Martley C.E. Primary School

Spirituality Policy

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Our Christian Values

Our Core Christian values are the 5 C's - **Commitment, Creativity, Compassion, Co-operation and Courage**. They permeate our curriculum and are taught through our collective worship, within our curriculum and as part of our personal development programme.

Our vision is that everyone will know that they are loved by God. We nurture all children and adults so that they flourish as individuals and make the best of their God-given talents, through embracing our diverse world.

'Every good action and every perfect gift is from God. These good gifts come down from the creator of the sun, moon and stars. God does not change like their shifting shadows'.
James 1:17
International Children's Bible

We also support and follow the vision of the Elements Diocesan Learning Trust, of which we are a member school:

'Flourishing together, in the love of God'
We believe every child, every colleague and every school should be supported to flourish academically, spiritually and personally. Rooted in Christian values, we work together to provide

exceptional education, nurture wellbeing and create opportunities that enable all to live life in all its fullness.
John 10:10
To Love, To Learn, To Serve Through Collaboration, Honesty and Hope

Equality and Diversity Statement

At Martley CE Primary School and Pre-School we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality.
In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately.

Background

Legal Framework: Links to OFSTED and SIAMS expectations

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)

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 peoples faith,(feelings and values
- Sense of enjoyment and fascination in learning about themselves, others and the world around them
- Use of imagination and creativity and learning
- Willingness to reflect on their experiences.

The School Vision

Our vision is that everyone will know that they are loved by God. We nurture all children and adults so that they flourish as individuals and make the best of their God-given talents, through embracing our diverse world.

Every good action and every perfect gift is from God. These good gifts come down from the creator of the sun, moon, and stars. James 1:17 International Children's Bible

Our vision is based on the idea that God loves us all unconditionally and because he loves us so much, he bestows each and every one of us with different talents. No matter who you are or where you are from, we all have God-given talents. At Martley, as people who are loved by God with our own talents, we are here to nurture the talents of others within our school. God created a diverse world, therefore we celebrate the diversity in all its forms. We promote tolerance and respect through worship when we focus on our British values.

Core Values

At Martley CE Primary School our core values are:

COMPASSION
Be generous with your kindness, your time and your heart. Think about others and how you can help them.
Colossians 3.12: Clothe yourselves with compassion, kindness, humility, gentleness and patience.

COMMITMENT
Be committed to trying your very best and persevere with challenges.
James 1:12 Blessed is the one who perseveres under trial because, having stood the test, that person will receive the crown of life that the Lord has promised to those who love him.

COOPERATION
Be helpful to others when working as part of a team.
Ecclesiastes 4:9-12 Two are better off than one, because together they can work more effectively. If one of them falls down, the other can help him up.

COURAGE
Be brave when things get tough because you are not alone.
'Be strong and courageous for the Lord your God is with you.' Joshua 1:9

CREATIVITY
Be creative with your God-given talents.
4:14-15 "Do not neglect the gift you have, which was given you by prophecy when the council of elders laid their hands on you. Practice these things, immerse yourself in them, so that all may see your progress."

Why Spirituality is important at Martley

All human beings are spiritual people. This is the way God has made us. Children are not only no less spiritual than adults, they are often, it appears, more open to their spiritual reality. There is a rich natural spiritual capacity of childhood – spirituality as something 'already there' to be cherished. This means learning to view spirituality as something we expect in every child. Taking spirituality seriously in children helps us to embrace the reality that children are made in God's image and that they are already spiritually switched on.

What is Spirituality?

'Spirituality is the education of the Mind Body and Spirit- MBS'.

At Martley, we understand spirituality as a sense of awe and wonder; a sense that there is someone or something more than 'just me'. Spirituality is concerned with a sense of connection and belonging where each individual, finds meaning through making connections with God, as well as

"Self, Others, Beauty and Beyond". Spiritual development must take account of the varied circumstances of staff and pupils. Therefore, at Martley we define spirituality as the way in which we combine our thoughts and emotions to reflect, respond to, and seek to give meaning and purpose to the experiences that we encounter in life and the connections that we make.

We use 'head, heart and hands' to explore the world around us in a spiritual manner and encourage children to reflect on their feelings and reflect, respond to and seek to give meaning and purpose to the experiences that they encounter in life.
Head – What have I learned?
Heart – Reflect on my learning
Hands – What am I going to do next

Spiritual development is not about becoming more spiritual. It is about realising or becoming more and more aware of one's natural, innate spirituality. This is sometimes a slow, gradual process, at other times there might be significant stages of realisation. People participate in an ongoing process of spiritual realisation.

