but not limited to, the following:
 - School Standards and Framework Act 1998
- 1.2. This policy has due regard to all relevant guidance including, but not limited to, the following:
 - Ofsted (2018) 'School inspection handbook'
- 1.3. This policy operates in conjunction with the following school policies:
 - RE Policy
 - PSHE Policy
 - Behavioural Policy

2. Roles and Responsibilities

- 2.1. The governing body will be responsible for:
 - Implementing and monitoring this policy, to ensure that it is understood by staff and has a positive impact on pupils.
 - Evaluating evidence that this policy is effective and implementing measures to make it more effective where possible.
 - Determining how spiritual development and faith will be addressed within this policy.
 - Ensuring that the school's ethos encourages pupils' spirituality to flourish.
- 2.2. The headteacher will be responsible for:
 - Approving how spiritual development is embedded into the curriculum.
 - Reviewing how staff implement the aims of this policy into their lessons.
 - Ensuring that the aims of this policy are understood and adhered to by all members of staff.
- 2.3. All staff will be responsible for:
 - Embedding spiritual development into lessons.
 - Ensuring pupils understand the importance of spiritual development.
 - Setting spiritual development expectations for pupils that are clear and understood.
 - Delivering lessons that meet the [aims of this policy](#).
 - Monitoring how pupils' spiritual development is progressing and providing updates to the headteacher and at parents' evenings.
- 2.4. Pupils are responsible for:

- Continually developing themselves in accordance with the [aims of this policy](#).
- Asking questions and developing their sense of curiosity.
- Being understanding of other viewpoints, even if they don't agree.
- Reflecting on lessons and drawing cross-curricular links that will help them to develop a strong sense of self.

2.5. Parents are responsible for:

- Continually raising their children in line with the [aims of this policy](#).
- Working with the school to ensure their children develop an understanding and appreciation of spirituality, e.g. by attending parents' evenings.

3. Spiritual Development

3.1. The key aspects of spiritual development involve pupils:

- **Building Self-Awareness and Self-Knowledge:** where pupils will begin to ask themselves what it means to be human, which is important for developing self-respect, identity and self-worth. Pupils will be given opportunities to reflect upon and discuss their beliefs.
- **Developing Relationships:** forming relationships with others is an important part of personal growth and includes building a sense of community. This is also important in terms of relating to others and developing a sense of empathy and understanding. Pupils will be given the opportunity to develop an understanding of both group and individual identity and build worthwhile and positive relationships.
- **Asking Ultimate Questions:** which includes searching for meaning and purpose in life. Pupils will be encouraged to ask 'why me?', 'what happens after death?' – ultimate questions will not be limited to RE or collective worship.
- **Forming a Sense of Uncertainty, Awe and Wonder:** an awareness of one's place in the world enables a person to search for the meaning of life. When faced with infinity and the wonders of the natural world, feelings of awe and wonder are natural responses. Pupils will have opportunities to reflect on and celebrate the mysteries of life.
- **Having Beliefs and Values:** this involves the search for, and development of, personal beliefs and values that might be shared with other members of the community. Pupils will be given opportunities to develop these qualities, for example in collective worship.
- **Developing Creativity:** using imagination, intuition and insight to express one's thoughts and feelings is an important tool for exploring other areas of spiritual development, such as music and art. Pupils will be given chances to develop their creativity through the curriculum and beyond classroom settings.
- **Forming Feelings and Emotions:** this involves being moved by kindness and beauty or being hurt by hatred and injustice. Pupils will be given the chance to develop their feelings and emotions to ensure they can control their emotions and express their feelings.

- 3.2. The school recognises that the above terms and experiences can be explained and explored in both a religious and non-religious way, and we are committed to being open to those with other faiths and beliefs.

4. Ofsted

- 4.1. Ofsted judges schools based on how they are ensuring pupils' spiritual, moral, social and cultural development is progressing.

- 4.2. The **Spiritual Development** of pupils is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in 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.

- 4.3. The **Moral Development** of pupils is shown by their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in doing so, respect the civil and criminal law of England.
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of other on these issues.

- 4.4. The **Social Development** of pupils is shown by their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

- 4.5. The **Cultural Development** of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.

- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
 - Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.
 - Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.
 - Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitude towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- 4.6. The school understands that these qualities overlap and are each integral to the others; therefore, ensuring that they are apparent within the aims of this policy, as well as throughout the curriculum.
- 4.7. The school implements British Values, which includes provisions on how democracy, the rule of law, individual liberty, mutual respect and tolerance are taught within the school.
- 4.8. Spiritual, moral, social and cultural development is also handled within the school's PSHE Policy and RE Policy.

5. Aims of this Policy

- 5.1. Through effective implementation of this policy, we aim for pupils to develop:
- Self-awareness, confidence, a sense of worth in oneself and others, an understanding and application of personal values and beliefs and the ability to handle emotions and creativity.
 - A sense of wonder and awe, an appreciation for the beauty and variety of nature and our inheritance through various cultures.
 - Openness and awareness of differences, empathy and an awareness of place within the wider community.
 - An awareness and ability to explore issues around questions of life and death.
- 5.2. We will:
- Provide context of faith, security and relationships to support pupils' spiritual search.
 - Foster the spiritual development of each pupil, regardless of their age, sex, ability or cultural background.
 - Assist pupils with developing positive values, principles and beliefs.
 - Encourage respect and empathy for other people and their beliefs.
 - Develop pupils' enthusiasm to explore and learn through curiosity and experiences.
 - Enable pupils to attribute meaning to experiences.

- Enable pupils to see value in the non-material aspects of life.
- Teach pupils about reflection and stillness.
- Enable pupils to foster a sense of meaning, purpose and direction.
- Encourage imagination and creativity.
- Develop a sense of wonder and awe.
- Share stories of faith to enable pupils to respond to religious festivals and symbols.

6. Implementation

- 6.1. Spiritual Development is a key stage in a pupil's education and is fundamental to all areas of learning.
- 6.2. To achieve the aims of this policy, staff will:
 - Value pupils' questions and give them opportunities to explore their thoughts, ideas and concerns.
 - Encourage pupils to relate their learning to the wider world, e.g. by asking 'why?', 'how?', 'what?' and 'where?'.
 - Enable pupils to make cross-curricular links in terms of spirituality, e.g. drawing their learning together.
 - Explore diversity and the value in difference, including challenging prejudice.
 - Encourage creative and independent thinking and provide opportunities for pupils to question and reflect.
- 6.3. To facilitate Spiritual Development, we will ensure that the following opportunities are made available to pupils:
 - Exploring values and beliefs, including religious beliefs, and how they impact on peoples' lives
 - Supporting and developing religious beliefs (where they exist) in ways that are personal and relevant to individual pupils
 - Engaging in enquiry and exploration as part of experiential, first-hand learning
 - Reflecting and responding to issues in moments of quiet or inspired through music, art, text, film or artefacts
 - Exploring and developing what engages themselves and others
 - Understanding human feelings and emotions, how they impact on people and how understanding them can be helpful, e.g. to form positive relationships
 - Discussing what is good and worthwhile and making value judgements through discussion
 - Working collaboratively with peers, valuing the contribution made by others
 - Experiencing silent, calm and tranquil moments that afford time for reflection.

- Working and living in harmony with others in the school and wider community.
 - Having confidence to express ideas, views and opinions, even if others do not agree.
- 6.4. We will develop an ethos in which pupils can grow and flourish, have meaningful relationships and discussions, and where all individuals know that they are respected.

7. Curriculum

- 7.1. Spirituality will be developed upon and embedded throughout the school's curriculum.
- 7.2. The headteacher will approve how each teacher intends to embed spirituality into the curriculum.
- 7.3. In PE, spiritual development will be embedded by:
- Allowing pupils to be part of a team.
 - Providing a platform for pupils to physically push themselves.
 - Providing pupils with an opportunity to develop skills and endurance.
 - Teaching pupils about sportsmanship.
 - Teaching pupils about limitations and failure.
- 7.4. In design and technology, spiritual development will be embedded by:
- Teaching pupils about how something works.
 - Appreciating hard work and inventions.
 - Developing an appreciation for beauty in design.
 - Developing a sense of perseverance.
 - Developing creativity and problem-solving skills.
- 7.5. In literacy, spiritual development will be embedded by:
- Developing empathy for characters and authors.
 - Developing a sense of wonder through exploring how writing can convey and invoke emotions.
 - Providing an opportunity to see the beauty in language.
 - Teaching pupils about emotions and sentiments in writing and speech.
 - Appreciating the values of great work.
 - Exploring the element of wonder in writing.
 - Developing creativity.
 - Learning about how writing can be used to escape into other worlds.
- 7.6. In maths, spiritual development will be embedded by:
- Learning about infinity and nothing.

