



# Flourish FEDERATION

*Believe, Achieve, Belong*



## Policy for Spiritual Development

### The Flourish Federation Vision

*To inspire everyone to flourish, grow and learn in a safe and spiritually rich environment.*

**Built on the strong foundations of Matthew 7:24**

*Everyone then who hears these words of mine and does them will be like a wise man who built his house on the rock.*

Our Federation's vision, ethos and Christian values underpin and thread through every aspect of our work across our Federation. Our work helps us on our collective journey to achieve our vision for all in our Federation community.

<b>This policy was ratified by Flourish Federation Governing Body on:</b>	<b>28 Nov 2023</b>
<b>This policy will be reviewed by Flourish Federation Governing Body on:</b> (unless earlier review is required to adhere to statutory requirements/changes in procedure)	NOV 2025
<b>Policy Version:</b>	v
<b>Signed by the Chair of Governors:</b>	
<b>Signed by the Executive Headteacher:</b>	

### Our Values



## **Policy for Spiritual Development**

### **Our vision**

**Inspiring everyone to flourish, grow and learn in a safe and spiritually rich environment.**

**“Everyone then who hears these words of mine and does them will be like a wise man who built his house on the rock” Matthew 7:24**

Our vision influences the ethos of our school and the policies and practices within it. We believe that spirituality is a core thread that runs through our school and we attach great importance to it for both children’s development and for the growth and well-being of all within our school community. We ensure that everyone connected with our school is aware of our vision and values and are committed to developing a consistent approach to spiritual development throughout the school.

### **Our working definition of ‘spirituality’**

As a staff and governor team, we have agreed on a definition of spiritual development in our school community to support us as we talk about spirituality.

**“Spirituality is an awareness of mystery and its value to human flourishing.”**

### **The Aims of the School**

At Flourish Federation, we aim for every child to develop their whole self as a confident individual. We aim to inspire them to have inquiring minds and be independent learners, nurture them in an environment that promotes wellbeing and challenge them to reach their full potential.

#### **In furthering our Christian vision, we aim for our children to:**

- Be guided by their beliefs and values and be willing to take a stand to defend them
- Have a sense of belonging in our school and wider community whilst respecting the values, opinions, culture and beliefs of others.
- Know how to keep themselves and others safe within the school and wider community
- Be self-aware and empathise with the experience of others in the school and wider community
- Love themselves, care for themselves, believe in their potential to achieve, and find inner strength and resilience when facing challenges
- Exercise imagination and creativity, appreciate beauty in the world and be alive to experiences of awe and wonder
- Be intrigued by mystery and be open to an awareness of the transcendent in the whole of life
- Have a positive, enthusiastic and confident attitude towards lifelong learning
- Be comfortable with stillness and silence and open to engage in reflection/meditation/prayer
- Be ready to say sorry when mistakes are made, to forgive themselves and to forgive others
- Be willing to take risks and to reflect, learn and grow following experiences of failure as well as success
- Demonstrate curiosity and open mindedness when exploring life’s big questions
- appreciate and be thankful for what is good in life like friends and family, and show generosity towards others

- Develop a greater understanding of the Christian faith
- Develop an understanding of what it means to be British.

**We believe children will achieve these aims by experiencing:**

- A safe, secure, stimulating and inclusive learning environment where both children and staff know their self-worth and are comfortable to take risks/learn from failure.
- A broad, balanced, child-centred curriculum which reflects the community in which we live, work and the wider world
- High quality creative teaching which supports and challenges all learners.
- Lessons that are planned within a context that is meaningful and appropriate to children's age and development.
- Opportunities to explore the distinctive ethos of a Church school and its values, the content, language and symbolism of the Christian faith.
- An opportunity to reflect upon their own and others' beliefs, cultures and values
- A learning partnership between school, parents, carers, governors and the community
- Challenging age appropriate opportunities to develop spiritual, moral, social and emotional well being
- A fair system of restorative behaviour practices.
- Democracy by voting for the School Council
- High quality and valued Collective Worship, which allows time for stillness and reflection.
- Opportunities for spiritual development in collective worship, RE and in the wider curriculum.
- Offering pupils opportunities to develop their own spiritual leadership through leading collective worship and other opportunities
- Capturing opportunities for awe and wonder as they arise.
- Opportunities to explore social and moral issues, and develop a sense of social and moral responsibility towards each other, the wider world and the environment.
- Providing sacred spaces in classrooms/public spaces/outside/use the local church building and through the 'prayer spaces in school' website.

**To ensure we meet our aims, we:**

- Shall give high priority to well-being for all in our community
- Place safeguarding at the forefront of all we do.
- Regularly evaluate the effectiveness of teaching, learning and the personal progress of every child.
- Have a coherent and relevant programme of professional development for all staff as well as reading materials available at all times.
- Ensure learning resources are up to date and financial resources are well managed
- Provide opportunities for children to explore Christian beliefs, morals and values through both teaching and educational visits.
- Provide opportunities for children to express their views through the school council
- Celebrate children's achievements and attendance
- Undertake good communication with parents/carers, governors and the community, involve them in school life.
- Have an agreed system which is fair and restorative for behaviour management.
- Reinforce the Mission Statement and rules by having displays throughout school.
- Have curriculum enhancement days to increase understanding and respect towards those of different faiths and beliefs

**As a staff team:**

- We have a staff understanding of spiritual development.
- We have a culture within our school that recognises the importance of spirituality to individuals, both children and staff.