In childhood, spirituality is especially about being attracted towards or *responding to a call to relate* to more than 'just me' – i.e. to others, to God, to creation or to a deeper inner sense of self. This encounter with transcendence can happen in specific experiences or moments, as well as through imaginative or reflective activity (thoughts and meaning making).

Spirituality and faith

At Martley, we recognise that there is a difference between a person's own faith and their sense of spirituality. A person can develop their spirituality without having a faith in God.

What is Spirituality in childhood?

Children are especially open and curious, they don't judge and question as adults do, so they have a natural capacity to *wonder*. Children's emotional life is at least as strong as their intellectual life, they don't (or can't) hide from their feelings. As a result, they understand what it's like to *surrender* to forces that transcend their control. Children easily accept that their words are not adequate to describe their thoughts and feelings so are therefore comfortable with the power of what is indescribable.

How do we develop children's Spirituality?

The school provides opportunities for children's spiritual development within the context of Christian beliefs and values, both within collective worship and during other learning experiences to:

- Explore Christian faith and develop a relationship with God
- Develop an awareness of God's love and care for them personally
- Develop a sense that there is 'more than meets the eye', more than a physical or material existence
- Develop an inner self-confidence and peace
- Develop the capacity for enquiry and open-mindedness
- Experience moments of stillness and quiet and to be in awe of the wonders of nature and the miracle of God's world
- Reflect on, be in awe of, consider and celebrate the wonders of God's world and the mysteries of life

What does Spirituality look like in children?

Delight in all things
Being absorbed in the present moment
Not too attracted to 'self'
Searching for meaning
Discovering purpose
Wholly absorbed in learning
Eager to explore boundaries of 'beyond'

Organisation & Implementation

The spiritual growth of pupils is not only dependent on learning RE, opportunities for enhancing the spiritual well of learners are developed in every aspect of our school life.

We support the whole school community to share this responsibility and develop the shard 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.

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 traditions.

Aspect of Spirituality	Vision and Values	School Opportunities
A sense of the mystery of life	For the LORD gives wisdom; from his mouth comes knowledge & understanding Proverbs 2:6 How does this link to the school's/ Trust's vision and values? As an academy in the DoWMAT, children are encouraged 'to love, **to learn**, to serve'. **Commitment** to learning	Literacy – Poetry / texts RSE Geography – Learning with open eyes Science - Life cycles Maths - Mystery of number Intrigue and curiosity Staff 'journeying' with pupils through discussion RE Unanswerable/ big' questions allow opportunities to reflect & philosophise Sacred spaces outside – peace garden
A sense of the human capacity for choice,	'You shall love the Lord your God with all your heart, and with all your soul, and with all your might.'	Behaviour choices in and out of classroom

decision-making and personal responsibility	Deuteronomy 6:5 'A new command I give you: Love one another as I have loved you, so you must love one another'. John 13:34 How does this link to the school's/ Trust's vision and values? As an academy in the DoWMAT, children are encouraged '**to love**, to learn, **to serve**'. At Martley, 'our vision is that everyone will know that they are loved by God.' **Cooperation** – working together **Compassion** – caring for others **Creativity** – in response to learning opportunities	Opportunities to choose creative responses to work Play Leaders / House Team Captains/ School Council Leading worship PE - teamwork Cooperative Play Home Learning Eco-Committee Meeting targets Self-evaluation in learning Librarians Buddies Oracy Champions – pair/ group discussions
A sense of awe and wonder	'That their hearts may be encouraged, being knit together in love, to reach all the riches of full assurance of understanding and the knowledge of God's mystery, which is Christ' Colossians 2:2 How does this link to the school's/ Trust's vision and values? At Martley, children are encouraged to 'make the best of their God-given talents, through embracing our diverse world.' **Creativity** – in response to learning opportunities **Compassion** – caring for God's creation	Everywhere – small things and big things Element of discovery - science in our school environment/ Forest School Use of all senses Awareness of the wider world through geography, Diversity Week, STEM weeks, British Values Visitors to the school Visits e.g. Y6 Residential / church and other places of worship Eco Committee & Wildlife/pond areas

