



Spirituality Policy

Approved by:	Governing Body	Date: September 2023
Last reviewed on:	July 2024	
Next review due by:	July 2027	



1. LEGAL FRAMEWORK: LINKS TO OFSTED AND SIAMS EXPECTATIONS

The OFSTED School Inspection Handbook, November 2019 No. 190017, pages 59 and 60 states that:

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 themselves and their ideas including 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 Framework (September 2023) includes a focus upon spirituality by asking questions such as:

- How is spiritual development an intrinsic part of the curriculum?
- How is collective worship enabling pupils and adults to flourish spiritually?

2. SCHOOL STATEMENT ON SPIRITUALITY

To talk about spirituality is essentially to talk about something that is beyond words. It is a powerful force that determines what we are, and our self-understanding – reaching the very innermost being of an individual and making them come alive. It forms the basis for successful relationships, and shapes our behaviour and outlook on life, others and the world. Spiritual development relates to that aspect of inner life through which we acquire insight into our personal experiences which are of enduring worth.

Spirituality recognises that there is a spiritual side to every person. Promoting spirituality should not be confused with developing faith. Faith is something that is chosen, whereas spirituality is an aspect of human development. Spirituality is an integral element of each individual and what makes us whole. Spirituality is for everyone.

3. AIMS

At the heart of Radford Semele C of E Primary School is the desire for everyone within our school family to flourish and to encourage each other to fulfil their potential, which is underpinned by our theologically rooted Christian vision: **'A family of learners expecting the best'**.

The foundation of our vision is our school bible verse which recognises Jesus' offer of fulfilment, which demonstrates our aim that all members of our school community experience a fully enriched life in which they all flourish: **"May we have life and have it to the full."** John 10:10

We focus on supporting our children to become kind, compassionate and responsible members of society. Our school values of respect, creativity, perseverance, forgiveness, responsibility and generosity are at the heart of all we do. Our values are taught through collective worship, are woven through our curriculum and underpin all our policies.

4. ORGANISATION



Opportunities for enhancing the spiritual wellbeing of all our pupils are developed in all aspects of school life.

We support the whole school community to share this responsibility. Opportunities are available for all to develop spiritually in our supportive and nurturing school, inspired by our vision and lived through our Christian values. We believe in providing a wide and varied range of opportunities for growth in a safe, non-judgemental, supportive environment, which is definitively linked to the school's strong Christian faith. In order to facilitate spiritual development, we ensure that children, and other members of our school community, are provided with:

- Time to be listened to
- Adults that are respectful and care about their thoughts and interests
- Opportunities for reflection and deep thinking
- Enrichment opportunities that encourage awe and wonder
- Encouragement to be unique individuals
- An inclusive, supportive culture that values and celebrates diversity

a. SPIRITUAL DEVELOPMENT THROUGH OUR VALUES

Our values of respect, creativity, perseverance, forgiveness, responsibility and generosity are underpinned by our vision and bible verse and flow into every aspect of school life.

Each of our values is earthed in the wisdom and understanding of Christian faith and is linked to a key Christian bible story. Each half term, the whole school community explored a different value through collective worship. Each class is also assigned a value to focus upon each year; they work together to create a piece of artwork and lead Collective Worship to share the importance of their value.

Links to our values are also made through our curriculum. For example, the focus on our value of creativity when our Year 1 children learn more about the development of transport through the ages or a focus on the value of forgiveness when our Year 6 children study WW2 and Coventry as the city of peace and reconciliation. Each termly theme culminates in an end of unit values reflection in which children reflect on what they have learnt, what it means to them and how it will impact them in the future using the window, mirror, door approach.

Our values are our guiding principles in all we do. Adults in school model these values on a daily basis towards each other and pupils. Children are encouraged to demonstrate our school values throughout daily life and are rewarded when they show exceptional behaviour by collecting 'tokens'. Classes work together as a team to collect tokens and earn rewards.