- Understanding pattern and order, and shape and regularity.
- Understanding truth, certainty and likelihood.
- Discussing the universality of maths over time and space.

7.7. In science, spiritual development will be embedded by:

- Discussing how wonder is the basis for science, e.g. without being curious invention and discovery would be limited.
- Discussing questions over beginning, creation and evolution.
- Exploring the limits of experimentation.
- Teaching pupils about birth, life, death and renewal.
- Exploring the topic of the universe and beyond.
- Teaching pupils about regularity and order in science.
- Discussing beliefs in faith and the faith of scientists.
- Discussing the impacts of scientific achievements.

7.8. In ICT, spiritual development will be embedded by:

- Exploring the wonder of the worldwide instant communication.
- Discussing the speed and growth of knowledge.
- Exploring the accessibility of knowledge.
- Developing a sense of curiosity.

7.9. In the creative arts (art, music, drama and dance), spiritual development will be embedded by:

- Exploring beauty, truth and goodness in artistic works.
- Developing wonder through discussing how the artistic works can be used as an expression of mood.
- Exploring how responses and emotions to artistic works are personal.
- Developing a sense of creativity.
- Providing pupils with opportunities to reflect on how artistic works make them feel, as well as allowing them opportunities to create artistic works of their own.

7.10. In geography, spiritual development will be embedded by:

- Developing a sense of wonder at the diversity of environments and people.
- Raising questions about the care of the environment.
- Developing empathy with people from other parts of the world.

7.11. In history, spiritual development will be embedded by:

- Providing a sense of being in touch with people from the past, as well as things and ideas.
- Discussing influential events and people, including pupils' reactions to them.

- Exploring the nature and importance of invention and explorations.
 - Discussing the notions of war and peace.
- 7.12. In RE, spiritual development will be embedded by:
- Discussing ultimate questions relating to meaning and purpose.
 - Exploring ideas of divine and religion.
 - Exploring the different forms of worship.
 - Discussing the notion of mystery and raising questions that have no clear answer.
- 7.13. In collective worship, spiritual development will be embedded by:
- Providing opportunities for reflection, stillness and response.
 - Sharing and celebrating common beliefs and exploring other people's beliefs.
 - Sharing happiness, sorrow, hurt, excitement, anticipation and fear.
 - Encouraging pupils to participate in group activities such as singing, listening and praying.
- 7.14. As well as through the curriculum, pupils will also be given the opportunity to take part in various extra-curricular activities and trips, such as visiting areas of natural beauty and taking part in community projects.

8. Monitoring and Review

- 8.1. The spiritual development of pupils will be monitored by all staff members.
- 8.2. Staff members will be tuned in to whether pupils are progressing in the following areas:
- Reflecting on experiences with critical thinking and sensitivity
 - Questioning and exploring the meaning of experiences
 - Understanding and evaluating a range of reasons and interpretations
 - Developing personal views and insights, and applying these in school and at home
- 8.3. Staff members will also monitor how far pupils are meeting the [aims of this policy](#) - this will be discussed at parents' evenings, along with the rest of the curriculum.
- 8.4. Pupils will be considered to have developed their spirituality when they:
- Have a clear set of values, principles and beliefs.
 - Have an awareness and understanding of their own and others' beliefs.
 - Understand the notion of community and see themselves in relation to it.
 - Have respect for themselves and others.
 - Display a sense of empathy with others, including concerns and compassion.

- Can reflect and learn from this reflection.
- Have an ability to show courage and persistence in defence of their aims, values, principles and beliefs.
- Have developed an appreciation for beauty, truth, love, goodness, order; as well as for mystery, paradox and ambiguity.
- Understand expressive and creative impulse.
- Understand feelings and emotions.

8.5. The policy is reviewed bi- annually by the Governing Body; any changes made to this policy will be communicated to all members of staff, parents and pupils.

8.6. The next scheduled review date for this policy is March 2024.