



Spirituality POLICY

Date ratified by the Governing Board	July 2022
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Remember that I commanded you to be strong and brave. So don't be afraid. The Lord your God will be with you everywhere you go' (Joshua 1:9)

As the harvest grows from the soil, Hayfield Cross came to life in 2015. From nothing, we have grown at the heart of our new community, persevering through challenge into a flourishing school. Guided by our Christian values the seeds of Joy, Integrity and Fellowship are planted as we instil this pioneering spirit in our children, challenging them through exciting learning to aspire to greatness in all that they do.

Hayfield Cross Spirituality Policy

At Hayfield Cross, we state that Spirituality is 'to feel connected to something that is bigger than yourself. Spiritual development relates to that aspect of inner life through which we acquire insight into our personal experiences, which are of enduring worth.

At Hayfield Cross Church of England Primary School, the spiritual dimension is expressed through our strong Christian vision and values. Our ethos enables and encourages all children to grow and flourish spiritually. We want our pupils to be successful, confident and responsible learners. We are committed to providing an environment that enables children to reach their full potential, through collaboration mutual respect.

We recognise the importance of both the academic and personal development and well-being of every child in our school. This includes recognising the importance of providing a range of opportunities for our pupils to respond to, that supports their spiritual, moral, social and cultural development with an understanding of the Equalities Act (2010) and global education themes.

It is our aim that the children's individual spiritual development is fostered as an integral element of the range of learning opportunities and experiences they encounter as part of the curriculum, and that it permeates all strands of school life.

Aims:

The aims for spirituality at Hayfield Cross Church of England Primary School are:

- ☛ To provide a context of faith, security and loving relationships to support each child's spiritual search.
- ☛ To foster the spiritual development of each child, regardless of age, sex, ability or cultural background.
- ☛ To foster self-awareness and promote a feeling of self-worth.
- ☛ To develop a set of values, principles and beliefs.
- ☛ To develop positive human qualities.
- ☛ To develop respect and empathy for other people and their beliefs.
- ☛ To foster a respect for different people's feelings and values.
- ☛ To develop the children's enthusiasm to explore and learn through enquiry and first hand experiences.
- ☛ To enable the children to attribute meaning to experiences.
- ☛ To enable the children to value the non-material dimension of life.
- ☛ To foster reflection and stillness.
- ☛ To foster a sense of meaning, purpose and direction in life.
- ☛ To encourage imagination and creativity.
- ☛ To develop a sense of awe and wonder at the miracle of creation, life and the natural world.
- ☛ To enable the children to experience a sense of enjoyment and fascination in learning about themselves, others, and the world around them, including the intangible.
- ☛ To share Christian stories and respond to Christian festivals, rituals and symbols, particularly those from the Anglican tradition.

Organisation and Implementation:

Spiritual development is an important element of a child's education and fundamental to all other areas of learning.

Without curiosity, without the inclination to question, and without the exercise of imagination, insight and intuition, children would lack the motivation to learn. In view of this, teaching will:

- ✦ Value the children's questions and give them time to *reflect* on their own thoughts, ideas and concerns.
- ✦ Enable the children to make connections between aspects of their learning.
- ✦ Encourage the children to relate their learning to a wider frame of reference, e.g. asking 'why?', 'how?', and 'where?' as well as 'what?'.

Spirituality is not explicitly taught, but is an inherent interwoven part of all aspects of school life and is nurtured and promoted as a natural element of the curriculum.

The following opportunities will be made available, as an integral part of our school's practice, in order to facilitate the development of spirituality:

- ✦ To explore values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.
- ✦ Where children already have religious beliefs, to support and develop these beliefs in ways which are personal and relevant to them as an integral part of the school's practice.
- ✦ To engage in enquiry and exploration in line with our 'Be Brave' curriculum.
- ✦ To look attentively and observe carefully.
- ✦ To be creative and imaginative.
- ✦ To listen with discernment.
- ✦ To reflect and respond to issues inspired through music, art, text, film or artefacts.
- ✦ To explore and develop what animates themselves and others.
- ✦ To understand human feelings and emotions, the way they impact on people and how an understanding of them can be helpful.
- ✦ To value what is good and worthwhile and to make value judgements through discussion and exchange of views.
- ✦ To work collaboratively with peers, valuing the contribution made by others.
- ✦ To respect all, as modelled by staff in their relationships with others.
- ✦ To experience silent, calm and tranquil moments which afford time for reflection.
- ✦ To work and live in harmony with others in the school and wider community.
- ✦ To have confidence to express ideas, views and opinions, even if others do not agree.

Opportunities for spiritual development are presented or naturally arise, and are promoted in all aspects of the curriculum and school life as the children become actively engaged in our enquiry based curriculum. This provides a wide range of experiential learning opportunities that enables children to 'reflect, explore and discover' whilst asking questions. They will be able to consider their own values, beliefs and feelings and also those of others, with whom they are working alongside or with.

Outlined below are some of the key ways in which spiritual development is nurtured and promoted as part of our curriculum:

In Physical Education:

- ✦ Being a team member.
- ✦ Pushing yourself to the limits – being strong and brave in doing this.
- ✦ Extremes of skill, endurance and achievement.
- ✦ Personal limitation and failure.
- ✦ Appreciation of perfection.
- ✦ Sportsmanship.

In Design and Technology:

- ✦ Discovering how something works.
- ✦ Perseverance to solve problems.
- ✦ Personal achievement.
- ✦ Learning from others and nature.