Our weekly Celebration of Achievement is also focussed around the demonstration of our school values. A child from each class is selected for demonstrating our values and this is then shared and celebrated with their peers and family members in our special, weekly collective worship. Our Head and Deputy Head Prefects also look out for children showing our school values throughout the week and award their own certificates for two children who they have spotted living out our vision and values.

b. SPIRITUAL DEVELOPMENT THROUGH COLLECTIVE WORSHIP

Collective Worship is the beating heart of Radford Semele C of E Primary School. 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. Collective worship is a special time of day when staff and children come together as a school family at the start of each day.



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 which are often linked to invitations to pray.

Through Collective Worship, pupils are offered a space and a place for exploring world religions including 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.

Collective worship is a time for all to develop spiritually through the experiences of stillness, prayer worship and reflection. It is inclusive of all faiths and of those of no faith.

Collective worship provides opportunities for:

- The exploration of our theologically rooted vision together as a church school family
- The exploration of the example the life of Jesus provides and make connections with this to our school vision
- Encountering spiritual tools provided by a rich Christian heritage
- Exploring a range of Christian values that provide a vehicle for living our Christian vision
- Making links with social justice and courageous advocacy
- Exploring and experiencing the festivals and seasons of the Christian calendar
- Singing together
- Moments of peace and reflection

We aim to create a questioning culture within collective worship that allows pupils to ponder and reflect and to ask their own questions, developing their spirituality. Spiritual development is also enhanced in collective worship by a range of visitors attending collective worship at our school and through visits to our church.

Collective Worship in Radford Semele C of E Primary School is invitational, inspirational and inclusive.

c. SPIRITUAL DEVELOPMENT 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 Radford Semele C of E Primary 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 religions, 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 world views, linking these to pupil's ideas of spirituality.

Religious Education provides opportunities to promote spiritual development through:

- Encouraging children to be inquisitive and ask and answer philosophical questions;
- Exploring people, places, things, books, actions and ideas held by religious believers to be holy;
- Discussion and reflection on key concerns of human existence such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth;
- Exploring the idea of the spirit and how it can be nurtured;
- Exploring and learning about key concepts, experiences and beliefs that are at the heart of religious practice and showing how they may be expressed through the creative and expressive arts, and how they connect with scientific understanding ;
- Consideration of how religions perceive the value of human beings, and their relationships with one another, with the natural world, and with God;



- Exploring, using and explaining religious language that is used to describe spiritual experiences;
- Creating time and space in lessons for wonder and reflection;
- Emphasising the value of positive relationships and developing a sense of community; encouragement to pupils to develop their own views and ideas on religious and spiritual issues.

For further details, please refer to Radford Semele C of E Primary School's Religious Education Policy and The Church of England's Statement of Entitlement.

d. SPIRITUAL DEVELOPMENT THROUGH OUR BEHAVIOUR

At Radford Semele C of E Primary School we believe that in order to flourish and experience life to the full, all children must feel safe and nurtured. We believe this ethos helps to support pupils' spiritual development as they are aware that their thoughts and ideas are valued and are more willing to take risks within their learning.

At Radford Semele C of E Primary School, we expect excellent behaviour from children at all times and this is consistently modelled and promoted by staff to create a safe and compassionate environment.

In order to develop children's self esteem and confidence, we believe that children's individual achievements should be celebrated which is done through awarding children with tokens for showing excellent behaviour and demonstrating our school values, earning a weekly achievement award, through regular conversations with parents to share achievements and celebrating achievements from home in our Golden Book.

Following any negative behaviour, children are encouraged to reflect on the impact of their actions upon others, identify how they can improve their behaviour and attempt to put right any wrongs through a restorative conversation.

For further details, please refer to Radford Semele C of E Primary School's Behaviour Policy.

e. SPIRITUALITY WITHIN THE CURRICULUM

Our vision statement of 'A family of learners expecting the best' is a key driver for the design of our curriculum. The Bible quote which underpins our vision, 'May we have life to the full', places emphasis on developing our pupils fully through our broad and balanced curriculum in order to have a positive impact upon their spiritual growth.

