

Kingfisher Partnership

Spirituality Policy

Policy Type:	Academy
Approved By:	Local Governing Body
Approval Date:	Spring 2022
Date Adopted by LGB:	
Review Date:	Spring 2025
Person Responsible:	Executive Head Teacher

The Kingfisher Partnership

Our Vision Statement

We are all children of God, each with our own unique gifts and potential. We provide an environment rooted in respect and Christian values, where every individual can flourish.



*Core Values:
Respect*

Friendship

Creativity

Our vision influences the ethos of our school and the policies and practices within it. We believe that spirituality is a core thread that runs through our school and we attach great importance to it for both children's development and for the growth and well-being of all within our school community.

We aim for children, and adults, to grow in their ability to:

- be guided by their beliefs and values and be willing to take a stand to defend them
- be self-aware and empathise with the experience of others in the school and wider community
- love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges
- exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder
- be intrigued by mystery and be open to an awareness of the transcendent in the whole of life
- be comfortable with stillness and silence and open to engage in reflection/meditation/prayer
- be ready to say sorry when mistakes are made, to forgive themselves and to forgive others

- be willing to take risks and to reflect, learn and grow following experiences of failure as well as success
- demonstrate curiosity and open mindedness when exploring life's big questions
- appreciate and be thankful for what is good in life like friends and family, and show generosity towards others

(From David Smith's work on Spiritual Capacities)

Kingfisher Partnership's definition of 'spirituality'

Spirituality is delighting in all things, enriching our understanding of and our ability to relate to society as a whole. It is an awareness of mystery. Spirituality is about our relationships to others and for believers, with God, it is about searching for our individual identity.

Legal requirements:

Section 78 of the Education Act 2002 states: The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly-based curriculum which: (a) promotes the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The SIAMS Schedule (amended September 2021) references spirituality in both the RE and Collective Worship strands but the main focus is part of strand two on Wisdom, Knowledge and Skills. The Church of England Vision for Education has a core desire for 'Life in all its fullness' (John 10:10) which requires educating the whole person.

The OFSTED framework 2021 states that pupil's spiritual development is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faith, 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 experience

We support pupils in their spiritual development by:

- providing opportunities for spiritual development in collective worship
- providing opportunities for spiritual development in RE
- providing opportunities for spiritual development in the wider curriculum
- capturing opportunities for awe and wonder as they arise

- providing reflective areas in classrooms, outside, and by using the church building
- offering pupils opportunities to develop their own spiritual leadership, through leading collective worship and other opportunities

As a staff team:

- We have a staff understanding of spiritual development.
- We have a culture within our school that recognises the importance of spirituality to individuals, both children and staff.
- We revisit spirituality as an area for consideration in our staff meetings.
- Our governors monitor the impact of our spirituality focus. This is completed through our Ethos Governors agendas and meetings.
- We have staff guidance accessible to continue to support staff in this aspect of our curriculum.
- We ensure new staff are aware of our school policy on spiritual development.
- We have reflective spaces in classrooms and outside.
- We are aware of spiritual development shown across four key areas of Self, Others, Beauty and Beyond (Andrew Rickett / Rebecca Nye).
- We look to nurture spirituality across the curriculum, not just in RE and Collective Worship. We encourage staff who are specialist subject leads to identify opportunities for spiritual development in their subject, and to share them with colleagues.
- We actively use the language we have agreed on with staff to nurture an awareness of spirituality and its importance to well-being and development with the children.
- We aim to help each pupil to develop a spiritual understanding in terms of their own cultural context.
- We share with parents, whenever possible, the outcomes of our focus on spiritual development through newsletters, social media, displays and our website.
- We discuss spirituality with our church who can further support this thread.

Other related policies:

Collective Worship

Teaching and Learning

Behaviour

SMSC

All subject specific curriculum policies Referenced reading:

Church of England Education Office (CEEO) Spiritual Development – Interpretations of Spiritual Development in the Classroom (2019) <https://www.bathandwells.org.uk/supporting-children/school-effectiveness/recollective-worship-and-spirituality/spiritual-development/>