



Spirituality
Bulwell St Mary's C of E Primary
A Policy Statement

Vision

Creating & inspiring a community where everyone recognises their self-worth as a unique child of God. Here we aim to develop a love of learning that enthuses and ignites hope for the future.

As the Angel Gabriel said to St. Mary:

"Nothing is impossible with God." Luke 1: 37

Mission

To ensure every child flourishes and can explore life in all its fullness.

'I came to give life - life in all its fullness'

John 10:10

Values

We are proud to be a Take Care school where we live out our school values through the four main aspects of Take Care.

Bulwell St. Mary's is a proud Church of England school that develops Christian values and morals. We focus on 6 key values: Respect, Friendship, Courage, Honesty, Forgiveness and Creativity.



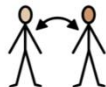
Take Care of Ourselves

Honour God with your body.
1 Corinthians 6:20



Take Care of Each Other

Love your neighbour as yourself.
Matthew 22:39



Take Care of Our Work

Let your good deeds shine out for all to see.
Matthew 5:16



Take Care of our School and World

God took the man and put him in the Garden of Eden to work it and take care of it.
Genesis 2:15



Respect

Do to others as you would like them to do to you.
Luke 6:31



Friendship

Dear friends, since God so loved us, we also ought to love one another.
1 John 4:11



Courage

Be strong and courageous, do not be afraid.
Joshua 1:9



Honesty

Let us tell our neighbours the truth, for we are all parts of the same body.
Ephesians 4:25



Forgiveness

If you forgive others their sins your heavenly Father will also forgive you.
Matthew 6:14



Creativity

We have different gifts according to the grace given to each of us.
Romans 12:6



This allows our children to grow as individuals and interact positively with each other in all situations they encounter. The values are a way of life rather than a set of rules to be followed which allows our children to become respectful, thoughtful, content and happy. Prayer and worship are an important part of our daily school life. Through getting to know Jesus our children learn the importance of love and respect for all, and how these values are reflected in their own behaviour and attitudes.

Our school motto is '**Where Your Journey Begins**'. We look forward to supporting you and your children along that journey.



Spirituality at Bulwell St Mary's C of E Primary

A Policy Statement

R.E. is concerned with the distinctive ways in which human beings express their understanding and experiences of life and as such it is uniquely placed to make a significant contribution to the personal development of children.

Spiritual development is the concern to develop the most distinctive and desirable capacities of the human person, i.e. those capacities that, above all, distinguish human beings from other living creatures. It is a concern which goes beyond what a child can know and can do and relates to what sort of person they are and are becoming. As the children grow and learn they develop attitudes, shaped by their culture, experiences, family beliefs etc. Spiritual development is about each person as a unique human being with life long potential for growth and development – an ability to learn through reflection on experience about self, others and creation. (A definition of spiritual development from Kent SACRE)

Opportunities for Spiritual Development

“Spiritual development relates to that aspect of inner life through which children acquire insights into their personal existence which are of enduring worth”.

Spirituality is about both our inner world and our relationship to the communities we are part of. It is a broader category than religion, and as such, spiritual development may be open to any person.

Spiritual development at Bulwell St Mary's C of E is characterised by:

- Reflection
- Insight and inspiration at our deepest level;
- Looking for meanings to the deep questions of life.
- An intuitive sense of “something other” than ourselves which religions may describe as divine or transcendent, but which non-religious people may also acknowledge and value.

- please see appendix 1: Developing Spiritual Capacities – Shaping the Spirit

“The promotion of spirituality requires the nurturing of curiosity, imagination, insight and intuition through the ethos, collective worship and explicit curriculum of the school”

Approach

At Bulwell St Mary's C of E Primary School, Spiritual development is approached in terms of eight key aspects:

- 1) Beliefs
- 2) Sense of awe, wonder and mystery
- 3) Feelings of transcendence
- 4) Search for meaning and purpose
- 5) Self-knowledge
- 6) Relationships
- 7) Creativity

8) Feelings and emotions

Opportunities

At Bulwell St Mary's C of E Primary School, we provide opportunities for children to reflect on aspects of their lives and the human condition, and how well they respond.

We achieve this through:

- Planned opportunities for reflection across the curriculum
- Use of assemblies to promote human values
- Children inspired by the natural world, mystery or human achievement
- Reflection on the purpose and meaning of life experiences
- Consideration of the existence of a divine being through stories and prayer
- Control and exploration of emotions and feelings
- Children's excitement and reaction to wondrous happenings.

- Please see Appendix 2: Opportunities for Spiritual Development through Curriculum Subjects

The characteristics of a spiritually aware child at Bulwell St Mary's C of E Primary School

A child who is becoming spiritually aware can be said to have these qualities:

Self Knowledge

Is starting to know own strengths and weaknesses; knows own inner needs, feelings and thoughts.