In Literacy:

- ✦ Empathy with authors and the characters in stories and plays.
- ✦ The appreciation of language.
- ✦ Emotions and sentiments in writing and speech.
- ✦ Imagining oneself as someone else.
- ✦ Escaping into other worlds through literature.
- ✦ The element of wonder in literature.

In Numeracy:

- ✦ Infinity and nothing.
- ✦ Pattern and order.
- ✦ Shape and regularity.
- ✦ Truth, certainty and likelihood.
- ✦ The universality of mathematics over time and space.
- ✦ The wonder of numbers, formulae and equations.

In Science:

- ✦ Wonder as the basis of science.
- ✦ Questions of beginning, creation and evolution.
- ✦ Discovering the limits of experimentation.
- ✦ Birth, life, death and renewal.
- ✦ The universe and beyond.
- ✦ Beliefs in science and the faith of scientists.

In ICT:

- ☛ The wonder of worldwide instant communication.
- ☛ The speed of the growth of knowledge.
- ☛ The accessibility of knowledge and contact with other people worldwide.

In the Creative Arts (Art, Music, Drama and Dance):

- ☛ The work of creative artists from a variety of times and places.
- ☛ Truth and goodness.
- ☛ Expressing, interpreting and exploring deep feelings and profound beliefs.
- ☛ Artistic creativity.
- ☛ The effects of the arts on emotions and senses.
- ☛ The arts as means of expressing mood.
- ☛ Skill in creation and performance, and particularly in personal reflection upon their own creativity using various art forms.
- ☛ Effects on the emotions and senses.
- ☛ Personal response and preference.

In Geography:

- ☛ Wonder at the diversity of environments and people.
- ☛ Questions about the care of the environment.
- ☛ The beliefs behind particular causes and campaigns.
- ☛ World (economic) development.
- ☛ Empathy with people from other parts of the world.

In History:

- ☛ Being in touch with past people, things and ideas.
- ☛ Being part of history.
- ☛ Handling artefacts.
- ☛ Influential events and people.
- ☛ The commitment of significant people in history.
- ☛ War and peace.
- ☛ Interpretation in history.
- ☛ The nature and importance of invention and exploration.
- ☛ Empathy with people from other times in history.

In Religious Education:

- ☛ Exploration of values and beliefs, including religious beliefs, and the way in which they impact on peoples' lives.
- ☛ People, places, things, books, actions and ideas held by religious believers to be holy.
- ☛ Ultimate questions of meaning and purpose.
- ☛ Ideas of the divine/questions of God.
- ☛ Forms of worship.
- ☛ Use of music, art and drama to express beliefs.
- ☛ Varieties of beliefs, celebrations and rituals.
- ☛ Ideas of commitment and belonging to groups and institutions.
- ☛ The idea of questions with no clear answers.

In Collective Worship:

- ☛ Opportunities for reflection and response are planned into worship.
- ☛ Stillness.
- ☛ Personal and collective beliefs are respected.
- ☛ Sharing and celebrating common beliefs.
- ☛ Celebrating success.
- ☛ Sharing happiness, sorrow, hurt, excitement, anticipation, fear, etc.
- ☛ Common activities such as singing, listening, laughing, praying, reflecting on a theme.
- ☛ Remembering and celebrating the lives of people of spiritual significance.
- ☛ Emphasising common purpose and values.
- ☛ Experiencing emotions.

In addition, as part of the curriculum, the children have opportunities:

- ☛ To visit places of beauty, interest and challenge.
- ☛ To admire and wonder at the natural environment and human creative efforts.
- ☛ To work out personal relationships in unusual and challenging situations.
- ☛ To experience community cohesion links at a local, national and global level.
- ☛ To engage in charity based activities.
- ☛ To participate in a wide range of events and activities, involving a range of outside agencies, coaches, etc.

In order to facilitate spiritual development, the organisation of our school and the environment for learning means that:

- ☛ Everyone involved in the life of the school is valued and seen to be valued.
- ☛ Policies and ensuing practices are clearly seen to reflect the worth of individuals.
- ☛ Behaviour management policies and practices are used and discussed regularly.
- ☛ All adults recognise the need to set good examples of mutual respect and considerate behaviour.
- ☛ The quality and nature of the learning environment and displays reflect the value placed on pupils and staff.
- ☛ The atmosphere of the school welcomes differences in beliefs and values, and invites everyone to belong.
- ☛ The achievements, successes and efforts of everyone are recognised and celebrated.

Assessment:

Spirituality will be monitored as part of curriculum practice and the children's involvement in the life of the school community. These are areas in which children are expected to grow as part of their spiritual development:

- ☛ Reflection - on their experiences with increasing sensitivity.
- ☛ Questioning – asking questions based on mutual respect in a safe environment
- ☛ Exploration
- ☛ Varying Interpretations – understanding and evaluating a range of possible reasons/interpretations.
- ☛ Developing personal views and insights.
- ☛ Perception – applying insights gained with increasing degrees of perception to their own lives in line with the school's church status and history.

- ☛ Know that belief is valuable and that the Christian belief is endorsed by the whole school community.

Monitoring and Review:

Provision for spiritual development is monitored and reviewed by:

- ☛ Monitoring the teaching and learning and work scrutiny by RE/Collective Worship Leader, senior management, Head Teacher and governors.
- ☛ Pupil Voices.
- ☛ A Spirituality Walk.
- ☛ Discussions at staff and Governing Body meetings.
- ☛ RE and Collective Worship Development Plans.