Spirituality is an inherent, interwoven part of all aspects of school life and is nurtured and promoted as a natural element of our curriculum. The following opportunities are made available, as an integral part of our practice, in order to facilitate the development of spirituality through our curriculum:

- To explore values and beliefs and the impact on peoples' lives
- Providing opportunities for children to learn more about themselves, others and the world around them
- Facilitating acts of service that benefit others
- Provide opportunities to ask questions and develop curiosity
- Creating opportunities for collaboration and discussion, valuing the contribution made by others and to have confidence to express their own ideas, views and opinions
- To engage in enquiry and exploration as part of experiential, first hand learning
- To look attentively, listen with discernment and observe carefully
- To be creative and develop their imagination



- To reflect and respond inspired by our curriculum, such as through music, art text, film or artefacts
- To understand human feelings and emotions
- To respect all, as modelled by staff, in their relationships with others
- To work and live in harmony with others in the school community

Opportunities for spiritual development are presented, or naturally arise, and are promoted in all aspects of the curriculum and school life as the children become actively engaged in an enquiry-based curriculum, which provides a wide range of experiential learning opportunities that enables them to question, consider, reflect and respond, and consider their own values, beliefs and feelings and those of others, with whom they are working alongside or with.

In addition, as part of the curriculum, children in our school have the opportunity to

- To visit places of beauty, interest and challenge
- To admire and wonder at the natural environment and human creative efforts
- To work our personal relationships in unusual and challenging situations
- To experience community cohesion links at a local, national and global level
- To engage in charity-based activities
- To participate in a wide range of events and activities, involving a range of outside agencies, coaches, etc.

f. SPIRITUALITY WITHIN THE DAILY LIFE OF THE SCHOOL

At Radford Semele C of E Primary School, we view spiritual growth as becoming more and more aware of one's natural and innate spirituality. These opportunities occur each and every day as children experience delight, disappointment and the chance to be present within themselves.

Every member of our school community understand our vision and ethos and respond to pupils appropriately.

All members of our school community know that they are valued, they will be heard and listened to. They are encouraged to reflect on experiences and to learn from them.

In order to facilitate spiritual development, the organisation of the school and the environment for learning are such that:

- Everyone involved in the life of the school is valued and seen to be valued
- Policies and ensuing practices are clearly seen to reflect the worth of the individuals
- Policies are developed collaboratively, followed by all consistently and then adapted and developed where needed
- All adults recognise the need to set good examples of mutual respect and considerate behaviour
- The quality and nature of the learning environment and displays reflect the value placed on pupils and staff
- All members of the school community are encouraged to look after the school environment
- The atmosphere of the school welcomes difference in beliefs and values, and invites everyone to belong
- The achievements, successes and efforts of everyone are recognised and celebrated

5. ASSESSMENT, MONITORING & REVIEW



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Spirituality cannot be measured and spiritual development continues throughout our lives. It is however important to monitor the impact of the opportunities offered to our children and school community for spiritual development.

Provision for spiritual development is monitored and reviewed through:

- Observing and listening to children, including through wellbeing surveys, our school council and pupil leadership team
- Regular conversations with parents, both formally and informally, for example at parents evening, learning events and through our parent survey
- Ensuring that all staff have a clear understanding of what spirituality means in our school and providing induction and development training
- Sharing classroom work and practice
- The monitoring of teaching and learning and work scrutiny by all subject leads
- Subject action plans
- The school council
- The pupil leadership team
- The moving forward group
- Regular discussions at staff and governing body meetings
- Evidence from pupils' work and reflections
- Regular reviews of schemes of work
- Regular review of policies

This policy will be reviewed at least every three years.



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APPENDIX 1 – OUR SCHOOL PRAYER

Our School Prayer

Thank you God the Father

For learning to **respect** each other
And be **responsible** for our actions
May we have life and have it to the full

Thank you God the Son

Help us to share, **forgive** and work together
With the spirit of **generosity** in all we do
May we have life and have it to the full

Thank you God the Holy Spirit

For being able to express our **creativity**
And to **persevere** and be the best we can
May we have life and have it to the full

Thank you for our school

For teachers, helpers and classmates who make it a safe and happy place
Please support us as **a family of learners expecting the best**
May we have life and have it to the full

Amen