

# TUTSHILL CHURCH OF ENGLAND PRIMARY SCHOOL

## Policy for Spiritual Development (Teaching & Learning Policy)

*Love One Another, Know Ourselves, Believe and Grow'*

**Date:** Spring 2022

**Review Date:** Spring 2023

### School Vision

Our School Vision is rooted in 1John 4:7 *'let us love one another, for love comes from God'*.

### ***Love One Another:***

7 Dear Friends, let us love one another, for love comes from God. Everyone who loves has been born of God and knows God.

### ***Know Ourselves:***

13 This is how we know that we live in Him and He in us: He has given us of his Spirit.

### ***Believe and Grow:***

11 Dear Friend, since God so loved us, we also ought to love one another. 12 No one has ever seen God; but if we love one another, God lives in us and His love is made complete in us.

### **Ethos**

**The school strives to achieve the highest level of academic, social and spiritual development in a safe, caring and inclusive environment. We encourage respect and tolerance for each other, supported by our Christian values.**

### **Spirituality at Tutshill C of E Primary School**

Spirituality at Tutshill goes deeper than what you can see and becomes something embedded within the daily life of our school community. Through our vision and actions children understand they are a unique and individual creation of God who is valued as such. To ensure all within our school community have the opportunity to take part in conversations around spirituality we have decided to follow the ideas of a 'spirituali – tree'.

Our 'spirituali – tree' supports and develops the school's shared language of spirituality so that all can hold meaningful discussion. Each child understands they will grow as innately and uniquely as a tree dependent on their own experiences. This is deepened by the use of 'OWs', 'WOWs' and 'NOWs' which encourages children to reflect on their own experiences and the opportunities for personal growth.

### **1. Aims**

- develop an appreciation of their uniqueness and value as a child made in the image of God
- develop an understanding of the distinctive visions of this church school as well as the context, language and symbolism of the Christian faith
- To develop pupils' sense of awe, wonder and curiosity about the world and acquire the language required to enable them to reflect upon the big questions and mysteries of life
- To help pupils understand that there are some situations in life which do not have one clear answer and to see this as an opportunity for spiritual growth
- To develop an attitude of reflection and stillness in the challenges of life
- To develop knowledge and understanding of the school's core Christian values and the Biblical teaching that underpins them

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- develop an appreciation of what it means to be a part of a community and model this upon the teachings of Jesus
- To foster and provide opportunities for the expression of imagination, inspiration, insight and empathy.
- understand the value of difference and diversity through involvement with others.
- To develop relationships and behaviours based on the Christian values of courage, perseverance, creativity, compassion, forgiveness, responsibility and respect for others.

### **Opportunities for Spiritual Development across the Curriculum**

In Tutshill Church of England School spiritual development is promoted across the curriculum and in moments of reflection. We use 'The Ows, Wows and Nows' as a tool to develop spiritual development and reflection across the curriculum. We include opportunities for spiritual development on our Collective Worship planning and within prayer and reflection spaces throughout the school.

## **1. Curriculum**

We aim to provide pupils with opportunities for spiritual development throughout the curriculum.

**Art** – In art children will have the opportunity to explore beauty, truth and goodness. They can explore art as an expression of mood, emotion and personal response. Children are encouraged to develop their own sense of unique creativity.

**Geography** - In Geography, children are encouraged to develop their spirituality through exposure of different landscapes and natural environments. Children are asked to reflect on these landscapes and appreciate the beauty of nature. Children develop an understanding and appreciation of landscapes and this supports their sense of identity and sense of place.

**Maths** – In Maths children explore the wonder of number patterns. They have opportunities to explore Maths in the world around them and appreciate the beauty of natural settings.

**English**- Text selections may be explicitly linked to a value that supports the development of reflection and empathy. Personal responses and time for personal reflection are encouraged.

Children are encouraged to express personal beliefs and compare views with others, sharing feelings and opinions through discussions and stories.

Children are encouraged to reflect on the situations of others through role play and experiencing a range of stories.

Speaking and listening opportunities promote an awareness of and enjoyment in using one's imaginative potential and to develop curiosity and a questioning approach – discussing issues and themes as part of debates, role play and hot seating activities.

