



# Elveden Church of England Primary Academy

## Spiritual Development Policy

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# **Elveden CE Primary Academy**

## **Statement of Purpose:**

- We believe that every child matters.
- Elveden C of E Primary Academy provides an enjoyable, high quality education in a well-ordered, secure and stimulating environment, reflecting a Christian ethos.
- Every child's contribution is valued and their intellectual, spiritual, moral, social and physical skills developed.

## **Spiritual Development Policy**

Elveden's statement of purpose and aims are central to the operation of the school's policies. (See Appendix 1)

This Spirituality Policy highlights both curricular and non-curricular areas, as the school ethos permeates every part of the school.

The school community recognises the value of the whole child as a person of infinite worth and potential. Teachers encourage and value questions and give space for pupil's thoughts, ideas and concerns; as well as giving opportunities to reflect, listen and puzzle.

This policy is concerned with how an individual acquires beliefs and values and deals with what is unique and personal to each individual. Our indoor and outdoor environment is conducive to appreciation of seasons, weather, growth and change in the natural world, observation of science and nature.

The Policy aims to:

- develop the ability to use all the senses
- promote an awareness and enjoyment in using creative and imaginative potential
- develop individual self-confidence in expressing inner thought in a variety of ways
- appreciate the role of stillness and silence in different faith traditions and promote opportunities for stillness, silence and reflection
- recognise the value of relationships and each person as a person of worth
- sustain the self-esteem of pupils in their learning experiences
- develop an awareness of the principles and values by which we live
- provide opportunities for the expression of insight, empathy and understanding throughout the curriculum
- foster the emotional life of the pupil, particularly with regard to 'feelings'
- encourage the search for meaning, the quest for learning, and the joy of learning.

The effective working of the Policy will be evidenced in a variety of ways (see Appendix 2).

The school has its own prayer which has been constructed by the children via the School Council (see Appendix 3).

This Policy is divided into sections for ease of understanding, but there is an overlap in many of the areas chosen. Spirituality can be encouraged and expected in the following areas:-

Self-knowledge, forming relationships, creativity, feelings and emotions, beliefs, awe, wonder and mystery, transcendence and looking at ultimate questions.

In practical terms, as far as possible, 'Spirituality' will be planned for within the SMSC key stage plans, medium term overviews and on the teacher's weekly plan. Displays will be on view around the school. **Every year, we have a whole day dedicated to spirituality.**

Good practice is shared between the staff at regular staff meetings.

This is evidenced in all areas of school life and the following are examples:

Self knowledge	<ul style="list-style-type: none"> <li>• Drama - Role play</li> <li>• PSHE - Sex and Relationships Education</li> <li>• School Council - valued and listened to</li> <li>• Pastoral- various topics to encourage self-esteem, independence, self-discipline and perseverance.</li> </ul>
Forming Relationships	<ul style="list-style-type: none"> <li>• Fundraising Events</li> <li>• Visitors to <b>collective worship</b> and classrooms</li> <li>• Behaviour Policy (behaving appropriately and taking responsibility for and ownership of behaviour)</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>• Art, Music, Drama, Literacy and Craft.</li> <li>• Encouraging creativity in lessons</li> </ul>
Feelings and emotions	<ul style="list-style-type: none"> <li>• PSHE topics</li> <li>• Playground Buddies</li> <li>• Circle time</li> <li>• Reflection time</li> </ul>
Beliefs	<ul style="list-style-type: none"> <li>• RE Syllabus</li> <li>• Collective Worship</li> <li>• Reflection time</li> <li>• Church events</li> <li>• Circle time</li> <li>• Spiritual garden</li> </ul>
Awe, Wonder and Mystery	<ul style="list-style-type: none"> <li>• Trips (particularly Cathedral, church)</li> <li>• Encouraged by Teachers stepping out of curriculum if opportunity arises.</li> <li>• Famous quotes</li> </ul>

	<ul style="list-style-type: none"> <li>• Surprises</li> <li>• Big Ideas/questions</li> </ul>
Transcendence	<ul style="list-style-type: none"> <li>• Can be triggered by “awe and wonder”</li> <li>• Creation</li> <li>• Where is God?</li> <li>• Challenges and opportunities to grow as people</li> </ul>
Ultimate Questions	<ul style="list-style-type: none"> <li>• Coping with change in school</li> <li>• Coping with changes in family</li> <li>• Following stories in the news</li> </ul>

See attached Appendices

- Appendix 1 School purpose and aims
- Appendix 2 Evidence of Spiritual Awareness
- Appendix 3 The school prayer

## **APPENDIX 1**

### **SCHOOL AIMS**

#### **Our Ethos**

Elveden enjoys a close relationship with the Christian Church. This means that our underlying ethos is based on a Christian perspective that is warm, open, generous and inclusive. This means that we care for and value all people, and respect their integrity, regardless of background, race or beliefs. In order to ensure that children learn happily in an atmosphere of mutual love, trust and respect. We believe that education is a partnership between staff, children, parents and Governors – as together we encourage each individual to grow and develop – intellectually, spiritually, personally and physically into mature and responsible adults, able to take up valued places in society.

