



Sherrier Church of England Primary School Spirituality Policy

Introduction

At Sherrier our school aims to Teach children how to live and they will remember it all their lives
Proverbs 22: 6

At the heart of what this means to our school are encouraging our children to be creative
community- spirited and compassionate. (See Appendix 1 for more information.)



To talk about spirituality is, essentially, to talk about something which is beyond words. At Sherrier our understanding involves how we fit in the bigger picture of life, how we connect to earth, people and nature. The language of spirituality begins from a Christian understanding that everyone is a valued creation, individually and uniquely made by God, like pots made by a potter (Isaiah 64:8).

Yet, in life things happen that impact on the physical 'pot' of life and create cracks that provide a glimpse of something 'beyond' the tangible. Christians would view this as an opportunity to relate to the Divine Creator God.

Cracks may be caused when something so good and breath-taking happens that the pot expands and cracks – the **wows** of life.

Cracks may happen when something challenging happens and threatens the comfort of everyday – the **ows** of life.

Cracks can also happen in the stillness and ordinariness of everyday – the **nows** of life, when a moment of stillness, a pause or prayer creates a crack in the normal, physical every day.

Ways we speak about Spirituality at Sherrier

Sherrier C of E Primary School uses this language and the concepts of **wows**, **ows** and **now moments** in life.

Aims

Our school vision is 'Teach children how to live and they will remember it all their lives' from Proverbs 22:6.

Our vision and values develop each child by supporting them in:

Achieving high standards within our Christian ethos

- Having high expectations alongside a culture of self-awareness, reflection and self-improvement.
- Developing a willingness to explore Christian beliefs and values through a knowledge of Bible stories and Christian teaching in order that these might become a firm foundation.

Community

- Working in partnership with our School community and beyond to build brighter futures.
- Responding to the distinctive ethos of a Church school and the content, language and symbolism of the Christian faith as a way of understanding our meaning and purpose in life.
- Provide an effective global citizenship curriculum that empowers children to be courageous advocates and be able to make small changes that make a big difference in the world.

Creativity

- Developing outstanding character and attitudes to learning in preparation for future challenges in a changing world.
- Making a difference to the world we live in through encouraging our pupils to be Courageous advocates to help find solutions to local and global issues.
- Developing social skills and an appreciation of each person's unique strengths, respecting and embracing different cultures, races and religions.
- Creating a broad range of inspiring experiences that allows children to develop skills and find their place in the world.
- Develop a willingness to explore the ultimate questions and mysteries of life.

Compassion

- Promoting physical and mental health in a happy caring environment that is supportive and encouraging.
- Fostering a deep sense of care and nurture for the world we live in and the people around us

Legal Framework

The OFSTED School Inspection Handbook, January, 2024 states:

Inspectors will evaluate the effectiveness of the school's provision for pupils' spiritual, moral, social and cultural education. This is a broad concept that can be seen across the school's activities but draws together many of the areas covered by the personal development judgement.

Provision for the spiritual development of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, 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.

The SIAMS Evaluation Schedule for Schools and Inspectors, April 2023, includes the questions:

How is spiritual development an intrinsic part of the curriculum? (IQ2)

In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development? (IQ3)

How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school. (IQ3)

How does the trust contribute to and enhance the school's worship and spiritual life? (IQ3)

Spirituality Across the Curriculum

The spiritual growth of pupils is not only dependent on learning in RE but also opportunities for enhancing the spiritual well-being of learners in every aspect of school life.

We support the whole school community in sharing this responsibility and our development of the shared language of spirituality. Opportunities are available for all to develop spiritually in our supportive and nurturing school inspired by our vision and lived out through our Christian values.

We have identified specific areas which contribute to the spiritual growth of pupils: collective worship, the whole curriculum, including RE and the general ethos of the school within daily life,

Spirituality in Collective Worship

Collective Worship is at the core of our school day and is seen a special time to worship together. It provides the opportunity for our school community to share experiences, ideas and understanding. It

is the context in which the language of spirituality, which we use as a school, is regularly and explicitly shared. We made the decision to have this as our first part of the Sherrier day for these very reasons. Collective Worship provides the opportunity for pupils to become aware of the importance of reflection and how our positive and negative experiences can be formative. It also provides a real sense of being present (**now** moments) which are often linked to invitations to pray.