Reflective-awareness

- tries to find meaning in the joyful, tragic and painful events of life ("Ows and Wows")
- can feel awe and wonder in the natural world and in human achievement.

Sensitivity

- is moved by goodness and beauty
- recognises the moods and feelings of individuals and of groups; knows when and how to express and control feelings.

Striving

- has the will to do the right thing; (Restorative)
- shows the courage when things go wrong;
- knows that at times you just have to accept what has happened to you;
- tries to live for others as well as for self;
- is beginning to look beyond immediate small concerns and at the bigger picture.

Central to all of this is:

- love – the child understands the value and the worth of others;
- tries to build unselfish caring relationships;
- in the religious context, may have a close relationship with God

In conclusion, Spiritual development is the context in which all children at Bulwell St Mary's can begin to understand the spiritual dimensions of their own lives. For some this will encompass our Christian values like

trust and forgiveness. For some it will also be about finding a growing faith in a different culture. For others, spirituality will be found in music, and the creative arts, in friendships, teamwork or collaboration with others. At Bulwell St Mary's we attempt to develop Spirituality by seeing the world in all its diversity and feeling a sense of belonging. It is embedded in all the caring and sharing which goes on in our school as part of everyday life. We believe it is found whenever our children are encouraged to listen to one another, to be reflective and to find creative solutions.

APPENDIX 1

Developing Spiritual Capacities Shaping the Spirit Kent SACRE 1999

Underlying many of specific capacities in the fundamental human capacity of being able to **respond** to various stimuli and situations. Promoting spiritual development thus involves young people's capacity to be **response-able** in different contexts.

Schools are encouraged to assist pupils to develop the following specific spiritual capacities.

Self-awareness and self-knowledge

Pupils will be given opportunities to become aware of their own:

- inner world of thoughts and feelings, hopes and fears, personality, needs and wants.
- Gifts, abilities and strengths as well as their limitations and weaknesses.
- Identify, i.e. an enduring self which continues through the flux of different experiences of life and the passage of time

Sensitivity and responsiveness Pupils will be given opportunities to:

- Transcend the present moment, e.g., in recalling the past, reflecting on the future, or exercising their imagination
- Become aware of moral obligations, e.g. keeping your word
- Be moved to deep emotion, reflection and/or action, by aspects of life such as the natural and made world, music, art, architecture, literature, poverty, injustice, innocent suffering, mystery and human achievement.
- Express gratitude and appreciation.

Inner strength and resilience

Pupils will be encouraged to develop the ability to:

- Direct their own future, e.g. though setting targets, planning to achieve them and taking appropriate action to do so
- Exercise self-control over the expression of instincts and impulses, thoughts and feelings
- Respond creatively to difficult and challenging experiences, such as turning a crisis or tragedy into an opportunity for bringing about change e.g. if a child was injured on a busy road it might lead to action to introduce road calming measures and pedestrian crossings.
- Respond with courage to challenging situations e.g. in confronting difficult situations on the playing field, losing a game or resisting peer pressure.
- Be hopeful, patient, persevering and resilient in the face of difficulty e.g. in learning from the experience of disappointment.

Ideals and aspirations

Pupils will be given opportunities to:

- Create and invent work of beauty, value and usefulness
- Develop worthwhile beliefs and values
- Learn about the process of spiritual development, the stages of the spiritual life and the goal of spiritual development in a range of religious and secular spiritual traditions ☐ Pursue ideals and visions for the future.

Love and relationships Pupils will be encouraged to:

- Sympathise and empathise with other people in such a way that it becomes possible to grasp something of another person's inner world and to respond accordingly, e.g. to celebrate another person's success or to offer sympathy and support to someone who is grieving.
- Develop intimate and enduring relationships with other people (and, for some, with God)
- Value themselves, other people and the environment
- Seek to create, maintain and repair relationships with others, e.g. to be able to give and receive love and affection, to forgive and be forgiven.
- Display an active goodwill towards others, e.g. to be a modern day good Samaritan
- Be compassionate
- Express regret and apologise, when appropriate to do so

Seeking and striving

Pupils will be encouraged to:

- Seeking for meaning in experiences of change, loss, suffering, beauty, birth and death and to allow that meaning to influence their lives, e.g. respond to an appeal for children in need ☐ Seek to learn from the sights of different spiritual traditions
- Seek the truth
- Seek to do what is right

Reflection on experience Pupils will be encouraged to:

- Reflect on the way their attitudes and values have been formed by the experience of life.
- Reflect on moral choices, e.g. when it is right to be totally honest with another person
- Ask questions and seek answers to deep or ultimate questions such as our place in the world, the purpose of life, our origins and final destiny, the nature of ultimate reality and the possible existence of God
- Reflect on the fact that we are all mortal.