#### **Our Aims**

Our aim is to give children a high quality, engaging and balanced curriculum that promotes their educational, spiritual, moral, cultural, social and physical development. To this end we:

- Ensure high standards of achievement for all children
- Instil respect for Christian religious and moral values, a tolerance of other races, religions and ways of life
- Help pupils to understand the world in which they live and the inter-dependence of individuals, groups and nations, and to celebrate diversity and achievement
- Help pupils acquire the knowledge and skills in preparation for future learning and choices in an ever changing world
- Actively prove to promote children's self esteem through a stimulating, challenging environment and curriculum

#### **Our Values**

- Truth, respect and justice
- Equality of opportunity and access to the curriculum for all
- Comprehensive education which caters for all abilities
- Community spirit
- Diversity – respecting the varied needs and qualities of individuals, addressing their differences and responding accordingly
- Democracy – understanding our traditions and respecting the balances and tensions in a pluralist society

## **Appendix 2**

### **EVIDENCE OF SPIRITUAL DEVELOPMENT IN CHILDREN**

Pupils who are developing spiritually are likely to be developing some or all of the following characteristics:

- a set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour
  - an awareness and understanding of their own and others' beliefs
  - an ability to understand the notion of community and to see themselves in relation to a variety of communities
  - a respect for themselves and for others
  - a sense of empathy with others, concern and compassion
  - an increasing ability to reflect and learn from this reflection
  - an ability to show courage and persistence in defence of their aims, values, principles and beliefs
  - a readiness to challenge all that would constrain the human spirit: for example, poverty of aspiration, lack of self-confidence and belief, moral neutrality or indifference, force, fanaticism, aggression, greed, injustice, narrowness of vision, self-interest, sexism, racism and other forms of discrimination
  - an appreciation of the intangible - for example, beauty, truth, love, goodness, order - as well as for mystery, paradox and ambiguity
  - a respect for insight as well as for knowledge and reason an expressive and/or creative impulse
  - an ability to think in terms of the 'whole' - for example, concepts such as harmony, interdependence, scale, perspective
  - an understanding of feelings and emotions, and their likely impact, and an ability to talk about feelings
- Schools that are encouraging pupils' spiritual development are, therefore, likely to be giving pupils the opportunity to explore values and beliefs, including religious beliefs, and the way in which they affect peoples' lives
- where pupils already have religious beliefs, supporting and developing these beliefs in ways which are personal and relevant to them

Elveden is a listening school (where people matter). We ...

- have a supportive environment in which each individual feels themselves to be an important part of the school
- encourage pupils to explore and develop what animates themselves and others
- encourage pupils to empathise with others
- encourage pupils to reflect and to learn from reflection

- give pupils the opportunity to understand human feelings and emotions, the way they affect people and how an understanding of them can be helpful
- develop a climate or ethos within which all pupils can grow and flourish, respect others and be respected
- accommodate and celebrate difference, and respect the integrity of individuals
- open up pupils to the possibility of working for a greater cause - peace, justice, a care for the earth
- live out their school purpose and aims in a real way (see appendix 1).
- promote teaching styles which value the whole child as a person of infinite worth and untold potential
- encourage and value pupils' questions, and give them space for their own thoughts, ideas and concerns
- create opportunities to listen, to reflect and to puzzle
- enable pupils to make connections between aspects of their learning
- encourage pupils to relate their learning to a wider frame of reference - for example, asking 'why?', 'how?' and 'where?' as well as 'what?'
- open up deep questions about the meaning and mystery of life, change and death
- encourage creativity and creative responses
- explore and value diversity and difference, yet challenge prejudice
- monitor, in simple, pragmatic ways, the success of what is provided.

### **Appendix 3**

#### **The School Prayer**

Dear God,

Elveden School is a very special place to be.  
We come here to learn, play and care for one another.

Thank you for all the adults who help us in many different ways,  
Let us be considerate of others and always try our best.

Help us to work and grow together, remembering all that you have given us.

Thank you for our very special school,

Amen.