



Spirituality Policy

**We are one family:
Love for ourselves, for each other and for the
world.**

Confidence, Compassion, Curiosity

Approved by:
Local Governing Body

Date: January 2025

Last reviewed on:

**Next review due by: January
2026**

Rationale:

At Stoborough School, spirituality is at the heart of everything we do. As a school family, we are guided by the values of love, compassion, and curiosity, rooted in the teachings of our Christian faith. Our vision calls us to care for one another, for ourselves, and for the world, sharing God's love in all our actions.

Spirituality plays a vital role in shaping our school community, fostering an environment where pupils feel valued and supported, not just academically, but emotionally, socially, and spiritually. It helps our children to grow into confident, compassionate individuals, who are not only curious learners but also thoughtful and empathetic citizens. By nurturing their spiritual well-being, we encourage our pupils to explore their own sense of purpose, to embrace love in all their relationships, and to be committed to improving the world around them.

Through our spirituality policy, we aim to create a space where pupils can develop a deep understanding of their own beliefs, learn to respect the beliefs of others, and embody the values of love and care as they flourish in their education and in their lives. Let all that we do be done in love—this is the foundation of our spiritual journey at Stoborough School.

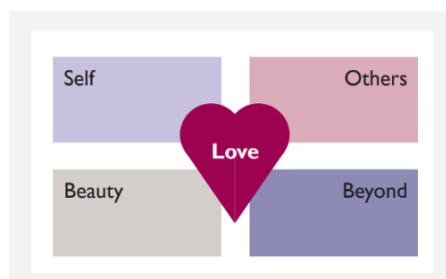
Our school's approach to Spirituality follows that of the Church of England Education Office in that it seeks to be faith-sensitive and inclusive.

The Education Reform Act 1988 states that schools should provide a balanced and broadly based curriculum which: *"promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and prepares such pupils for the opportunities, responsibilities and experiences of adult life."*

As a church school we believe that spirituality should influence all areas of education and life. Spiritual development is not about becoming more spiritual, it is about realising or becoming more and more aware of one's natural, innate spirituality.

Our Spirituality Definition

Here at Stoborough, spirituality is woven like a thread through the fabric of our school enriching who we are. We believe that spirituality is about developing a relationship with ourselves, others, the world and beyond and recognising that love is at the heart of it.



We believe that spirituality begins within us and reaches out to others, to the world and beyond as we explore big questions about humanity, faith and belief. With our school values of confidence, curiosity and compassion firmly at the centre of all we do, we seek to develop spirituality through four key areas:

Ourselves:

Everyone is spiritual whether they have a faith and follow a religion or not. At Stoborough School children and adults have the opportunity to ask, what makes me tick? We seek to nurture and celebrate the unique value and self-worth of each member of our school family and to develop confident individuals.

Others:

We are all part of the community - here in school, elsewhere, locally and globally too! We learn how empathy, compassion and other values affect relationships. Spirituality helps us to understand how our actions can have an impact on others. We learn that others have different perspectives/views from me.

The World:

We can recognise the beauty of the physical world and our responsibilities to care for it. In worship, we use Picture News to share current events from around the world, prompting us to think deeply about the situations others face, and what part we can play in our world.

Beyond:

Thinking beyond relates to the transcendental, out side of the 'everyday' experience. Pupils have the opportunity to reflect on how people have different views of what is 'beyond.' It is about grappling with the 'unanswerable' questions. At Stoborough School pupils are also encouraged to reflect on their own relationship with God.

Everyone is encouraged to take a moment to stop and be still and reflect during the busy school day at one of our prayer spaces.

We create 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. Reflective thinking on self, others, the wider world and beyond is encouraged through the windows, mirrors, doors approach. Each week the pupils are encouraged to use this structure to reflect upon how their experiences in school, including in Collective and Class Worships, have enabled their spiritual growth.



WINDOWS: giving children opportunities to become *aware* of the world in new ways; to *wonder* about life's 'Wows' (things that are amazing) and 'Ows' (things that bring us up short). In this children are learning *about* life in all its fullness.



MIRRORS: giving children opportunities to *reflect* on their experiences; to *meditate* on life's big questions and to consider some possible answers. In this they are learning *from* life by exploring their own insights and perspectives and those of others.



DOORS: giving children opportunities to *respond* to all of this; to *do* something creative as a means of expressing, applying and further developing their thoughts and convictions. In this they are learning to *live* by putting into action what they are coming to believe and value.

Big Questions:

Within our worship and curriculum, we explore big questions to deepen our spiritual understanding. We encourage our learners to be curious and to ask their own questions, too. There is a close link between RE and spirituality, and children are actively encouraged to spend time reflecting on and asking deep questions in RE. Teachers use music, artwork, photographs, poetry and times of stillness.

Teaching and Learning

Through teaching and learning, the school pursues the development of spirituality by ensuring:

- The curriculum and all areas of our community life will be driven by the school's Christian vision statement and associated values;
- Opportunities for spiritual development are sought out and encouraged in all areas of school life;
- Unplanned and spontaneous opportunities for spiritual development are recognised, acknowledged and/or celebrated by staff and children;
- Collective worship celebrates the love of God for every individual and provides opportunities for children to respond and reflect on this;
- A solid understanding of the Christian concept of God as Father, Son and Holy Spirit; of prayer and of the Bible is nurtured and developed;
- During the school week there are opportunities for stillness and prayer;

- That children's spiritual capacities such as imagination, empathy and insight are fostered through the creative arts and interactive multi-sensory teaching strategies making use of the outdoor environment and relevant educational visits;
- The provision of opportunities to listen attentively and observe carefully, listening with discernment, valuing what is good and worthwhile and making judgements through discussion and exchange of views and ideas;
- Support for learning to live with success and failure for themselves and with others;
- That moral development is linked to spiritual development;
- That the RE curriculum delivers knowledge and understanding of spirituality from a number of world faith and world view perspectives;
- That children are given as many opportunities as possible to explore the wonder of the natural world and to develop an understanding of the Christian belief that creation is a gift from God to be enjoyed, cherished and protected;
- The promotion of strategies for positive mental health eg. using Stormbreaks (<https://www.stormbreak.org.uk/>), the role of the ELSA team and PSHE

Monitoring and Evaluation

Spiritual development cannot be precisely measured and development continues throughout our lives. However, opportunities offered to children for spiritual development will be monitored and evaluated in the following ways;

- Observing and listening to children;
- Regular discussion at staff and governor meetings alongside the school's Christian vision and values;
- Sharing of classroom work and practice;
- Ensuring that staff have a clear understanding of what spirituality means in this school;
- Evidence from pupils' work, e.g. reflective diary, RE books, PHSE work, creative writing, art
- Regular inclusion in the SIAMs SEF;
- CPD opportunities and sharing examples of good practice with other schools, including CLP church school flourishing network