- We revisit spirituality as an area for consideration in our staff meetings and offer training **(September 2023)**.
- Our governors monitor the impact of our spirituality focus.
- We have staff guidance accessible to continue to support staff in this aspect of our curriculum.
- We ensure new staff are aware of our school policy on spiritual development through the induction process.
- We use models to support our own thinking in spirituality, such as the 'Windows, Mirrors, Doors, Candle' approach.
- We have a variety of spiritual spaces both inside and outside the school building.
- We recognise that children will have different 'Spiritual Temperaments' or 'Sacred Pathways, through the work of Gary Thomas (2010) and Myra Perrine (2007). This will influence our planning as we look to nurture spirituality across the curriculum, not just in RE and Collective Worship. We encourage staff who are specialist subject leads to identify opportunities for spiritual development in their subject, and to share them with colleagues.
- We actively use the language we have agreed on with staff to nurture an awareness of spirituality and its importance to well-being and development with the children.
- We aim to help each pupil to develop a spiritual understanding in terms of their own cultural context.
- We share with parents, whenever possible, the outcomes of our focus on spiritual development through newsletters, social media, displays and our website.
- We discuss spirituality with our church and others who can further support this thread.
- We display our posters and other visual reminders in our school environment.

**Below are examples of Reflective Areas in the school where children and staff can have a calm place to reflect.**



### **Teaching and Organisation**

Class discussions, circle time, Philosophy and Collective Worship will give children opportunities to:

- Develop a sense of self-esteem and self-worth.
- Develop a sense of belonging.
- Develop relationships based on the Christian values of love, forgiveness and service to others.
- Develop their ability to reflect by providing opportunities for silence, stillness and prayer
- Develop the skills and attitudes to enable them to become creative and imaginative thinkers.
- Develop the ability to ask and answer 'what', 'how', 'why', 'when' questions.
- Develop an awareness of the wider world and their responsibility towards it.
- Talk about personal experiences and feelings.
- Express and clarify their own ideas and beliefs.
- Speak about difficult events eg. Death, friendship difficulties.
- Share thoughts and feelings with other people.
- Explore relationships with friends/family/others.
- Consider the needs of others and show empathy.

- Explore 'Big Questions'.
- Use an enquiry approach to learning.

### **Our agreed language of spirituality (September 2023)**

- To be discussed and agreed Autumn 2

### **Links with the wider community**

- Visitors are welcomed into school.
- Links with the Church are fostered through links with the Parish church, the Diocesan Board of Education and local churches of other Christian denominations.
- The development of a strong home-school link is regarded as very important, enabling parents and staff to work in an effective partnership to support the child.
- Pupils will be taught to appreciate, and to develop a sense of responsibility towards their local environment.
- Links with local charities (EACH), local events (Remembrance service) and local organisations (e.g. old people's homes).

### **Monitoring and Evaluation**

- Provision for spiritual development will be monitored and reviewed on a regular basis in the following ways:
- Monitoring of lesson plans and teaching and learning by Headteacher/senior leadership/governors.
- Regular discussion at staff and governors meetings.
- Audit of policies
- Annual audit of Collective Worship and practice.
- Sharing of classroom work and practice.
- Regular inclusion in SIDP.
- Evidence from children's work e.g. philosophy lesson comments.
- Parent and Children Surveys.

### **Spiritual Development Guidelines**

Ofsted state that the spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- interest in, 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

(Ofsted, School Inspection Handbook from September 2019)

Spiritual development takes place across all curriculum areas. Activities should be provided so children have opportunities to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning and to recognise any challenges that there may be to their own attitudes and behaviors.

All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Christian spirituality and Christian values and principles will be explored in all curriculum areas, especially RE and Collective Worship, but the integrity and spirituality of children from other faith

backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and children will be given access to alternative views.

All adults will model and promote expected behaviour, treating all people as unique and valuable individuals.

The school community will be a place where children can find acceptance for themselves as unique individuals and where forgiveness and the opportunity to start again is fundamental to the ethos of our school.

Children should learn to differentiate between right and wrong as far as their actions affect other people. They will be encouraged to value themselves and others.

Children will understand the need for rules and the need to abide by rules for the good of everyone. Class rules should reflect, reiterate, promote and reward acceptable behavior and promote opportunities to celebrate children's work and achievements.

### **Legal requirements:**

Section 78 of the Education Act 2002 states:

The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly-based curriculum which: (a) promotes the spiritual, moral, cultural, mental, and physical development of pupils at the

school and of society, and (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The SIAMS Schedule (amended September 2021) references spirituality in both the RE and Collective Worship strands but the main focus is part of strand two on Wisdom, Knowledge and Skills. The Church of England Vision for Education has a core desire for 'Life in all its fullness' (John 10:10) which requires educating the whole person.

The OFSTED framework 2021 states that pupil's spiritual development is shown by their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for, different people's faith, 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

### **Referenced reading:**

Church of England Education Office (CEEEO) Spiritual Development – Interpretations of Spiritual Development in the Classroom (2019)

<https://www.bathandwells.org.uk/supporting-children/school-effectiveness/re-collective-worship-and-spirituality/spiritual-development/>