



St. Michael's CE (Controlled) Junior School

Inspired by Him, we serve the community of St Michael's by creating an inclusive learning culture where all differences are respected, where courage is shown to face and overcome adversity, and resilience is embedded in our journey to success so we can be the very best we can be.

Spirituality Policy

Creation Date	June 2020	
Issue Date	June 2023	
Agreed & Authorised (Name & designation)	Mrs Jenny Jones Headteacher	Mr Alan Jenner Chair of Governors
Signature(s)		
Next Review Date	June 2025	
Remarks		

At St. Michael's CE Junior School, we describe spirituality as a personal journey where God is experienced through the appreciation of what is joyful, truthful, beautiful. In relationship with others, we discover what is generous, creative and loving. The spirit of a person is seen in acts of courage, perseverance and forgiveness, in dealing with both setbacks and praise, in endeavour and enquiry.

Aims

At St. Michael's Junior School we aim to establish a learning environment which enables the spiritual development of all children through:

- Developing knowledge and understanding of our core Christian values and the biblical teaching that underpins them
- Developing an awareness of and respect for other people's beliefs and faiths and the ability to articulate their own
- Developing an appreciation of what it means to be a part of a school and wider community
- Fostering self-awareness and encouraging children to make informed decisions
- Encouraging them to begin to understand and make sense of their own feelings and emotions
- Understanding the value of difference and diversity
- Encouraging curiosity, creativity and imagination
- Developing the ability to reflect upon experiences of awe and wonder, compassion, beauty etc.

Teaching and learning

Through teaching and learning, the school pursues the aims and objectives by ensuring:

- The curriculum will be driven by our Christian vision
- We plan opportunities for spiritual development
- Unplanned and spontaneous opportunities for spiritual development are recognised and celebrated
- Collective Worship celebrates God and provides opportunities for children to respond and reflect
- An understanding of the Christian concept of God as Father, Son and Holy Spirit; of prayer and of the Bible is developed
- The physical environment provides spaces for silence, stillness and prayer
- Children are nurtured to use their imagination and empathy
- Moral development is linked to spiritual development through strategies such as 'windows, mirrors and doors' (see Appendix 1)
- The RE curriculum delivers knowledge and understanding of spirituality from a number of world faiths

Approaches

In our school we seek to find ways in which all areas of the curriculum can contribute to children's spiritual development and to highlight opportunities for these in our planning by:

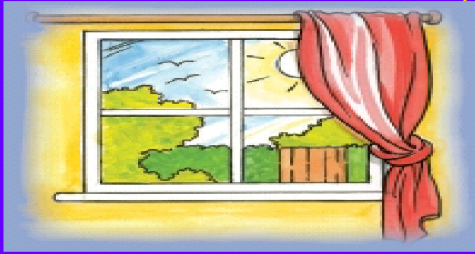
- Allowing children the opportunity to explore and express feelings and emotions and to celebrate diversity in a variety of different curriculum subjects

- Encouraging reflection and appreciation when looking at their own work and that of others
- Ensuring empathy is developed through different subjects such as Reading and understanding the actions of historical figures
- Providing opportunities through the creative arts and educational visits to promote awe and wonder and appreciation
- Sharing feelings and experiences through planned and unplanned activities such as observing the weather or responding to a national or world event
- Enabling children to make the links between the Church and biblical teachings, the life of the school and the wider community through the links we have with our community
- Providing an environment that promotes space to reflect, think and wonder including opportunities for prayer including silence and stillness
- Ensuring spirituality links are made explicit throughout our curriculum
- Providing opportunities for teamwork and collaboration with a focus on understanding each other's strengths
- Ensuring children develop a natural curiosity through curriculum activities planned to investigate and enquire

Monitoring and evaluation

Spirituality development will be monitored by the R.E. and SIAMs Subject Leaders through learning walks, work scrutinies, pupil conferencing and reported to SLT and Governors.

WINDOWS:



giving children opportunities to become *aware* of the world in new ways; to *wonder* about life's 'WOWs' (things that are amazing) and 'OWs' (things that bring us up short). In this children are learning *about* life in all its fullness.

MIRRORS:



giving children opportunities to *reflect* on their experiences; to *meditate* on life's big questions and to consider some possible answers. In this they are learning *from* life by exploring their own insights and perspectives and those of others.

DOORS:



giving children opportunities to *respond* to all of this; to *do* something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to *live* by putting into action what they are coming to believe and value.

Appendix 3 Extract from the Mental Health and Wellbeing Guidance; Advice for Schools and SIAMS Inspectors 2018

Spirituality and mental health

The Royal College of Psychiatrists has published some useful guidance on spirituality and mental health where they identify ways in which some aspects of spirituality can offer real benefits for mental health. They identify spirituality as being within and beyond formal religion and recognise that it 'often becomes more important to people in times of emotional stress and physical and mental illness, loss, bereavement and the approach to death.

They recommend that a person with a religious belief may need support which acknowledges and gives space to their faith as part of their support. Schools should therefore look to provide opportunities for inclusive spiritual development that supports good mental health as well as opportunities to learn from people of different faiths and beliefs about how their spirituality shapes them and supports their mental health and wellbeing. Religious Education which offers the opportunity for young people to engage with a diversity of people can support this. Schools would also benefit from building relationships with the religious leaders in their community.