

SPIRITUALITY POLICY

Bilbrook CE (VC) Middle School

Codsall High Federation of Schools

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Spirituality Policy

'Let your light shine'

Matthew 5:16

February 2023

(Review Date: January 2024)

Purpose

The purpose of this document is to;

- a) Clarify thinking and promote a consistent approach, enabling curriculum development
- b) Set out a broad rationale
- c) Provide a summary of
 - What the school is doing
 - How it wants to develop
 - How it develops

1. General Principle

Spirituality is a search of meaning in life through an awareness of inner feelings, beliefs and experiences, developing the spiritual demands that students are emotionally moved. At Bilbrook Church of England Middle School and as part of the South Staffordshire Learning Partnership, the spiritual dimension of life is expressed by encouraging students to respond to ultimate questions and values primarily in relation to the Christian faith. There will also be opportunities to learn from other religious beliefs. Students' individual spiritual development is fostered throughout the curriculum, in particular Religious Education, with Collective Worship providing a daily context to explore spiritual experience from within the Christian faith in particular.

2. Legal Requirements

The spiritual, along with the social, moral and cultural, is an area of experience recognised as important across all areas of the curriculum. Ofsted (1999) suggests that "Spiritual development relates to that aspect of inner life through which students acquire insights into their personal existence which are of enduring worth. It is characterised by reflection, the attribution of meaning to experience, valuing a non-material dimension of life and intimations of an enduring reality. 'Spiritual' is not only synonymous with 'religions', all areas of the curriculum may contribute to students' spiritual development". Spirituality is not necessarily experienced through the physical senses or through everyday language. It is to do with the search for the purpose and meaning in life and for values by which to live. It can be encouraged through many areas such as creativity, relationships, emotions, self knowledge, meaning and purpose, transcendence, awe, mystery and wonder and beliefs.

The spiritual boundaries in our school is determined by its Church status. This provides a framework within Christianity and other religions, which adhere to similar values and principles and affirm the spiritual essence and vision of all religious experience. Nothing, which dishonours the Anglican Foundation of the school, will be considered appropriate to be included within the spiritual curriculum of the school.

3. Aims of Spirituality.

We seek to;

- foster the spiritual development of each pupil, regardless of age, ability, sex or cultural background
- to value the inner self
- to foster reflection, meditation and stillness
- to value the spiritual search of mankind
- to recognize the important religious landmarks that mark stages on the journey
- to foster a reverential attitude to the Divine
- to foster a sense of meaning, purpose and direction in life
- to provide a context of security to foster each child's spiritual search
- to affirm the value of belief to adherents

4. Management of the Spiritual Dimension.

The Worship and R.E. co-ordinators recognise the special role their particular curriculum areas contribute to the spiritual curriculum.

The Executive Headteacher, Governing Body and staff ensure that the spiritual is affirmed in the Christian Vision of the school, as follows:-

To be a beacon of excellence, within the community and beyond, which provides quality education for the whole person. Within a safe Christian environment, we support and encourage individuals to grow, flourish, and, above all, 'Let your light shine' Matthew 5:16.

Students should develop their ability to:

- reflect on their experiences with increasing sensitivity
- question and explore the meaning of experience
- understand and evaluate a range of possible responses and interpretations
- develop personal views and insight
- apply insights gained with increasing degrees of perception to their own lives
- be affirmed in their spiritual journey
- know that belief is valuable

Individual assessment of students' spiritual development is not required.

5. Current Practice.

The spiritual curriculum is recognised in

Worship

Ethos, Values and the Hidden Curriculum

R.E Curriculum

Whole School Curriculum

Mission Statement

Church / School Links

The ways in which we promote spiritual development are through:

- our school's climate, ethos, values, behaviour, attitudes and beliefs
- our approach and response to the total well-being of the school and everyone involved with it.
- Showing love and respect for all individuals and their families
- Valuing all contributions in whatever form
- Fostering and showing fairness in all situations
- Talking about what is right and what is wrong
- Always being honest
- Being welcoming, a listener, a support and if necessary advisor
- Generating fun, happiness, curiosity - a zest for life and discovery
- Always being kind and considerate - compassionate, understanding
- Recognising and responding to hurt, grief, pain
- Recognising and responding to joy, new life and the miracles of the world whether in nature or technology.
- Creating an exciting, challenging, altering, learning environment that reflects beauty, care, interest, nature and dedication.
- Creating an environment that reflects other cultures, beliefs
- Introducing times for quiet, peace, reflection: including the reflection corner and outdoor areas for reflection.
- Introducing religions other than their own
- Encouraging students to explore ideas and feelings e.g. sharing happiness, anger or sorrow.

We support children's spiritual learning in different areas of the curriculum.

The use of the outdoor Sacred Space enhances student's senses with opportunities to explore their feelings and emotions within a planned, safe and secure environment: relationships with the adults are key.

In the Outdoor Sacred Space we provide:

- An area of quiet away from the business of the play ground areas where students can sit and be quiet, alone or with others.
- A relaxed area to talk in with peers and adults.

In our indoor Area for Quiet and Reflection we provide:

- an area where students can sit and reflect
- displays that are changed regularly in line with the Church calendar and worldwide issues to pose questions and provoke responses from our students

we promote:

- an awareness and appreciation of the natural environment
- an awareness of the weather and its often-dramatic changes and strength
- an awareness of the seasons and the significant changes
- an awareness of growth and change
- an awareness and hence fascination with size and scale of the natural world
- a developing respect for living creatures and all life forms
- an awareness and joy in our own physical strength, skills and ability.

Throughout the whole school curriculum we enhance students' experiences and develop their own understanding and empathy for the world and all those who live in it and give opportunities for students to wonder and reflect on life in all its many guises.

Through Science and investigation we promote:

- close observation of natural objects
- observation of growth
- an awareness of life cycles of birth, life, death
- the awe and wonder and beauty of the natural world
- the fascination of forces using magnets

Through music we promote:

- listening to music from different cultures to accustom our ears and so appreciate the sounds we hear
- listening to music that evokes feelings - happiness, sadness, calm, peace, excitement and so appreciate the different effects that music can have on us
- listening to music associated with celebrations/ festivals/ churches

Through art we promote:

- an appreciation of other's creations whether professional artist or peer
- a developing sense of awe and wonder when experiencing different art forms
- a developing sense of awe and wonder when experiencing media that stimulate our senses.
- a developing sense of awe and wonder from using and manipulating natural media
- an appreciation of the beauty of art forms from other cultural backgrounds

In the library we promote:

- books with spiritual messages whether religious, depicting other cultures, festivals or celebrations
- poetry books
- beautifully illustrated books
- art books
- books about new babies in the family and family relationships

Imaginatively through dance/ drama we

- act out emotions and feelings
- find out what it's like to be somebody else
- develop empathy
- develop an understanding of social rules

- develop imagination

Through History/Geography we promote:

- an appreciation of our wonderful world's natural beauty
- a developing awe and wonder of our world's resources
- the fascination with the variety of continents, countries and cultures of our world
- a respect for peoples in history
- a developing sense of empathy for the actions and hardships of people in the past
- a developing awareness of how we can learn from the past to help us prepare for a rapidly-changing future
- a development of spirituality with knowledge to support through future challenges and difficult times