

# Ashleworth C of E Primary School



## Spirituality Policy

Approved by:	Full Governing Body
Date:	14 November 2022
Date of Next Review:	November 2025

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<b>Name of School: Ashleworth Church of England Primary School</b>
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### **Legal Framework: Links to OFSTED and SIAMS expectations**

The OFSTED School Inspection Handbook, November 2019 No. 190017, page 59 & 60, 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 2018, includes the question:

- How well does the school support all pupils in their spiritual development, enabling all pupils to flourish? (Strand 2)

### **School Statement on Spirituality**

To talk about spirituality is, essentially, to talk about something which is beyond words. To make conversations about spirituality more accessible to every member of our school community, Ashleworth Church of England Primary School has chosen to follow ideas developed by the Education Department at the Diocese of Gloucester.

This 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 everyday.

In these special moments there is a spiritual opportunity. Kintsugi, the Japanese art of mending broken ceramics with golden joinery or glue, creates something that has been broken into something even more beautiful. Using this metaphor, the **Wows, Ows** and **Nows** of life offer the possibility of cracks that are filled with gold and make the pot even more beautiful. The gold in the cracks reflect a little of the wonder of spirituality.

Ashleworth Church of England School uses this language and the concepts of **Wows, Ows** and **Nows**. These are used to explore relationships with:

- ourselves
- others
- the wider natural world and beyond
- and offering the invitation to relate to God

## Aims

**Name of School:**

**Ashleworth Church of England Primary School**

**School's Christian Vision:**

**Through our core Christian values, we respect and nurture every child, encouraging them to flourish as a unique child of God.**

At Ashleworth Church of England School, the Christian Vision - *Through our core values (friendship, trust & respect), we respect and nurture every child, encouraging them to flourish as a unique child of God* - is the foundation of everything that we do. In all learning and life experiences, we aim to fulfil our school motto – *Respected and Nurtured for Uniqueness*. We promote an environment where all children feel known, accepted, and valued as individuals, within a caring community, where our Christian faith affects not only what we teach, but also how we teach. Children are able to see and value their own personal **wow** moments as they embark on their school journey at Ashleworth Church of England Primary School as well as have the tools to help support themselves and others when they encounter **ow** moments along the way. The embedded use of 'Big Questions', allows for dedicated time to really deepen our children's curiosity and help them to explore and articulate spiritual and ethical issues.

## Organisation

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, the **wows, nows and ows**. Opportunities are available for all to develop spiritually in our supportive and nurturing school inspired by our vision and lived out through our core 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.

We support the whole school community to share this responsibility and to develop the shared language of spirituality.

At Ashleworth Church of England Primary School we have a reflective space, called the Chill Out Zone, where children are able to sit and think, where quiet conversation can take place and where they feel safe when they need time away from the crowd.

### **Spirituality in Collective Worship**

Collective Worship is the beating heart of Ashleworth Primary Church of England 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 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, both 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 in Ashleworth Church of England Primary School 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.

For further details, please refer to the Ashleworth Church of England Primary School Religious Education Policy and The Church of England's Statement of Entitlement.

### **Spirituality within the Curriculum**

At Ashleworth Church of England Primary School, opportunities for spiritual development are embedded across the curriculum to provide children with a breadth of experiences in which they can reflect on and explore how they relate. To help children flourish both academically and spiritually, we use the **wows**, **ows** and **nows** to enable children to wonder, reflect and respond to different experiences that could provide spiritual opportunities. This

model is also used within our collective worship, to help teach children about the 12 values and the Christian faith.

As part of their learning Subject Leaders and the Headteacher ensure that spirituality is planned for, to develop opportunities both in and out of school of awe and wonder, self-worth, values and appreciation of themselves, others, the world as well as the beyond.

Drawing on the language of **wows**, **ows** and **nows**, conversations around spirituality will be included in classroom teaching when appropriate from Reception to Year 6.

Spirituality is not specifically taught but is an inherent interwoven part of all aspects of school life and is nurtured and promoted as a natural element of the curriculum. The following opportunities will be made available, as an integral part of the school's practice, in order to facilitate the development of spirituality:

- To explore values, beliefs and tolerance, including religious beliefs, and the way in which they impact on peoples' lives.
- To look attentively and observe carefully.
- To be creative and imaginative.
- To listen with discernment.
- To reflect and respond to issues in moments of quiet or inspired through music, art, text, film or artefacts.
- To explore and develop what animates themselves and others.
- To understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- To value what is good and worthwhile and to make value judgements through discussion and exchange of views.
- To work collaboratively with peers, valuing the contribution made by others.
- To respect all, as modelled by staff in their relationships with others.
- To experience silent, calm and tranquil moments which afford time for reflection.
- To work and live in harmony with others in the school and wider community.
- To have confidence to express ideas, views and opinions, even if others do not agree.

Outlined below are some of the key ways in which spiritual development is nurtured and promoted as part of the curriculum:

#### *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 Literacy:*

- 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.

#### *DT*

- Discovering how something works.

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

#### *The Creative Arts*

- Discovering how something works.
- Appreciating genius.
- Beauty in design.
- Perseverance to solve problems.
- Personal achievement.

#### *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.

#### *Geography:*

- Wonder at the diversity of environments and people.
- Questions about the care of the environment.
- The beliefs behind particular causes and campaigns.
- Ethics in World (economic) development.
- Land formation.
- Empathy with people from other parts of the world.
- War and peace.
- Interpretation in history.
- The nature and importance of invention and exploration.
- Empathy with people from other times in history.