Through daily Collective Worship, pupils are offered a space and a place for hearing the Christian story. They are offered an understanding of worship by being invited to participate in, or observe, Christian spiritual practices such as: prayer, reading and reflection on the Bible and liturgy and are introduced to different musical traditions.

Opportunities to reflect on the **wows** of life such as beauty and joy of the world are given, as well as time to reflect and empathise with the **ow** moments of disappointment or pain. Pupils are given time to consider their responsibilities to others and to grow in love and service. Time is given for celebration at the end of our school week for the accomplishments of school members and to mark seasonal Christian festivals and celebrations in the calendars of other faiths. In this way pupils are offered time to be able to contemplate and develop spiritually. Collective Worship at Sherrier is invitational, inspirational and inclusive.

Spirituality in Religious Education

The Church of England's Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE and spirituality.

Learning activities in RE provide for the needs of all pupils, offering a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews, linking these to pupils' ideas of spirituality and the language of **wows**, **ows** and **nows** where appropriate.

Spirituality within the Curriculum

Drawing on the language of **wows**, **ows** and **nows**, conversations around spirituality will be included in classroom teaching when appropriate. Examples of how this will be developed are included in the information below.

In Physical Education (Real PE)

- Being a team member.
- Pushing yourself to the limits.
- Extremes of skill, endurance and achievement.
- Emotion in sport.
- Personal limitation and failure.
- Appreciation of endurance
- Sportsmanship.

In Design and Technology:

- Discovering how something works.
- Appreciating genius.

- Beauty in design.
- Perseverance to solve problems.
- Personal achievement.
- Learning from others and nature.

In English:

- Empathy with authors and the characters in stories and plays.
- The appreciation of beauty in language.
- Emotions and sentiments in writing and speech.
- The values of great works.
- Heroes and heroines in literature.
- Imagining oneself as someone else.
- Escaping into other worlds through literature.
- The element of wonder in literature.

In Maths:

- Infinity and nothing.
- Pattern and order.
- Shape and regularity.
- Truth, certainty and likelihood.
- The universality of mathematics over time and space.
- The wonder of numbers, formulae and equations.

In Science:

- Wonder as the basis of science.
- Questions of beginning, creation and evolution.
- Discovering the limits of experimentation.
- Birth, life, death and renewal.
- The universe and beyond.
- Regularity and order in science.
- Beliefs in science and the faith of scientists.
- The impact of scientific achievements.

In Computing:

- The wonder of worldwide instant communication.
- The speed of the growth of knowledge.
- The accessibility of knowledge and contact with other people worldwide.

In the Creative Arts (Art, Music, Drama and Dance):

- The work of creative artists from a variety of times and places.
- Beauty, truth and goodness.
- Expressing, interpreting and exploring deep feelings and profound beliefs.
- Artistic creativity.
- The effects of the arts on emotions and senses.

- The arts as means of expressing mood.
- Skill in creation and performance, and particularly in personal reflection upon their own creativity using various art forms.
- Effects on the emotions and senses.
- Personal response and preference.
- Mood / Skill / Pattern.
- Formulae.

In Geography: (Through our big questions in each unit of work)

- Wonder at the diversity of environments and people.
- Questions about the care of the environment.
- The beliefs behind particular causes and campaigns.
- World (economic) development.
- Land formation.
- Empathy with people from other parts of the world.

In Forest Schools:

- Caring for God's world
- Taking time to be outside and enjoying nature
- Time to stop and use all our senses

In History: (Through our big questions in each unit of work)

- Being in touch with past people, things and ideas.
- Being part of history.
- Handling artefacts.
- Influential events and people.
- The commitment of significant people in history.
- War and peace.
- Interpretation in history.
- The nature and importance of invention and exploration.
- Empathy with people from other times in history

Through P4C and Mantle of the Expert:

- Collaborative / Creative/ Critical and Caring thinking
- Wondering and examining the big questions in life
- Undertaking commissions that enable children to experience real life contexts and a need to make difficult moral decisions

Spirituality within the Ethos of the Daily Life of the School

At Sherrier C of E Primary we view spiritual growth as becoming more and more aware of one's natural, innate spirituality. These opportunities happen throughout each and every day as children deal with delight, disappointment and the chance to be present with themselves.

For this reason, every member of the school community, including Lunchtime Supervisors and Administrative staff, are familiar with the school's shared language of spirituality and will respond to pupils appropriately.