Are some spiritual capacities more important than others?

There is no simple answer to this question. The answer will depend of the aims and values of the school and the perceived needs of the pupils in a particular school. One school (or year group or class) may have pupils who need to learn to be more considerate towards others. Another school (or year group or class) may have pupils who need to develop a clearer awareness of their own abilities and stronger beliefs in their own ability to succeed. Schools will need to identify the perceived needs of pupils as one criterion by which to select the capacities to be developed. It is not possible, or appropriate, to produce a single blueprint that will suit all schools, yet schools should avoid a highly selective 'pick and mix' approach which seeks to develop only a narrow range of specific capacities.

APPENDIX 2

Opportunities for Spiritual Development through curriculum subjects

English

Pupils are given opportunities to:

- Express personal thoughts, feelings and ideas in creative writing
- Understand human feelings (e.g. hopes and fears) through stories which tell of human achievement.
- Reflect on issues raised in texts (e.g.. relationships, moral dilemmas)
- Explore values and attitudes expressed through text and language
- Experience and share a sense of wonder through the beauty of language used in poetry, literature and the spoken word

Mathematics

Pupils are given opportunities to:

- Explore the beauty of shape and pattern
- Consider the concept of infinity in number and pattern
- Reflect on the idea of truth and order in mathematics and work within the discipline of rules and logic.
- Engage with the challenge of solving problems – persevering over difficulty and reaching a solution.

Science

Pupils are given opportunities to:

- Reflect on life, growth and death
- Reflect and wonder at the beauty and vastness of the physical world, the universe and the natural world
- Engage with the human search for truth and the extent to which this relies on proof
- Experience awe and wonder in looking at something in close detail through a microscope ☐ Reflect on issues such as honesty in scientific inquiry ☐ Develop enquiring minds.

Art

Pupils are given opportunities to:

- Experience visual images that can evoke a range of emotions
- Develop an aesthetic and critical awareness
- Reflect on art from different cultures/religions
- Express their own ideas and creativity in various art forms
- Explore the beauty of shape and pattern

Drama

Pupils are given opportunities to:

- Appreciate and enjoy expression of the human spirit
- Engage emotionally with ideas and feelings
- Develop a sensitivity and tolerance towards the views and values of others through role play and improvisation
- Express themselves

Geography

Pupils are given opportunities to:

- Explore the beauty and complexity of the natural world
- Reflect on the amazing variety in environment and peoples across the world
- Consider moral and practical issues of pollution, conservation and sustainability of the environment

History

Pupils are given opportunities to:

- Reflect on human achievement and disasters
- Develop an awareness of factors which shape and influence human lives for good or evil
- Reflect on moral issues and what might be learnt from the past
- Reflect on their own individual and cultural identity

Music

Pupils are given opportunities to:

- Appreciate and enjoy expression of the human spirit
- Appreciate the capacity of music to affect feelings and moods
- Express themselves through making music
- Develop self-discipline through the order of music making
- Experience group identity and develop a sensitivity and responsibility to others through participation in group performances

PE

Pupils are given opportunities to:

- Develop qualities of self-discipline and commitment in striving to achieve success
- Develop body awareness of self-confidence
- Learn to respect and abide by rules and reflect on fair play
- Learn to co-operate with others and develop a team spirit
- Express themselves through the creative elements of dance and gymnastics

RE

Pupils are given opportunities to:

- Learn about beliefs and understandings of different religious traditions
- Come to an understanding and respect for those who hold views different from their own ☐ Develop their own beliefs
- Reflect on ultimate questions and the human quest to make sense of the world and humanity
- Reflect on moral issues
- Become aware of their own inner world of thoughts, feelings, hopes and fears.

APPENDIX 3

Opportunities for Spiritual Development in other areas of school life.

The ethos of the school

- The values and attitudes promoted and encouraged
- Staff attitudes to pupils
- Pupils' attitudes to staff
- Pupils' interactions with each other
- Staff attitudes and interactions with each other
- Caring for each other
- Respect for the rights of all individuals
- Attitudes and the way the school responds to pupils with learning, behavioural, or physical difficulties.
- Management of behaviour and the way conflicts are resolved
- Celebration of individual and collective success
- Pastoral system
- Home-school relationships
- Teaching and learning strategies/styles which build pupils' self-esteem
- Times for quiet, stillness and reflection in contexts outside collective worship
- Creation of an orderly and secure learning environment

Collective Worship

Collective worship provides opportunities for pupils to:

- Experience regular times when they can be receptive to their own inner thoughts and reflect on them
- Experience the deepest concerns of their own spirits in reflection or offer them up in worship or prayer
- Experience a time of quiet or stillness
- Consider the value or religious belief, prayer and worship
- Experience a sense of community