



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'



Trinity
CE First School

SPIRITUALITY POLICY

Policy Date: July 2024

Review Date: September 2025

We define spirituality as the act of recognising and celebrating our connections, grounded in love and compassion, to ourselves, others, beauty and beyond.

**'And now these three things remain, faith, hope and love but the greatest of these is love.' 1
Corinthians 13:13**

Aims

At its core, spiritual development should enable all pupils and adults to grow and flourish. It should provide opportunities to stop, think and question the world, helping children to make sense of the world in which we live and to understand a little more of their place within the created order. Spiritual development is not about one specific religion, or indeed, a religious experience, as it is not the same as faith; however, some of these ideas may contribute to a pupil's spiritual development.

School Statement on Spirituality and Spiritual Development

Spirituality has many different connotations for different people. Spirituality is about more than just awe and wonder, more than just developing a moral compass. Spirituality is the space between the everyday and the extraordinary. At Trinity, we define spirituality as the act of being fully human by revealing ourselves, our relationships with others, with beauty and the beyond and doing so through love.

Self: Spiritual learners become increasingly aware of the concept of self – the inner person and the way that this shapes an individual's perception of themselves as a unique human being. Spiritual learners reflect on the relationship that they have with their sense of being a unique person.

Others: Spiritual learners become increasingly aware of the concept of others – a growing empathy, concern and compassion for how to treat others. Spiritual learners reflect on how their values and principles affect their relationships with others.

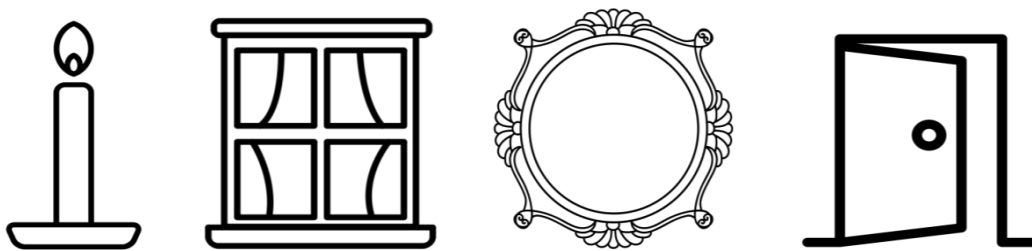
World and Beauty: Spiritual learners become increasingly aware of the concept of a physical and creative world – a growing relationship with beauty through the ability to respond emotionally to experiences of the wonder of the natural world and the results of human creativity. Spiritual learners explore their understanding of beauty and the effect this has on their perception of and relationship with the world.

Beyond: Spiritual learners become increasingly aware of the concept of the beyond – a growing relationship with the transcendental and the ability to explore experiences beyond the everyday.

Spiritual learners search for meaning in their very existence and their place in the greater scheme of things. The spiritual growth of pupils is not only dependent on learning in RE, opportunities for enhancing the spiritual well-being of learners are developed in every aspect of our school life. We support the whole school community to share this responsibility and to develop 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 developed planning based on these four areas which show progression across the key stages, and we have chosen to record moments when children display encounters with spirituality, moments of beauty, awareness of self, others and relationship with ideas beyond our everyday experience. Spirituality is planned for within, and across, the whole curriculum but we also acknowledge the moments when we capture pupils engaging with the world in a creative and spiritual way. At Trinity First School, we ensure we give all children opportunities to think about themselves, others, beauty and creation and the world beyond.

We encourage children to become independent thinkers and wonderers. We model an environment of inclusion and respect. We allow children the space, process, imagination, relationships, intimacy and trust to be spiritual beings. Our Christian values of Faith, Hope and Love create an ethos within the school where all children are valued equally, we work together as a team, and all seek to achieve their potential. Our values and vision statement are explored in the context of biblical stories so we can root our values in biblical precedents.

To support children to develop and progress with their spiritual understanding of the experiences they encounter, capacities exercised and their spiritual responses (developing an understanding of how this experience impacts on their lives and the way in which they live), we use the mechanisms of **candle, windows, mirrors and doors**.



