

St Luke's CE Primary School

Spirituality Policy



Last reviewed on:	5 th September 2023
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Next review due by:	5 th September 2026
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Completed by:	Mrs Sam Ray
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Link Governor:	Rev Peter Jones
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Our Vision

At St. Luke's, we will provide a loving, nurturing and caring community rooted in strength, wisdom and perseverance, where everyone is encouraged to flourish and fully achieve their God-given potential. We want all members of our school community to thrive and be a light in our world. (Rooted in Matthew 5:14-16 – City on a Hill)

Our Equality Statement

At St Luke's CE Primary School, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality, by challenging bullying and stereotypes and by creating an environment which champions respect for all.

At St Luke's CE Primary School, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

School Statement on Spirituality

Spirituality is not just the development of the tangible but also the intangible, the tingling moments that help to shape our ideas, values and belief in ourselves and others.

To talk about spirituality is, essentially, to talk about something which is beyond words. To make conversations about spirituality more accessible to every member of our school community.

This language of spirituality begins from a Christian understanding that everyone is a valued creation, individually and uniquely made by God, like pots made by a potter (Isaiah 64:8). Yet, in life things happen that impact on the physical 'pot' of life and create cracks that provide a glimpse of something 'beyond' the tangible. Christians would view this as an opportunity to relate to the Divine Creator God.

Cracks may be caused when something so good and breath-taking happens that the pot expands and cracks – the wows of life.

Cracks may happen when something challenging happens and threatens the comfort of everyday – the ows of life.

Cracks can also happen in the stillness and ordinariness of everyday – the nows of life, when a moment of stillness, a pause or prayer creates a crack in the normal, physical every day. In these special moments there is a spiritual opportunity. Kintsugi, the Japanese art of mending broken ceramics with golden joinery or glue, creates something that has been broken into something even more beautiful. Using this metaphor, the wows, ows and nows of life offer the possibility of cracks that are filled with gold and make the pot even more beautiful. The gold in the cracks reflect a little of the wonder of spirituality

St Luke's Church of England Primary School uses this language and the concepts of wows, ows and nows. These are used to explore relationships with:

- ourselves
- others
- the wider natural world and beyond
- and offering the invitation to relate to God.

Aims

School's Christian Vision:

At St. Luke's, we will provide a loving, nurturing and caring community rooted in strength, wisdom and perseverance, where everyone is encouraged to flourish and fully achieve their God-given potential. We want all members of our school community to thrive and be a light in our world. (Rooted in Matthew 5:14-16 – City on a Hill)

St Luke's Church of England Primary School provides the highest quality education within the context of caring Christian beliefs and practices; in partnership with our local church, 'St Luke's'. St Luke's CE Primary School is a creative, nurturing inclusive community shaped by our vision for spiritual growth

and our Christian values. Children of any faith, or none, are given the opportunity to develop their own spirituality, valuing wisdom, growing in hope, showing respect and exploring big questions.

At St Luke's CE, opportunities for spiritual development are embedded across the curriculum to provide children with a breath of experiences in which they can reflect on and explore how they relate.

To help children flourish both academically and spiritually, we have adopted Liz Mills model of using Windows, Mirrors and Doors alongside Wows, Ows and Nows to enable children to wonder, reflect and respond to different experiences that could provide spiritual opportunities. This model is also used within our collective worship, to help teach children about the 12 values and the Christian faith with our focus on Strength, Wisdom and Love.

As part of their subjects, leaders ensure that spirituality is planned for and in terms defined within their subject intent to develop opportunities both in and out of school of awe and wonder, self-worth, values and appreciation of themselves, others, the world as well as the beyond.

Organisation

The spiritual growth of pupils is not only dependent on learning in RE, opportunities for enhancing the spiritual well-being of learners are developed in every aspect of our school life. We support the whole school community to share this responsibility and to develop the shared language of spirituality. Opportunities are available for all to develop spiritually in our supportive and nurturing school inspired by our vision and lived out through our Christian values.

We have identified specific areas which contribute to the spiritual growth of pupils: collective worship, the whole curriculum, including RE and the general ethos of the school within daily life. Reflection areas in each class and in communal areas provide time during the school day where children and adults can quietly reflect and/or pray.

Spirituality in Collective Worship

Collective Worship is the beating heart of St Luke's CE Primary School. It provides the opportunity for our school community to share experiences, ideas and understanding. It is the context in which the language of spirituality, which we use as a school, is regularly and explicitly shared.

Collective Worship provides the opportunity for pupils to become aware of the importance of reflection and how our positive and negative experiences can be formative. It also provides a real sense of being present (now moments) which are often linked to invitations to pray. Through daily Collective Worship, pupils are offered a space and a place for hearing the Christian story. They are offered an understanding of worship by being invited to participate in, or observe, Christian spiritual practices such as: prayer, reading and reflection on the Bible and liturgy and are introduced to different musical traditions.

Opportunities to reflect on the wows of life such as beauty and joy of the world are given, as well as time to reflect and empathise with the ow moments of disappointment or pain. Pupils are given time to consider their responsibilities to others and to grow in love and service. Time is given for celebration, both for the accomplishments of school members and to mark seasonal Christian festivals and celebrations in the calendars of other faiths. In this way pupils are offered time to be able to

contemplate and develop spiritually. Collective Worship in St Luke's CE Primary is invitational, inspirational and inclusive.

Spirituality in Religious Education

The Church of England's Statement of Entitlement outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE and spirituality.

