

**Spirituality Policy March 2024**

‘Believe in the light, whilst you have the light, so that you may become children of light.’ John 12:36

**Love; Learn; Aspire Achieve**

At the heart of everything is a personalised approach to each unique individual as part of our Christian Community.  The strong family ethos ensures that all children feel valued and grow in self-confidence.  Enthusiastic staff, with high expectations demonstrate care beyond the classroom.  Through God’s guidance, we encourage his light in each and every child to discover their gifts and potential.

Rationale

Spirituality is a powerful force that determines what we are and our self-understanding. It forms the basis for successful relationships and shapes our behaviour and outlook on life, others and the world around us. It can be understood from a child’s point of view as ways of being with God and the ways God is with us.

Spiritual development relates to that aspect of inner life through which we acquire insight into our personal experiences, which are of enduring worth.

At Kingsley St John’s Church of England Primary School, spirituality is expressed through our connection. A connection to:

God and the Holy Spirit

To something bigger than ourselves

To the meaning of life

To a deep sense of aliveness

To a deep sense on interconnectedness and relationship

It is our aim that the children’s individual spiritual development is fostered as an important part of the range of learning opportunities and experiences they encounter as part of the curriculum, and that it permeates all strands of school life.

Aims (Self; Others; Partnership and Community; World and Beyond; Reflection and Stillness)

The aims for spirituality at Kingsley St John’s Church of England Primary School are:

• To provide a context of faith, security and loving relationships to support each child’s spiritual search (Partnership and Community)

• To foster the spiritual development of each child, regardless of age, sex, ability or cultural background (Self)

• To foster self-awareness and promote a feeling of self-worth (Self)

• To develop a set of values, principles and beliefs (reflection and stillness and Self)

• To develop respect and empathy for other people and their beliefs (Others)

• To foster a respect for different people’s feelings and values (Others)

• To develop the children’s enthusiasm to explore and learn through enquiry and first hand experiences (World and Beyond)

• To enable the children to value the non-material dimension of life (World and Beyond)

• To foster reflection and stillness

• To encourage imagination and creativity (World and Beyond)

• To develop a sense of awe and wonder at the miracle of creation, life and the natural world (World and Beyond)

• To enable the children to experience a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible

• To share Christian stories and respond to Christian festivals, rituals and symbols, particularly those from the Anglican tradition (Reflection and Stillness)

• To encourage prayer as a means of introducing children to Jesus reinforcing their relationship with God so that children can communicate with Him directly in their own words and from their hearts.(Reflection and Stillness)

**Our Curriculum**

Our whole school curriculum is planned and delivered through a personalised learning approach. Through Christian values we enable pupils to Love; Learn; Aspire and Achieve. We encourage them to believe in the light, whilst they have the light, so that they may become children of light.’ John 12:36

* Together, as KSJers, we foster a **LOVE** of learning – for all God’s children. No-one in our school is afraid of making mistakes – this is seen as part of the **learning process**.  **Building resilience** is a key skill within our curriculum offer and delivery.
* Our school curriculum is well thought-out and built to ensure a broad and balanced programme from which to **LEARN**.  Throughout the school year, there will be whole-school themed skill weeks with a focus on developing **key skills** in an identified curriculum area, or specific curriculum days.
* **ASPIRE** our children to strive to do their best, reach their potential and approach their learning in a manner that is best for their unique selves. Children need to discover their own **light** (talents, skills and values) and **nurture, embrace, celebrate and share them.**
* Children at Kingsley St John’s, without exception, flourish and celebrate what they **ACHIEVE**.  We believe in executing the **highest standards** in all areas of development for our pupils.  This is why a significant aspect of our value for money outcomes are used to ensure the highest standards of teaching and learning.

Spirituality is not taught,but is an integral part of all aspects of school life and is nurtured and promoted as a natural element of the curriculum. The following opportunities are made available in order to develop the spirituality of all learners: • To explore values and beliefs, including religious beliefs, and the ways in which they impact on peoples’ lives

• To engage in enquiry and exploration as part of experiential, first hand learning

• To look attentively and observe carefully

• To be creative and imaginative

• To listen

• To reflect and respond to issues in moments of quiet or inspired through music, art, text, film or artefacts

• 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 the exchanging 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 allow time for reflection

• To work and live in harmony with others in the school and wider community

• To have the confidence to express ideas, views and opinions, even if others do not agree • To have time set aside for prayer and reflection

• To contribute to and engage with the Reflection Area in each classroom in a meaningful way.