A sense of transcendence & an awareness of there being something more to life than meets the eye	'Glory to God in the highest, And on earth peace among men' Luke 2:14 How does this link to the school's/ Trust's vision and values? **Commitment** – understanding that we do not give up, even when are questions are left unanswered **Creativity** – in response to learning opportunities, in play and in moments of reflection **Courage** – to share ideas in discussion	Using the language of 'God', 'prayer' etc. Stilling Imagination Reflection - I wonder …. Not always an answer Displays/ outdoor environment Exploring through discussion that there is more to life than meets the eye Stories Prayer Artwork and reflection e.g. remembrance RE visits
A sense of pattern, sequence and order	'In the beginning God created the heavens and the earth' … 'And there was evening, and there was morning—the sixth day.' Genesis 1:1 and 1:31 How does this link to the school's/ Trust's vision and values? At Martley, 'We nurture all children and adults so that they flourish as individuals and make the best of their God-given talents.' **Commitment** – to maintaining the equilibrium in school **Compassion** – caring for others **Cooperation** - adhering to school behaviour expectations	Science - animals and the natural world – life cycles Dance / Music Language of class routines and transitions Maths - shape and patterns (including those in number sequences) School culture, ideology and routines Christian Year / festivals Making connections within the curriculum
A spirit of enquiry and open mindedness	'Do not be conformed to this world, but be transformed by the renewal of your mind, that by testing you may discern what is	Circle time / speaking and listening / show and tell

	the will of God, what is good and acceptable and perfect.' Romans 12:2 How does this link to the school's/ Trust's vision and values? As an academy in the DoWMAT, 'We are committed to Continuous Growth and Wisdom: Following the call to grow in knowledge and understanding, we cultivate a culture of curiosity, adaptability, and continual improvement.' **Commitment** – to a love of learning	Higher order questioning / topic questions Teaching for Mastery in maths Encourage time to ask questions Celebrating independent research Places of worship visits Appreciating other people's points of view Personal writing targets Inference through reading
A sense of life's joys and achievements	'Then I was constantly at his side. I was filled with delight day after day, rejoicing always in his presence, rejoicing in his whole world and delighting in mankind.' Proverbs 8:30-31 "Live life in all its fullness" John 10:10 How does this link to the school's/ Trust's vision and values? At Martley, 'We nurture all children and adults so that they flourish as individuals and make the best of their God-given talents' **Commitment** – to making continuous progress and achieving potential	Celebration assemblies / awards / show and tell / certificates Recognising and appreciating special moments Celebrating birthdays / special occasions of others Inspirational speakers Fun and laughter / smiles High standards = genuine achievement Appreciating others' achievements Personal targets Head of School postcards ClassDojo points/ house team tokens Pupil leadership
An awareness of disappointment and failure, suffering and pain, decay and loss	'Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with	Discussion of current affairs, such as natural disasters – earthquakes, tsunami, bombings, floods, famine, drought

	compassion, kindness, humility, gentleness and patience.' Colossians 3:12 As an academy in the DoWMAT, 'We are committed to Compassion and Care: As Christ commands, we strive to love one another deeply, fostering empathy, respect, and kindness. We create a culture where we genuinely care for each other, supporting personal, professional and spiritual growth, as we walk in His love. **Compassion** – developing empathy and understanding when others are dealing with loss **Courage** – when facing loss or disappointment	Adults and children leaving Circle time History / Science / Stories / RE Global School Partnership Supporting charities Emotional resilience Mental health and well-being: policy and practice Christian values - encouraging compassion and courage Current affairs e.g. First News House Team competitions – experience wins and losses Child protection / safeguarding High expectations in all things and a positive attitude to 'failure'; we learn at the point at which we fail (Growth Mindset)
A sense of others as 'feeling and thinking people' and an increasing ability to empathise with others	'You shall love your neighbour as yourself' Leviticus 19:18 How does this link to the school's/ Trust's vision and values? As an academy in the DoWMAT, 'We create a culture where we genuinely care for each other, supporting personal, professional and spiritual growth, as we walk in His love'. At Martley, we consider 'A new command I give you: Love one another as I have loved you, so you must love one another'. John 13:34	PSHE curriculum units – Coram SCARF Relationships with others – playtime, all times throughout day Resolving conflicts as they happen – restorative action Sharing, giving in, taking turns, respecting, working in pairs / groups Inclusion / SEND support and targeted provision Respect for each other – as unique and special individuals Allowing time to think / feel Caring for each other's feelings Circle Time / Worship Time Christian Values - compassion Mutual support and care for staff Mixed-age groupings