#### *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 perfection.
- Sportsmanship.

#### *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.

#### *All Subjects*

Ashleworth Church of England Primary School pupils' achievements and break-through **wows** are celebrated on either on a 1:1 basis, in class or at whole school assemblies.

The **ows** of challenge and frustration are supported through supportive interactions with teachers and peers, where listening and hearing are essential to help individuals move forward. We also use 'circle of friends' to work through and understand specific issues. And celebration of focussed **nows** are reward through gentle acknowledgment.

### **Spirituality within the Ethos of the Daily Life of the School**

In Ashleworth Church of England Primary School 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 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**.

Allowing pupils time to reset is a part of our daily routine through opportunity to go to the Chill Out at playtimes, heading to the book corner to cuddle down with a text, or using a sketch book to connect with one's inner self are all part of our school day.

Being a small school, staff are familiar with all the children and their personalities; through this we are able to support them individually, listening and hearing, celebrating and supporting as necessary.

Weekly worship and learning about minority groups supports children's developing empathy and understanding of the world, leading to discussion about inequality, acceptance, tolerance and justice.

The school has a daily time of Collective Worship where the Lord's prayer is said and moments of quiet reflection takes place.

### **Recording, Monitoring and Evaluation**

The full governing body review the policy in partnership with the Headteacher and consider any views expressed by parents, children and staff in order to make any changes or recommendations.

Governors ensure that this policy is fully implemented and that practice is consistent with the school's Christian vision, in line with the school's monitoring policy and schedule for governors.

### **Roles and Responsibilities**

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

Due to the small size of our school, the Headteacher is 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
- Acquiring and organising appropriate resources
- Monitoring the opportunities for spiritual growth through regular observations and learning walks in both formal and informal contexts, discussions with colleagues and pupil voice
- Contributing to the SIAMS self-evaluation process, particularly around Strand 2

### **Staff Development and Training**

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams. Staff who are new to Ashleworth Church of England School will receive training and support from the staff member identified as leading on Spirituality.

This policy is shared on the school's website and is part of the induction pack for new staff and new governors.

This policy is reviewed every 3 years.

### **Approval/review by governing body**

**Headteacher signed:**

**Date:**

**Chair of Governors signed:**

**Date:**

**Date of next review:**

**Date: November 2025**

## Additional Support Material

### **How does Ashleworth Church of England Primary School's Christian's vision provide opportunities to meet the spiritual needs of learners?**

Spiritual development relates to fundamental questions about the meaning and purpose of life which affects everyone; it is not dependant on a person's religious beliefs or affiliation. It has to do with the universal search for individual and communal identity, and with our responses to challenging experiences such as death, suffering, beauty and encounters with good and evil. It is to do with the search for ways to answer these existential questions and for values by which to live. To this end we have an open question policy, where all questions and thoughts are valued and respected.

### **How does an awareness of spirituality permeate school life?**

Through identifying opportunity to include spirituality across all planning. Staff talk to the children using **wows**, **ows** and **nows** and children have the opportunity of writing about any personal **wows**, **ows** or **nows** in a reflective diary.

### **What is the impact of this for the learner (and staff and the wider community)?**

Children (and staff) have the opportunity of celebrating or commiserating with each other, as confidence in recognising and articulating the beauty, the challenge, the successes and the sadness are talked about and valued. This approach also provides each individual with opportunities to develop listening skills, discernment and greater empathy when dealing with peers, colleagues and members of the community.

### **How are staff inducted and supported so that they have a shared understanding of spirituality and spiritual development?**

This forms part of our induction programme for all staff, and newly qualified staff are provided with additional support through the mentoring process.

### **Prayer used by the School:**

#### Lunchtimes

Class 1 – Our lunchtime Prayer

Thank you God for all the delicious food and drink you give us.

Thank you for all our families and friends.

Teach us how we can share everything.

Amen

Class 2

Dear God,

Thank you for the food we eat.

Thank you for the friends we meet

And thank you for this happy day.

Amen

At the end of the day

Help me to serve those in our community.

Give me the strength to persevere even when things are tricky.

Remind me to thank the people who care and love me.

Teacher me to be honest and truthful.

Let us respect the environment around us, and those who share it.

Please show us how to be fair and kind to others.

Our Lord, Amen.

Collective Worship:

The Lord's Prayer

Our Father, who art in heaven,

hallowed be thy name;

thy kingdom come;

thy will be done;

on earth as it is in heaven.

Give us this day our daily bread.

And forgive us our trespasses,

as we forgive those who trespass against us.

And lead us not into temptation;

but deliver us from evil.

For thine is the kingdom,

the power and the glory,

for ever and ever.

Amen.

## Spirituality Conversation Starters

### Learning from **wow** Experiences

What I've learnt from this wonderful **wow** experience...  
I think this is amazing because...  
The biggest day in my life was...  
A person who I think is really good is...  
What matters most to me is...  
I am most thankful for...

### Learning from **ow** Experiences

What I've learnt from this difficult **ow** experience...  
What I've learnt about forgiveness is...  
What I've learnt about truth is...  
Lying is wrong because...  
No one is perfect because...  
There would be less trouble if...

### Learning from **now** Experiences

What I've learnt from this **now** experience...  
What I've learnt about love is...  
The world would be a better place if...  
I can find peace by...  
I think God is like...  
One thing I wonder about God is...  
I felt God was near me when...  
Silence makes you feel...