Candles (encounters) An awareness of the things we cannot see in life, but we can feel. For many in community this is expressed as an awareness of God and personal faith. It is also about developing imagination.

Windows (experiences) are for looking out onto the world and becoming aware of its wonders, both the 'wows' and 'ows'; things that are 'awe-full' and make us wonder and be grateful and things that are 'awful' and make us wonder and ask questions. The whole curriculum and life itself are full of opportunities to recognise this sensitively

Mirrors (reflections) are for looking into and reflecting, alone and together, to see things more clearly, for thinking and asking important questions learning from our own and each other's responses. In schools we must allow time for this for individual and group reflection and sharing of perspectives. Some subjects and times allow for this specifically, such as religious education and collective worship but in all subjects, there will be opportunities, unexpected or planned, when things just 'crop up'. Handled sensitively, it is possible to make the most of all these times, if there is ongoing deliberate and corporate staff and pupil support.

Doors (transformations) are for looking through in order to then act or express this in some way in response; for moving on, making choices, and doing something creative, active and purposeful in response. This can simply be done through a change in attitude or behaviour or thinking. It can also be expressed powerfully through music or art or drama or dance and through some form of social action or specific acts of giving.

Driven by our Vision for children to have the foundations in all aspects of their 'self' (physical, social, moral, spiritual, cultural and emotions) to have successful lives, our broad, ambitious curriculum, alongside the additional activities, resources and experiences we provide, give our pupils lots of opportunities to grow and develop their Spirituality in a way that is meaningful to them. This list is a starting point and not exhaustive of what we do.

Collective Worship provides opportunities for:

- Reflection and response
- Thinking deeply and drawing links between ideas
- Stillness and prayer
- The respect of personal and collective beliefs
- Sharing and celebrating common beliefs
- Celebrating success and talent
- Sharing happiness, sorrow, hurt, excitement, anticipation, fear.
- Shared activities such as singing, listening, laughing, reflecting on a theme
- Remembering and celebrating the lives of people of spiritual significance
- Emphasizing common purpose and values
- Experiencing emotions
- Taking part with sincerity and a sense of higher purpose
- Through pupil-led worship, children have opportunity to support the spiritual development of others, that in turn leads to a sense of fulfilment and is therefore a spiritual experience for the young leaders
- Creative responses to experience such as music, drama, poetry, story
- The use of visual stimulus such as religious symbols, candles, art, icons, photos, video

Religious Education is a subject that looks at the spiritual experiences of others and how these change and shape their lives. RE allows children to use what they find out about other people and their beliefs to reflect on their own experiences. Through this process, children can engage with ultimate questions of meaning and purpose and begin to shape their own beliefs. RE allows children to engage with the idea of mystery and questions with no clear answers. The wider curriculum also provides opportunities for spiritual development. The school's planning format indicates where the children's learning will provide opportunities for spiritual reflection.

In Physical Education:

- Being a team member.
- Pushing yourself to the limits.
- Extremes of skill, endurance and achievement.
- Emotion in sport such as those evoked through success and failure
- Personal limitation and acceptance that others may perform better
- Appreciation of perfection.
- Sportsmanship.

In Design and Technology:

- Discovering how something works.
- Appreciating ingenuity.
- 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.
- The reading and writing of poetry.
- Imagining oneself as someone else.
- Escaping into other worlds through literature.
- The element of wonder in literature.
- Pleasure derived from the creative process.

In maths:

- 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 ICT:

- 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:

- 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 a 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.
- The sense of fulfilment and transcendence through performance.

In Geography:

- 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 History:

- 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.
- Interpretation in history.
- The nature and importance of invention and exploration.
- Empathy with people from other times in history.

Monitoring and evaluation

How do we review spirituality?

Through foundation governors

Through pupil and teacher feedback and assessment

Through worship times

Through the use of reflection journals

Through school council and worship team

Through an annual review of our policy

Through SIAMS inspections and continued professional development