**SPIRITUALITY POLICY**

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| --- | --- |
| **Author/Person Responsible** | ***Kirsty Robson*** |
| **Date of Ratification** |  |
| **Review Group** | ***Standards Committee 1*** |
| **Ratification Group** | ***Standards Committee 1*** |
| **Review Frequency** | ***Every 3 years*** |
| **Review Date** | ***February 2022*** |
| **Previous Review Amendments/Notes** |  |
| **Related Policies** | Behaviour and Discipline;  Child Protection;  Collective Worship;  Code of Conduct;  Confidentiality;  Equal Opportunities;  E-Safety;  Moral, Social & Cultural;  Sex & Relationships;  RE |
| **Chair of Governor’s Signature** |  |

**Equality Impact Assessment (EIA) Part 1: EIA Screening**

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| --- | --- | --- | --- |
| **Policies, Procedures or Practices:** | Spirituality Policy | **DATE:** | 28/02/19 |
| **EIA CARRIED OUT BY:** | Kirsty Robson | **EIA APPROVED BY:** | Standards Committee 1 |

**Groups that may be affected:**

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| --- | --- | --- |
| **Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)** | Existing or potential adverse impact | Existing or potential for a positive impact |
| **Age** (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion) |  | X |
| **Disability** (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication) |  | X |
| **Gender reassignment** |  | X |
| **Marriage and civil partnership** |  | X |
| **Pregnancy and maternity** |  | X |
| **Race** |  | X |
| **Religion and belief** (practices of worship, religious or cultural observance, including non-belief) |  | X |
| **Gender identity** |  | X |
| **Sexual orientation** |  | x |

Any adverse impacts are explored in a Full Impact Assessment.

**St Michael's Church of England Primary School, Winterbourne**

**Learn ~ Care ~ Enjoy**

This school aims to be a learning community in which all:

* Achieve their full potential
* Are motivated to work independently and collaboratively
* Take initiative and responsibility
* Show respect and consideration for others and their environment

**Rationale:**

As a Church of England school we believe that our curriculum is balanced and broadly based and reflects our school and British values. It promotes the spiritual, moral, cultural, and social development of pupils at the school and in the community, and prepares pupils for opportunities, responsibilities and experiences both now and later in life.

The most recent Ofsted Inspection framework (September 2018) places Spiritual, Moral, Social and Cultural Development as a central part of the judgement of a school’s overall effectiveness.

**Definition:**

South Glos Sacre (*Standard Advisory Council on Religious Education*) defines Spirituality:

• Awareness of the self;

• Awareness of all that is not the self; (other)

• The purpose and meaning of life;

• Delight in the strangeness and wonder contained even in the commonest things of daily life;

• Sensitivity to change, suffering and the processes of life; values in action.

**At St. Michael’s we believe:**

*Time for Spirituality gives us opportunities to explore and reflect on the purpose and meaning to our lives, how it impacts on us and how we can act upon it to help others.*

*Time for Spirituality gives us opportunities to experience delight and wonder in the commonest of things and ask meaningful questions.*

*As individuals, we can also learn about the obstacles, suffering and challenges in life and how we can show sensitivity and compassion towards others, through ‘living’ our school values.*

**Definition of Spirituality**

‘Spirituality is when we find and express meaning and purpose in our lives, through appreciating the ‘wows’ and ‘challenges’ in life and when we feel connected to something bigger than ourselves.’

**Aims**:

Our aim is to further the pupil’s spiritual development, which can be shown by their:

* Beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people’s feeling and values.
* Sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
* Use of imagination and creativity in their learning.
* Willingness to reflect on their experiences.

**Broad Guidelines:**

* 1. Children will be introduced to aspects of spirituality through ‘special times’ such as our daily act of Collective Worship and regular Circle Time. Children will have opportunities to:
  + Explore and imagine
  + Worship
  + Give thanks
  + Listen attentively
  + Question
  + Develop a sense of awe and wonder
  + Think of others, whilst accepting their responsibilities
  + Develop an attitude of reflective stillness
  + Contemplate and be mindful
  1. Children should be encouraged to express their innermost thoughts and feelings across the whole curriculum, in particular, through music, art and craft, literature and history.
  2. The Personal, Social, Health Education curriculum provides opportunities for children to explore their self-knowledge and their responsibilities to other people and the environment.
  3. To motivate children, achievements are celebrated.
  4. To provide areas, both inside and out, that offer children a safe and peaceful area to reflect and have some quiet time.
  5. Each subject area should try to use Higher Order Thinking Skills to provide opportunities for children to explore the bigger questions in life.
  6. Children should be encouraged to ask questions and express their own views and opinions in a respectful environment.
  7. Children will be encouraged to evaluate not only their work but their relationships.
  8. The development of children’s spirituality is inextricably linked to other areas of the curriculum and, therefore, the following policies should be consulted: Spiritual, Moral, Social and Cultural Policy; Sex and Relationships; Collective Worship; Religious Education.
  9. The RE schemes of work (*South Gloucestershire’s Agreed Syllabus for R.E* and *Understanding Christianity*) will provide similar opportunities to help promote the spiritual development of pupils. In particular, the following will be developed and encouraged:
* Self-awareness
* Curiosity
* Collaboration
* Reflection
* Resilience
* Response
* Values
* Appreciation

**Conclusion:**

People seek spiritual well-being whether or not they belong to any particular religion or faith, or have any belief in God. As a school community, we will promote and develop spiritual health in children as we recognise that it is part of their whole being.