Learning activities in RE provide for the needs of all pupils, offering a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews, linking these to pupils' ideas of spirituality and the language of wows, ows and nows where appropriate. For further details, please refer to St Luke's CE Primary Religious Education Policy and The Church of England's Statement of Entitlement

Spirituality within the Curriculum

Our Christian Vision is the key driver for how we design our curriculum; ensuring all are able to achieve through our inclusive approach. Children are able to see and value their own personal Wow moments as they embark on their school journey at St Luke's CE Church of England Primary School as well as have the tools to help support themselves and others when they encounter Ow moments along the way. We ensure our curriculum goes beyond the National Curriculum to provide relevant and exciting opportunities for our children to broaden their experiences both academically and spiritually. The embedded use of 'Big Questions' allows for dedicated time to really deepen our children's curiosity and help them to explore and articulate spiritual and ethical issues.

Drawing on the language of **wows**, **ows** and **nows**, conversations around spirituality will be included in classroom teaching when appropriate from EYFS to Year 6.

Maths

Points to consider:

The wonder of number patterns

What cannot be measured? (For example: love)

What cannot be accurately counted? (For example: the difference an act of kindness makes.)

Reading

Points to consider:

How do we frame questions around a text? For example:

What inspired you in this text?

How did a character cope with a challenge in life?

How did the actions of a character surprise you? How do you think you would have responded to that wow or ow moment?

What do you think makes these words so powerful/beautiful/painful?

Writing

Points to consider:

If pupils are invited to write about things that have profound meaning to them, how is this writing valued? How can it be recognised as having value, rather than simply be reduced to an evaluation of SPAG?

DT

Points to consider:

What motivates designers and their decisions? For example, is it a desire to make money or a desire to help and make improvements to daily life for everyone

Languages

Points to consider:

What motivates language learning? For example, buying an ice cream on holiday or welcoming and comforting a stranger in our country?

What does it feel like to genuinely communicate with someone in a new language?

Geography

Points to consider:

The wow of physical geography.

The wow of discovering different physical regions do not provide the same opportunities.

What options/opportunities are there to respond and take responsibility in a challenging world?

History

Points to consider:

Which stories tell historical wows?

Which stories tell historical ows?

What lessons for future decisions and choices do they provide?

PE

Points to consider:

How do you celebrate a new skill? How does it feel to be proud of your whole self?

What does it feel like to be completely focused on a task or challenge?

How do you recognise the delight in movement, connectedness, and creativity?

Encourage the awareness of one's own strength and limitations.

Recognise/celebrate equality, freedom, respect and trust.

Science

Points to consider:

Delight in discovering how things work.

Opportunities to linger longer on the wonder!

What questions cannot be answered by science?

Art

Points to consider:

How does art invite you to explore the mystery that dances within your soul?

What are the wows and ows in the stories behind the artists you study?

How do you celebrate and respect different responses to art?

PSHE & RSHE

Points to consider:

As you explore topics such as relationships, feelings & attitudes, keeping safe and 'your body' where are the natural links with the wows, ows and nows?

How can the honesty and sensitivity needed to explore these topics gently reflect the language of spirituality already used throughout the school?

Specific focus on Big Questions within RE lessons, recorded in class floor books.

All Subjects

Points to consider:

How do you celebrate the achievement and break-through wows of success?

How do you support the ows of difficulty and frustrations?

How do you maximise the everyday moment of concentration and being in the present, creating a sense of calm and completeness?

Spirituality within the ethos of the daily life of the school

In St Luke's CE Church of England Primary, we view spiritual growth as becoming more and more aware of one's natural, innate spirituality. These opportunities happen throughout each and every day as children deal with delight, disappointment and the chance to be present with themselves.

For this reason, every member of the school community, including MDSA and administrative staff are familiar with the school's shared language of spirituality and will respond to pupils appropriately.

Throughout the daily life of the school, including lunch times and playtimes, pupils know that their references to wows, ows and nows will be heard and taken seriously. They will be encouraged to reflect on these experiences and be comfortable about talking about the golden glue of spirituality.

Reflection Time issued for children to think about how their actions have impacted on others creating unnecessary 'ow' moments for others due to their behaviour.

Value certificates can be given weekly to those children who have demonstrated our value of the term selflessly to others.

Throughout the year, we run prayer space activities in partnership with St Luke's that create opportunities not only for children to participate in but also to create opportunities for themselves and others to engage, including older children planning prayer spaces for younger children.

Children regularly plan, lead and monitor our spiritual growth through collective worship.

Recording, Monitoring and Evaluation

Governors ensure that this policy is fully implemented and that practice is consistent with the school's Christian vision, in line with the school's monitoring policy and schedule for governors.

Roles and Responsibilities

Recognising there are opportunities for enhancing the spiritual wellbeing of learners in every aspect of our school life, every member of our staff team is committed to support this spiritual growth wherever appropriate.

Our Senior Leadership Team are responsible for supporting and leading spiritual development in our school, including monitoring opportunities for spiritual growth in collective worship, the whole curriculum (including RE) and the general ethos of the school within daily life

This role also includes:

- Ensuring personal knowledge and expertise are kept up-to-date by participating in CPD and shared good practice
- Providing and sourcing in-service training for staff as necessary
- Ensuring all staff are familiar with the shared language of spirituality
- Acquiring and organising appropriate resources, managing a budget when necessary
- Monitoring the opportunities for spiritual growth through regular observations and learning walks in both formal and informal contexts, discussions with colleagues and pupil voice
- Contributing to the SIAMS self-evaluation process particularly around Strand 2

Staff Development and Training

We ensure that all staff, including support staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

Early Career Teachers and staff who are new to St Luke's CE Primary will receive training and support from the staff member identified as leading on spirituality. This policy is shared on the school's website and is part of the induction pack for new staff and new governors.