Opportunities for spiritual development are promoted in all aspects of the curriculum and school life as well as during Collective Worship as the children become actively engaged in a curriculum which provides a wide range of experiential learning opportunities that enable them to question, consider, reflect and respond, and consider their own values, beliefs and feelings and those of others.

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|  | Blue Cycle | Orange Cycle | Other |
| Autumn Term | Exploring ourselves  who am I  what are my dreams  Creation  Harvest  People who help us  Music  exploration of colour  seasonal change  forces  God’s creations and God  dance and explorations of movement and music  Hinduism  and Incarnation  Queen of the Falls - determination, vision and challenge  global art - Afghanistan, refugees  Rights of the Child | Me and my friends  Who I am  significant people in our lives  autumn woodland  hibernation - stillness, protection, rest  Good News  Diwali and Hanukkah - festivals of light  Christmas  Incarnation  Great Fire of London - memorials  Nibbles the Book Monster  construction  stone age - development of man  inventors  evolution  Star of Fear, Star of Hope  Can we save a Tiger?  global appreciation  Making a difference to God’s world  persecution and acceptance  fear | Forest school  Harvest festivals  new beginnings  Ready; Respectful; Resilient  Being Children of Light  Love; Learn; Aspire; Achieve  stillness and reflection  how we keep each other safe  relationships  leadership and responsibility  visits  Halloween in a church school - video or discussion  Children in Need, Macmillan coffee morning - relationships and our community  Christian Values - Hope, reverence, peace, friendship, thankfulness, koinonia  Christmas - the birth of Christ  Big Questions |
| Spring Term | Extremities of our world  Polar life, rainforests  world music  Kingdom of God  Growing and changing  spring - new life  create and compose  acceptance and celebration  Easter  - for God loved the world so much he gave his only son.  community  design and creation - defying gravity  light  diversity and discrimination, acceptance and celebration  Salvation  the Darkest Dark  global communities | winter  Birds and flight  differences and similarities  The Naughty Bus - journey, choices, making amends, rest  Inspirational Roles  The Curious Case of the Missing Mammoth  Volcano – Pompeii  Global diversity  Roman Britain - Chester - our locality  The Selfish Giant - awe and wonder, children and gifts  Shang Dynasty  floating and sinking  SPring - shoots and new growth  seas and oceans  resurrection  fear , survival, new starts and cycles | Forest school  Ready; Respectful; Resilient  Being Children of Light  Love; Learn; Aspire; Achieve  stillness and reflection  relationships  leadership and responsibility  visits  Christian Values - Service, humility, trust, forgiveness, compassion  sport or comic relief  Down’s SYndrome Awareness  reflection of our progress  Young Voices - togetherness, music, song and performance  Candlemas and light  CHildren’s MH Week  RAK  Safer Internet  Christian Aid support  World Book Day - Christian Distinctiveness  Big Questions |
| Summer Term | EID  Dinosaurs  SPace  Dreams and GOals  God and FOrgiveness  Beach  summer  changing me  Holy Spirit  Life Cycles  INspirational Roles  Oceans  Zeraffa Giraffa - gifts, communities  career paths  Islamic art  Creation  gymnastics and dance, routine and pattern  Hinduism | jobs  dreams and goals  God  SPace  journeys  new adventures  changing me  discipleship  Titanic - legacy, fate, hubris, memory  lifecycles  Rivers and MOuntains - God’s wonders  Where the Forest meets the Sea  Rocks and Plants  light,  Earth and Space  Manfish  next steps | Forest school  Ready; Respectful; Resilient  Being Children of Light  Love; Learn; Aspire; Achieve  stillness and reflection  how we keep each other safe  relationships  leadership and responsibility  visits  Christian Values - endurance, creation, justice, wisdom  Inter-faith week  challenge - cross country in Delamere Forest - endurance, engagement, community, relationships, belief, fear, courage  preparing for transition  Big Questions |

**This is a starting point for discussion - actually, Spirituality and developing, encouraging and nurturing this is in every aspect of school life.**

**Developing pupils’**

**ability to be reflective about their own beliefs and choices SELF**

**knowledge of and respect for others  OTHERS**

**sense of enjoyment, fascination and appreciation of others and the world around them PARTNERSHIP AND COMMUNITY**

**use of imagination and creativity in their learning WORLD AND BEYOND**

**willingness to reflect on their experiences REFLECTION AND STILLNESS**

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

• Policies and ensuing practices are clearly seen to reflect the worth of individuals

• Behaviour and people management policies and practices are collectively arrived at and discussed regularly

• 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

• The atmosphere of the school welcomes differences in beliefs and values, and invites everyone to belong

• The achievements, successes and efforts of everyone are recognised and celebrated.