**Science** - Children are encouraged to consider the world around them and how wonderful God's Creation is. They also think carefully about how they can help to

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care for the world and they learn mottos to support this for example - Reduce, Reuse, Recycle. Children also learn about animals and how we can care for them and help to look after them. They have to show compassion and often reflect on how animals are suited to the environment they live in. Curiosity is encouraged as the children explore Scientific concepts and ideas. The children are encouraged to ask questions and develop their imagination and sense of awe and wonder during lessons and through focused learning weeks and other school initiatives.

**Religious Education** - In Religious education there are opportunities for children to explore ultimate questions relating to meaning and purpose. They will reflect upon the ideas of divine and religion. They will explore different forms of worship and can grow through their opportunities of personal worship and reflection. Religious Education provides a safe and respectful place for children to discuss, challenge and develop their own personal beliefs.

**History** - The History curriculum involves a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results. Where appropriate, trips and artefacts are used to give pupils a sense of the past and aid pupils in understanding the people who produced and used these objects. Pupils are encouraged to explore the role played by important individuals and the impact it has had on the world we live in. Pupils are given the opportunity to reflect upon different interpretations of the past and how these have been arrived at.

**Physical Education** - Children are encouraged to show respect to others whilst working with a partner and as part of a team. They are also encouraged to reflect on the work they have taken part in – thinking about the aspects that they have completed well and the elements that they would like to improve. The children also develop their understanding of what it is like to be part of a community as they take part in competitions both inside and outside of school.

**Computing** - Computing provides opportunities for reflection of awe and wonder about the achievements in ICT today and the possibilities for the future. Technology lets children have the opportunity to reflect on how computers can sometimes perform better in certain activities than people. To promote spiritual development, their sense of self and their will to achieve, seesaw is used to share their achievements with parents, carers and other members of staff.

**PSHE** - Spiritual education in PSHE inspires curiosity into how our identities are complex, can change over time and are informed by different understandings of what it means to be a citizen in the UK.

**Design and Technology** – In Design Technology children will explore motivation and inspiration for different designers. They will have opportunities to reflect on the sustainability of their designs and the impact this can have on the world around them. Children are encouraged to express their beliefs through creative outcomes.

**Music** – The Music curriculum explores the creativity, curiosity and delight of music while giving children space for personal expression. There is opportunity to

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explore music that reflects difficult times and situations; for example music created during times in history may be used to explore the feelings and experiences of people. Music is used to encourage pupils to understand how music reflects their own beliefs, the beliefs of others and promotes self-identity.

**2. Roles and Responsibilities – actions of key staff**

Role of Head teacher is to monitor the implementation of policy and standards within the subject.

Link Governor will meet with the RE Co-ordinator to revise implementation and standards. Class teacher will deliver the standards of work.

**3. Monitoring and Evaluation**

- Audit of policies and schemes of work by SMT and co-ordinator
- Discussion of staff and governor meetings
- Sharing of classroom work and practice
- Inclusion on SDP where appropriate
- Pupil interviews
- Inclusion in school prospectus

**4. Relationship to other policies**

Refer to RE Policy  
Safeguarding / Child Protection policy

**5. Health and Safety**

Refer to Health & Safety Policy

**6. Equality / Inclusion –**

The school recognises that it has to make special efforts to ensure that all groups prosper regardless of their sex or gender, age, sexual orientation, marital or parental status or other family circumstance, race, ethnic or national origin, colour, creed, disability, it includes those with special educational needs; those who have difficulties accessing the school or services; those who speak English as an additional language; those who have frequent moves and lack stability leading to time out of school (e.g. children in care); those who as children are caring for others; who come from homes with low income and/or inadequate home study space; those who experience bullying, harassment or social exclusion; those with low parental support or different parent expectations; those with emotional, mental and physical well being needs; those who exhibit challenging behaviour and those who come from ethnic minority groups including travellers, refugees and asylum seekers.

**Policy prepared in accordance with DDA.**

**Document reviewed by T&L Committee**

**Name:** ..... (Governor)

**Signature:** .....

**Date:** .....

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