



Spirituality Policy

Adopted by governors 7th February 2019
To be reviewed February 2021

**We are one family.
Through faith, love and learning
We Believe, aspire and Transform.**

Thoughtful, Honest, Fair and Kind.

Spirituality Policy

At Stoborough Primary School Spiritual Development is defined as:

We nurture and celebrate the unique value and self-worth of each member of our school family. Here at Stoborough spirituality is woven like a thread through the fabric of our school enriching who we are.

Spirituality is about creating precious moments to transform thoughts, actions and our senses. It is the capacity to be still and reflect with awe and wonder on the beauty and possibilities of the human and natural world ... and beyond.

At Stoborough Primary School we believe that:

- All pupils have the capacity for spiritual growth which includes growing self-awareness, reflection, empathy, imagination and creativity.
- All pupils can have spiritual experiences and these will be unique and may transform self in a moment or over time.
- All pupils can develop a deeper spiritual understanding which enables them to make sense of the spiritual experiences encountered.
- All pupils can develop an understanding of how spiritual experiences may impact on our lives and how these may shape the way in which we live.

At Stoborough Primary School we seek to develop spirituality by planning for the possibility of spiritual moments across the curriculum. These are easily found in RE or Collective Worship but can be experienced through Science e.g. looking at the beauty of plants or the wonder of outer space.

Spiritual reflection can be encouraged through art, music, poetry, geography, photography, history, current affairs and within outdoor learning opportunities.

We encourage children to ask and reflect upon Big Questions when mind mapping topics, engaging with themes on our Big Question Board or when discussing and responding to issues in the world today.

However, spiritual moments can just happen. We seek to give all children the time and space needed to have quiet moments in which self is transformed in some way.

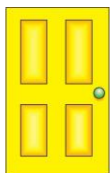
We strive to do this by considering three different openings for spiritual development based on the work of Liz Mills:



Mirrors: Opportunities for children to reflect, to look inwards and consider The Big Questions in life; to explore their own thoughts.




Windows: Opportunities to look out on the world to gaze and wonder; the things we find amazing and which take our breath away as well as the things that disturb or worry us (the wow/ ow moments).



Doors: Opportunities for the children to respond, to go through the door and to do something that reflects an expression of their own thoughts and convictions.

This is linked to the four elements of spirituality:

self		Others
Beauty		Beyond / Divine.

Our definition reflects all four elements all four elements and seeks to transform through a range of openings for spiritual experiences.

Assessment

Spirituality is not assessed as we believe this to be a highly personal part of a child’s holistic development. We do, however, talk to the children about their thoughts and feelings if these are expressed creatively e.g. through artwork, poetry, reflective writing etc. We believe this is a thoughtful and respectful approach.