	Compassion – developing empathy and understanding	Community / charity links
A sense of the quality of silence and reflection	'Be still, and know that I am God. I will be exalted among the nations; I will be exalted in the earth!' Psalm 46:10 How does this link to the school's/ Trust's vision and values? As an academy in the DoWMAT, we aim ' to foster an inclusive, nurturing environment **where everyone flourishes - academically**, **spiritually** and **personally**.' **Cooperation** – developing self-control **Compassion –** respecting others and their need for moments of silence and reflection	Wildlife area PPA time Leave space and provide space Worship time / personal connection with God Listening Quiet / calm working environments Teaching skills that allow time to think/ respond/evaluate A calm, neutral and stimulating school environment Prayer places – in library / classroom reflection areas GIVE CHILDREN TIME and silence; (staff too) Sacred spaces outside (peace garden) and inside (nurture room) Stilling activities Develop independence Children thinking for themselves / taking responsibility Developing self-control Recognising how silence and reflection can have a positive impact on academic results and mental health
A sense of self–worth and the worth of others	'Put on then, as God's chosen ones, holy and beloved, compassionate hearts, kindness, humility, meekness, and patience, bearing with one another and, if one has a complaint against another, forgiving each other; as the Lord has forgiven you, so you also must forgive. And above all these, put on love, which binds	Circle time / PSHE All are unique and special - inclusion Health and Safety policy and procedures Safeguarding children Teamwork - sport Family / mixed-age groupings Teaching about Jesus Admissions policy

	everything together in perfect harmony.' Colossians 3:12-14 How does this link to the school's/ Trust's vision and values? At Martley, 'We nurture all children and adults so that they flourish as individuals and make the best of their God-given talents'	How we do assess / provide feedback – praise, understanding, personal (Marking and Feedback Policy) Guest speakers Learning styles Year 6 Leavers' awards A broad and balanced curriculum in which all children can experience success Personal Development Programme
A growing self-confidence in expressing inner thoughts (spiritual communication)	'Do not conform to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God wills.' Romans 12:2 How does this link to the school's/ Trust's vision and values? The DoWMAT, 'strive to deliver exceptional education, while celebrating each academy's unique identity, reflecting the fullness of life promised in John 10:10.' **Creativity** – of expression **Courage** – to develop and celebrate our unique identities	Discussions / SCARF Listening skills Circle time Creative expression – dance, art, drama, music (concerts) Not being afraid / embarrassed / unqualified to talk about difficult things Make mistakes / take risks Interactive play Child-led assemblies and worship times Well-taught RE and Spiritual development that offers and models a spiritual and emotional language (emotional literacy) Opportunities for prayer and reflection
A sense of joy in life, all achievements and play	'May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.'	Participation Extending good EYFS practice Celebration Assembly

	Romans 15:13 As an academy in the DoWMAT, 'we instil in every individual the belief in their God-given potential to achieve great things, trusting in His plan to bring good out of all circumstances, and inspiring **hope** for a future filled with His promises.' 'Every good action and every perfect gift is from God. These good gifts come down from the creator of the sun, moon and stars. God does not change like their shifting shadows'. James 1:17	House Team Competitions Laughter and fun Healthy school issues After School Clubs - Spotlight / Drama / Sports clubs etc. A relaxing / inspirational staff room PE enrichment Teaching for Mastery in maths Achievement for all through a broad and balanced curriculum and hard work Residential visits Lunchtime play leaders Playtime/ wet play resources/ equipment

Area	EYFS	KS1	LKS2	UKS2
Mirror Reflection Questions	What are the stars for? What does God look like?	Where is God? What is true happiness?	What is beyond the universe? Why are there different religions?	Is there life after death? What lasts forever? What is unknowable?
Progression Outcomes	Ask questions with no answers.	Use imagination to explore meaning.	Explain imaginative responses to big questions.	Generate big questions and use critical reasoning.

Religious Education & Cross Curricular Learning

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 religious and worldviews, linking these people to pupil ideas of spirituality.

Recording, Monitoring and Evaluation

This implementation of this policy will be undertaken through quality assurance with Leaders and consider any views expressed by parents, children and staff in order to make any changes or recommendations. Recommendations are fed back to the full governing body and are then actioned as appropriate.

Our Local Academy Board ensure that this policy is fully implemented and that practice is consistent with the school' Christian vision, in line with the school's monitoring policy and schedule for LAB.

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 as appropriate.

All members of SLT, and the RE Curriculum lead are 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, managing a budget when necessary
- 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
- Utilising expertise from outside agencies to support staff's own spiritual development