Throughout the daily life of the school, including lunch times and playtimes, pupils know that their references to **wows**, **ows** and **nows** will be heard and taken seriously. They will be encouraged to reflect on these experiences and be comfortable about talking about the **golden glue of spirituality**.

Roles and Responsibilities

Recognising there are opportunities for enhancing the spiritual well-being of learners in every aspect of our school life, every member of our staff team is committed to support this spiritual growth wherever appropriate.

The subject leader for RE and the Principal are both responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual growth in collective worship, the whole curriculum (including RE) and the general ethos of the school within daily life.

This role also includes:

- Ensuring personal knowledge and expertise are kept up-to-date by participating in CPD and shared good practice.
- Providing and sourcing in-service training for staff as necessary.
- Ensuring all staff are familiar with the shared language of spirituality.

Evaluation, Monitoring and Review

The Curriculum Committee will review the policy biannually and will make recommendations for any changes in consultation with SLT and Staff Governors.

The Local Advisory Board ensures that this policy is fully implemented and that practice is consistent with the school's Christian vision.

Related Policies

- Collective Worship
- RE Policy
- Sex and Relationships Education Policy (SRE)

Appendix 1



Be Creative

- We enjoy working together to teach our children to create new and exciting solutions to make our world a better place. We believe we can make a difference no matter how large or small.
- Our School is a place where we can experiment and take risks in order that we might better ourselves, our learning and the world we live in.
- Children at Sherrier are taught to think creatively and we encourage looking at things from different viewpoints.

This flows from our Christian character. The Bible begins with a Creator God. He brings order to the world and fills it with life. He makes human beings to be like Him, “in His image”, and gives them the task of developing this world He has made, reflecting His creativity. This includes many things people do: exploring the world, developing technology, building community, expressing beauty and truth in the arts and caring for the environment. In all these things and more we seek to nurture the creativity of the children in our school.

Be Community-spirited

By attending our School, we welcome you as part of the Sherrier Family, a school community that cares for each other and celebrates our differences, achievements and contributions.

We support each other through challenges and difficulties in acts of friendship, kindness and compassion.

Our aim is that all children and families have a sense of belonging and feel they are treated fairly and with respect.

- Sherrier plays a central role in the local community and is continuing to build links and partnerships with local churches, businesses and charitable organisations.
- We aim to allow children to see themselves in the wider world community and hope they will make positive changes in global issues.

This flows from our Christian character. The Bible is clear that humans do not flourish on their own, isolated from others. God does not create people to be alone but in community. The Bible also tells how that original united human community was broken and also of God’s plan to mend what was

ruined. When He does, He does not just pluck individuals out of the mess, instead He creates a new human community. The Christian picture of abundant life is deeply rooted in community.

We both pursue a strong school community and root ourselves deeply in our local community with its interlocking parts. We support one another, champion one another's achievements and care for one another's well-being. We seek to foster a vision of what it means to be human that is not limited to individual academic achievement. It also includes participation in and contribution to a wider community, enabling the children to grow into being part of our local community.

Be Compassionate

This centres around care for ourselves, care for others and care for the world. However, we would like children to understand how to take action to support others in any way they can.

- Care for ourselves: This is connected not only to health and hygiene but to care for our own mental health and wellbeing. In an ever-changing technological world, we will focus on teaching children to stay safe online as well as how they can keep themselves road and water-safe and have an awareness of their own personal safety.
- Care for others: We are proud of the relationships that develop between the children and staff at Sherrier. We always go the 'extra mile' for our families and provide personalised pastoral care for children and adults alike. Our families are always generous when giving to chosen charities and children are always keen to help others in many other ways.
- Care for the World: An integral part of the curriculum is to support children to be articulate and effective problem-solvers. We are raising awareness of current global issues and what action we must take to care for the world and the people in it.

This flows from our Christian character. The Bible tells of what has gone wrong with the good world God has made. But it also tells how in His great compassion He planned to put things right. Despite the way people turned away from Him, He did not give up. His love drove Him to act to reconcile people to Himself and to heal a broken world. So great is His compassion that He went to the furthest possible lengths imaginable: God the Son becomes human to die for us, so we might be forgiven and this world made whole.

We hope to reflect this kind of heart of compassion in the life of our school. It is a compassion that cares for the suffering and that draws in the outsider. It is a generous compassion that goes the extra mile for others. It is a compassion that even reaches out to those who have done wrong, seeking reconciliation and restoration.